

# 2021-2022 Course Catalog

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## **The College and Its Mission**

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

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

## **Goals & Values**

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

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

**Values held by St. Mary's College of Maryland**

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

## **About the College**

Nonsectarian since its founding in 1840, St. Mary's enjoys a unique status in higher education as Maryland's public honors college. Because it is a state college, St. Mary's is committed to the ideals of affordability, accessibility and diversity. As Maryland's public honors college, St. Mary's offers an undergraduate liberal arts education and small-college experience like those found at exceptional private colleges. St. Mary's shares the hallmarks of private institutions: an outstanding faculty, talented students,

high academic standards, a challenging curriculum, small classes, a sense of community and a spirit of intellectual inquiry. By combining the virtues of public and private education, St. Mary's provides a unique alternative for students and their families. Its spectacular waterfront setting in the heart of the Chesapeake Bay region, 70 miles southeast of Washington, D.C., and 95 miles south of Baltimore enhances the College's uniqueness. The St. Mary's campus is one of uncommon charm, inspiring a powerful sense of belonging.

Designated the state's public honors college by the Maryland legislature in 1992, St. Mary's has won widespread recognition for the friendly, caring quality of campus life and the academic excellence of its faculty and students. The College is consistently ranked as one of the top public liberal arts colleges in the nation by U.S. News & World Report, Kiplinger's and The Princeton Review.

As a public institution offering the benefits of fine private colleges, St. Mary's promotes excellence in every facet of campus life. Its first-rate faculty of teachers and scholars has gleaned their own educations at many of the world's finest colleges and universities, and over 98 percent of core faculty hold a Ph.D. or other terminal academic degree. St. Mary's professors are exceptionally active in research and writing. Twelve members of the current faculty have received Fulbright awards, yet the faculty's primary interest and central concern is teaching.

Small classes (the student-faculty ratio is 10 to 1), dedicated teachers and an informal atmosphere encourage faculty and students to share in the intellectual life of the College, both in and out of the classroom. Professors serve as academic advisers, work with students in extracurricular programs, involve students in research and mentor them in individualized projects.

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

St. Mary's alumni have distinguished themselves in every academic field and creative pursuit. They have achieved success in the nation's top graduate schools, including Harvard, Yale, and Stanford, as well as in the working world. education. St. Mary's graduates report a 90% Career Outcomes Rate (placement in graduate school, employment, or a structured gap year program), 5% higher than the national rate.

St. Mary's success is rooted in its identity as a small, coed and residential community of scholars. About 1,600 men and women attend St. Mary's; about 85 percent of students live on campus.

The College is dedicated to the liberal arts with a curriculum designed to give students an excellent general education and help them develop keen intellectual skills that will serve them throughout their lives. The College's guiding premise is that the best

preparation for a life of value is an education in the humanities: the arts, the sciences and the social sciences. Moreover, the St. Mary's curriculum stresses the links between disciplines while allowing for individual specialization in particular academic fields.

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

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

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

## **About the Community**

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

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

By an Act of Toleration adopted at St. Mary's City in 1649, Maryland became an early site of religious freedom in the New World. The Act envisioned tolerance only between Roman Catholics and Protestants, but it represented an enormous triumph over the religious unrest in Europe and became a basis for today's larger view of religious freedom. The "Freedom of Conscience" monument on the campus commemorates that event.

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

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

In Historic St. Mary's City, 17th-century America comes to life through exhibits, reconstructed buildings and staff interpretations. St. Mary's College students receive complimentary admission tickets to all exhibit areas, one example of the many ways in

which the two institutions collaborate. In 1997, the Maryland General Assembly passed the Historic St. Mary's City Act, which facilitates joint programming by the City and the College. For St. Mary's students, this collaboration represents a rare opportunity to explore the American past.

## **History of the College**

Over the decades, St. Mary's has sought to balance its legacy with its future, pioneering new educational concepts and technologies while maintaining continuity with historical roots. Though the character of the school has changed, several key features have remained constant. Since its founding in 1840, St. Mary's has been state-sponsored, publicly supported, separately administered by an independent board of trustees, nonsectarian and devoted to providing an affordable liberal arts education. In 1992, the Maryland General Assembly granted the College a new institutional status designed to assure stable public funding. Named for St. Mary's City, the College was founded as a "female seminary" (girls' boarding school) and "living monument" to the original English settlers of Maryland and their "Act of Toleration." Endorsing this idea as presented by the St. Mary's County community, the Maryland General Assembly authorized the establishment of St. Mary's as a "monument school," a resource of and for the people of Maryland. Hundreds of the state's citizens contributed money to construct the original school.

From the beginning, St. Mary's embraced the idea of making an excellent education affordable. In 1846, the first board of trustees designed tuition and living costs to be substantially lower than those at similar schools. After 1868, when the General Assembly began giving the school annual appropriations, the seminary frequently educated up to half of its students—representing every county of the state and each legislative district of Baltimore City—free of charge. Although it struggled for survival in its first two decades, the seminary enjoyed a successful half-century following the Civil War, benefiting from state funding, popular approval and conscientious trustees, many of whom served for as long as 30 years. During the 20th century, the school expanded its campus and enriched the quality of instruction to serve the growing numbers of young women, and eventually men, who desired a fine education. Adding to the stability of St. Mary's was the fact that it has had only 10 principals/presidents between 1900 and 2010.

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

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

Under the leadership of seven presidents—M. Adele France (1923-1948), A. May Russell (1948-1969), J. Renwick Jackson, Jr. (1969-1982), Edward T. Lewis (1983-1996), Jane Margaret O'Brien (1996-2009), Joseph R. Urgo (2010-2013) and Tuajuanda C. Jordan (2014 – Current)—St. Mary's College of Maryland has developed into the finest public liberal arts college in the Mid-Atlantic. In the past decade, the College has received national acclaim for the quality of its programs, the excellence of its faculty and students, and the magnificence of its waterfront campus.

## **Admissions**

The St. Mary's College of Maryland Admission Committee carefully considers a number of factors as it strives to admit and enroll a diverse class with the talent, ambition and potential to be successful in our honors community. Our students typically have demonstrated exceptional academic achievement, strong personal qualities, and meritorious accomplishments. The applicant's secondary school or college grades and grade trends, the quality of course selection, and letters of recommendation provide evidence of academic accomplishment and potential. These measures are supplemented by the required application essay(s) and standardized testing which is optional per our policy. Involvement in the school and external community is also considered as is the applicant's demonstrated interest in the College.

### Visiting the Campus

A campus visit is an excellent way for a prospective student to become acquainted with St. Mary's College. Students and their families are encouraged to schedule an information session and tour. Appointments are available Monday through Friday. Designated Saturday visits are also available. Please check the Admissions website for more details.

Open Houses, in April and throughout the fall, provide an in-depth opportunity to learn about the College and talk with faculty, staff and students. In the spring, Admitted Seahawk Days and other special events are hosted for admitted students.

Prospective students and their families can schedule a campus visit or register for an Open House on the admission website.

### **Application Options and Deadlines**

First-year applicants are offered three application plans. Early Decision is for those who know they want to attend St. Mary's College. This plan is binding. Applicants who apply Early Decision agree that, if admitted, they will withdraw their applications at the other schools to which they have applied. They are required to commit to the College by submitting the enrollment deposit by January 15. The Early Action program is for those who want to complete the application process early and receive the admission notification as early as possible. This plan is not binding and applicants have until May 1 to submit their enrollment deposit. Regular Decision is for students who haven't completed their application by the earlier deadlines, or for those who may not have known that they wanted to apply to SMCM until after the earlier deadlines. Applicants admitted through the Regular Decision plan have until to submit a deposit until May 1. After the Regular Decision deadline, th

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All candidates, regardless of their application plan, are required to make a non-refundable commitment deposit of \$500 to confirm the acceptance of an admission offer. See the schedule of application deadlines and decision notifications [here](#) (need to add a link).

## **First-year Students**

### **Requirements**

- Completion of the following secondary school units: English, four; social studies, three; mathematics, three (four recommended); science, three (four recommended); foreign language, two (four recommended); and other electives, seven.
- Superior secondary school grades in college preparatory, honors, Advanced Placement and International Baccalaureate courses.
- Standardized test scores are optional. For more information, see the SMCM Test-Optional Policy ([include the link](#))
- Possession of an earned high school diploma, or its equivalent or a satisfactory score on the General Educational Development (GED) examination administered by the State Department of Education.

### **Procedures**

1. Applications: St. Mary's College of Maryland uses the Common Application and our own online institutional application. Students should apply online at [www.smcm.edu/admissions](http://www.smcm.edu/admissions) ([provide link](#)).
2. Transcripts: Send official secondary school transcript and transcripts for any college work completed directly to the Office of Admission, 47645 College Drive, St. Mary's City, Maryland, 20686-3001.
3. Standardized Test Scores (optional): To send SAT and/or ACT scores directly to the College, the SMCM College Board (CEEB) code for the SAT is 5601, and our ACT college code is 1736.

4. Recommendations: St. Mary's College of Maryland requires the Secondary School Report from the high school counselor and one letter of recommendation from a junior or senior year teacher of an academic subject..
5. A mid-year report reflecting seventh semester or tenth-trimester grades.
6. A final secondary school transcript demonstrating successful completion and graduation.

## **Transfer Students**

### **Requirements**

- Above-average grades (recommended minimum GPA of 3.0) in all college courses.
- Satisfactory completion of at least 12 credit hours of college coursework.
- Possession of an earned high school diploma, or its equivalent or a satisfactory score on the General Educational Development (GED) examination administered by the State Department of Education.

### **Procedures**

1. Applications: St. Mary's College of Maryland uses the Common Application and our own institutional application. Students should apply online at [www.smcm.edu/admissions](http://www.smcm.edu/admissions). The required \$50 application fee may be submitted through this website.
2. Transcripts: Transcripts should be sent directly from the college to SMCM and may be sent either online or by mail directly to the Office of Admission, 47645 College Drive, St. Mary's City, Maryland, 20686-3001. Transfer applicants who have completed fewer than 24 credit hours of college credit must also provide an official secondary school transcript.
3. Recommendation: St. Mary's College of Maryland requires one recommendation from a college professor. The recommendation should be sent directly by the professor to SMCM.
4. College Report: A statement of good standing (College Report) from the most recent college attended. This report should be completed by your college/university registrar or appropriate dean/college official who can verify your enrollment and academic standing.

### **Notification and Acceptance**

The Transfer Priority Deadline is June 1 for the fall semester. Transfer applicants for fall admission are notified on a rolling basis beginning in February. Notification will continue until the class is filled.

The Transfer Priority Deadline is December 1 for the spring semester. Transfer applicants are notified on a rolling basis beginning in October. Notification will continue until the class is filled

### **Transfer of Credits**

For further information, see "[Transfer of credit from other institutions](#)" in the "Academic Policies" section.

### **Early Matriculation**

Superior students who demonstrate exceptional maturity may seek admission to St. Mary's College after the completion of their junior year of secondary school. The secondary school must agree that it will award a secondary school diploma after the completion of specified courses at St. Mary's College. Candidates for early matriculation must provide a letter from their secondary school principal certifying the secondary school's agreement to the above condition. Candidates must also provide a letter of recommendation from the secondary school guidance counselor attesting to the student's readiness and maturity. Candidates for Early Matriculation must arrange a campus interview with an admissions officer.

### **Degree-seeking and Non-degree-seeking Students**

Students who enroll at St. Mary's College of Maryland are classified as either degree-seeking students or non-degree-seeking students. Degree-seeking students are those seeking a degree from St. Mary's College and who have applied and been offered admission by the Office of Admission. A degree-seeking student may enroll for course work (full or part-time) for each consecutive semester as long as he or she remains in good academic standing at the College. A program of 12 credit hours or more constitutes a full-time load; a program of fewer than 12 credit hours constitutes a part-time load.

Non-degree-seeking students are those currently not seeking a degree from St. Mary's College. Non-degree-seeking students are permitted to enroll for fewer than 12 credit hours. Non-degree-seeking students receive advising and assistance with the registration process from the Office of Student Support Services. There is no limit to the number of credit hours that a non-degree-seeking student who does not apply as a degree-seeking student may accumulate. Non-degree-seeking students may enroll for as many semesters as desired for the purpose of enrichment or transferring credits to another institution.

Students who do not meet the criteria to maintain good academic standing as outlined above will be sent a letter of warning and placed on academic probation. (THIS SEEMS OUT OF PLACE.) A non-degree-seeking student may become a degree student by submitting an application for admission and being offered admission through the Office

of Admission. Application must be made prior to the student's enrollment in the last 30 credit hours for a degree at St. Mary's College. In addition, 30 of the student's last 36 credit hours must be completed at St. Mary's College. For admission as a degree student, a non-degree-seeking student must meet the same criteria as a transfer student. The graduation requirements are determined by the policies laid out in the catalog current at the date of the student's admission as a degree student. A student must maintain continuous enrollment in the College in order to graduate under that catalog.

## **Re-admission**

See [re-admission](#) for further information.

## **Part-time Students**

Part-time students are those individuals enrolled for 11 or fewer credit hours during the fall and spring semester or 12 or fewer during the summer semester. They may be either degree or non-degree-seeking students. Degree students must submit an application and be offered admission to the College through the Office of Admission. Non-degree-seeking students complete an application form available through the (A more complete definition of degree and non-degree-seeking status is given in the preceding section, "Degree and Non-degree-seeking Students.") All part-time students are considered a member of the student body of the College. They may choose from the same courses as full-time students and must meet the same academic requirements. College activities, clubs and organizations are open to part-time students, except those governed by special rules of eligibility, such as intercollegiate athletic teams. Part-time degree students are entitled to pre-register for courses at the same time as full-time students. Non-degree-seeking students register at the time designated by the Office of the Registrar before each semester.

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

## **Educational Opportunities for Military Personnel**

St. Mary's College of Maryland is an institutional member of the Service Members Opportunity College (SOC), a group of more than 400 colleges and universities providing post-secondary education to active duty members of the military services. As an SOC member, St. Mary's College of Maryland recognizes the demands of the military service and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and awarding credit from appropriate military education and occupation programs. For further information, contact the Office of the Registrar.

## **Students with Disabilities**

Students are admitted to St. Mary's College based on their potential for academic success, irrespective of physical or learning disabilities. Administrative staff and faculty work cooperatively to assist students with disabilities in their educational endeavors and adjustments to the College community. The Office of Accessibility Services works to ensure that educational programs are accessible to all qualified students. Students with physical or learning disabilities should contact the Office of Accessibility Services for specific information and assistance regarding potential special needs. Students with disabilities who seek accommodations in their academic programs or in their housing assignments must submit documentation of their disabilities to the Office of Accessibility Services before receiving accommodations. Because housing assignments for the fall semester are made early in the summer, requests for accommodations in housing should be made as soon as is practicable, preferably by June 1, to ensure the availability of special housing assignments. Students seeking academic accommodations should make an appointment with the Office of Accessibility Services as soon as possible after arrival on campus.

## **International Students**

Students who are natives of countries other than the United States must follow the same application procedures specified elsewhere in this section. In addition to these requirements, international students must submit the following:

- English Proficiency All students, regardless of citizenship, must demonstrate English language proficiency when applying to St. Mary's College of Maryland. Applicants meet this requirement if:
  - English is the native language
  - They have studied at a secondary school in the United States or another English-speaking country for 4 consecutive academic years where the primary language of instruction is English
- You submit, along with your application, official test results directly from the testing agency for one of the following English language proficiency tests:
  - Test of English as a Foreign Language (TOEFL)
    - Applicants should have TOEFL scores greater than 90 with the follow subsection minimums:
      - Reading: 20
      - Listening: 22
      - Speaking: 20
      - Writing: 24
    - International English Language Testing System (IELTS)
      - Applicants should have an IELTS score greater than 6.5 with no bands below a 6.5
    - Duolingo English Test (DET)
      - Applicants should have a DET score of 115 or greater

- The DET can be taken online at any time
  - The exam requires the Google Chrome browser and your computer's self-facing camera and microphone
  - The testing session is recorded and verified by a Duolingo proctor and the results are available within 48 hours
- Transcripts and certificates of all previous academic work: These records must be originals or certified copies and must be accompanied by English translations if necessary.
  - Transcript evaluations are the responsibility of the student. Evaluators such as WES, AACRAO, Joseph Silney, or other organizations recognized by NAFSA are considered.
  - Financial Resource Statement: An official statement from the international student's bank verifying the student's financial resources for a year of college study must be submitted and must be accompanied by English translations if necessary.
  - Citizenship documentation
    - Copy of passport and, if applicable, immigration status documentation
  - Health Examination Report: This form must be completed and mailed to the Health Center after the student is accepted for admission. The Director of International Education is available to assist international students.

## **In-state and Out-of-state Students**

It is the policy of the Board of Trustees of St. Mary's College of Maryland to recognize the categories of resident (in-state) and non-resident (out-of-state) students for the purposes of admission and tuition classification. These categories are determined by a student's financial dependency and permanent place of abode. A full-time active member of the Armed Forces, the spouse of, or the financially dependent child of such a person shall be granted in-state residency provided his or her home of residency is Maryland or that he or she resides in, or is stationed in, Maryland. This in-state residency status begins on the date the military assignment is effective. The Vice President for Enrollment Management and Director of Admission determine the residency status for prospective students while the registrar is responsible for determining the residency status of enrolled students. A student requesting a change in status must submit to the Office of the Registrar a petition form (available from the Office of the Registrar or online [here](#)) and all appropriate documentation no later than the last day of late registration of the semester in which the change in status is requested. A student must notify the Office of the Registrar in writing within fifteen days of any change that may alter his or her residency status.

For further information about the policy on student residency classification, contact the Office of Admission or the Office of the Registrar or online at the [Office of the Registrar's website](#).

## **Student Affairs**

The time that students spend learning outside the classroom—the hours devoted to sports, publications, theater, clubs, social events and student government—is a valuable

part of the college experience. The Division of Student Affairs provides opportunities and support services to students during this time of intense personal development and intellectual growth; a time when new ideas are pursued, value systems re-examined, and attitudes/lifestyles explored. The student affairs staff plays a leadership role in developing experiences, policies and programs to provide learning and leadership opportunities for students and to help them get the most out of their time as members of the campus community.

## **Dean of Students**

The Division of Student Affairs is supervised by the dean of students. The dean is directly responsible for coordinating and supervising educational programs and services in the areas of counseling, health services, LGBTQ student services, leadership development, multicultural programs, new-student orientation, public safety, residence life, service and social change, student activities, student conduct, and wellness. The dean of students frequently includes and encourages students and professional staff to participate in the committees and programs that directly affect the quality of student life at St. Mary's.

## **Housing**

### **Residence Life**

The Office of Residence Life supports the academic mission of the College by providing attractive, clean, comfortable, safe, facilities and promoting supportive, and civil living-and-learning communities that are conducive to sleeping, studying and socializing. Residence Life staff educate, serve and mentor students to become leaders and good citizens. Living on campus in the residence halls, suites, apartments, or townhouses is an essential part of each student's educational experience. The Office of Residence Life attempts to create an environment conducive to the social learning and the intellectual and emotional development of each member of the community.

The College is a member of the Association of College and University Housing Officers-International (ACUHO-I). Staff in the Office of Residence Life adhere to the [ACUHO-I Standards and Ethical Principles for College and University Housing Professionals](#).

Four residence halls, a suite-style complex, an apartment/suite complex and two townhouse complexes house more than 85 percent of undergraduate students at the College. The Office of Residence Life is managed by administrators who are trained and experienced in helping students learn outside the classroom. Residence Hall Coordinators (RHCs) and Resident Assistants (RAs) are student staff members who live in each wing or in each area and provide residence hall programming, informal counseling, mediations, advising and policy enforcement when needed. The College also provides a housekeeping staff to clean the public areas in the residence halls. All residences have laundry rooms that resident students may use at no additional cost.



One of the College's housing options is the Edward T. Lewis Quadrangle, which opened in 2001. This 210-bed residence hall consists of 6-, 10-, and 14-person suites. Each suite contains a common living area, two bathrooms and double bedrooms. Waring Commons, our newest housing complex, opened in August 2003. An addition opened in August 2007. This facility has six- or eight-person suites, which are similar to the Lewis Quad suites, as well as apartments. Most of the apartments have four single bedrooms (a few have three single bedrooms and one double room), one bathroom, a kitchen and a living room/dining room combination. Students must have earned at least 50 credits in order to live in the apartments. This transitional housing arrangement helps prepare students to live on their own after they graduate. Returning students must submit an application to be considered for the suites or apartments. Assignments are determined by earned credits. New students may be housed in the suites on a space-available basis.

The College-owned townhouses offer upper-class students an alternative living arrangement. These two-bedroom units include a full kitchen, living room, dining room, patio and bathroom to provide a natural transitional experience for students who will soon be living on their own. Students must have earned at least 50 credits in order to live in the townhouses. Returning students must complete a separate application for available townhouse spaces, and assignments are determined by earned credits.

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

The College has a developmental housing philosophy. First- and second-year students are usually housed in the traditional halls where there is more staff supervision, programming, and assistance. Some sophomores and many juniors are often housed in suites with a little less supervision and more freedom and space. Juniors and seniors are eligible for townhouses and apartments. There is less staff supervision and students have more responsibility for themselves (e.g. they have to clean their units and they can be off the meal plan and cook for themselves on a daily basis). The goal is to prepare students to move off-campus and live on their own.

## **Living Learning Centers**

Some of the Townhouses and Waring Commons suites and apartments house a special living-learning center (LLC) programs. In Waring Commons, the Women in Science House (WiSH) occupies two apartments and one suite. New first-year and transfer students are eligible to fill the limited number of spaces available in WiSH. New transfer students are eligible for the limited number of spaces in the Eco-House. For more information about the LLC program please contact the Office of Residence Life, or one of the professors who advise the LLC programs:

- WiSH:

## **SAFE**

The reason for substance-and alcohol-free housing at St. Mary's College of Maryland is to allow students who wish to abstain from the use of alcohol and other substances in their residence (as well as avoid the secondary effects of other students' use) the option to live with like-minded individuals. Those involved in this undertaking may participate in experiential learning, thematic programming and creating community. Students in S.A.F.E. Housing will live together in areas that can be co-ed or single-sex. A wing in Queen Anne and several suites and apartments in Waring Commons have been set aside for the S.A.F.E. House program. Creation of "community standards" for members of the living area is crucial to the success of this environment. Students will work closely with the Office of Residence Life to set expectations for each other in the residence, and to determine the appropriate method of intervention for violation of those expectations. In addition to enhancing the collegiate experience for those students who participate in S.A.F.E. housing, these students will benefit both the College community and the surrounding local community by means such as programmatic initiatives and role modeling. For more information, please contact the Office of Residence Life at 240-895-4207.

## **Open Housing**

Cohabitation by students (members of the opposite sex or gender living together in the same room) will be permitted within the suites, townhouses, apartments, and designated wing in a traditional-style residence hall. Members of the opposite sex or gender will be able to apply to share bedrooms based on this policy. Returning students who desire to live in open housing in a traditional residence hall can apply for the open housing wing located in Prince George Hall during the room selection process. First-year students will be eligible for open housing. During the housing application process, they will be provided the option to opt-in for open housing. For incoming first-years and transfer students who indicate a desire to live in open housing, a Residence Life staff member will contact them to confirm their choice and explain the open housing process.

## **Graduate Student and Family Housing**

Students attending the Master of Arts in Teaching program are eligible for housing. Pregnant students can live on-campus until the baby is born. The College does not provide family housing so other housing arrangements will need to be made for students with children or spouses.

## **The Housing Contract**

It is considered a privilege to live on campus. As resident students gain certain rights and privileges, they are in turn asked to assume certain responsibilities. Each resident student signs a Housing Contract that serves as a contractual relationship with the College relating to living on campus. Students should familiarize themselves with all terms of the contract. In addition, by signing the contract, the student agrees to comply with all College and residence hall/suite/townhouse/apartment policies listed in the student handbook, *To the Point*, as well as those listed on the College's website or may otherwise be published. The Housing Contract is binding for the entire academic year (late August to early May), and release is considered only under the following circumstances:

- The student graduates, transfers, drops to part-time status, gets married, has a baby, takes a leave of absence or withdraws from the College;
- The student participates in a College-approved program that requires off-campus residency;
- The student is academically dismissed, cancelled due to non-payment, or fails to register for at least 12 credits;
- The student is granted a written release after having submitted a written request to the director of Residence Life (or designee) to be released by established dates and only for special, extenuating circumstances on a case-by-case basis. For returning students, the written request for fall semester release must be submitted by May 1; for new students, by June 1. For spring semester release, the written request must be submitted by November 1. If students are not granted a written release but choose to live off-campus, they are still responsible for the terms of the contract, including payment of fees for the assigned residence space. In addition, students who are involuntarily removed from housing for disciplinary reasons are not eligible for any refund of housing fees. Students are urged not to enter into any off-campus Housing Contracts until they are formally released from their on-campus Housing Contract.

Resident students are required to be registered as full-time (12 or more credits) students and making progress toward earning a degree. On occasion, exceptions are made for extenuating circumstances on a case-by-case basis. Resident students, including graduating seniors, wishing to remain in housing while registered for less than 12 credits (but not less than eight credits), must obtain prior, written approval from the director of Residence Life (or designee) before dropping below 12 credits. Resident students allowed to drop below 12 credits must continue to pay the full-time tuition fee, maintain exemplary behavior, and register for at least 12 credits in subsequent semesters (unless graduating at the end of the semester).

Students will be held responsible for damage to their rooms, damage to the contents of the room(s), and for damage to public areas in the residences. The College reserves the right to inspect the rooms periodically and repair, at the expense of the occupant(s), any room and furniture that has been damaged beyond normal wear. The College is not responsible for the loss or damage of any student property resulting from fire, theft,

water or any other cause. Students are strongly encouraged to ensure they have appropriate personal property insurance.

Because of health and safety regulations, cooking is permitted only in the kitchen areas of the residence halls and in the kitchens of the apartments and townhouses. The residence halls are closed during College vacations, and student occupancy is not permitted. Residence hall students may be permitted to temporarily relocate to a suite, townhouse, or apartment for College vacations due to extenuating circumstances, but only with permission of current occupants of a given suite, townhouse, or apartment. Students living in the suites, townhouses and apartments may elect to remain on campus over Thanksgiving and Spring Break. Access through the outside entrances to the traditional halls and to Waring Commons is by cardkey (the student ID card). These residences are locked 24 hours a day. Access through the outside entrances to the individual Townhouse and Lewis Quad units is by key.

## **Expanded Housing**

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

## **Off-Campus Housing**

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

## **Applying for Students Housing: New Students**

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

- New students must make a \$500 admission deposit by the date specified in the letter of admission. Information about the Housing Contract, Health History Form, Drug-Free Campus Policy and Acknowledgment, and Roommate Matching Form can be accessed on the student Portal site in March. Students will receive instructions about submitting these forms online. To request hard copies, please contact the Office of Residence Life (240-895-4207).
- New students who are 18 or older should complete and electronically sign the Housing Contract and the Drug-Free Acknowledgment (using the student Portal). If the student is not yet 18 years of age, the student must submit a hard copy of the Housing Contract and the Drug-Free Campus Acknowledgment and a parent or legal guardian must co-sign both documents which can be downloaded from the College website or requested from the Office of Residence Life. Students will be given the opportunity after receipt of the Housing Contract to verify contract information and to submit a Roommate Matching Profile which can be used by the students to find a roommate or for the College to pair roommates. More information can be obtained on the student Portal. The Housing Contract must be received by the Office of Residence Life by June 1. Students who do not submit the Housing Contract by June 1 will not be assigned to housing until the contract is submitted (and will be assigned to whatever space is available, if any). Room assignments will be made using the preference information on the Roommate Matching Form, and housing will be assigned in the order that the advance payments are received by the Business Office. Due to space limitations, preferences may not always be granted. Students may be placed in available spaces without prior consultation.
- Students must also complete the Health History Form and include verification of required immunizations before being permitted to move into College housing. The Health History Form must be returned to the Health Center.
- Should the student not make the advance payment by the due date specified in the letter of admission, the student forfeits the offer of guaranteed housing.

The room assignment, roommate information and check-in instructions will be emailed in late July for the fall semester, and in January for the spring semester.

New students with disabilities who seek accommodations in their academic courses or in their housing assignments must submit documentation of their disabilities to the Office of Accessibility Services (OAS) prior to seeking accommodations.

New students with medical considerations who seek special housing accommodations must submit documentation of the medical problem to the ADA Coordinator prior to seeking accommodations. The deadline for submitting requests for housing accommodations to that compliance coordinator June 1 for the fall semester. Late requests may not be granted.

## **Applying for Students Housing: Returning Students**

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

Questions about the status of a student's application for on-campus housing should be directed to the Office of Residence Life.

Room changes will be permitted after the first two weeks of the fall semester and after the first two weeks of the spring semester with written permission from the associate director of residence life.

## **Dining Services**

Our food service program is an "all you can eat" operation in the Servedy/Great Room (located in the Campus Center). First-year resident students are required to be on one of three "anytime" meal plans (Silver, Gold, or Platinum). Sophomores, juniors and seniors living in traditional residence halls or suites have a choice of four meal plans (Silver, Gold, Platinum or 250 Meal Credits). All other students may elect one of the optional meal plans if so desired. The student ID card serves as the meal card. Dining Dollars ("Flex") are included in most of the plans to allow students to eat and drink at the smaller retail dining venues (the Daily Grind, the Lewis Quad "Grab-n-Go" and the Lewis Quad Pub), in addition to the Servedy/Great Room. Dining Dollars can only be used for food and beverages. There is no refund or carryover of unused Dining Dollars at the end of a semester. The meal plans and fees are noted in the [Expenses and Financial Aid section](#).

## **Student Life**

### **Student Conduct**

The campus conduct system process is educational, with an emphasis on personal responsibility and a commitment to community standards. It is the philosophy of this College, as reflected in the conduct process, that any inappropriate behavior be

redirected rather than punished. Serious and ongoing violations of the Code of Student Conduct, however, may result in suspension or expulsion from the College and/or criminal prosecution. Students at St. Mary's are entrusted with the responsibility of upholding community standards as set forth in the Student Code of Rights and Responsibilities which is published in the student handbook, [To the Point](#), on the College's website. For more information about the conduct system, please contact the Office of the Dean of Students.

## **Student Activities**

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

## **Orientation**

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

## **Student Government Association**

All full-time students are members of the Student Government Association (SGA) and are thus eligible to vote in annual elections of officers to the student senate, the association's legislative body. All major components of the student body are represented in the student senate. The SGA, which holds regular weekly meetings, is charged with promoting the standards of the College, unifying the student body, and representing the students to the faculty, administration and community. In cooperation with the Student Activities Office, the SGA allocates student activity fees to support such student-initiated programs as campus media, student publications, guest lecturers, dances, concerts, coffeehouses, fine arts performances, film series, and more than 80 clubs and organizations reflecting varied student interests. Student representatives are also selected to sit on the College's Board of Trustees and on such College committees as Academic Policy, Academic Resources, Admissions and Scholarship, Curriculum, Faculty Issues and Planning. The Programs Board coordinates and promotes student-sponsored events on campus. The SGA president and vice president are invited to attend Board of Trustees and Alumni Council meetings as representatives of the student body.

## **Clubs & Organizations**

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

## **Media & Publications**

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

## **Diversity**

St. Mary's College of Maryland values diversity in all its forms and is committed to developing a campus environment that is conducive to the enhancement of multicultural diversity. Culturally different backgrounds enrich the liberal arts education, and St. Mary's is dedicated to encouraging learning and development among its students through an appreciation of diverse cultures. The College provides services to familiarize students with support services, assists with the adjustment to the school's academic and social environments, and introduces students to faculty, staff, and other students who are historically underrepresented. Diversity, Inclusion, and Education initiatives utilize programs that leverage the wealth of information gathered from the experiences of historically underrepresented populations to the College community. This exchange of information helps create an atmosphere of mutual respect and acceptance among students from different cultures. The program provides personal and academic support through counseling and workshops and also works with various offices to provide a welcoming environment.

## **International Student Support Services**

St. Mary's supports international students through a variety of offices on campus with primary leadership in the Office of International Education and Student Affairs. The College assesses the needs of the international student population and coordinates programs and services to meet those unique needs, in such areas as pre-arrival preparation, arrival, orientation, acculturation and breaks. Staff members serve as a



support for international students in their social, cultural and academic transition to the College. They also facilitate students' learning about available support services. Identification of reoccurring gaps in students' understanding about American higher education and issues they face helps us to improve baseline services or students' knowledge of services that already exist. Staff members communicate concerns of international students to the campus community and consult with campus offices to insure that the appropriate services are available to or are considered for development for students from internationally diverse backgrounds. Staff members focus on coordinating logistics (e.g. transportation, break housing), and providing support for transition, adjustment and integration issues (including assistance with incoming international student orientation activities and developing integration training opportunities for student staff members).

### **Service & Social Change Program**

St. Mary's strongly encourages and supports opportunities for service as part of the College's mission to inspire students to serve society. Hundreds of St. Mary's students give back to the community while simultaneously enriching their own learning through work in the schools, with the underprivileged and for the environment. Beginning with new-student orientation, students can choose from many avenues that lead into the larger community. If they choose to continue involvement, students can volunteer throughout the year with any of the numerous student-run service projects and also blend service with learning through course-based service components, field experience, internships, or St. Mary's Projects. The program is part of the Office of Student Activities. The coordinator of diversity initiatives and civic programs and student staff members advise and support most of the service projects and help match community needs with campus resources.

### **Theater & Film**

The Department of Theater, Film, and Media Studies (TFMS) produce three major shows annually in the 200-seat Bruce Davis Theater, located in Montgomery Hall. Directed by theater faculty or guest artists, these productions encompass the widest possible range of theatrical forms, genres, periods, and experiment, and might include a Shakespeare, an American classic, a dance concert, or a musical. Students are involved in all aspects of production, from on-stage to back-stage work, and might assist in designing, directing or choreographing the major shows. Read more about the department's production activities and opportunities for students on its website. In addition to its theater season, TFMS produces its annual film series. The TFMS Film Series brings to campus internationally acclaimed, award-winning filmmakers who screen and discuss their work, visit film production and film studies classes, and meet informally with students during their two-three day residencies at the College.

[For more information about the film series, visit the TFMS website.](#)

## **Music**

Faculty-directed music groups provide excellent opportunities for students, including College Choir, Chamber Singers, Wind Ensemble and Jazz Ensemble. These groups present concerts on campus, in the community and have gone on concert tours. Membership in these organizations is based on private audition, and students may participate as a club activity or for applied music credit.

## **Religious Life & Holidays**

Students at St. Mary's College of Maryland may participate in religious groups of their choice. An Episcopal church adjoins the campus, a Roman Catholic parish lies within a mile, and a Jewish synagogue is nearby. These and other local congregations welcome student participation. On campus, students may form organizations around their religious interests and may secure meeting space as recognized student clubs. St. Mary's students missing classes due to the observance of special religious holidays must inform faculty members in advance and make arrangements with them to make up missed work and assignments.

## **Athletics & Recreation**

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

## **Varsity Sports**

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

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Fall

Winter

Spring

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

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

## **Intramurals**

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

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

For more information, please email [intramurals@smcm.edu](mailto:intramurals@smcm.edu).

## **Club Sports**

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

- Rugby (men & women)
- Sculling
- Crew
- Softball
- Equestrian
- Fencing
- Ultimate Frisbee (men & women)
- Soccer (men & women)

## **Student Services**

### **Career Development Center**

The Career Development Center is a link between the academic environment and life after St. Mary's College. The office provides campus wide programming and guidance through individual advising. Students and alumni can schedule appointments or come in during walk in hours for assistance with career exploration, job and/or internship search, resume and cover letter reviews, and interview practice. Students can also get assistance identifying and applying to on campus-jobs, networking with alumni, and graduate school applications. The Career Development Center staff is committed to helping students achieve their individual goals during and after life at St. Mary's.

Additionally, the Career Development staff administers the credit-bearing internship program. For full details, please see the Academic Internships section of the catalog.

### **The Wellness Center**

The Wellness Center is staffed by a team of medical and mental health professionals to assist you in addressing your physical and mental health concerns. In order to provide you with the highest quality of care, the Wellness Center utilizes an integrated treatment approach. Our multi-disciplinary team of clinicians works collaboratively to optimize your wellness through seamless prevention and intervention. The Wellness Center is comprised of Counseling and Psychological Services (CAPS) and Health Services. The Center is a resource for health and wellness education and information, providing

resources and teaching skills that will assist students in making healthy lifestyle choices now and in the future. The Center supervises the student groups, the Peer Health Educators (PHEs) and the Sexual Misconduct Awareness and Response Team (SMART), who assist with providing programs on a variety of topics and issues throughout the academic year including alcohol and other drugs, sexuality, healthy relationships, smoking cessation and body image. Students interested in being involved in health education should contact the Wellness Center.

CAPS is staffed by licensed mental health professionals. Our therapists assist, at no cost, full-time students with academic, family and personal concerns. The mental health staff can provide assistance to students dealing with issues such as depression, anxiety, eating disorders, stress, interpersonal relationships, alcohol and drug abuse, mood, sexuality or academics. Psychological assessment, psychiatric care, and ongoing individual, couples, and group therapy are available through CAPS. Our services follow the ethical guidelines of the American Counseling Association. If a student requires specialized treatment that falls outside our scope of practice, they will be appropriately referred. CAPS also offers advocacy services for students who have experienced any form of interpersonal violence. The Advocate can be accessed by contacting the Wellness Center.

Health Services offers limited outpatient medical services to all full-time students by qualified medical personnel. It is a member of the American College Health Association. Appointments for the clinic may be made Monday through Friday. Emergency and after-hours care is provided through local urgent-care clinics and area hospitals. Students are strongly advised to carry an individual health insurance policy that covers them for laboratory, x-ray, emergency services and hospitalization, none of which are covered by student fees. The College does not endorse or sponsor any particular health insurance plan. All residential students must submit proof of immunizations (meningitis and tuberculosis) required by the State of Maryland before they can move onto campus. Before students access medical care they will need to provide a health history, immunization history, and a copy of their insurance card to help us provide the most effective services. Information for new students and forms are available on the Wellness Center website at [www.smcm.edu/Wellness/](http://www.smcm.edu/Wellness/)

## **Public Safety**

The Office of Public Safety has the responsibility of providing safety and security for persons and property within the College. The staff provides this and other services to the campus community 24 hours a day, every day of the year. Some of the services provided include crime prevention, criminal investigation, temporary and visitor parking permits, and property registration. The office is also a prime source of information about the campus and the surrounding community. All student-owned and -operated motor vehicles must be properly registered with the College before parking in any College-regulated lot. Vehicle registration permits may be purchased through your

student Portal and picked up at the Office of Public Safety. All visitors must register at the Office of Public Safety and obtain a temporary parking permit.

## **Office of Student Support Services**

The Office of Student Support Services (OS3) connects students to the activities, people, programs, resources, and services that will help them be successful and persist to graduation. Working closely with the faculty, staff, and students, the staff in OS3 bridge Academic Affairs and Student Affairs and are knowledgeable of many aspects of college life. Call this office (240-895-4388) if you want or need academic skills workshops, accommodations associated with ADA, academic advising or wish to change your academic advisor, one-on-one coaching, tutoring, assistance dealing with personal problems, help getting off of Academic Probation, have questions about academic policies, need to take a leave of absence or withdrawal from the College, you are not sure where to go to get a question answered, or to find out what academic and/or non-academic support services are available.

## **Regulations**

### **Alcohol and Drugs**

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

### **ID Cards**

All students are issued College ID cards and are required to carry them at all times. They are also required to provide them to College officials, including Residence Life student staff, upon request. Students are not permitted to let others use their ID card for any purpose. Lost ID cards should be deactivated online through the portal. Deactivating an ID card prevents unauthorized electronic use of that card. A card may be reactivated through this same web site. In the event that a card is stolen, Public Safety should be notified. Lost ID cards can be replaced, for a fee, at the IT Support Center in Baltimore Hall.

### **Suspension**

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

such suspension or separation. Please refer to the student handbook, [To the Point](#), for more information.

## **General Rules and Regulations**

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

## **Student Email**

Every student who is enrolled for credit classes at St. Mary's College of Maryland is issued a student email account, which is the official means of communication from offices such as the Office of the Registrar, Office of Academic Services, Office of Student Conduct, Office of Residence Life and the Office of Student Activities. Email will also be used to notify students of certain emergencies, pending conduct action and school closings due to inclement weather. Most faculty and staff rely on email to communicate with students. It is the responsibility of each student to maintain and check their College email account regularly. Students are accountable to know information disseminated through the email account. Failure to read College communications sent to the email account does not absolve the student from knowing and complying with the content of these communications.

## **Expenses and Financial Aid**

### **Tuition and Fees**

The total cost for an undergraduate Maryland resident attending the College in the 2017-2018 academic year and living on campus is expected to be approximately \$27,312 for tuition, fees, and room and board. The dollar figures listed below are subject to change since the trustees reserve the right to adjust charges at any time as needs dictate.

### **Undergraduate Program**

#### **Tuition and Mandatory Fees**

All fees listed are annual charges, unless otherwise noted.

Tuition: Full-time, Maryland resident	\$12,116
Tuition: Full-time, D.C. Resident	\$22,116
Tuition: Full-time, non-resident of Maryland	\$28,192
Mandatory Fee: Full-time students (resident and commuter students)	\$3,008



Orientation fee: All new students (one time)	\$100
Graduation fee	\$100

### **Master of Arts in Teaching Program (MAT)**

Tuition and all fees:	\$21,236
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\*Billed in four equal installments

### **Part-Time Tuition**

(Undergraduate and MAT)

#### Part-Time Tuition

In-state Part-time (per credit hour)	\$300
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In-state Fees (per credit hour)	\$48.50
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Out-of-state Part-time (per credit hour)	\$450
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Out-of-state Fees (per credit hour)	\$48.50
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Note: This part-time per credit hour tuition applies to a total of 1-11 credits as well as to all credits over 19.

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

### **Room**

Room: single occupancy	\$8,880
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Room: double occupancy	\$7,850
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Room: triple/quad occupancy	\$7,850
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Suite: single occupancy	\$8,880
Suite: double occupancy	\$8,406
Townhouse:	\$9,618
Apartment: single occupancy	\$9,420
Apartment: double occupancy	\$9,278

## Board

The meal plan structure is an “anytime dining” model. The Great Room will be open from 7 am – 8:30 pm, Mondays – Fridays and 10 am – 8:30 pm on weekends. The “anytime dining” board plans provide unlimited access. Students can eat as often as they want, whenever they want, when the operation is open. They can come and go as many times as they like throughout the day/night and eat as much or as little as they want. All meal plans include Dining Dollars.

First Year students living in traditional halls and suites are required to choose one of the Anytime Dining Plans described below. Anytime Dining Plans are optional for commuters, residents of the Townhouses and Waring Commons Apartments, faculty and staff:

**Silver Plan:** unlimited access to anytime dining. 12 guest passes per semester and \$200 Dining Dollars per semester. Cost: \$2,931 /semester; \$5,862/year.

**Gold Plan:** Same privileges as Silver Plan plus 20 guest passes and \$300 in Dining Dollars per semester. Cost: \$2,990/semester; \$5,980/year.

**Platinum Plan:** Same privileges as Silver Plan plus 32 guest passes and \$400 in Dining Dollars per semester. Cost: \$3,107.50/semester; \$6,215/ year.

Sophomores, juniors and seniors living in the traditional halls and suites are required to choose one of the “anytime dining” plans described above or they may select the 125 Meal Credit plan described below.

Meal Credit Plans: A variety of limited access plans described below are available for commuters, residents of the Townhouses and Waring Commons Apartments, faculty and staff:

**125 Meal Credit:** 125 meals per semester plus \$300 dining dollars per semester. Cost: \$1,977.50 /semester; \$3,955/year

**75 Meal Credit:** 75 meals per semester plus \$300 dining dollars per semester. Cost: \$1,462.50/semester; \$2,925/year

**Flex Plan:** 10 meals per semester plus \$400 dining dollars per semester. Cost: \$620/semester; \$1,240/year

### **1st Year Resident Options**

Silver – Anytime dining – 12 guest passes per semester – \$200 dining dollars per semester

Gold – Anytime dining – 20 guest passes per semester – \$300 dining dollars per semester

Platinum – Anytime dining – 32 guest passes per semester – \$400 dining dollars per semester

### **Upperclass Students in Residence Halls/Suites Options**

Silver – Anytime dining – 12 guest passes per semester – \$200 dining dollars per semester

Gold – Anytime dining – 20 guest passes per semester – \$300 dining dollars per semester

Platinum – Anytime dining – 32 guest passes per semester – \$400 dining dollars per semester

125 Meal Credit – 125 meals per semester – 0 guest Passes – \$300 dining dollars per semester

### **Options for Commuters, Apartment & Townhouse Residents**

Silver – Anytime dining – 12 guest passes per semester – \$200 dining dollars per semester

Gold – Anytime dining – 20 guest passes per semester – \$300 dining dollars per semester

Platinum – Anytime dining – 32 guest passes per semester – \$400 dining dollars per semester

125 Meal Credit – 125 meals per semester – 0 guest Passes – \$300 dining dollars per semester

75 Meal Credit – 75 meals per semester – 0 guest Passes – \$300 dining dollars per semester

Flex Plan – 10 meals per semester – 0 guest passes – \$400 dining dollars per semester

We offer “to-go” breakfast, lunch and dinner programs in the Great Room, as well as a “Grab-n-Go” program from the Lewis Quadrangle Pub. With the “to-go” program, students can pick up food and take it “to go.” With the “Grab-n-Go” program, pre-packaged sandwiches and salads are available to “Grab and Go” Mondays-Fridays. In addition to a sandwich or salad, the student gets a beverage, chips, a piece of fruit, and cookies or a brownie. For the “Grab-n-Go” breakfasts out of the Pub, the student can choose a bagel, muffin, or pastry, along with a beverage and a piece of fruit, Mondays-Fridays.

## **Dining (“Flex”) Dollars**

Dining Dollars (also known as Flex) are included in the plans to allow students to eat and drink at the smaller retail dining venues (The Daily Grind, “Grab-n-Go”, and The Pub), in addition to the servery of the Great Room. Dining Dollars can only be used for food and beverages. There is no refund or carryover of unused Dining Dollars at the end of a semester (“Use it or lose it”).

## **Special Academic Fees**

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

- Applied music: class instruction (one hour per week) \$90
- Applied music: individual instruction (one hour per week) \$250
- Scuba diving fee for beginning class: \$175
- Scuba diving fee for advanced class: \$150
- Lab fee for Educational Studies courses with field placements \$10
- Study abroad fee: \$250 (Fees for exchange programs and summer programs vary. Contact the Business Office for specific program fees.)
- Theater lab fee TFMS 171: \$50
- Theater lab fee TFMS 374: \$20
- Theater lab fee TFMS 375: \$50
- Theater lab fee TFMS 376: \$50
- Theater lab fee TFMS 228: \$25
- Theater lab fee TFMS 328: \$25
- Art academic fee ART 205: \$85
- Art academic fee ART 204: \$135
- Art academic fee ART 212: \$135
- Art academic fee ART 214: \$135
- Art academic fee ART 206: \$135
- Art academic fee ART 208: \$135
- Art academic fee ART 223: \$150
- Art academic fee ART 224: \$150
- Art academic fee ART 233: \$135
- Art academic fee ART 239: \$135
- Art academic fee ART 240: \$150
- Art academic fee ART 269: \$135
- Art academic fee ART 304: \$150
- Art academic fee ART 306: \$150
- Art academic fee ART 308: \$150
- Art academic fee ART 309: \$150

- Art academic fee ART 312: \$150
- Art academic fee ART 314: \$150
- Art academic fee ART 333: \$150
- Art academic fee ART 338: \$150
- Art academic fee ART 339: \$150
- Art academic fee ART 367:\$150
- Art academic fee ART 369: \$150
- Art academic fee ART 347: \$150
- Art academic fee ART 390: \$150
- Art academic fee ART 430: \$150
- Art academic fee ART 431: \$150

## **Miscellaneous Fees**

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

- Application fee: new-student applications (undergrad and master's) \$50
- Advance payment: residence hall student (new) \$500
- Advance payment: residence hall student (returning) \$200
- Advance payment: commuting student (new) \$500
- Advance payment: MAT student (new) \$250
- Late-payment fee: (under \$1000) \$50
- Late-payment fee: (\$1000 and over) \$100
- Bad-check handling fee: (under \$1000) \$25
- Bad-check handling fee: (\$1000 and over) \$50
- Motor vehicle registration: (academic year) \$100
- Motor vehicle registration: (Continuing Education, per semester) \$10
- Parking citation/vehicle violation: \$10 to \$50
- Identification card replacement: \$25
- Residence Hall, Townhouse, apartment and suite key replacement: \$36/key
- Mailbox key replacement: \$10
- Course-change fee (per change): \$25
- Unauthorized meal entry: \$40

## **Payments**

All tuition and fees are due in full at the time stipulated on the statement of account. The only exceptions are students who are receiving scholarships, loans, or other financial aid. These students may defer that portion of their semester charges covered by financial aid when payment will be remitted directly to the College by the paying agency. PLUS loans, issued in both the parents' and the College's name and remitted directly to the College by the lending institution, can be used in deferring payment as long as they are immediately returned to the College upon request for endorsement.

Financial aid documentation must be completed prior to any payment deadline in order to be eligible for deferment. Complete documentation includes the formal acceptance of aid by the student. Students accept or decline their financial aid through the student Portal at <https://seahawks.smcm.edu/ics>. The amount to be deferred may be no greater than the sum of the scholarships, loans and aid. If any aid used to defer payment is rejected after the due date, late charges may be applied in accordance with the College late payment policy. College work-study programs cannot be used in deferring payment, since wages are based on actual hours worked.

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

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

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

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

Cashier  
St. Mary's College of Maryland  
18952 E. Fisher Road  
St. Mary's City, MD 20686-3001

For new students, the College accepts VISA, MasterCard, or Discover credit cards for application fees, housing and tuition deposits. For all other payments and for all payments made by returning students, the College accepts online payments using MasterCard, Discover, or ACH (electronic check) through the Portal at <https://seahawks.smcm.edu/ics>. There is a convenience fee for use of a credit card, but there is no fee for payment by ACH. The College does not accept VISA for payments other than those itemized above.

## **Deposits**

Housing Contracts are binding for the entire academic year. Since cancellation of housing directly affects eligibility for a refund, see the [Refunds](#) and [Student Affairs](#) sections of the catalog for specific deadlines. Advance payments for all new students are non-refundable and are credited to their first-semester billing. Failure to matriculate will result in forfeiture of the advance payment. New students wishing to live on campus should forward the residence hall advance payment to the Business Office upon notification of their admission to the College, but no later than May 1. Housing is not guaranteed for new students who deposit after May 1.

New students who do not wish to live in on-campus housing are required to pay the commuting student advance payment upon notification of their admission to the College. This fee must be paid prior to the established deadline for the following semester. Failure to pay by the deadline may result in loss of class placement. Returning resident students must sign and complete the Housing Contract and pay the \$200 housing deposit by February 23, 2018 for the fall 2018 semester. The housing deposit is credited to the student's first semester billing.

Deferment of the housing deposit is not acceptable, even for those students on full scholarships. Returning students wishing to be released from the Housing Contract with no financial penalties must submit a written release request by May 1. Please contact the Office of Residence Life for additional information.

Housing deposits for students going on a leave of absence:

If a returning student pays a housing deposit and subsequently is granted a leave of absence before the Housing Contract release deadline (May 1 for the fall semester), the deposit will be credited to the student's account unless the student wants the deposit held until such time as the leave of absence is terminated. There are no financial penalties for students that are granted a leave of absence by November 1 for the spring semester.

A student who requests a leave of absence after the Housing Contract release deadline (May 1 or November 1) forfeits the deposit and may be assessed an additional late fee (please refer to the student handbook for Housing Contract release dates and information).

A student who does not return at the conclusion of the leave of absence will forfeit the deposit.

## **Refunds**

All refunds are processed through the Business Office and normally take about two weeks to receive. Refunds for less than \$20.00 will not be processed for currently enrolled students. Tuition and mandatory fees are refundable according to the schedule

below. Special academic fees are non-refundable after the last day of the late registration period. Miscellaneous fees are non-refundable once assessed. In addition to the published refund policy, refunds will be adjusted, as-needed, for eligible federal financial aid recipients. Those students with internships or teaching sites and places of residence more than 50 miles from the campus may request a refund of up to 50 percent of all mandatory fees other than course-related fees for that semester.

## **Tuition Refunds**

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

- Before classes officially begin, 100 percent of tuition and mandatory fees will be refunded. As of the first day of classes, mandatory fees are non-refundable.
- Eighty percent of tuition will be refunded only prior to the end of the second week after the official beginning of classes.
- Sixty percent of tuition will be refunded only during the third week after the official beginning of classes.
- Forty percent of tuition will be refunded only during the fourth week after the official beginning of classes.
- Twenty percent of tuition will be refunded only during the fifth week after the official beginning of classes.
- After the fifth week of classes, no tuition or fees shall be refunded.

## **Enrollment Status Change**

Tuition refunds will be made for all degree-seeking undergraduate and MAT students, whether changing from full-time to part-time status, or as a part-time student dropping one or more classes while remaining enrolled, according to the following conditions:

- Before classes officially begin, 100 percent of tuition and mandatory fees are refundable to the student. As of the first day of classes, mandatory fees are non-refundable.
- Before the end of the second week following the official beginning of classes, 80 percent of the tuition payment can be refunded.
- Starting on Monday of the third week following the official beginning of classes, 0 percent of the tuition payment can be refunded.

## **Room Refunds**

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



- One hundred percent, less the penalty fee as noted on the Housing Contract before classes officially begin.
- Eighty percent prior to the end of the second week after the official beginning of classes.
- Sixty percent during the third week after the official beginning of classes.
- Forty percent during the fourth week after the official beginning of classes.
- Twenty percent during the fifth week after the official beginning of classes.
- No refund after the fifth week following the official beginning of classes. Room refunds must be requested in writing to the Office of Residence Life, as part of being released from the Housing Contract.

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

## **Board Refunds**

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

## **Remittance of Excess Financial Aid**

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

## **Financial Aid**

The Office of Student Financial Assistance helps students to identify and apply for financial support for their college education. St. Mary's offers a variety of programs designed to assist in meeting college expenses. These programs include scholarships, grants, loans, work opportunities and a tuition payment plan. St. Mary's participates in all applicable federal and Maryland financial aid programs. To gain an objective assessment of a candidate's ability to contribute to educational cost, St. Mary's requires applicants to complete the [Free Application for Federal Student Aid \(FAFSA\)](#). The FAFSA provides St. Mary's with the expected family contribution (EFC) to the student's comprehensive expense, as well as the estimated contribution of any federal grants for which the student may be eligible. St. Mary's then prepares a package of financial assistance consisting of a combination of grants, scholarships, work opportunities, and/or loans intended to meet the Cost of Attendance (CoA). In the end, the goal is to ensure that qualified applicants have the opportunity to obtain an Honors education at St. Mary's College of Maryland.

## **How to Apply for Financial Aid**

To be eligible for most federal, state and institutional aid programs, students must be U.S. citizens or must meet eligible non-citizen criteria, be admitted to and pursuing an eligible degree program and be enrolled on at least a half-time (6 credit hours) basis.

### **First-year and Transfer Students**

To be considered for most forms of aid, students need to complete the Free Application for Federal Student Aid (FAFSA) by February 15 of the year they plan to enroll. By filing the FAFSA, students are applying for grants, loans and work-study. Newly accepted students receive notification of financial assistance with their admission information.

### **Returning Degree Students**

Applicants submit the completed FAFSA or Renewal Application beginning October 1. Awards are based on academic performance and/or financial need. SMCM's Office of Student Financial Assistance works to cover the same amount of financial need as the previous financial assistance packages. Grant amounts may change with a fluctuation in the family's EFC from the FAFSA information. Returning students receive notification of their financial assistance for the next academic year in June.

## **How to Accept Financial Aid**

All students receiving St. Mary's College and/or federal financial aid: Upon receiving notification of their aid package from St. Mary's, applicants decide to accept, reduce, or reject each form of self-help aid offered (loan and work). Applicants indicate their decision by accessing their financial aid awards on the student portal: <https://seahawks.smcm.edu/ics>. Once the decision is made, students must submit then confirm their aid on the SMCM student portal.

All SMCM and Federal gift aid is already accepted on behalf of the student, and no action by the student is necessary for those awards.

## **Responsibilities of Financial Aid Recipients**

Financial aid recipients must do the following:

1. Maintain good academic standing and make satisfactory progress as required. Detailed information may be obtained from the Office of Student Financial Assistance or via the SMCM Student Portal.
2. Report changes in names, addresses and dependency status to the Office of Student Financial Assistance. Changes in name and address also must be reported to the Office of the Registrar.

3. Report to the Office of Student Financial Assistance the receipt of any financial assistance (scholarship, grants and so forth) received from any other outside groups or organizations.
4. Consult with the Office of Student Financial Assistance prior to making any changes in enrollment status (change from full-time to part-time or withdrawal from the College).
5. Submit the Free Application for Federal Student Aid (or the Renewal Application) before the priority deadline of March 1. Maryland residents who file after the March 1 deadline will not be considered for Maryland state assistance. Note: St. Mary's reserves the right to adjust aid awards at any time when there are changes in enrollment or residency status, income discrepancies, or financial changes.

## **Grants**

Grants are gift aid, or funds, awarded to students with financial need. Grants are not repaid. St. Mary's College offers the Federal Pell Grant, Federal Supplemental Educational Grant (SEOG), Maryland State grant through the Maryland Higher Education Commission (MHEC), and numerous institutional and foundation grants for students with demonstrated financial need.

## **St. Mary's Scholarships**

Merit scholarships at St. Mary's are awarded to entering full-time first-year and transfer students who show exceptional promise. Scholarships are awarded competitively to academically talented students. Scholarships, unless otherwise noted, are automatically renewed for up to eight semesters (four years) of full-time study at St. Mary's as long as the student remains in good standing as a full-time student, maintains a minimum cumulative 3.0 GPA and completes at least 12 credit hours each semester. Merit scholarships are associated with student residency and, therefore, the tuition rate. See the St. Mary's College Scholarship Warning and Suspension section below.

St. Mary's College of Maryland reserves the right to recalculate any scholarship amount based on any changes in the tuition charged to the student. The Office of Financial Aid, associate dean of academic services, and the Scholarship Review Committee monitors the academic progress of scholarship recipients. The total amount of scholarships received from St. Mary's may not exceed the cost of tuition. Tuition waivers are scholarships and count toward this limit.

## **Loans**

### **William D. Ford Federal Direct Loan (Direct Loan) Program**

St. Mary's College of Maryland participates in the Direct Loan Program. The lender is the U.S. Department of Education. Students also have the option to obtain financing from a

private lender. SMCM recommends participation in the Federal Direct Loan program before private loans.

With Direct Loans, you can:

- Borrow directly from the federal government
- Have online access to your Direct Loan account information 24 hours a day, 7 days a week
- Choose from several repayment plans that are designed to meet the needs of almost any borrower
- Switch repayment plans if your needs change

Please go to <http://studentaid.ed.gov> to learn more about the Federal Direct Loan Program.

## **Campus Employment**

Part-time employment is another way many students cover some of their educational costs. The Office of Student Financial Assistance administers the federal work-study program. The Federal Work-Study program is based on student need and will be included as part of the financial assistance package. Students are employed in many capacities throughout the College. Income from part-time employment is paid directly to the student during each two-week pay period in which the student worked. St. Mary's College of Maryland is an Equal Employment Opportunity employer and a supporter of affirmative action initiatives.

## **Financial Aid for study Abroad**

Limited financial assistance is available to eligible students for SMCM approved academic year, semester, summer, and faculty-led study tours. Students should begin this process by contacting the Office of International Education or by visiting [Financing Study Abroad](#) on the SMCM International Education website. For more information regarding aid availability, contact the Office of Student Financial Assistance or the Office of International Education.

## **Satisfactory Academic Progress (SAP)**

In order to receive financial aid, a student must be in good academic standing and must make Satisfactory Academic Progress (SAP) toward obtaining a degree. The qualitative (grade-based) standards for measuring whether a financial aid recipient is maintaining satisfactory progress are the same as for students who are not aid recipients. Financial aid recipients must also meet quantitative (time-related) standards that ensure a full-time student will complete the undergraduate program of study within six years. Programs affected by this policy are (but not limited to) the following: Federal Direct Loans, Federal PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Federal Perkins Loan, Federal Work-Study, SMCM need-based grants, Maryland Guaranteed Access Grant,

Maryland Excellence Award, Maryland Delegate Award, and the Maryland Senatorial Award. Please note: SMCM merit scholarships have different requirements for renewal. Satisfactory Academic Progress is measured in three areas: maintaining a cumulative grade point average (GPA) which is consistent with the standards for good academic standing established by the Academic Policy Committee, successfully completing two thirds (2/3) of credits attempted per semester, and receiving a degree in a timely manner. See below for more details.

In order to receive financial aid, a student must meet the Satisfactory Academic Progress standards established by the Academic Standards Policy. In general, a student is expected to have at least a 2.0 cumulative GPA or be meeting standards set through an individualized academic plan. Below is a schedule of the minimum credits that students must successfully complete each year while attending SMCM. Students must receive a grade of A, B, C, D, or Cr. in order for the class to be successfully completed. This schedule specifies the pace at which a student should progress through the undergraduate program to ensure completion of the program within our maximum timeframe of six years.

## **Evaluation of SAP/Financial Aid Warning Status**

SMCM evaluates the academic progress of students at the end of each semester: fall, spring, and summer. A student who does not meet each of the satisfactory progress standards above will be placed in Financial Aid Warning status.

**A student may receive financial aid for one semester while in Financial Aid Warning status.** After one semester in warning status, the student must either re-establish satisfactory progress or meet the requirements specified in the academic plan developed with the help of the Office of Student Support Services.

## **Financial Aid Suspension and Appeal**

If a student does not re-establish satisfactory academic progress standards or meet the requirements in their academic plan after one semester, the student loses eligibility for financial aid.

There are two ways aid eligibility can be reinstated:

- The student may enroll without aid and do well enough in the classes to re-establish satisfactory academic progress, or
- If there are extenuating circumstances, the student may file an appeal and possibly have the suspension changed to one-semester probation status. Appeals are submitted in writing and reviewed by the SAP Appeals Committee. The appeal form and letter of appeal must be submitted by the date specified in the notification letter and should address:

- \* The extenuating circumstances that prevented the student from making satisfactory progress; and
- \* What has changed that will now allow the student to be an academic success.

The SAP Appeals Committee will review the appeal and will respond in writing to the student. The committee may uphold the suspension of aid or reinstate aid eligibility and place the student in Financial Aid Probation status. Appeals are only approved if the committee determines that the student will be able to meet SAP standards after the next semester or if an academic plan has been developed with the Office of Student Support Services that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time (maximum three semesters).

### **Financial Aid Probation Status**

If a student has failed to make Satisfactory Academic Progress but has submitted a successful appeal, the student is placed on Financial Aid Probation. A student on Financial Aid Probation may receive aid for one semester. After one semester the student must be in good academic standing or be fulfilling all of the requirements of the academic plan established with the assistance of the Office of Student Support Services.

### **Additional Financial Aid Policies**

Total gift aid including SMCM merit and need-based funding and outside funding cannot exceed the full cost of attendance. SMCM gift aid will be adjusted accordingly.

The following items describe how GPA and pace of completion are affected by incomplete grades, withdrawals, repeated coursework, and transfers of credit from other schools:

- Transfer credits are counted in the determination of the pace at which the student is progressing through the program but are not counted in the computation of the cumulative GPA.
- Course withdrawals (grade of W) after the drop/add period are not included in the computation of the GPA but are considered a non-completion of attempted coursework.
- Incomplete courses and I grades are not included in the computation of the GPA but are considered a non-completion of coursework until a permanent grade is assigned.
- Audited courses and other noncredit coursework are not included in GPA calculation or as attempted coursework.
- A grade of P or PD is not included in the GPA calculation, but the credits for the course are counted as attempted and completed credits.

- F grades are treated as attempted credits that were not earned and are included in the calculation of GPA and minimum completion rate.
- If no grade (grade of NR) is reported, the coursework is not included in the GPA calculation until a final grade is posted.
- For repeated courses, the most recent grade earned in a course will count in the GPA computation but the credits will be reflected in the attempted and earned accumulative credits every semester the course is taken.

## **St. Mary's College Scholarships Warning and Suspension**

St. Mary's College offers scholarships to outstanding first-year and transfer students at the time they are admitted. The scholarship of an entering first-year student is renewable each year for up to four years provided the student maintains the academic standards required for the award. The scholarship of a student who enters St. Mary's as a transfer student is renewable for a continuous period until the student has been enrolled as a full-time student at any institution for the equivalent of four academic years (i.e., eight semesters). Scholarship recipients must remain in good academic standing as full-time students and make satisfactory academic progress toward the degree. In addition, they must maintain a cumulative GPA of at least 3.00 in all St. Mary's College coursework. Students who fail to meet these criteria are subject to the following policies.

### **Scholarship Warning**

Any semester in which a student fails to meet the academic requirements for the scholarship, they will be placed on scholarship warning. Students will be notified in writing that they are on warning and encouraged to meet with the Office of Student Support Services to review their academic record and discuss ways to improve performance. Students retain their scholarship while on warning.

### **Scholarship Suspension**

A student who has been on warning the previous semester and fails to meet the academic requirements for the scholarship in a subsequent semester will be notified in writing that they have been placed on scholarship suspension. The student's scholarship will not be awarded while the scholarship is suspended. Students may appeal the suspension by writing to the Director of Student Financial Assistance by the due date listed in the notification letter. Appeals are reviewed by the Scholarship Appeals Committee. Students whose appeals are granted will have their scholarship reinstated and will remain on scholarship warning.

Students will remain on scholarship suspension until they return to good academic standing and achieve a cumulative GPA of 3.00 or higher. A student who meets the criteria will have their scholarship re-instated for the semester following that in which the academic criteria were met.

Students who have had a scholarship re-instated after a period of suspension will be on scholarship probation. If they fail to meet the scholarship criteria in any subsequent semester, their scholarship will be suspended again. All policies associated with scholarship suspension apply to this subsequent suspension.

## **Veterans Benefits**

Individuals who wish to use their Veterans Benefits should contact the Office of the Registrar, Glendening Hall. Telephone 240-895-4336. The Office of Financial Assistance does not alter or adjust a financial assistance award with the receipt of any VA benefits.

## **Liberal Arts Curriculum**

As a public college of the liberal arts, St. Mary's College of Maryland aims to educate its students in a variety of literacies (e.g., means toward being competent in a society). These dimensions account for breadth (via our LEAD Curriculum) and depth (via students' majors) of disciplinary literacy, as well as other areas relevant both to students' academic work and to life in the twenty-first century: interpretive and expressive literacy, community literacy, cultural literacy, information literacy, and professional literacy.

## **Undergraduate Institutional Learning Outcomes**

St. Mary's College of Maryland has identified institutional learning outcomes informed by its institutional mission and core values. These outcomes are the foundational structure that defines and organizes the learning opportunities for all undergraduate students at the college. The institutional learning outcomes articulate what all graduates are expected to be able to do in each literacy upon earning a baccalaureate degree from the College.

### ***Disciplinary Literacy***

- Graduates of SMCM will demonstrate understanding of varying perspectives in a breadth of disciplines in the liberal arts.
- Graduates of SMCM will demonstrate sophisticated expertise in at least one discipline in the liberal arts.

### ***Interpretive & Expressive Literacies***

- Graduates of SMCM will demonstrate proficiency in a variety of interpretive & expressive literacies.
  - They will communicate effectively in writing and in speech.



- They will engage effectively in critical thinking and/or deploy effective and/or creative problem-solving skills.

### ***Information Literacy***

- Graduates of SMCM will effectively integrate the processes that support the locating, valuing, and ethical application of information.

### ***Cultural Literacy***

- Graduates of SMCM will effectively examine the changing nature of social and cultural experiences, and the way we shape and are shaped by culture.

### ***Community Literacy***

- Graduates of SMCM will effectively engage as citizens in local, regional, global, learning, or professional communities.

### ***Professional Literacy***

- Graduates of SMCM will develop skills and knowledge to facilitate an informed and professional transition into multiple contexts beyond the college classroom.

## **Degrees Offered**

Bachelor of Arts/Bachelor of Science

The College awards the bachelor of arts/bachelor of science degree upon successful completion of all requirements, including the LEAD Curriculum program and one or more of the designated majors. The LEAD Curriculum program offers the student a broad understanding of several fields of knowledge. The major provides the opportunity to pursue one field in depth. Students who complete the requirements for more than one major, as determined by the appropriate academic departments, will have that fact recorded on their permanent records.

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

### **Bachelor of Arts**

Anthropology  
Art  
Asian Studies  
Economics  
English

Environmental Studies  
History  
International Language and Culture: Spanish  
Philosophy  
Political Science  
Public Policy Studies  
Student-Designed

### **Bachelor of Science**

Biology  
Biochemistry  
Chemistry  
Computer Science  
Mathematics  
Marine Sciences  
Neurosciences  
Physics  
Psychology  
Sociology

### Master of Arts in Teaching (MAT)

Teacher certification is available through the Master of Arts in Teaching (MAT) program in the following areas:

- Early childhood with elementary certification
- Elementary grades 1-6
- Secondary certification in English, history/social studies, math, biology, chemistry, physics, and theater
- K-12 certification in art, music, or modern foreign language
- Special Education

The MAT program is a year-long, full-time, and intensive program leading to both eligibility for certification and the master's degree. Please see the MAT section for complete information.

## **Graduation Requirements for the Bachelor of Arts/Bachelor of Science**

### **General College Requirements**

1. Completion of at least 128 credit hours (credits), including at least 44 credit hours of upper-level (300- and 400-level) courses, with a cumulative grade-point average of at least 2.00, both on an overall basis and in those courses that meet major requirements.
2. At least 30 of the last 36 credit hours of academic work toward the degree at St. Mary's College must be completed by credits earned from St. Mary's College

courses. With the permission of the Academic Policy Committee, this provision may be waived for students engaged in departmentally approved off-campus learning experiences.

3. The LEAD Curriculum requirements
4. The requirements for a major field of study
5. Good standing with respect to the Code of Student Conduct.

### **Degree Candidacy**

To be a candidate for a degree, a student must be enrolled as a degree-seeking student at some time during the 12 months preceding graduation.

### **Participation in the Commencement Ceremony**

Only students who have successfully completed all General College Requirements as noted above and have been verified as complete by the department of their major and the registrar are allowed to participate in the commencement ceremony. In some instances, students may have all requirements completed for one major but maybe missing requirements for an additional major at commencement. Students will be allowed to participate at commencement with the completed major noted in the commencement program and diploma. The student will be eligible to finish the additional major as long as the student has no more than eight credit hours of required course work remaining to satisfy the second major requirements, and can complete the required coursework in one calendar year. All minor requirements must be completed before graduation.

### **Degree Conferral Dates**

Degrees are conferred at the end of August, mid-January, the end of the fall semester, and the end of the spring semester. However, there is only one commencement ceremony that takes place in May.

### **The Lead Curriculum**

The LEAD (Learning through Experiential and Applied Discovery) Curriculum at St. Mary's College of Maryland prepares students to lead here on campus and in their personal and professional lives after graduation. LEAD includes a range of curricular and co-curricular opportunities as well as universal experiences required of all students. Required elements of LEAD include Foundational Study and Advanced Study through a major and a capstone experience.

LEAD starts with a required Core Seminar, taken in a student's first semester at the College. New students also use their first year to begin their Professional Pathway coursework, and they choose how they will complete their Core Knowledge and

Methods requirements (see below). In addition, all new students are strongly encouraged (though not required) to fulfill their Language requirement in their first year, as such courses prepare students to see ideas from different perspectives and to engage with a diversity of cultures and identities in meaningful and respectful ways.

These foundational requirements of LEAD provides students with the fundamental experiences of a liberal arts education by developing skills in the interpretation, expression, and evaluation of information. Through these shared LEAD experiences, students also encounter a breadth of disciplinary content—that is, what we think we know about the world—and a range of methodologies through which such shared understandings are established and debated. Students are asked to consider such debates as they study the relation between cultures and the broader forces that shape identities and inequalities—and when we ask them to make connections between these academic experiences and their career aspirations through courses that intentionally develop their professional literacy.

### **Universal LEAD Requirements**

All St. Mary's College students complete the following as part of their Foundational Study for LEAD\*:

- Core Seminar: New students practice skills of inquiry and communication by completing:
  - CORE101 or CORE301
- Core Knowledge and Methods: Students extend their breadth of learning and experience the importance of cultural literacy by completing:
  - Language Requirement
  - Core Inquiry or Core Exploration
- Professional Pathway: Students establish connections between academic and career preparation by completing:
  - CORE-P101, CORE-P102, and CORE-P201
  - Transfer students who transfer in 24 or more credits are not required to take COREP classes but can choose to take them.

In addition, all students must complete the following Advanced Study requirements for LEAD:

- Academic Major
- Capstone Experience

\*Unless specified otherwise, Foundational Study in the LEAD curriculum requires a letter grade with a minimum grade of D to pass; students must, however, maintain a 2.0 overall GPA in order to be in good academic standing.

### **Learning Outcomes**

Through their Foundational Study LEAD requirements, students will:

- Understand how disciplinary methods shape our knowledge of both the human and the natural world.
- Use a variety of tools and methods that support critical engagement with material and effective communication of their ideas.
- Critically analyze the contents and contexts of information and its relevance for a specific purpose.
- Examine the impact of intersecting cultures and identities.
- Transfer their communication, critical thinking, and leadership skills to professional settings beyond the classroom.

Through their Advanced Study LEAD requirements, students will:

- Develop a depth of disciplinary knowledge, methods, practices and principles.
- Synthesize knowledge, methods, practices, and values within, through, or across disciplinary experiences to produce a substantive exploration of a problem, idea, concept, or theory.
- Explain how knowledge, skills, and ethical values developed through their major coursework are applied within the workplace.

## **Foundational Study**

### **Core Seminars**

Core Seminars introduce students to the campus community and the foundations of inquiry and communication in the liberal arts. The Seminars are overseen by the associate dean of curriculum and taught by faculty from every department; each Core Seminar also includes a peer mentor who supports new students' learning as well as their transition to the College. In these courses, students will:

- Evaluate textual arguments for their usefulness, cohesiveness, and logic.
- Identify and access relevant information sources.
- Use effective oral expression strategies in making a formal presentation.
- Demonstrate effective written communication with use of revision.
- Participate responsibly and respectfully in informal group discussions.

To satisfy the Core Seminar requirement, students must take either CORE101 (for first year students) or CORE301 (for transfer students who have earned more than 24 credits, excluding AP and IB credits). All students must earn a grade of C- or higher in order to satisfy the Core Seminar requirement. Core Seminars may not be used to satisfy any other LEAD requirement; nor can a Core Seminar be used to satisfy any requirements within a major or minor.

Students who are identified as needing additional support making the transition to college-level writing are also required to take English 101, Introduction to Writing concurrently with a Core Seminar. Student placement into English 101 is determined via a writing sample collected in CORE101 and 301 during the first week of the semester.

## **Core Knowledge and Methods**

As part of the Foundational Study for LEAD, students complete coursework that develops their cultural literacy and their breadth of learning. They do so by fulfilling their language study requirement, and by completing a four- or five-course Core Inquiry or taking Core Exploration courses in six breadth of learning areas.

## **Language Study**

All St. Mary's students are strongly encouraged to begin their language study in their first year. Students must complete one 3- or 4-credit college-level language course at the 102/110 level or higher to satisfy this requirement (see "Determining course level" below). The course must have an ILC or LNG designation, such as courses listed in the St. Mary's College of Maryland course catalog (e.g., ILCC [Chinese], ILCF [French], and ILCS [Spanish]). Courses offered at St. Mary's College of Maryland that are not listed in the course catalog, but that receive a 3- or 4-credit LNG designation at the 102/110 level or higher on a student's transcript (e.g., courses in Italian, Latin, Thai, among others), may also satisfy the language requirement. In addition, courses on American Sign Language that develop both proficiency with the language and facilitate cultural explorations of the language tradition fulfill this requirement. Coursework in ASL must similarly be completed at the 102/110 level or higher to satisfy the requirement.

Through coursework that fulfills the Language Study Requirements, students will: Describe aspects of culture in the target language with higher-order intercultural understanding and in conversation with their own world view.

### **Determining course level:**

Students' scores on the web-based Foreign Language Proficiency Test, taken prior to course registration, will determine their course placement. Placement in courses number 102 or above will fulfill the requirement. Students who place into the 101 level, however, must complete both 101 and 102. Students may also opt to fulfill the requirement by starting a new language at the 101 level and then completing 102. Students must receive a C- or better in their 101-level class in order to proceed to 102.

For example, a student who places into ILCC/ILCF/ ILCS 101 must take 101 + 102. A student who places into ILCC/ILCF 102 or ILCS 110 must take that course. Students who place into a 200 or 300 level course must take the course into which they are placed or begin study in a new language.

### **Other ways to meet this requirement:**

1. By providing proof of course work equivalent to a 102 or 110 ILC course at St. Mary's College of Maryland, in any language at the college level (including languages not currently taught at SMCM); or
2. By petitioning the chair of the International Languages and Cultures Department for an exemption, such as by demonstrating native or near-native knowledge of a language other than English (including ASL); or
3. By submitting evidence of a score of a 4 of 5 in an AP foreign language exam or a minimum score of 5 in an IB/HL exam in a foreign language.

Students who have already satisfied the international languages requirement as detailed above are still strongly encouraged to continue to develop their proficiency through additional college level coursework and are encouraged to take the FLPT to determine level of placement. Foreign language study through the 201 level is a requirement for selection to [Phi Beta Kappa](#).

## Core Inquiry

Organized around a problem, question, or topic, Core Inquiries consist of four to five thematically-linked courses that let students see how different disciplines intersect with the Inquiry topic. As a result, students gain a clearer sense of how complex issues benefit from a multidisciplinary approach, and they develop a greater awareness of their own agency as learners. By completing the requirements for a Core Inquiry, students fulfill their Core Knowledge and Methods requirements, meeting outcomes in Arts, Cultural Literacy, Humanities, Mathematics, Natural Sciences (with lab), and Social and Behavioral Sciences (see "Core Exploration," below). They also extend their communication and information literacy skills established in their Core Seminar. Information on current Inquiries and the specific courses they include can be found here [new LEAD Inquiry web page – link]. Inquiries can be configured in the following ways:

- 4 integrated courses through which students complete their Core Knowledge and Methods requirements.
- 4 integrated courses plus one additional, stand-alone course through which students complete their Core Knowledge and Methods requirements.
- 5 integrated courses through which students complete their Core Knowledge and Methods requirements.

In addition, all Core Inquiries culminate in a 1-credit Integrated Learning Portfolio (ILP) completed during the final semester of Inquiry coursework. In their ILPs, students will demonstrate their ability to integrate learning experiences across their Core Inquiry courses by

- Demonstrating the transfer of knowledge between Inquiry classes.
- Showing how connections among disciplinary approaches contribute to their understanding of the Inquiry topic.

ILPs are graded credit/no credit (C/NC). All Inquiries coursework, including the ILP, must be completed two semesters prior to a student's planned graduation. Students earn 17-22 credits through their Core Inquiry.

## **Core Knowledge and Methods-Core Exploration**

Students who choose not to complete a Core Inquiry must satisfy their Core Knowledge and Methods requirements by taking Core Exploration courses in six areas: Arts, Cultural Literacy, Humanities, Mathematics, Natural Sciences (with lab), and Social and Behavioral Sciences. Courses that satisfy each of the areas, including AP/IB equivalencies, are listed below.

### **Arts**

The arts include courses whose primary focus is the practice of artistic creation in dance, film, music, literature, theater, and the visual arts. Courses in the arts examine art as a form of expression, with a focus on students making, writing, or performing artistic creations. By studying the arts, students learn to attend carefully to the structure and details of creative works, to understand these works in their social and historical contexts, and to express their creative and critical intentions clearly and effectively. In these courses, students will: Analyze creative, embodied, and immersive processes in order to understand what makes works of art effective and how to produce effective works, performances, or adaptations of art.

Courses that satisfy this requirement include:

ART 204: Introduction to Drawing

ART 205: Introduction to Visual Thinking

ART 206: Introduction to Painting

ART 208: Introduction to Sculpture

ART 211 Portrait Photography: Identity and Social Justice

ART 212: Introduction to Photography

ART 213 Book Arts: Text, Image, and Design

ART 214: Introduction to Digital Art

ART 223 Printmaking I: Traditional and Contemporary Techniques

ART 224 Printmaking II: Intermedia Works on Paper



ART 233: Topics in Art

ART 239: Painting and Drawing from Life

ART 240 Landscape Drawing and Painting

ART 247 Introduction to Animation

ART 269: Community Arts

ENGL 270: Creative Writing

MUSA 180: Choir Ensemble (4 semesters)

MUSA 182: Chamber Singers Ensemble (4 semesters)

MUSA 186: Jazz Ensemble (4 semesters)

MUSA 187: Chamber Instrumental Ensemble (4 semesters)

MUSA 189: Orchestra Ensemble (4 semesters)

MUSA 280: Private Guitar (4 semesters)

MUSA 281: Private Piano (4 semesters)

MUSA 284: Private Brass (4 semesters)

MUSA 285: Private Strings (4 semesters)

MUSA 286: Private Voice (4 semesters)

MUSA 287: Private Percussion (4 semesters)

MUSA 288: Private Woodwinds (4 semesters)

MUSC 112: Music as Communication

MUSC 203: Music Theory I (3)

MUSC234: Composing with Computers (2) **(Must be taken twice to count for Core Arts.)**

TFMS 130: Introduction to Performance

TFMS 170: Stagecraft

TFMS 171: Elements of Theatrical Design

TFMS 221: Film and Media Production Modes

TFMS 228: Media Production I

TFMS 230: Acting I

TFMS 250: Movement I

TFMS 255: Modern Dance I

TFMS 258: Dance in History

TFMS 260: Topics in Dance/Movement

TFMS 275: Costumes and Clothes in History

TFMS 280: Topics in Production

## **Cultural Literacy**

Courses or experiences in cultural literacy provide students with the tools to examine the changing nature of social and cultural experiences, and the way we shape and are shaped by culture. By developing cultural literacy, students recognize that practices and traditions are fluid and ever-changing, requiring a long term perspective. Explicit in these courses is the acknowledgement that not all members of a society are the same, and that our experiences are subject to a range of identities. In these courses, students will:

- Examine the effects of inequality on intersecting identity markers such as race, gender, class, age, religion, sexuality, and ethnicity;
- The effects of globalization, migration, trade, and other forces on communities; or
- The changing relationships between communities residing in different social, economic, and physical environments.

Courses that satisfy this requirement include:

AADS 214: Africa and the African Diaspora

ANTH 230: Cultural Anthropology

ANTH 250: Language and Culture

ARTH 223: Introduction to Latin American Art

ARTH 255: Topics in Global Art History

ASIA 200: Introduction to Asian Studies

ENGL 235: Topics in Literature and Culture

HIST 253: Latin American Civilization

HIST 268: Russian Civilization

HIST 280: Africa and the African Diaspora

LNG 102, 201, 202, 206, or 260 courses, if they are not used to fulfill the language requirement

LNG 102, 201, 202, 206, or 260 courses, if they are not used to fulfill the language requirement

ILCC 102, 201, or 202, if they are not used to fulfill the language requirement

ILCF 102, 201, 202, or 206, if they are not used to fulfill the language requirement

ILCS 102, 201, 202, or 260, if they are not used to fulfill the language requirement

ILCT106: Intro to World Literature

ILAS 205: The Latinx Experience in the United States

ILAS 210: Latin American Cultural Studies

HIST 253: Latin American Civilizations

MUSC 216: Introduction to the World's Music

MUSC 223: Topics in Ethnomusicology

MUSC 231: Gender and Music

MUSC 232: Music of the Silk Road

MUSC 233: Music of Latin America

POSC 252: Comparative Politics

POSC 269: International Politics

RELG 221: Islamic Civilizations

RELG 231: Religions and Cultures of India

RELG 232: Religions of Modern India

TFMS 210: Japanese Performance Traditions

TFMS 251: Introduction to Traditional African Dance

In addition to courses designated as satisfying Cultural Literacy, students may fulfill the Cultural Literacy requirement by completing an approved 4-credit, faculty-led study tour or a semester-long study abroad program.

## **Humanities**

Courses in this category take as their primary objects of study material that presents, or raises questions about, the human condition. They engage with art and ideas, histories and philosophy, values and traditions through close analysis and careful attention to text and context, with the goal of better understanding how others have made sense of the human experience. Courses may consider not just the meaning but the impact of such explanations. In so doing, they help students to reflect on what it means to be human, and how their own human condition has been shaped by earlier efforts to understand humanity. In these courses, students will:

- Use historical, interpretive, or comparative methods to analyze material that engages with ideas, values, traditions, experiences, and histories produced by human societies.
- Revise written arguments to improve their effectiveness for a given audience or rhetorical situation.

Courses that satisfy this requirement include:

ARTH 100: Introduction to Art History

ARTH 220: Rock, Paper, Sword: Media of the Ancient and Medieval World

ARTH 250: Topics in Western Art History

ENGL 106 Introduction to Literature

ENGL130 Topics in Literature

ENGL 204: Reading and Writing in the Major

ENGL 284 Literature in History I: Before 1800

ENGL 285 Literature in History II: After 1800

HIST 104: Historical Foundations of the Modern World to 1450

HIST 105: Western Civilization

HIST 108: History of the Modern World

HIST 200: United States History, 1776-1980

HIST 206: East Asian Civilization

HIST 219: Colonial American Survey

HIST 272: Ancient Mediterranean

HIST 274: Europe, 1815-1914

HIST 276: Twentieth Century World

MUSC 205: The Story of Music

MUSC 217: The Jazz Makers

MUSC 221: Topics in Music History

MUSC 227: Music and Myth

MUSC 228: Music and Art

MUSC 229: Film Music

MUSC 230: Literature and Opera

MUST 200/HIST 264: Introduction to Museum Studies

PHIL 101: Introduction to Philosophy

PHIL 120: Introduction to Ethics

RELG 110: Introduction to the Study of Religions

RELG 210: Biblical Foundations

RELG 211: Speaking of God: Introduction to Theology

TFMS 200: Theater in History

TFMS 106: Introduction to Dramatic Literature

TFMS 220: Introduction to Film and Media Studies

TFMS 225: Topics in Film and Media

WGSX 220: Introduction to Women, Gender, and Sexuality Studies

## **Mathematics**

Courses in mathematics introduce students to basic mathematical skills and concepts and to algorithmic or statistical methods in problem solving. Students are expected to learn methods and techniques of problem-solving and to develop facility in the mathematical mode of thinking. In these courses, students will: Use appropriate techniques or principles in order to solve problems and interpret information from a mathematical perspective.

Courses that satisfy this requirement include:

COSC 120: Introduction to Computer Science

ECON 253: Economic Statistics

MATH 131: Survey of Mathematics

MATH 151: Calculus I

MATH 152: Calculus II

MATH 200: Discrete Mathematics

MATH 255: Vector Calculus

MATH 256: Linear Algebra

MATH 281: Foundations of Mathematics

MATH 221: Introduction to Statistics

PHIL 215: Systems of Logic

POSC 200: Scope and Methods of Political Science

## **Natural Sciences (with lab)**

Courses in the natural sciences present major scientific concepts and theories, and teach students to apply investigative methodologies to explore scientific questions. Students will learn to write and speak using the languages of these disciplines. In these courses, students will: Use investigative practices to explore scientific principles.

Courses that satisfy this requirement include:

ASTR 154: Solar System Astronomy

ASTR 155: Stellar Astronomy and Cosmology

BIOL 101: Contemporary Bioscience with Laboratory

BIOL 105 and BIOL105L: Principles of Biology I and Laboratory

CHEM 101. Contemporary Chemistry with Laboratory

CHEM 106: General Chemistry II

ENST 265. Earth Systems

PHYS 104: Basic Physics with Laboratory

PHYS 121: College Physics I

PHYS 141: General Physics I

PHYS 142: General Physics II

PHYS 151: Fundamentals of Physics I

PHYS 152: Fundamentals of Physics II

PHYS 251: Fundamentals of Physics III

## **Social and Behavioral Sciences**

Courses within the social and behavioral sciences take mental processes and behavior—of the individual, in groups, or in societies—as their object of study. They emphasize the use of both quantitative and qualitative research methodologies to examine human behavior and social systems— and the interplay between the two. In

these courses, students will: Explain how concepts and methods are used to understand human institutions, behaviors, or mental processes.

Courses that satisfy this requirement include:

ANTH 101: Introduction to Anthropology

ECON 102: Principles of Microeconomics

ECON 103: Principles of Macroeconomics

POSC 100: Introduction to Politics

PSYC 101: Introduction to Psychology

SOCI 101: Introduction to Sociology

## **Professional Pathway**

As part of the LEAD requirements for Foundational Study, the Professional Pathway formalizes St. Mary's commitment to the relevance of a liberal arts education, particularly its ability to graduate students who are prepared to be agents in the world. By offering opportunities to integrate their academic experiences and professional development, Professional Pathway– or “CORE-P”– courses give students the opportunity to prepare for their post-graduation lives with intention. New first-year students take CORE-P101 during their first semester and CORE-P102 in their second semester. Students complete their Professional Pathway, by taking CORE-P201 during their second year. Together, these courses prepare students to complete the professional literacy experiences required by their majors, which may include CORE-P301. Completion of the Professional Pathway allows students to take advantage of the Honors College Promise, a guaranteed internship, research experience, or culturally-immersive experience such as a study tour or study abroad.

In CORE-P101: Career Networking and Navigation, students will:

- Identify potential career paths by reflecting on and analyzing their personal experiences, interests, and skill set.
- Demonstrate appropriate professional behavior by engaging in various professional settings with community partners.
- Demonstrate reflective practices on career and major decisions after engaging in professional activities.

In CORE-P102: Career Networking and Navigation II, students will:



- Develop a working career plan through reflecting on and analyzing knowledge of career options, personal experiences, interests, and skill set.
- Create and evaluate responses to behavioral interview questions through engaging in a mock interview program.
- Demonstrate the ability to craft effective communication based on field-specific knowledge and goals.

In CORE-P201: The Honors College Externship, students will:

- Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and effective time and workload management.
- Explain the impact of non-verbal communication on others' perception of competence and productivity.
- Use industry standards to accomplish professional tasks as applicable in a given work setting.
- Analyze the impacts of personal and group behavior by engaging in a professional work setting.

In CORE-P301: Closing the Gap, students will:

- Identify the wide range of career options and educational opportunities for chosen concentration, including where and how to seek out meaningful positions.
- Illustrate how to find and make effective use of existing career- and training-related resources in order to achieve professional objectives.
- Describe potential obstacles that might prevent the achievement of specific career goals, as well as how to overcome those obstacles.

## **Advanced Study**

### **Academic Major**

A major field of study—commonly called a “major”—is a grouping of specialized courses that ensures every student develops a depth of expertise in an academic discipline. At St. Mary’s, the major builds on the LEAD Foundational Study requirements, and extends students’ abilities as writers, speakers, and critical thinkers. Majors also provide students with the opportunity to connect their specific academic focus to potential career interests, completing the Professional Pathway begun in their first semester. All students must complete a major to graduate from the College; students may opt to complete more than one major. Students should declare their major no later than the second semester of their sophomore year. Information on requirements and learning outcomes for specific majors can be found on each program’s catalog page.

### **Capstone Experience**

In conjunction with their major, all St. Mary’s College students must complete a capstone experience. Part of the Advanced Study requirements for the LEAD

Curriculum, capstone experiences allow students to identify and pursue a project that synthesizes and extends their past learning. Some majors require the capstone experience to be a St. Mary's Project (SMP); others allow multiple ways to complete the capstone requirement, in addition to the SMP. While capstone requirements may vary from major to major, all capstones are 4-8 credits and culminate in a public presentation. Capstones may be completed either individually or in a small group. Students are only required to complete one capstone experience to graduate from SMCM regardless of the number of majors completed. Features of the SMCM capstone experience (no matter the path) include opportunities to work closely with a faculty member in order to:

Define the parameters and purpose of the project.

Synthesize knowledge gained from coursework, structured co-curricular experiences, and/or individual experience.

Explain the outcome(s) of the project in a well-developed, sustained piece of writing.

Present their work publicly; presentations can take multiple forms (including videos or pre-recorded slideshows, but must include student interaction with the audience regarding the project.

Reflect on their experience in terms of their academic or professional goals.

## **LEAD Opportunities**

The universal experiences required by LEAD prepare students to take advantage of other curricular and co-curricular opportunities at the College. These include the Honors College Promise, which guarantees student access to an internship, research experience, or culturally immersive experience such as a study tour or study abroad. For more information on these and other LEAD Opportunities, see

[http://www.smcm.edu/academics/lead/.](http://www.smcm.edu/academics/lead/)

## **Academic Policies**

### **Academic Advising**

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

### **Academic Misconduct**

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

### Definitions of Academic Misconduct

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

#### **1. Cheating**

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

1. Assisting another student or receiving assistance from anyone in the completion of quizzes, tests, examinations, or other assignments without the consent of the instructor.
2. Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments.

#### **2. Plagiarism**

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

1. Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons (including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data,

- electronically based materials, etc.), without clearly identifying their origin by appropriate referencing;
2. Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works;
  3. Presenting material obtained from the Internet as if it were the student's own work;
  4. Minor alterations such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

### **3. Falsification**

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

1. Falsely attributing data or judgments to scholarly sources;
2. Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources;
3. Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory work, field trips, or other investigatory work.
4. **Resubmission of work**

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

## **Academic Probation**

A student is placed on academic probation if his or her cumulative grade-point average falls below 2.00. When a student is placed on academic probation, the Office of the Registrar will send the student (and his or her advisers) a letter defining the terms of the probation and indicating what constitutes satisfactory progress toward removal of the probationary status. Satisfactory progress includes achieving a minimum 2.00 semester grade-point average and meeting the other requirements in the letter. A student remains on probation until the cumulative grade-point average reaches 2.00. Probationary status is indicated on the permanent record as well as on the grade report. A student on academic probation may not register for more than 16 credit hours for any regular semester during the term of the probation. In addition, the following extracurricular programs are available only to students in good academic standing: varsity sports, campus media, student government offices, student club offices, drama productions and music ensembles. (Music ensembles and drama productions are not prohibited to those students on academic probation who are taking them for credit as part of their academic load of 16 or fewer credit hours.)

## **Academic Standing**

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

1. A student whose cumulative grade-point average is 2.00 or higher is in good academic standing.
2. A student who earns a grade-point average of less than 2.00 in any single semester is given an academic warning.
3. A student whose cumulative grade-point average falls below 2.00 is either placed on academic probation or is dismissed from the College.

## **Advanced Placement and Credit by Examination**

Students desiring either advanced placement in a subject or degree credit for work done outside a baccalaureate program may submit the results of tests recognized by the College. Certification of having passed such tests must be in the form of an official report sent directly by the issuing agency to the Office of the Registrar. Credit by examination may be counted only as lower-division credit and may not total more than 45 credit hours. (For more detailed information concerning transfer of credits from another university or college, see the Transfer of Credit section.) Regulations governing the use of specific types of examinations include the following:

1. CEEB Advanced Placement Examinations: Credit will be given in the appropriate subject if a score of 4 or 5 is achieved.
2. CLEP Examinations: Credit is given to students earning scaled scores of at least 55 on a general or subject examination, or at least 65 on the English Composition Examination. Because some CLEP examinations may not be appropriate for fulfilling certain College requirements, a student must secure written approval of a particular test from the Office of the Registrar prior to taking the exam. If a student does not secure such approval, the College may not grant credit toward fulfilling a given College requirement. Note: Credits earned by successful completion of an appropriate CEEB Advanced Placement Examination or CLEP subject examination may be used to satisfy the corresponding four-credit-hour Core Curriculum requirement.
3. International Baccalaureate Program: St. Mary's College of Maryland recognizes the International Baccalaureate Program. College credit will be awarded for IB courses taken at the higher level. A minimum grade of 5 is required. Please consult with the Office of the Registrar for course-by-course equivalencies. No credit shall be awarded for standard-level examinations. Four credits will be awarded for an IB diploma in recognition of an extended essay and participation in Theory of Knowledge with a grade of at least C-.
4. In some cases, students may be able to satisfy the prerequisites for upper-level courses by taking an examination on the course content of the lower-division course. To do so, a student must obtain the permission of the appropriate department chair by the second day of the semester and take the examination before the last day of the schedule-adjustment period (the end of the first two

weeks of classes). If the department chair, in consultation with the appropriate instructor(s), waives the prerequisite based on the student's exam performance, no credits will be awarded for that prerequisite course, but the student may enroll in the upper-level class.

## **Attendance**

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

Aid is disbursed ten days prior to the beginning of classes. Students must begin attendance (academic activity) in at least one class to maintain their eligibility for Federal Direct Loans.

Students must begin attendance in all the classes that correspond to the enrollment status used to calculate their Pell Grant (full-time,  $\frac{3}{4}$  time,  $\frac{1}{2}$  time, less than  $\frac{1}{2}$  time). If non-attendance is shown, the Pell Grant will be recalculated to the updated enrollment (full-time,  $\frac{3}{4}$  time,  $\frac{1}{2}$  time, less than  $\frac{1}{2}$  time). Attendance verification will be done once per semester during the fourth week of classes.

## **Catalog Section**

The catalog year determines the set of general academic requirements the student must fulfill for graduation. All students follow the policies not connected with their major and minor that are in the current catalog regardless of their catalog year. Students are held to the academic requirements of the catalog year in which they enter St. Mary's College of Maryland as a degree-seeking student. Students may request change of catalog year status through the Office of the Registrar under the following conditions:

1. Transfer students from a Maryland State public institution of higher education have the option of satisfying St. Mary's College of Maryland graduation requirements that were in effect at the time the student first enrolled at the original institution. These conditions are applicable to a student who has maintained continuous enrollment at a State of Maryland institution of higher education. Continuous enrollment shall be defined as registration for and completion of at least one course per semester in each academic year.
2. Students may not move back to any catalog published before their initial enrollment as a degree student. They do have the option of moving to any catalog published after their initial enrollment as a degree-seeking student, but may not move back after having moved forward. Students should be aware that

being granted such permission means they are held accountable for the academic requirements in that new catalog. The exception is that if a new minor is introduced in a catalog(s) after their admission to St. Mary's, students follow the requirements for minors in the new catalog, but complete all other graduation requirements of their original catalog, unless they officially move up to the new catalog year. If a student has declared a minor, and the requirements of that minor change, they are required to follow the catalog requirements for the minor of the catalog year in which they were initially enrolled.

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

## Change of Schedule

The first week of each semester is designated as a "schedule-adjustment period." During this time, students may change their class schedule free of charge by presenting completed "add-drop" forms to the Glendening Hall student service desk. After the first week and before the end of the second week of classes, students may continue to add and drop courses by this method, but each course change will be charged a \$25 schedule-adjustment fee.

The fact that students are permitted by the college to add courses does not guarantee their ability to do so: it is up to the discretion of each professor whether or not to allow the student to add their course once the semester has begun. The course "drops" made during the first two weeks of the semester will not be reflected on the student's permanent record. The only courses that may be added after the second week of classes are private music lessons and theater practicum. The absolute deadline for adding private music lessons is the same as the last day to withdraw from a course, that is, the end of the 10th week of classes. Adding theater practicum is accomplished only through submission of official rosters by the faculty member.

After the second week and before the end of the 10th week of classes, students may withdraw from courses. A grade of W for any course from which a student withdraws will be placed on the student's permanent record. If a student does not attend any of the class meetings during the first week of classes, the student may be dropped from the class at the discretion of the instructor; however, instructors typically place responsibility on the student for completing the requisite paperwork. Also, if a student has not met the minimum grade requirement for a course prerequisite, the student may be dropped from the course. The Office of the Registrar will attempt to notify students by e-mail if they are dropped by an instructor. **Without this notification, students must assume they are enrolled in the course. It is the responsibility of the student to check his/her schedule in the Portal to be sure it accurately reflects the courses they are taking.**

## **Classification of Students (Senior, Junior, Sophomore, First-Year)**

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

- 0-24 credit hours: first-year student
- 25-55 credit hours: sophomore
- 56-89 credit hours: junior
- 90 or more credit hours: senior

## **Classroom Assistantships**

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

1. Instructors for classroom assistantships must have full-time faculty status.
2. Students may earn a total maximum of eight credit hours for a classroom assistantship. If a student wants to continue working as a classroom assistant after completing eight credit hours, the student may receive pay, but not credit.
3. To be eligible for a classroom assistantship, students must be a junior or senior or must have completed two courses of 200 level or above in the discipline of the course in which the student is the classroom assistant.
4. Students may not take more than four credits of a classroom assistantship during any semester.
5. Students must have a minimum overall GPA of 2.5.
6. Students registered in a classroom assistantship must abide by all the course policies set by the instructor.
7. While students registered in a classroom assistantship may review class assignments and make preliminary marks, the professor holds the ultimate authority and responsibility in assigning grades for all assignments.
8. While students registered in a classroom assistantship may lead review sessions, the faculty instructor must be present if the classroom assistant is assuming the role of teacher.
9. All other details related to a classroom assistantship are negotiable between the faculty member and the student.

## **Computation of Grade-Point Average**

A grade-point average (GPA) is calculated on the basis of the following quality points: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1, F = 0.



The grades of CR, NC, I, W, and AU do not enter into the computation of the grade-point average. The GPA is computed on the basis of all courses taken at St. Mary's College for which a letter grade has been received. The grade-point average is computed on both a semester-by-semester basis and on a cumulative basis. Transfer credits are excluded from the GPA computation.

## **Course Load**

A semester hour is the same as a credit hour. While 12 credit hours are considered a full-time course load, a typical course load consists of 16 to 19 credit hours during a regular semester. A student may enroll for more than 19 credit hours only during the schedule-adjustment and drop/add period. The student's adviser must approve, by signature on the add-drop form, course enrollments of more than 19 credit hours. Students will be charged the part time per credit hour tuition fee for over 19 credit hours. A student may not enroll in more than 24 credit hours. To be eligible to live in College housing facilities, a student must enroll in a minimum of 12 credit hours each semester. A student on academic probation may not enroll in more than 16 credit hours. For the summer session a typical course load consists of 4 credit hours in a three week period or 8 credit hours in a six week period. Students cannot normally enroll in both a three week course and a six week course if the offering periods overlap. Students may enroll for additional hours if enrolled in independent study, internship, or St. Mary's Project course; but the maximum course load for the summer is 12 credit hours. A student may enroll for more than 4 credits in a three week period or more than 12 credits for the summer, but the student's adviser must approve this in writing prior to registration. If a student does obtain permission to enroll in more than 12 credits for the summer, the student will be charged full-time tuition and fees. Students are limited to taking one course or 4 credits of independent study during the Winterim term.

## **Academic Dismissal**

If a probationary student fails to make satisfactory progress, that student may be dismissed. Students will be evaluated for dismissal after each semester. Students who are dismissed will not be permitted to register for credit courses either as a degree or a non-degree-seeking student. Appeal for exemption from dismissal may be granted by the associate dean for academic services in unusual circumstances and following consultation with the Academic Policy Committee. Students whose appeals are granted will be re-admitted to the College for a period not to exceed two semesters on a provisional basis. If students fail to attain the minimum GPA for retention and they fail to comply with the conditions specified in the letter allowing them to return to the College, they will be dismissed at the end of the provisional period. If they fail to make reasonable progress towards improving their GPA, they may be dismissed after one semester. Students receiving financial aid and/or scholarships from the College must meet the minimum required academic performance and enroll in the minimum number

of credit-hours required for retaining their aid and/or scholarships. Students who have been academically dismissed from St. Mary's may apply for re-admission after one year by writing to the associate dean for academic services no sooner than the end of the second semester after their dismissal. The application for re-admission should include the following information: educational goals; past academic difficulties and steps taken to address these difficulties; plans for ensuring future academic success; and transcripts of academic work taken at other institutions during the period following dismissal. Academically dismissed students who wish to continue their education at St. Mary's should take courses elsewhere both in order to demonstrate their ability to succeed in college level work and to, when possible, remove deficient grades from their St. Mary's GPA. (See Computation of Grade-point Average.) In evaluating an application for re-admission, the associate dean will consider evidence of the student's growth and maturity that will indicate the student now has an increased probability of being academically successful. Re-admission of dismissed students is not automatic and will be granted by the associate dean in consultation with the Academic Policy Committee only in cases where the student is clearly capable of fulfilling the rigorous requirements of the honors college curriculum. Students who are re-admitted to the College will be permitted to attend as degree-seeking students or to register as non-degree-seeking students. A student re-admitted after being academically dismissed will be placed on a status of provisional admission for two semesters after re-admission. Re-admitted students must meet with the associate dean to discuss their academic plans, and must meet all of the conditions specified in their letter of re-admission, or face dismissal at the end of the provisional two semesters if they have not attained a cumulative GPA of at least 2.00. Any student who has been re-admitted and whose record following re-admission leads to a second dismissal will be ineligible for further re-admission.

## **Grades**

### **1. Grading**

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

### **2. Change of Grade**

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

### 3. **Grade Grievance**

Under the following conditions, a student may decide to grieve a grade either on a specific assignment or for a course as a whole:

- The grade assigned may reflect discrimination of some sort on the part of the professor.
- The grade assigned reflects a computational error.
- The grade assigned is related to an allegation of academic misconduct which is proceeding through the Academic Judicial Board system. (If an instance of alleged academic misconduct has been handled informally, and the student wants to appeal, that appeal must proceed through the Academic Judicial Board system.)

The procedure for filing a grade grievance or other related academic complaint is as follows:

4. A student with a complaint should, where appropriate, first try to reach agreement with the faculty member. Informal conversation about the assignment and grade in question between the student and the professor is the first step in the grade grievance process.
5. If the student is not satisfied with the result of the conversation, or if the faculty member does not respond to requests for such an informal conversation. The student then submits a written statement expressing concern about the grade to the chair of the faculty member's department, with a copy to the professor. In the case of individual assignments, such statements must be made within 10 business days of receipt of the grade in the case of individual assignment. In the case of overall course grades, such statements must be made by the end of the fourth week of the following semester. The department chair will attempt to mediate the complaint as outlined in C below. \*\* (See note.)
6. Within 10 business days of receipt of the student's letter, the chair will solicit the faculty member's point of view, in writing, about the grade and the criteria on which it was based. The chair may decide to render a decision based on the written communications or may call the student and faculty member together for a meeting to discuss the issues, after which the chair will render a decision to both the student and faculty member in writing. \*\*Note: In the event that the faculty member in question is the department chair, the associate dean of academic services will substitute for the chair.
7. If either the student or faculty member is dissatisfied with the chair's decision, the dissatisfied party can make a request, in writing, within 10 days of receipt of the chair's decision, with a copy to the other party, and to the associate dean of academic services, who will seek counsel from the Academic Policy Committee. The Academic Policy Committee members will consult all parties concerned and then vote either for or

against the recommendation of the department chair and will inform the associate dean of academic services, in writing, of their advice and the reasons for it, after which the associate dean of academic services will render a decision to the parties in question.

8. Final authority rests with the dean of faculty in the event that either the student or faculty member is not satisfied with the response given by associate dean of academic services in consultation with the Academic Policy Committee. A written appeal to the dean of faculty, which must be copied to the other parties involved, must be made within 10 business days following receipt of the associate dean of academic services' decision, and the dean of faculty will render final judgment within 10 business days of receipt of the appeal, in writing, to all concerned individuals.
9. Parents, family members and attorneys are not permitted to attend any grade appeal conferences.
10. If a grade appeal involves alleged academic misconduct, the grade appeal should be heard after the Academic Judicial Board has reached a decision about the alleged infraction.

#### 4. **Mid-semester Reports**

If a student's work in a course is unsatisfactory at mid-semester, the instructor submits a mid-semester deficiency grade through the Portal.

#### 5. **Credit/no credit grading**

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

- Courses in which letter grades are normally assigned:

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

- Courses in which letter grades are not assigned:

In certain courses the assignment of a letter grade is not feasible. These courses are offered only for credit/no credit evaluation by the instructor. Such courses are

approved by the dean of faculty on recommendation of the appropriate department and the Curriculum Review Committee and are identified in the course descriptions in this catalog. There is no limit on the number of such courses that a student may take; however, these courses may not be used to satisfy a Core Curriculum requirement, major, or minor requirements unless otherwise noted by a department or program, with the exception of credit internships approved by the appropriate department or cross disciplinary study area.

#### **6. Auditing a course**

A student who wishes to show that he or she has attended a course regularly but who does not wish to earn credit for the course may register as an auditor with the consent of the instructor. Although no credit will be earned, the credit count will be included in the attempted credits and the student will be charged the overload fee if the total attempted credits (including audited courses) result in more than 19 credits. The following policies govern such registrations:

1. If attendance has been regular, the instructor will assign AU as a grade, but no credit is earned and no quality points are calculated.
2. If the instructor deems that attendance has not been adequate, the instructor will notify the office of the registrar and the student will be dropped from the course.
3. A change from credit to audit or audit to credit may be made only with the consent of the instructor and no later than the last day of the fourth week of classes.
4. Part-time students must pay for audited courses at the same rate charged for credit courses.
5. Regular attendance at class is expected of the auditor, but he or she is not required to write papers or take quizzes, tests, or examinations.

## **Graduation**

**Intent to Walk at Commencement** Students who have not completed the necessary coursework but are within four credits of the total requirements for graduation and a cumulative GPA of 2.0 may participate in the commencement ceremony including walking across the stage to receive a diploma case. Those students so participating will be footnoted in the Commencement program. They will receive their diploma and official transcript recording their degree completion when all degree requirements have been satisfied.

Such students will be eligible to receive their degree in the following Summer, Fall or Spring semester as long as they complete the required coursework and submit the appropriate documentation to the Office of the Registrar.

### **MAT Commencement Ceremony Participation**

- Students who have completed all MAT course requirements, but who may be missing one or more Maryland certification requirements (Praxis, edTPA, etc.) may participate in MAT hooding and college commencement activities, but will not receive their diploma until all certification requirements are satisfied. Their graduation date will be the August or December after all requirements have been satisfied.
- Students who have delayed the completion of their internship time but will complete their internship requirements by the end of the SMCPS academic year in which they started may participate in MAT hooding and college commencement activities, but will not receive their diploma until all internship requirements are satisfied. Their graduation date will be the August or December after all requirements have been satisfied.
- Students who have not completed all course requirements, who need to retake part or all of a course, or who have deferred the completion of their internship until the following fall semester may not participate in MAT hooding or college commencement activities.
- Students who meet the criteria in points 1) or 2) and wish to defer graduation but still participate in hooding and commencement activities will provide the EDST department chair with a written plan/timeline for how they intend to complete the requirements.

## **Family Educational Rights and Privacy Act (Buckley Amendment)**

The Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) is a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. In accordance with The Family Educational Rights and Privacy Act of 1974 (FERPA), disclosure of student information, including financial and academic, is restricted. Release of information other than “directory information” to anyone other than the student requires a written consent from the student. Students may grant consent for disclosure to specific offices by completing, in the presence of a college official or Notary Public, a waiver form. These forms are available from the Office of the Registrar and the Office of Academic Services, as well as on The Portal. The College may release “directory information” without prior written consent from the student. St. Mary’s College considers the following to be directory information: student’s name, address, phone number, e-mail address, photographs, date and place of birth, year in college, parents’ names and addresses, prior educational institutions attended, dates of college attendance, degrees, scholarships, awards received, weight and height of members of athletic teams, and participation in officially recognized activities and sports. The federal regulations can be found [online](#). The “Notification of Rights” appears in [To the Point](#), the student handbook.

## **Incomplete Work**

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

## **Independent Studies**

- Independent studies provide a means for students to pursue subjects in greater depth than otherwise provided by the curriculum. With the exception of independent studies that are approved to fulfill the CORE 350-Experiencing the Liberal Arts in the World requirement, independent studies cannot be used to satisfy Core Curriculum requirements.
- The faculty mentor must have full-time faculty status.
- To register for an independent study, a student must complete a learning contract. An official form for such contracts is available in each administrative office found in the academic buildings, at the student services desk of Glendening Hall, or online in the Portal. The level of study (that is, 100, 200, 300, or 400) is determined by the faculty mentor. The learning contract must be approved by the appropriate department chair and filed with the Office of the Registrar, by the last day of the schedule-adjustment period.
- Independent studies may not be substituted in place of courses offered on a regular basis in the College curriculum. In cases of unusual need, exception may be granted by the appropriate department chair.

- A maximum of eight credit hours of such work may be applied toward fulfillment of the student's major requirements. Independent study taken to fulfill major requirements must be taken for a letter grade.
- Inasmuch as first-year students are encouraged to pursue basic courses, only sophomores, juniors, and seniors are normally allowed to register for independent study. First-year students wanting to take an independent study should petition the appropriate department chair, offering evidence of sufficient academic preparation.
- A student may not take more than eight credit hours of independent study or field study during any semester, and the student is limited to a maximum of four credit hours of independent study during a summer session.
- To be eligible to enroll for independent study, a student must be in good academic standing.
- As a condition for independent study, the student and the faculty mentor must contract to meet no less than twice during the session (in addition to the first and final meetings) to discuss and assess the progress of the project.
- The details of the independent study are determined by the faculty mentor who works within the guidelines of departmental requirements for independent studies. The underlying requirement is that the academic work must be of the same quality and quantity as a regular course of the same number of credits and level (200, 300, 400).
- An independent study project is contracted for a specific period of time and is assessed at its contracted date of completion. The grade category "Incomplete" is assigned to a student carrying independent study only when extenuating circumstances have made substantial completion of the project impossible.

## **International Education Programs**

St. Mary's College of Maryland encourages its students to study abroad. Study abroad makes available to the College's students unique educational and cultural opportunities not offered at St. Mary's. The College offers a variety of different types of programs including exchanges, direct enrolls, and faculty-led study tours. Students are also able to participate in non-SMCM programs through our proposal process mentioned below. These international education programs are governed by the following academic policies:

- Students must have a minimum cumulative grade-point average of 2.5 in order to be eligible for study abroad. Students may petition the Academic Policy Committee for a waiver to this requirement before the application deadline of their chosen program supplementing their petition with current information from professors about their academic progress at that point in time.
- Students who wish to study (for credit) on other institution's or organization's study abroad program must secure written permission of the IE Faculty Advisory Committee by completing the Non-SMCM Program Proposal Form available through the Office of International Education.



- For any study-abroad program, students must complete a course equivalency form through the Office of International Education for any course that does not already have a course equivalency found on the course database on the IE website. The course must then be evaluated and approved by the Office of the Registrar in consultation with the chair of the department most closely related to the content of the course. The student is responsible for filling out the course equivalency, by the deadline, prior to their departure abroad. The forms for this process are found in the student's study abroad application.
- If a student does not follow the procedures outlined in items 2 and 3 above, the College may refuse to grant credit for study-abroad courses taken by the student, regardless of the program in which they were taken.
- Credits earned in study-abroad courses and programs offered by another institution and approved by St. Mary's College will be transferred to the student's transcript when an official transcript is received from the other institution. Credits transferred from NSE and institutions abroad follow the policies as outlined in the section, Transfer of Credits from Other Institutions.

## Internships

- Any full-time, degree-seeking student who will have sophomore status and be in good academic standing (2.0 GPA or higher) at the start of the internship is eligible to apply for academic credit for the internship.
- A maximum of 16 credit hours of internship credit may be applied toward a degree at St. Mary's. All 16 credit hours need not be taken in a single semester.
- The number of internship credits (if any) that may be applied toward fulfillment of a student's major requirement is determined by the appropriate academic department.
- If the contractual agreement has been only partially fulfilled, the student may receive only part of the contracted number of credits, as determined by the student's faculty sponsor and the career development staff.
- The evaluation of the internship will be based on the specifics of the student's unique learning agreement.
- The mode of evaluation will be credit/no credit and is representative of the academic and professional work completed by the student. Credit for the internship will be assigned by the faculty sponsor after consultation with all appropriate parties, including the career development staff. The faculty sponsor may choose to assign a letter grade based on the academic component of the internship to appear parenthetically on the student's academic record. This parenthetical grade will not be included in the calculation of the student's GPA.
- Students may accept a stipend, wage, or other compensation for a credit internship.

## Procedures

- Students interested in registering for internships credit should meet with the career development staff to discuss the internship learning agreement, professional assignments, and expectations.
- The “Internship Learning Agreement” will be prepared by the student, in consultation with the site supervisor, faculty sponsor, and career development staff. The site supervisor may not simultaneously act as a faculty sponsor for a credit internship.
- The Internship Learning Agreement must be approved by all parties prior to the start of the internship.

## Leave of Absence

A student may take a leave of absence from the College at any time during the semester on or before the last day of classes, provided the student is not under temporary suspension. Any degree-seeking student may be granted leaves of absence up to a total of three semesters during his or her College career, including the semester in which the leave is initially taken. In cases of unusual need, degree-seeking students may be granted additional leaves of absence by the associate dean of academic services following consultation with the Academic Policy Committee. If a student submits his or her leave of absence paperwork after the tenth week of classes, he or she must remain on leave for at least the following semester as well. If a student is academically dismissed or expelled from the College during the semester preceding the semester for which a leave of absence is conditionally granted, the approval of the leave is canceled automatically. When a student on leave of absence returns to the College, he or she is reinstated as a degree-seeking student and retains the rights to the provisions of his or her prior catalog. Applications for leaves of absence are available in the Offices of Academic Services, Residence Life, Counseling and Health Services (for mental health or medical leaves of absence), or the Dean of Students and must be filed by the student no later than the last day of classes in the semester in which the leave of absence is to begin. Students must also complete an exit interview with an approved college official. To return from a leave of absence, a student must notify the Office of Academic Services in writing by February 15 for a fall semester return or October 15 for a spring semester return. If a student contacts Academic Services after these dates, he or she may be able to return the following semester, but may not be able to register for classes until the schedule adjustment period. If a student is returning from a medical leave of absence, the student must seek permission from the dean of students to return prior to contacting Academic Services. If a student wishes to live on-campus upon returning from a leave of absence, the student must submit a written request to the Office of Residence Life by February 15 for fall semester housing or October 15 for spring semester housing. If a student submits a housing request after these dates, the student will be placed on the housing wait list and will be housed if space is available after the

new students are housing in June (for the fall semester) or January (for the spring semester). Credit earned at another institution during a leave of absence will be transferable to St. Mary's College under the same provisions as other transfer credit. A student who does not return at the conclusion of the leave of absence—or within three semesters after his or her last enrollment—but who subsequently wishes to return, must reapply to the College through the Office of Admissions. See Re-Admission below.

## **Majors & Minors**

### **The Major**

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

### **Declaring a Major**

By the end of the sophomore year, each student must declare a major by using the SMCM web Portal. In most cases there is no need for a student to designate a major until the end of the second year. However, if a student anticipates majoring in biology, chemistry, mathematics, computer science, natural science, or music, or plans to pursue the MAT, a faculty adviser in the field should be consulted early in the first year, preferably before the student enrolls in the first semester.

### **Changing a Major and/or Adding a Major**

Except in the case of student-designed majors, students wishing to change their major must do so by the end of the schedule adjustment period of their last semester at the College prior to graduation. While there is no absolute deadline for declaring a second major, students who attempt to do so past the schedule adjustment period may not have the major recorded on their diploma, due to the administrative requirements of certification.

### **The Minor**

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

24 credit hours in prescribed course work. For a complete listing of the minors offered by the College, go to the [Majors, Minors Course Descriptions](#).

### **The Minor in Cross-Disciplinary Studies**

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

### **Declaring a Minor**

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

### **Re-Admission**

Students who have previously attended St. Mary's College of Maryland as degree-seeking students, and who have not been academically dismissed, may apply for re-admission. Students who have not enrolled in classes for up to three semesters may apply for re-admission by contacting the Office of Academic Services prior to the end of their third semester away. Students who have not attended St. Mary's College of Maryland for more than three semesters must apply for admission through the Office of Admissions. If the student returns within five years, he/she will remain under the catalog year at the time of original admission to St. Mary's. If the student is absent for more than five years he/she must graduate under the catalog requirements of the year of re-admission. If the student previously completed the General Education or Core Curriculum requirements under the catalog of their original admission, the General Education or Core Curriculum requirements of the new catalog year would be considered complete. Although degree requirements may change under the new catalog year, the student would retain the previous number of credits earned at St. Mary's. However, courses taken more than 10 years ago might not fulfill major and/or minor requirements. The determination of which requirement(s) such a course might fulfill shall be made by the chair of the department in which the course is normally offered. If a degree-seeking student who was previously enrolled left on probation and is granted re-admittance to St. Mary's College of Maryland, he/she would remain on

probation for the re-entry semester and be expected to meet the requirements of any student on probation. Students who have been academically dismissed from St. Mary's may also apply for re-admission after one year by writing to the Office of Academic Services no sooner than the end of the second semester after their dismissal ([see Academic Dismissal](#)). Students whose application for re-admission is approved will be given the same status as transfer students regarding housing. Any student who has been re-admitted after an academic dismissal and whose record following re-admission leads to a second dismissal will be ineligible for further re-admission.

## **Registration**

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

## **Repeating Classes**

A student may elect to repeat any course in which he or she wishes to improve the grade. (If a course is designated "May be repeated for credit," then it may be repeated for a better grade only if the topic is the same as the topic of the original course.) If the course is repeated at St. Mary's College, the grade earned on the latest attempt, not the original grade, will be used in the computation of the grade-point average. The original grade remains on the permanent record. Furthermore, if the original grade was a passing grade, and the grade received on the latest attempt is a failing grade, then credit for that course will be rescinded. A student may elect to repeat a course at another institution. To do so, the student must file a pre-approval of transfer credit form with the Office of the Registrar. If the grade received at the other institution is C- or better (or a D or better from a Maryland public institution), the student will be awarded transfer credits for pre-approved courses. Although the original grade will be removed from the computation of the grade-point average, it will remain on the transcript. The transfer grade is not calculated into the grade-point average. A student may not repeat a course after earning a degree from the College.

## **Second Bachelor's Degree Program**

The Second Bachelor's Degree Program is intended to fulfill the needs of college and university graduates who wish to achieve competency in a field of academic study different from the one in which they attained their first degree. Students seeking

entrance into the program must have previously received a baccalaureate degree from St. Mary's or from another accredited institution. To be considered for the program, there must be no extensive duplication among the major field requirements for the two degrees. Prospective students apply to the Office of Admissions for entrance into the program. The Office of the Registrar will assess the transferability of credits earned elsewhere. Students pursuing a second bachelor's degree are subject to all academic policies that normally pertain to St. Mary's degree-seeking students. To earn a second bachelor's degree, a student must complete a) requirements "1" and "4" of the general college requirements and b) a minimum of 32 credit-hours at St. Mary's beyond those earned for the first degree. Interested students are urged to make a pre-application appointment with the Office of Admissions to receive advice regarding admissions procedures and transfer credit policies.

## **Testing Programs**

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

## **Transfer of Credits from Other Institutions**

A student enrolled at St. Mary's College may take courses from another institution and subsequently transfer the credits to St. Mary's College. If a student does not secure the SMCM equivalency in writing before taking courses at another institution, the College reserves the right to refuse to grant credit for such courses. The student should secure this prior equivalency report on a "Pre-Approval of Transfer Credit" form available on the SMCM web Portal, or the student services desk of Glendening Hall. The Office of the Registrar will indicate on the form the transfer equivalency at St. Mary's College. The student is responsible for filing the pre-approval request with the transfer evaluation coordinator and to make sure s/he receives the completed equivalency report. This policy includes courses taken during the summer, while on leave of absence, or while concurrently enrolled as a student at St. Mary's College of Maryland. Transfer students who are admitted to the College will receive an official evaluation of their transfer credits after the College has received official transcripts for all college work attempted and the student has confirmed his or her acceptance with a paid deposit. Any course taken more than 10 years ago, although possibly acceptable as transfer credit, might not fulfill Core Curriculum major or minor requirements. The determination of which requirement(s) such a course fulfills shall be made by the chair of the department in which the course is normally offered.

Students must submit an official transcript of all coursework, AP, IB, CLEP and Military

experience in order to transfer approved credits. Students may be asked to provide further information on any coursework, including a syllabus.

## **Transfer of Credit Policies**

Credit earned from other institutions is acceptable for transfer to St. Mary's under the following policies:

1. The college accepts transfer credit from U.S. colleges and universities that are regionally accredited. Course work completed at institutions that are not regionally accredited but have national or specialized accreditation that is recognized by the U.S. Department of Education (USDE) and/or the Council for Higher Education Accreditation (CHEA) may be considered for transfer credit on a case-by-case basis.
2. In order for a course from an international institution to be considered for transfer, the institution must be officially recognized by the country's Ministry of Education, or other official government agency.
3. Students who attended a college or university outside the United States must submit both a copy of their official transcript and a course-by-course credentials evaluation through an accepted foreign credentials evaluation service such as AACRAO or WES..
4. To be approved for transfer, a course must be congruent with the college's liberal arts program and should be similar in scope, content and level to courses offered at the college. The decision of whether or not a course is transferrable is made by the transfer evaluation coordinator in the Registrar Office in conjunction with the appropriate department chair, program coordinator, or college Dean. Developmental/remedial, technical/occupational and other similar courses do not transfer.
5. Credit for non-traditional Learning:
  - a. Credit by Examination: Advanced Placement (AP), International Baccalaureate (IB), and general CLEP credit may be awarded. For AP, a minimum score of 4 is required; for IB, a minimum score of 5 for Higher Level (HL) exams; for most CLEP a minimum score of 55. English Composition requires a minimum score of 65 and individual scores for foreign language vary (please contact the Office of the Registrar for specific score requirements).
  - b. Military Credit: the college accepts some credit from the ACE recommendations on the Joint Services transcript. Other sources of military credit will be considered on a case-by-case basis.
  - c. The college does not accept credit for portfolio assessment.
6. A minimum grade of C- for courses taken at an out-of-state college or Maryland private college, or D for courses taken at a Maryland public college is required for transfer credit. A course in which credit has been earned but no letter grade given will be accepted for transfer only if the student was not allowed to take the course for a letter grade, or if the student can verify that the letter grade equivalent was C- or better. Although the student may receive transfer credit for a

course with a grade of D, the course may not be used towards the students major or minor. Please check with the department's minimum grade requirements.

7. The college will convert quarter system transfer credits into semester hours. A semester hour is equivalent to 0.67 of a quarter hour. European Credit Transfer System (ECTS) credits will be converted by the following formula. 2 ECTS = 1 US credit.
8. Internship credit from other colleges will transfer if a student's status is that of a current SMCM student and that student is participating for a semester or summer in an internship component of a study abroad program that has been pre-approved for transfer by the Registrar and Career Development Center. Other internship credits will be evaluated on an individual basis.
9. The maximum number of credits that can be transferred from a two-year institution is 70 credit hours, and 90 credit hours from a four-year institution. The combination of all credits transferred (including, for example, AP/CLEP/IB) may not exceed 90 credits.
10. Credits that are transferred will be excluded from the computation of the grade-point average at St. Mary's College.
11. The number of credits earned at the sending institution is the number of credits that will be transferred to St. Mary's College.
12. For transfer students at least half of the credits applied towards the student's major must be completed at the College. For a minor, all 300-and 400-level courses must be completed at the College, and no more than half of courses applied towards the minor at the 100-and 200-level can be transferred to the College from another institution. For St. Mary's students, exceptions to this policy could be made on a departmental basis.
13. Students transferring with an AA, AS, AAT, AFA, or ASE degree from a Maryland community college fulfill the Core Curriculum foreign language requirement as well as each of the six areas of the Core Curriculum Liberal Arts Approaches to Understanding the World requirement. However, these students will still be required to complete CORE 301 and CORE 350 (please see the Core Curriculum Requirements section for the complete Core Curriculum requirements).
14. Students transferring from Maryland public colleges are entitled to the rights set forth in the Student Transfer Policies of the Maryland Higher Education Commission (Title 13B. Subtitle 06). St. Mary's College complies with these policies. Consult the appendix for the full text of these policies. Regardless of the number of credits transferred, every student must conform to all degree requirements at St. Mary's in order to obtain a degree.

Transfer Credit Appeal Process: Students may appeal transfer credit evaluations by contacting the Transfer Evaluation Coordinator in the Office of the Registrar: 240-895-4336 or email registrar@smcm.edu

## **Transcripts**



All SMCM transcripts, official as well as unofficial\*, are ordered through the [National Student Clearinghouse](#), an online service that allows current students and alumni to order transcripts and track their orders via the Web at any time. The College charges a fee per transcript and the [National Student Clearinghouse](#) charges a fee per address. See the [Registrar's website](#) for the current fees. The [National Student Clearinghouse](#) will collect all fees and accepts any major credit card and most debit cards. The [National Student Clearinghouse](#) can be accessed through:

- A link on the [Portal](#) (current SMCM students ONLY)
- The Office of the Registrar [web page](#)
- The [National Student Clearing House's website](#)

\*Current SMCM students may access their unofficial transcript through the Portal at no charge.

[Please visit the registrar's site for complete information.](#)

## **Withdrawal from a Course**

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

## **Withdrawal from the College**

A student may withdraw from the College at any time during the semester on or before the last day of classes, provided the student is not under temporary suspension. To withdraw from the College, the student must submit a withdrawal form, which is available in the Offices of Academic Services, Residence Life, Counseling and Health Services (medical withdrawals), or the Dean of Students. Students must also complete an exit interview with an approved college official. A student suspended on an interim basis or against whom a temporary suspension or expulsion may be initiated may not withdraw from the College before the conclusion of his/her judicial case. A student who withdraws from the College or is suspended or expelled will be assigned a grade of W in each course for which he or she is currently registered. It is assumed that students who withdraw from the College do not plan to return.

## Interpreting Course Listings

### Example:

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

The following paragraphs provide keys to understanding the codes used.

### Course Numbers.

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

### Credit hours.

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

### Frequency of Offerings.

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

- A: Offered in alternate years
- AF: Offered in alternate years, usually in the fall semester
- AS: Offered in alternate years, usually in the spring semester
- E: Offered in each semester
- F: Offered annually in the fall semester

- S: Offered annually in the spring semester
- Su: Offered annually in the summer

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

### **Class Time.**

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

### **Experimental Courses**

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

### **Honors and Awards**

#### **General College Honors**

##### **Dean's List**

Students who earn a minimum semester grade-point average of 3.50 or better on all courses attempted with at least 12 credit hours taken for a letter grade are named to the Dean's List for that semester. This calculation is made at the end of each semester. Students who receive "Incomplete(s)" do not qualify for the Dean's List.

##### **St. Mary's Scholars**

Juniors and seniors with a cumulative grade-point average of 3.50 or better, who have taken at least 32 credit hours for a letter grade at St. Mary's College, are designated St. Mary's Scholars. St. Mary's Scholars are determined once a year at the end of the spring semester.

##### **Honors for Graduating Seniors**

## **Latin Honors:**

Any graduating senior who has completed a minimum of 64 credit hours at St. Mary's College (at least 56 of which were letter-graded) is eligible for Latin honors based on the following cumulative grade-point average: 3.900-4.000 summa cum laude; 3.700-3.899 magna cum laude; 3.500-3.699 cum laude.

## **Class Valedictorian:**

The class valedictorian shall be the graduating student in good standing at the College who has completed at least 96 credit hours at St. Mary's College of Maryland and has the highest cumulative grade-point average. Any student who has received a grade of F shall not be eligible.

To be considered, students must apply to graduate no later than March 1. In the event that two or more students share the highest cumulative grade-point average, all students who qualify for this honor will be listed in the program as valedictorians. The role of commencement day speaker, however, will be chosen by lots from among those identified as valedictorians.

## **Honor Societies**

Each society has its own nominating process and criteria for selection.

### **Phi Beta Kappa**

Founded in 1776, Phi Beta Kappa is the most distinguished honor society in the liberal arts and sciences: It honors excellence in academic achievement, as well as breadth of intellectual study and good character. The St. Mary's College of Maryland chapter, Zeta of Maryland, was approved by the Phi Beta Kappa Society Council in 1997 and installed in 1998, joining more than 250 other colleges and universities in the country. Zeta chapter elected its first students, or members in course, in the spring of 1998.

Students may be considered for election as juniors if their cumulative GPA is at least 3.9, but most students who are elected are seniors. All graduating seniors with a 3.75 cumulative GPA may be considered. However, because of bylaws limiting the number of students who can be elected, less than 10% of each graduating class is likely to be initiated.

### **Alpha Kappa Delta**

Alpha Kappa Delta is an international honor society in sociology, established in 1920 for the purposes of stimulating scholarship and promoting the scientific study of society. In addition to supporting scholarship, the Society aims to provide a forum for fellowship among sociologists. The St. Mary's College Chapter of Alpha Kappa Delta is the Mu Chapter of Maryland. St. Mary's College received its charter in 2001. Students at St.

Mary's College who demonstrate excellence in sociology and who complete a prescribed course of study are invited to seek membership in the Alpha Kappa Delta honor society.

### **Beta Beta Beta**

Beta Beta Beta Biological Society encourages scholarly attainment in biology by reserving its regular membership to those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences. It aims to cultivate intellectual interest in the natural sciences and to promote a better appreciation of the value of biological study, thus welcoming into associate membership all those students who are interested in biology. Beta Beta Beta also endeavors to extend the boundaries of knowledge of nature by encouraging new discoveries through scientific investigation, and to this end it encourages undergraduate students to begin research work and report their findings in the journal of the society, BIOS. It emphasizes, therefore, a three-fold program: stimulation of scholarship, dissemination of scientific knowledge, and promotion of biological research.

### **Chi Omega Lambda**

Chi Omega Lambda is the national honor society in biochemistry and molecular biology. It acknowledges outstanding undergraduate students interested in pursuing careers in the molecular life sciences. Candidates must be students majoring in biochemistry and/or molecular biology or any related field, such as biology. They must have completed their second year of a four-year curriculum or its equivalent, must be in strong academic standing, have engaged in research activities, and been involved in community outreach that helps raise science awareness.

### **Nu Rho Psi**

Nu Rho Psi is the national honor society in neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience. The St. Mary's Chapter is the Beta in Maryland Chapter and received its charter in 2007. The purpose of Nu Rho Psi is to (1) encourage professional interest and excellence in scholarship, particularly in neuroscience; (2) award recognition to students who have achieved such excellence in scholarship; (3) advance the discipline of neuroscience; (4) encourage intellectual and social interaction between students, faculty, and professionals in neuroscience and related fields; (5) promote career development in neuroscience and related fields; (6) increase public awareness of neuroscience and its benefits for the individual and society; and (7) encourage service to the community. Membership requires a major or minor in the neurosciences, completion of nine credit hours of neuroscience-related courses, a minimum overall GPA of 3.2, and a minimum GPA of 3.5 in neuroscience courses.

### **Omicron Delta Epsilon**

Omicron Delta Epsilon, one of the world's largest academic honor societies, was created through the merger of two honor societies: Omicron Delta Gamma (founded in 1915), and Omicron Chi Epsilon (founded in 1955). Omicron Delta Epsilon has over 560 chapters located in the United States, Canada, Australia, the United Kingdom, Mexico, Puerto Rico, South Africa, Egypt, and France. The St. Mary's College of Maryland local chapter, the Kappa Chapter of Maryland, was founded in 1991. It inducts an average of 20 new members annually. The objectives of Omicron Delta Epsilon are the following: the recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*; and the sponsoring of panels at professional meetings, as well as the Irving Fisher and Frank W. Taussig competitions.

### **Omicron Delta Kappa**

The Omicron Delta Kappa Society, Inc. the national honor society for student leadership, recognizes and encourages superior scholarship, leadership, and exemplary character. Membership in ODK (founded in 1914) is awarded to undergraduate junior and senior students; to graduate students; to faculty, staff, administration, and alumni; and to persons qualifying for honorary membership ("honoris causa"). Student membership candidates must rank in the upper 35 percent in scholarship of their school or college and must show leadership in at least one of five areas: scholarship; athletics; campus or community service, social and religious activities, and campus government; journalism, speech, and the mass media; and creative and performing arts. The circle at St. Mary's College of Maryland was chartered in 1999. The chapter sponsors faculty-student panel discussions, leadership activities, and participates in several community service projects each year.

### **Phi Alpha Theta**

Phi Alpha Theta is a national honor society in history. It was organized at the University of Arkansas in 1921, and since then it has grown to more than 750 chapters. The membership of Phi Alpha Theta is composed of students and faculty who have been elected to membership on the basis of excellence in the study and writing of history. As a professional society, Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning among historians in a variety of ways. It seeks to bring students and faculty together both intellectually and socially for mutual understanding and encouragement of their common interest in the study of history. St. Mary's College is home to the Alpha-Iota-Kappa chapter of Phi Alpha Theta.

### **Pi Sigma Alpha**

Pi Sigma Alpha, the national political science honor society, was founded in October 1920 at the University of Texas. Today, Pi Sigma Alpha is recognized by its membership in the Association of College Honor Societies as one of the leading honor societies. Chapters are located throughout the United States with membership well over 100,000. Juniors and seniors in the upper one-third of their class are eligible to join. Initiates must have completed 10 credit hours of political science coursework, including at least one class at the upper-level level, with a B or higher average in all political science courses. Initiations are held in the fall and spring. The St. Mary's chapter, Sigma Omicron, installed in 1992, holds informal dinners and presentations by outside speakers of interest.

## **Psi Chi**

Psi Chi, the national honor society in psychology, was founded in 1929 to encourage excellence in the study of psychology and the advancement of the science of psychology. The St. Mary's chapter was established in 1987 as the first academic honor society at St. Mary's College. Students majoring in psychology or related fields who have a cumulative GPA of at least 3.00, rank in the upper 35 percent of their class, and demonstrate superior scholarship in psychology are eligible to join Psi Chi. The St. Mary's chapter sponsors guest speakers, career seminars, field trips, and social activities related to the study of psychology; its members also serve as tutors.

## **Sigma Pi Sigma**

Psi Chi, the national honor society in psychology, was founded in 1929 to encourage excellence in the study of psychology and the advancement of the science of psychology. The St. Mary's chapter was established in 1987 as the first academic honor society at St. Mary's College. Students majoring in psychology or related fields who have a cumulative GPA of at least 3.00, rank in the upper 35 percent of their class, and demonstrate superior scholarship in psychology are eligible to join Psi Chi. The St. Mary's chapter sponsors guest speakers, career seminars, field trips, and social activities related to the study of psychology; its members also serve as tutors.

## **Sigma Tau Delta**

Sigma Tau Delta is the international English honor society, founded in 1924. The purpose of Sigma Tau Delta is to place "distinction upon undergraduates, graduates and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English Language." The St. Mary's College chapter of Sigma Tau Delta is the Alpha Eta Delta Chapter.

## **Awards for Students**

Awards for students are chosen by faculty and staff, the Office of Student Activities, and the Student Government Association are described below. The [St. Mary's College](#)

[Foundation](#) also provides financial support for many awards. Most of these awards are presented at the annual Awards Convocation.

## **Awards**

**Academic Athlete Award**, established in 1975 to recognize both the male and female junior (or senior) varsity athletes with a cumulative GPA of at least 3.50 or better who have earned at least 32 credit hours at St. Mary's College and who have played an important role on one or more varsity teams. **Asian Studies Award**, established in 2005 by the Asian Studies faculty to recognize exceptional contributions to the cross-disciplinary study area of Asian studies.

**Biology Service Award** to recognize academic achievement and service to the biology program.

**Book Prizes:** French Embassy Book Award for outstanding achievement; German Embassy Book Award for outstanding achievement; departmental book awards in Chinese and Spanish for outstanding achievement; Department of International Languages and Cultures Book Award for outstanding achievement by a student studying two or more languages.

**Club Leader of the Year:** Unsung Hero Award given to a student who has worked unselfishly for the betterment of the campus community.

**Club of the Year Award** given to the club/organization that has demonstrated excellence in carrying out the mission of its charter.

**Department Award** in anthropology.

**Department Award** for distinguished achievement and excellence in biochemistry.

**Department Award** in economics.

**Department Award** for excellence in biology.

**Department Award** for excellence in chemistry and biochemistry.

**Department Award** for excellence in mathematics and computer science.

**Department Award** for excellence in physics.

**Department Award** in political science.

**Department Award** in public policy.

**Department Award** in sociology.



**Department Merit Award**, given occasionally to a graduating senior to recognize superior academic work and a strong commitment to pursue a career in a specific professional field. Margaret Eagle Dixon Award in Literature, given by Adele Dixon Tomey '39JC, in memory of her mother, a 1904 St. Mary's graduate.

**Michael S. Glaser Writing Award**, given annually to a gifted and dedicated writer who has worked to hone his or her craft during his or her time at St. Mary's, and shows exceptional promise for future achievement.

**The Robert H. Goldsmith Award for Excellence in Chemistry**, named in honor of Robert H. Goldsmith, professor emeritus in chemistry, to recognize distinguished academic achievement and excellence in chemistry.

**Human Services Award**, established in 1993 to recognize a junior or senior psychology or human studies major who demonstrates outstanding potential as a practitioner in human services.

**Human Studies Major Award**, established in 2003 to recognize a student majoring in human studies who has demonstrated a superior understanding of the themes and methods of human studies as evidenced by the quality of the student's work in courses in the major and in any experiences such as field studies or internships.

**William James Prize**, established in 1986 to recognize a superior understanding and expression of philosophical discourse.

**The Mattie M. Key Award** in mathematics, provided by a bequest from Mattie M. Key.

**The Mendel Award in Biology for Outstanding Achievement in the Second year**, established in 2003 to recognize a student who has demonstrated academic excellence and achievement in genetics and also ecology and evolution.

**Aurine Boyden Morsell Endowment**, established in memory of "Reenie" Morsell, a former College trustee, member of the Foundation board of directors, and donor of the Boyden Art Gallery.

**Neuroscience Award**, given to a graduating senior with a minor (or student-designed major) in the neurosciences, who demonstrates superior depth of understanding, critical thinking, and research and communication skills in the field of neuroscience, and participation over and above what is expected in the College's neurosciences program.

**Psychology Major Award**, established in 2003 to recognize a psychology major who demonstrates superior understanding of the themes and methods of the discipline.

**David Beers Quinn Award in history**, in honor of a distinguished former faculty member.

**Religious Studies Award**, established in 1993 to recognize a student who demonstrates a superior understanding of the themes and methods of religious studies.

**Joseph B. Ross, Jr. Award** for achievement in art history and art studio (named in memory of a former St. Mary's College art professor).

**St. Mary's County Health Department Scholarship Fund**, established in 2006 by the St. Mary's County Health Department to support juniors or seniors pursuing a career in a health-related field.

**Senior Award** in Computer Science

**Senior Award** in Mathematics

**Student Government Association Award** for Student Service.

**Margaret Floy Washburn Award**, established in 1990 to recognize a junior or senior psychology major exemplifying superior understanding of research and experimentation in psychology.

**Women, Gender, and Sexuality Studies Award** for Scholarship and Social Responsibility, established in 2006 by the Women, Gender and Sexuality Studies faculty to recognize students who have demonstrated excellence in both scholarly works and socially responsible pursuits.

**Wilhelm Wundt Award**, established in 2003 to recognize a student's excellence in quantitative and methodological course work in psychology.

## **Awards For Faculty**

### **The Aldom-Plansoen Distinguished Professorship**

This award was established through the generosity of Jarrod Aldom '97 and his family. The professorship is competitively awarded to newly tenured faculty and provides research funds for faculty scholarship to sustain and enrich scholarly contributions.

### **The Hilda C. Landers Endowed Chair in then Liberal Arts**

This award was established through the generous support of the Arthur E. Landers, Jr. and Hilda C. Landers ,23 Charitable Trust, the focus of which is the development of broad perspectives on knowledge and the fostering of links among academic fields of study. In perpetuity, the holder of this chair is a distinguished teaching scholar with broad expertise in the arts and letters. This chair honors a faculty member whose accomplishments in the liberal arts have set him or her apart from academic peers, an eminent and gifted teacher who provides leadership for both the students and faculty of St. Mary's College of Maryland. Moreover, as mandated by the Landers Chair agreement,

this scholar strives to furnish vital support and enrichment to the College's fundamental courses in the arts and letters as well as in a particular area of specialization.

### **The Steven Muller Distinguished Professorship in the Arts**

This award honors faculty whose accomplishments in the arts distinguish them among their creative peers. The faculty member who holds this chair is a participant in the broader world of art and culture that informs the opportunities for students at St. Mary's College, creating the foundation for their exploration and expression in the creative arts. He or she is a dedicated and talented teacher who calls on practical knowledge and experience in ways that have proven effective among students.

### **The Steven Muller Distinguished Professorship in the Sciences**

This award honors faculty whose accomplishments in the sciences have established their command of a field of research relevant to our understanding of the world we inhabit. The faculty member who holds this chair contributes to vital dialogue among scientists, enhanced by the research contributions of St. Mary's College students. Through laboratory and field exploration, the scientific principles of inquiry and analysis are applied to develop the systematic and technical skills of our students whose lives are enriched by the excitement of discovery.

### **The George B. Willma Reeves Endowed Chair in the Liberal Arts**

This award is awarded to a professor who holds outstanding academic qualifications and a demonstrated capacity to share knowledge through teaching across the curriculum. The chair is endowed by the generous support of the late George Bradford Reeves, a lifelong resident of St. Mary's County, and his wife, Willma Reeves, along with a matching grant from the National Endowment for the Humanities.

### **The Andy Kozak Faculty Contribution to Student Life Award**

This award was established in 2011 by Donald R. Stabile to recognize faculty who dedicate themselves to students through active community engagement.

### **The G. Thomas and Martha Myers Yeager Endowed Chair in the Liberal Arts**

This award was established through the generosity of G. Thomas Yeager and Martha Myers Yeager, 41. The distinguished occupant of this position possesses a broad expertise in the social or behavioral sciences and is an eminent scholar and gifted teacher. This scholar holds outstanding academic qualifications and has a demonstrated capacity to share knowledge through teaching in the unique honors college curriculum at St. Mary's College of Maryland. He or she serves as a resource for the entire College and works to foster links between academic disciplines and to provide broad perspectives on knowledge. As a leader and renowned scholar, this

individual serves as a center around which our remarkable academic community coheres.

## **Dodge Awards for Faculty**

Seven Awards Provided by Gifts from Professor Emeritus Norton T. Dodge and Professor Donald R. Stabile.

The Homer L. Dodge Award for Outstanding Service

The Homer L Dodge Award for Excellence in Teaching

The Homer L. Dodge Awards (2) for Excellence in Teaching by Junior Faculty are named in memory of the donor's father to recognize service to the College and outstanding teaching

The Norton T. Dodge Award for Scholarly and Creative Achievement

The Norton T. Dodge Awards (2) for Scholarly and Creative Achievement by Junior Faculty are named in honor of Norton T. Dodge to recognize professional activity of the faculty.

The seven awards are given over a three-year cycle. Recipients are selected by a special committee headed by the Dean of Faculty.

Two additional faculty awards and one staff award are made possible through campus organizations:

Faculty-Student Life Award, by the Leadership Development Committee, to a faculty member for significant contribution to student life

Student Government Association Award for Faculty Service

Student Government Association Award for Administrator or Staff Service.

## **International Education and International Students**

in addition to regular academic programs, St. Mary's College sponsors special programs that provide opportunities for study and work away from the campus. These programs make available to St. Mary's students experiences of significant educational value that are not available on the College's own campus. Students who take part in these programs receive appropriate academic credit at the College for doing so. The two offices that manage these programs are the Office of International Education and the Career Development Center.

## Office of International Education

The mission of the St. Mary's College Office of International Education is to provide support for students, faculty, administrators, staff, and institutional partners as they collaborate in opportunities for educational and cultural exchange to achieve global awareness and engagement within the framework of the College's commitment to academic excellence. In its daily work, the Office of International Education advises and assists St. Mary's College students who wish to study abroad for academic credit. For each of these programs, see the Office of International Education in Glendening Hall, Annex.

## Study Abroad

Studying abroad is one way that students may satisfy the Experiencing the Liberal Arts in the World element of the Core Curriculum. Students are also encouraged to integrate their study-abroad experience with a St. Mary's Project. ([See a description of St. Mary's Projects.](#))

All study abroad programs work toward achieving the following learning outcomes:

- Recognizing cultural differences within and between cultures
- Displaying intercultural communication skills when responding to members of another culture
- Articulating their personal growth in response to experiences in another culture that challenges or deepens their world views
- Increasing their independences and self-reliance through learning to successfully navigate travel logistics, new communities and host culture
- Comprehending and speaking a foreign language more proficiently and in culturally appropriate ways, when studying in a country where the language of the university and/or the program differs from the student's native language(s)

Students can participate in one of the St. Mary's College-sponsored study-abroad programs described below, or they can apply to attend another program with the approval of the College and apply to have the credits transferred back to St. Mary's. A student who chooses to participate in a non-St. Mary's program has the option to remain a full-time student at St. Mary's and receive applicable benefits for an administrative fee. Students interested in finding a program that is right for them should consult the Office of International Education and their academic adviser at least a year in advance of the time they wish to go abroad. There are special deadlines for the proposals for non-SMCM programs. Please see visit [www.smcm.edu/ie](http://www.smcm.edu/ie) for more information.

SMCM study abroad application deadlines are October 15th for spring semester or winter-break study abroad, February 1 for summer study abroad and March 15th for fall semester study abroad. Students who wish to study abroad should become familiar

with the [“Academic Policies: Study Abroad”](#) section of this catalog. Students receiving financial aid should consult the director of financial aid for details about the possibility of applying their aid toward program fees

Study Abroad Programs:

## **Africa**

AMIDEAST in Morocco

SMCM students have the option to enroll in two distinct program options through our partnership through AMIDEAST in Morocco. The first, the AMIDEAST Education Abroad Program in Ifrane, offers a diverse curriculum through direct enrollment at Al Akhawayn University (AUI), a private Moroccan university patterned on the American model of higher education. The second option, the AMIDEAST Education Abroad Regional Studies in French Program in Rabat, offers a diverse set of courses taught in French on Morocco in its Muslim, Arab, African and Mediterranean contexts. In addition, students learn Moroccan Arabic and have the opportunity to study Modern Standard Arabic if they so desire. Add CIS Abroad in South Africa SMCM CIS in South Africa allows students the opportunity to study at the worldclass Stellenbosch University in the heart of South African wine country. The campus and surrounding communities are a melting pot of cultures. You'll find a beautiful, safe campus with many international students. You can take innovative courses taught by highly qualified professors, and you'll have access to Stellenbosch University's amazing facilities, including a gigantic underground library, a music conservatory, openair amphitheater, and a student center that has everything a student could want.

## **Australia**

James Cook University (JCU)

James Cook University offers St. Mary's students access to a broad curriculum at a comprehensive research institution. SMCM students may take courses within their majors or on topics that are uniquely Australian. The locations of the Townsville and Cairns campuses near both the Great Barrier Reef and tropical rainforest (the Daintree Rainforest north of Cairns) make JCU a popular destination for students interested in tropical ecology and biology.

## **China**

Faculty/Student Exchange Program with Fudan University

St. Mary's College and Fudan University (Shanghai, China) sponsor a faculty-student exchange program. Fudan University faculty teach and conduct research at St. Mary's College, and students from St. Mary's study Chinese language and culture at Fudan University for a semester or a full academic year.

## **Costa Rica**

### **Institute for Central American Development Studies (ICADS)**

Students who have completed at least ILCS102 have the opportunity to gain a deeper understanding of the Central American region through study with ICADS for a semester or full academic year. ICADS focuses on women's issues, economic development, environmental studies, public health, education, human rights, and wildlife conservation. ICADS is therefore well suited not just for students of Spanish and Latin American Studies, but also other disciplines. For more information, visit the ICADS web site: [www.icads.org](http://www.icads.org). To apply for the program contact the Office of International Education or a Spanish professor in the Department of International Languages and Cultures.

## **England**

### **Semester at Centre for Medieval and Renaissance Studies (CMRS)**

This program in Oxford provides an opportunity for students to take courses in anthropology, art, art history, economics, history, language, law, literature, music, philosophy, political science, psychology, religious studies, sociology, and women studies at the Centre for Medieval and Renaissance Studies (affiliated with Keble College of Oxford University) for one or two semesters, or a summer term.

### **IES Queen Mary**

Make London your classroom. The SMCMIES Queen Mary University Program offers students the opportunity to study at a large university in the heart of London. As a large institution (more than 16,000 students), QM offers an extensive range of challenging academic options. In addition, the college has a long history of internationalism: 20 percent of the student body comes from outside the United Kingdom, with more than 100 countries represented in the international student population. Add Roehampton University: The University of Roehampton is located in southwest London and is the only traditional campus in the city. Students benefit from a green and peaceful place to live while being only 6 miles from the heart of central London.

## **France**

Exchange Program with Institut D'Etudes Politiques de Paris (Sciences Po) This exchange program provides an opportunity for students to study at "Sciences Po," one of Europe's premier institutions for the social sciences. Students may take content courses in French or English or a combination of the two. St. Mary's students take classes alongside Sciences Po peers. Concentrations are offered in economics and business, European studies, French studies, history, international relations, law, political science, and sustainable development. In addition to study in Paris, students may opt to enroll in regional campuses with their own distinct academic themes: Dijon focuses on

Eastern European studies; Nancy on French-German; Poitiers on Latin America, Spain, and Portugal; Menton on Middle East and Mediterranean; and Le Havre on Asia. Full-year participants may work toward an international certificate.

#### SMCM-AIFS in Cannes

This program in Cannes, France allows students the opportunity to earn up to 18 credits in a variety of French language and culture courses while being immersed in Southern France. Courses include art, French language, cinema, political science, and sociology. Students also have the opportunity to participate in internships throughout the area. This program is available for one or two semesters.

#### SMCM-AIFS in Grenoble

This program in Cannes, France provides students with the opportunity to earn up to 16 credits in this intensive French language program through the University of Grenoble. Students are able to take advantage of this program, located in the French Alps, and take courses in French language, art, literature, history, and political science. This program is available for one or two semesters.

#### SMCM-UNC in Montpellier

This program in Montpellier, France, located close to the Mediterranean Sea, provides students, at a variety of French levels, with the opportunity to enhance their French speaking and writing abilities. Students may take courses towards their major and their minor in several disciplines in the Humanities, Social Sciences and Sciences. In addition, students now have the opportunity to take a course on “French for the Professionals” and prepare for the “Diplôme de Français Professionnel de la Chambre de Commerce”. This program is available for one or two semesters.

## **Germany**

#### University of Heidelberg Exchange Program

Students with an adequate knowledge of German may study in a variety of disciplines for a semester or an academic year in Heidelberg. Students can attend Heidelberg after graduation if they do so in the semester immediately following their semester abroad.

## **Hong Kong**

#### Lingnan University Exchange Program

Students of all majors may study in Hong Kong, one of Asia’s most dynamic cities, for a semester or year at Lingnan University. Lingnan is Hong Kong’s premier liberal arts university on its own residential campus. The university offers a broad selection of



classes in the humanities, social sciences, and business. Courses are offered in English and Cantonese.

## **Hungary**

### **Budapest Semesters in Math**

The Budapest Semesters in Mathematics (BSM) provides a unique opportunity for North American undergraduates. Through this program, mathematics and computer science majors in their junior/senior years may spend fall, spring or summer semester in Budapest and study under the tutelage of eminent Hungarian scholar-teachers. Students have the opportunity to take a wide variety of mathematics classes as well as Hungarian language and culture classes that will allow them to increase their knowledge of the field and of the country they will be living in.

## **Ireland**

### **University College Dublin**

University College Dublin (UCD) offers students from almost any major the opportunity to study abroad at one of Europe's premier institutions. UCD is particularly strong in the sciences as well as the humanities. Students have the opportunity to study among Irish and other international students as well as take part in various excursions throughout their semester or year abroad.

## **Italy**

### **CIS Abroad in Perugia**

SMCM CIS in Perugia, Italy offers students the opportunity to study at the Umbra Institute, which offers a variety of courses across multiple disciplines for study abroad students. No previous knowledge of Italian language is required. The diverse faculty and staff at the Umbra Institute strive to incorporate a genuine Italian experience into all elements of both the academic curriculum and student life.

### **Arcadia in Rome**

SMCM Arcadia in Rome offers SMCM students the opportunity to combine academic learning inside the classroom with experiential learning on the streets of Rome, the Eternal City. Although all students will take Italian language, prior language study is not required as most other courses are offered in English.

### **Arcadia in Florence**

SMCM students have the opportunity to join students from all over Italy and the world to study at Accademia Italiana in Florence, Italy. One of the best art, fashion and design

schools in Europe, Accademia Italiana was founded in 1984 and is the perfect setting for professional growth and specialization in various design, artistic and linguistic fields.

## **Japan**

Akita International University (AIU)

,"Kokusai Kyoyo Daigaku," is recognized as one of the top universities in Japan and places strong emphasis on a well-rounded humanities education and innovation. AIU is a small liberal arts college with a global orientation, welcoming a high percentage of international students from around the world. SMCM students have the opportunities to take courses, taught in English, in the Japan Studies Program, Global Business Program, Global Studies Program, and in a variety of other disciplines.

## **Spain**

SMCM-ISA Granada, Spain: Spanish Language, Culture, and Electives

The Granada program, in Southern Spain, offers interested intermediate and advanced Spanish students the opportunity enhance their Spanish skills by taking classes in Spanish culture, language, literature and more. Advanced language speakers also have the option of taking Arabic and participating in an internship program. All students are also required to take a course on Islamic culture. This program is available for one or two semesters.

## **Thailand**

SMCM-CIS in Bangkok allows students to enroll at Mahidol University where they have the opportunity to take courses in English alongside other international and local students. Mahidol University was founded in 1889 by his Majesty, King Chulalongkorn the Great Rama V, making it the oldest educational institution in Thailand. Over the course of a trimester, students will take 12 to 16 credits in courses such as Biology, Chemistry, Environmental Studies, Media Studies, Thai Culture, and more.

USAC in Chiang Mai

Students participating in the SMCMUSAC in Chiang Mai, Thailand, study at Chiang Mai University (CMU). This university is recognized throughout Southeast Asia for its high academic standards. Founded under a Royal Charter in 1964 by His Majesty King Bhumibol Adulyadej, CMU was the first institution of higher education in Northern Thailand.

## **Summer Programs & Study Tours**

In addition to semester and year-long study abroad programs, students also have the opportunity to earn academic credit through short-term summer programs and study-tours, led by St. Mary's faculty. These programs vary year to year. Below is a sampling of the short-term programs; please check the Office of International Education website for current offerings.

### **Belize: Marine Biology Study Tour**

This course introduces students to the physical, chemical, and biological characteristics and processes of coastal tropical marine environments. The course uses the Caribbean as a primary example to instruct students on the application of the scientific method for ecological/environmental research problems. Students conduct self-designed projects in the field while in the Caribbean. Offered every other year during the spring semester.

### **Greece: The Greece Study Tour**

This program will explore the history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

### **Himalayan Sacred River Study Tour**

The Passage to India Summer Study Tour introduces students first-hand to the major religious traditions of the Indian subcontinent, and more broadly to Indian history, culture and society.

The 18-day itinerary includes Rishikesh, Kanda Jakh, Kedarnath, and Haridwar (Uttarakhand). At these colorful locations students will experience directly the living traditions of Hinduism, Buddhism, Sikhism, Jainism, Sufi and orthodox Islam. Students will engage in Yoga, Ancient Sanskrit chant, vedic fire sacrifice, Buddhist meditation, mass devotional celebrations at the bank of the sacred Ganges river, and clamorous late night processions along the guru's walkway in the Sikh Golden Temple.

### **Thailand: Engaged Buddhism in Thailand**

The focus of this program is to explore traditional and contemporary Buddhist views on the relationships between Buddhist wisdom and social justice. Students will have the opportunity to meet with a number of leaders of the Engaged Buddhist movement in Thailand and learn first-hand how they apply traditional Buddhist principles to contemporary problems. Offered every other year during the summer.

### **International Exchange Students**

The Office of International Education provides assistance to international exchange students on campus. St. Mary's College provides in-country orientation as well as

excursion opportunities to regional and national destinations to assist students in adjusting to life in the U.S.

## **Academic Internships**

### **Internships**

(Courses numbered 398, 498)

Any full-time, degree-seeking student who will have sophomore status and be in good academic standing (2.0 GPA or higher) at the start of the internship is eligible to apply for academic credit for the internship.

A maximum of 16 credit hours of internship credit may be applied toward a degree at St. Mary's. All 16 credit hours need not be taken in a single semester.

The number of internship credits (if any) that may be applied toward fulfillment of a student's major requirement is determined by the appropriate academic department.

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

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

The mode of evaluation will be credit/no credit and is representative of the academic and professional work completed by the student. Credit for the internship will be assigned by the faculty sponsor after consultation with all appropriate parties, including the career development staff. The faculty sponsor may choose to assign a letter grade based on the academic component of the internship to appear parenthetically on the student's academic record. This parenthetical grade will not be included in the calculation of the student's GPA.

Students may accept a stipend, wage, or other compensation for a credit internship.

### **Procedures**

- Students interested in registering for internships credit should meet with the career development staff to discuss the internship learning agreement, professional assignments, and expectations.
- The "Internship Learning Agreement" will be prepared by the student, in consultation with the site supervisor, faculty sponsor, and career development staff. The site supervisor may not simultaneously act as a faculty sponsor for a credit internship.

- The Internship Learning Agreement must be approved by all parties prior to the start of the internship.

## **Field Studies**

Courses in several departments include field- or service-learning components as required or optional parts of their coursework. Students interested specifically in a field studies course in education should consult with the Educational Studies Department. Courses designated as having a field experience can be found in the listings of the Psychology and Educational Studies Departments, among others. The Career Development staff is available to help faculty and students with site placement for these courses.

## **Non-Degree Students**

### **Non-Degree Students**

Students come to St. Mary's from diverse backgrounds and, at times, for reasons other than earning a Bachelor of Arts degree. These students may be working professionals who attend classes for professional advancement, adults taking their first steps to return to college, non-St. Mary's students earning college credits to transfer to their home institution, and individuals wishing to change careers, or pursue academic work for personal enrichment. The College is committed to meeting their educational goals in a manner consistent with its mission as a small, four-year liberal arts college. The faculty and staff at St. Mary's College are committed to help these non-degree continuing education students in their educational pursuits, and they welcome people of all ages to the St. Mary's classrooms. The Offices of the Registrar provide non-degree students with registration and academic advising services. Prospective non-degree students must meet with the Registrar to discuss their plans and needs. The maximum course load for students registering through non-degree continuing education is 11 credit hours. Non-degree students are expected to maintain a good academic standing. See "Academic Standing" under the "Academic Misconduct and Probation" section for guidelines for good academic standing.

### **Concurrent Enrollment**

St. Mary's College encourages qualified local high school students to enroll in the Concurrent Enrollment Program. Qualified students may enroll in a limited number of courses through non-degree continuing education (not to exceed 11 credit hours per semester). A concurrent enrollment form that contains the required signature is available from a school guidance counselor and Office of the Registrar in Glendening 120. It is also available on the Registrar website. Prospective concurrent enrollment students must meet with a staff member from the Office of the Registrar.

## **Summer Session**

St. Mary's College offers credit courses and other special programs during a summer session of six weeks. The session provides courses in many disciplines for St. Mary's college students as well as for students who attend other colleges and universities. Faculty members occasionally offer special courses during the summer which are not offered during the academic year. First-year students who have been admitted for fall enrollment may begin their studies during the summer rather than wait for the fall semester. Many new students have found that attendance during the summer session facilitates the transition from secondary school to college. The maximum course load for summer session is normally eight semester hours; students may take 12 credits at the summer per-credit tuition rate. Students wishing to take more than 12 credits must a) obtain written permission from their academic adviser prior to registration, and b) pay full-time tuition and fees. See Course Load under Academic Policies for details.

On-campus housing is limited. Students officially enrolled in classes, enrolled in the Historical Archaeological Field School, or working on- or off-campus for at least 25 hours per week are eligible to live on-campus during the summer. Information about summer housing is available from the Office of Residence Life. Further information about course offerings and fees is available by contacting the Office of the Registrar.

## **Historical Archaeological Field School at St. Mary's City**

The St. Mary's City Field School in Historical Archaeology enables students from various disciplines to participate in the ongoing research program investigating the development of Maryland's first settlement and 17th-century capital, as well as its early Native American cultures. Undergraduate credits may be earned through St. Mary's College of Maryland. For further information, contact the director of the Archaeology Field School, St. Mary's City Commission, St. Mary's City, Md. 20686, 240-895-4974, or email [Timr@digshistory.org](mailto:Timr@digshistory.org)

## **Summer Study Tours**

The Office of International Education and individual professors offer study tours to various countries including Greece, India, Mexico, Thailand, Peru, and England. For information, contact the Office of International Education.

## **Internships, Independent Study and Directed Research**

Summer opportunities for credit-bearing internships and independent studies are available by individual appointment and contract. See the Career Development Center for internships and department professors for independent study plans.

## **Affiliations**

### **Historic St. Mary's City**

By act of the Maryland General Assembly, the Historic St. Mary's City Commission and St. Mary's College of Maryland work cooperatively to preserve significant historic and archaeological sites; to develop a joint plan for use and development of their respective landholdings; and to jointly sponsor high-quality educational programs and public outreach activities. In light of the leading historical and archaeological research that takes place at St. Mary's City and the state-of-the-art St. John's Site Museum, this affiliation provides excellent educational, research, internship, and volunteer opportunities for the College's students.

The affiliation has produced the Maryland Heritage Project, approved and funded by the Maryland legislature with the full support of then-Governor Parris Glendening in the spring of 2000. The Project provides in perpetuity for the preservation of Maryland's most historic lands, the facilities that will preserve and improve them as heritage sites, and the programs that will allow for multi-layered interpretation. It will involve building or renovating campus structures and historic sites while establishing and expanding programs for students at St. Mary's College so that the history of early Maryland can rightfully claim its proper historic significance alongside its sister settlements. The prospect for student education and related involvement is wide-ranging, allowing many to participate.

### **Solomons Environmental and Archaeological Research Consortium (SEARCH)**

St. Mary's College and Historic St. Mary's City are also members of SEARCH, a consortium that includes Calvert Marine Museum, Chesapeake Biological Laboratory of the University of Maryland Center for Environmental and Estuarine Studies (CEES), the Estuarine Research Laboratory of the Academy of Natural Sciences; and Jefferson Patterson Park and Museum of the Maryland Historical Trust. The consortium serves the state by encouraging, coordinating, and carrying out research, education, and public service among the member institutions. Representing a collaboration in history, archaeology, environmental studies, and cultural studies that is virtually unique among educational consortia in the nation, SEARCH provides opportunities for student access to world experts in several areas and excellent educational, research, internship, and volunteer opportunities.

### **Chesapeake Biological Laboratory (CBL)**

Because of their proximity, the Chesapeake Biological Laboratory (of the University of Maryland Center for Environmental and Estuarine Studies) and the College's natural science departments, particularly biology, have developed strong working relationships. A formal bilateral agreement supports mutual academic and research initiatives that

enrich the faculty and students of both institutions. The faculty, graduate students, and facilities of CBL enrich the College's science curriculum and provide opportunities for undergraduate research, using the expertise and facilities of a leading environmental and research center, immensely enriching our honors college curriculum.

## **National and International**

The College has international study program agreements with The Centre for Medieval and Renaissance Studies (associated with Keble College of Oxford University); Heidelberg University in Germany; Institut d'Etudes Sciences Politiques in Paris; Fudan University in China; Lingnan University in Hong Kong; Akita University in Japan; James Cook University in Australia; and University College Dublin in Ireland. The College also has programs in Thailand, Costa Rica, Hungary, Spain, Italy, and Morocco. The College also has national study program agreements with Johns Hopkins University and George Washington University for the exchange of faculty and students, as well as with the National Student Exchange for domestic study away. These are described in the Academic Internships and International Education sections of the catalog.

## **Facilities**

At the crossroads of the campus, the Campus Center offers a wide range of activities and services including dining, meeting rooms, lounges, a café, the campus store, student activity offices and a movie theater. Apartment-style residences opened in 2003, and suite-style student residences opened in 2001, 2003, and 2007 to complement existing townhouse and residence hall student housing. The library, overlooking St. John's Pond, houses state-of-the-art media and computer centers that serve the needs of students as well as faculty and staff. Academic buildings feature computerized classrooms, modern laboratories, and specialized instructional spaces. Our newest academic building, Goodpaster Hall, opened in January 2008. In the fall of 2008, Parris N. Glendening Hall opened, providing student services, as well as the James P. Muldoon River Center, which expands our waterfront offerings and biological research facilities. To ensure that development preserves the natural beauty and Tidewater charm of the St. Mary's campus, the College has adopted a campus master plan calling for courtyards, walkways, and gardens that enrich the landscape. In addition, the environmental fragility of its waterfront combined with its historic location inspires the College to approach campus development with special sensitivity to the ecology of the Chesapeake Bay watershed and the archaeology of Maryland's 17th-century capital.

## **Library, Archives, and Media Center**

The St. Mary's College library houses a collection of over 200,000 print and electronic items, including books, periodicals, videos, DVDs, CDs and microforms. The Maryland Collection includes books and documents on the state's history and culture. The College Archives contains unique materials related to the history of the school and region. The library is open seven days per week with extended hours during exams. Study areas



include group-study rooms, individual carrels, computer work-stations and audio/video equipped work-stations. The College's library is a member of USMAI, a state-wide consortium of 16 academic libraries. Direct borrowing of books through this consortium is supplemented by interlibrary loan and document delivery. Networked computer workstations and a pool of laptops provide access to the consortial online catalog and over 120 research databases and full-text online resources. These resources are also accessible from residence halls and from off-campus. The library also maintains a small recreational reading collection in print and on a pool of e-readers.

The Media Center features a digital sound/video production and editing studio, multimedia laboratory, and classrooms equipped for media presentations. The lab provides access to multimedia authoring software, scanners, and other equipment. Digital still and video cameras are available for student use.

Information and technology literacy goals are achieved through the skills outcomes of the Core Curriculum and through classroom and individual instruction by library, archives, and media center staff. Instruction is provided in research techniques, database use, digital equipment use, and multimedia software applications.

## **Technology**

St. Mary's College of Maryland provides high-speed access to the Internet as well as access to the Academic Research Internet (Internet 2) to each resident student. All enrolled students are provided with St. Mary's College email accounts, web space, and College network access. Many electronic and learning tools are available in the library, the computing center, and each academic building. In addition, the College provides 24-hour access to computers in Baltimore Hall, Kent Hall, and the library. Computer classrooms in each academic building support instruction and research with the best available technology tools. St. Mary's College hosts a website at [www.smcm.edu](http://www.smcm.edu) for public access to current news, events and information, and a secure student Portal at <https://seahawks.smcm.edu/> for personalized access to student data and academic management tools.

## **Schaefer Hall**

Schaefer Hall includes general classrooms and teaching laboratories in biology, biochemistry, computer science, geology, and physics. Research space is furnished with sophisticated laboratory instrumentation, including electron microscopes, a liquid scintillation counter, and many other scientific instruments. Marine biology studies are enhanced by the specialized aquatic studies laboratory that pumps estuarine water into the building from the St. Mary's River.

## **Kent Hall**

Kent Hall with its dramatic windows and views of the St. Mary's River, houses most of the departments associated with history and the social sciences. There, classrooms are

fully computerized and an anthropology laboratory includes state-of-the-art equipment. Computers are an important part of each academic building, and computer laboratories throughout the campus feature blocks of computers for the exclusive use of students.

### **Goodpaster Hall**

Goodpaster Hall opened in January 2008 as the newest academic facility. It is home to chemistry, psychology, and educational studies. Goodpaster Hall is a LEED-certified environmentally green building, using recycled building materials for more than 75% of its construction, and incorporating energy-conserving features like stormwater runoff systems. Students and faculty enjoy extensive laboratory spaces for both chemistry and psychology. Each academic building, including Montgomery Hall described below, provides faculty office spaces that are readily accessible by students as one means of encouraging intellectual and advisory interaction.

### **Fine Arts Center**

For much of Southern Maryland as well as the College, Montgomery Hall is the focal point for art, theater and music. This facility houses the Bruce Davis Theater, which was renovated in 2009, a dance studio, an auditorium for musical performances, a series of soundproof music practice rooms, and the Boyden Art Gallery where faculty and student curators as well as their colleagues from around the nation thematically exhibit a wide variety of art works. The corridors, lobbies, and lounges of “Monty Hall” also display paintings, drawings, prints, and sculptures from the College’s fine arts collection.

### **Campus Center**

This complex is a popular gathering place for students, faculty and staff. The main dining room area, also known as the Great Room, boasts a high-vaulted ceiling, fireplace and servery, and offers complete food services to 400 people. A snack bar and café, also provide customers indoor and outdoor seating. Two private dining rooms and three meeting rooms can be reserved for special purposes. Student clubs and organizations share workspace in the Campus Center. A movie theater and two student lounges are also located inside the building. Lockers reserved for commuter students ease their campus lives, while the more than 1600 student mailboxes ensure uncongested postal services. The campus bookstore is also part of the Campus Center as are the Student Government Association Office and the student media space and radio station.

### **The Teddy Turner Waterfront and the James P. Muldoon River Center**

The Waterfront and River Center are home to our national championship sailing team and to recreational water sports. Our campus is located on the bend of the St. Mary’s River—an ideal spot for sailing, kayaking, paddling and rowing. The College fleet includes rescue boats, sit-on-top kayaks, stand-up paddleboards, several off-shore racing and cruising boats, racing and recreational sailing dinghies, and rowing shells for

the crew program. Among the St. Mary's alumni are more than 150 all-American sailors, six Olympians, and two Rolex Yachtswomen of the Year. The annual Bamboo Boat Race and the Governor's Cup Yacht Race are just two of the College's popular water activities. The waterfront is a psychological as well as physical point of reference for the St. Mary's community as it provides a favorite place for walks, picnics, conversations, and relaxed studying. Students and alumni agree that one of the most unforgettable sights at St. Mary's College is the sunset over Horseshoe Bend. And the river becomes an academic resource for students studying marine biology, environmental studies, and much more. The College is the home of the St. Mary's River Project, an ongoing program scrutinizing the ecology of the river as the population and economy of Southern Maryland grow. Students are an active part of this Project.

The James P. Muldoon River Center includes a main building, a storage facility for crew shells and other water equipment, and a system of piers for docking the fleets of watercraft. Its spectacular scenic location makes this complex one of the most beautiful academic settings in the country.

## **Michael P. O'Brien Athletics and Recreation Center**

St. Mary's College is committed to supporting a strong intercollegiate athletic program while providing a wide range of intramural and recreational opportunities. In 2005, the College's athletic complex was renovated and expanded from 55,000 square feet of space to 110,000 square feet. In addition, new tennis courts and a new baseball park accompany playing and practice fields for soccer, lacrosse, and field hockey, and an outdoor track were added. The renovation provides an additional arena for basketball, volleyball, and concerts, a 50-meter pool in addition to the 25-yard pool, improved locker rooms, a rock-climbing wall, a larger weight room, a movement room, and new locker rooms and offices. The varsity athletic teams compete at the NCAA Division III level in the Capital Athletic Conference (CAC). Teams include baseball for men, field hockey and volleyball for women, and basketball, cross-country, lacrosse, soccer, swimming, and tennis for both men and women. Sailing is offered as both a women's and a co-educational sport. The sailing team competes under the auspices of the Intercollegiate Sailing Association (ICSA) and has ranked in the top ten nationally since 1991, producing 14 national championships. Students also participate in numerous club and intramural sports, including crew, cross-country and track, flag football, golf, mountain biking, offshore sailing, scuba diving, and rugby, to name a few.

## **Student Residences**

A variety of air-conditioned student housing is available on campus.

- Traditional style: Caroline (coed), Dorchester (male), Prince George (coed), Queen Anne (female)
- North Campus: Lewis Quad (suites, coed), Townhouses (coed and single-sex), Waring Commons (apartments and suites, coed)

## **Directory of Trustees, Faculty and Staff**

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Although St. Mary's College of Maryland has always been a public institution, it occupies a unique position within the Maryland state college system. Unlike the other state colleges, St. Mary's has an independent board of trustees. By virtue of their interest, experience, and ability, members of the board, who are appointed by the governor of Maryland for six-year terms, represent a source of unusual strength to the College.

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Women's Basketball Coach: Brittney Kenney

Men's and Women's Cross Country Coach: Reava Potter

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Caretaker I

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Brenda L. Briscoe

Set-Up Coordinator/Inspector



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Campus Locksmith  
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Lead Caretaker

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Earl F. Barber

Groundskeeper I

Kevin T. Duffy

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Collette J. Gibson

Groundskeeper I

Robert W. Henderson, Jr.

Groundskeeper I

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Director of Events and Conferences  
B.S., University of Maryland University College

Assistant Director, Vacant

## **Marketing, Strategic Communications and Web Services**

Michael L. Bruckler

Assistant Vice President of Integrated Marketing & Strategic Communications

B.A., Stockton University

Jeannette L. Modic

Director of Web Services  
B.A., Goucher College

Lee W. Capristo

Director of Writing and Content  
B.A., Dickinson College; M.A., George Mason University

Abigale L. Larsh  
Senior Graphic Designer  
B.A., Central Michigan University

Gretchen D. Phillips

Communications Specialist  
B.S., Edinboro University of Pennsylvania

Tu Shi  
Web Developer  
B.S., University of Minnesota; M.S., University of Maryland

Janet B. Haugaard, Editor Emerita

B.A., Barnard College; M.A., New York University; Ph.D., Cornell University

## **Office of the Vice President of Student Affairs**

Jerri D. Howland  
Vice President  
B.S., Frostburg State University; M.A., Southeast Missouri State University; Ph.D.,  
University of Iowa

Anne M. Harvey-Diggs  
Executive Assistant

## **Center for the Career and Professional Development**

Ciara J. Williams  
Director of Professional Pathways  
B.A., Spelman College; M.Ed., Morgan State University

Melissa A. Golowski  
Employer Relations/Events Coordinator  
B.A., McDaniel College

Devin M. Torres  
Externship Coordinator  
B.S., University of Maryland University College

Sheryl A. Wooldridge

Office Manager  
B.A., California State University

## **Wellness Center (Counseling and Health Services)**

Laurie K. Scherer

Director

B.S., Mary Washington College; M.S., Capella University

Cecile R. Caulk

Office Associate II

B.A., Coastal Carolina University

Mary B. Haugaard, Staff Therapist

B.A., The Catholic University of America; M.A., George Washington University

Danielle H. Johnson

Assistant Director

B.S., Ferrum College, M.A., Regent University

Kelly M. Muldoon

Staff Therapist and Advocate

B.A., University of Delaware, M.A., George Washington University

## **Public Safety**

Tressa A. Setlak

Director

M.S., University of Cincinnati; M.P.A., Penn State

Nancy L. Raley

Office Associate II

David F. Turner

Public Safety Officer, non-commissioned

Christopher Coons

Assistant Director of Public Safety/Captain

Victoria L. Brasko

Clerk/Dispatcher



Thomas A. Briscoe, Jr.

Public Safety Officer, non-commissioned

Mason R. Falcón

Public Safety Officer, non-commissioned

Nicholas J. Graves Landrum

Public Safety Officer, non-commissioned

Orlando Javier

Public Safety Officer/Non-commissioned

Jasmin J. Jones

Clerk/Dispatcher

Eric C. Risdon

Public Safety Officer/Non-commissioned

Gerald P. Sellers

Public Safety Officer, non-commissioned/Shift Supervisor/Sergeant

Wendell S. Wade

Public Safety Officer, non-commissioned/Shift Supervisor/Sergeant

## **Residence Life**

Derek M. Young

Interim Dean of Studnets/Executive Director of Student Life

B.A., St. Mary's College of Maryland; M.S. Ed., Johns Hopkins University

Danielle L. Brush

Associate Director of Residence Life (Student Conduct)

B.A., Waynesburg University; M.A., Indiana University of PA

Monica L. Armstrong

Office Associate II

## **Student Activities**

Annesha D. Edwards-Carter  
Coordinator of Diversity Initiatives and Civic Engagement  
B.A., Manhattanville College; M.Ed., Temple University

Andre J. Richet  
Coordinator of Student Engagement  
B.S., Millersville University; M.A., Indiana University of Pennsylvania

Amber R. Robey

Office Administrator

## **The Faculty**

1 = on leave first semester

2 = on leave second semester

† = full-time administrator holding faculty rank

## **Full-Time Faculty**

Christine Adams, Professor of History (1992)  
B.A., University of Minnesota; M.A., The George Washington University; M.A., Ph.D., The Johns Hopkins University

Charles L. Adler, Professor of Physics (1997); Steven Muller Distinguished Professor of Science (2007-2011); and Aldom-Plansoen Professor (2005-2007)  
Sc.B., Sc.M., Ph.D., Brown University

Karen L. Anderson, Associate Professor of English (2008); Aldom-Plansoen Honors College Professor (2018-2020)  
B.A., McGill University; M.F.A. University of Iowa; M.A. Victoria University at Wellington; M.A., Ph.D., Cornell University 1,2

Katy E. Arnett, Professor of Educational Studies (2005)  
B.A., St. Mary's College of Maryland; M.A., Ph.D., The Ontario Institute for Studies in Education of the University of Toronto 1,2

Aileen M. Bailey, Professor of Psychology (1999), and Aldom-Plansoen Honors College Professor (2015-2018)  
B.A., Beloit College; M.S., Ph.D., University of Georgia

José R. Ballesteros, Professor of Spanish (2002), and Steven Muller Distinguished Professorship in the Arts (2016-2019)  
B.A., M.A., Ph.D., University of Kansas

Joanna R. Bartow, Professor of Spanish (2001)  
A.B., Washington University; Ph.D., Yale University 1,2

Betül Başaran, Professor of History (2005)  
B.A., M.A., Bilkent University; Ph.D., University of Chicago

Diana Boros, Associate Professor of Political Science (2011)  
B.A., Rutgers University; M.A., Ph.D., University of Maryland

Geoffrey Mark Bowers, Associate Professor of Chemistry (2016)  
B.S. Purdue University, Ph.D., The Pennsylvania State University

Crystal Brandt, Lecturer (2019)  
B.A., University of Maryland at College Park; M.F.A., Brooklyn College, City University of New York

Adriana M. Brodsky, Professor of History (2005)  
Ph.D., Duke University

Emily F. Brownlee, Assistant Professor of Biology (2018)  
B.A., Hood College; PhD, Massachusetts Institute of Technology

Jeffrey J. Byrd, Professor of Biology (1990) and Aldom-Plansoen Honors College Professor (2007-2010)  
B.S., Rutgers University; M.S., The Pennsylvania State University; Ph.D., University of Maryland 1

Jinyuan Tristan Cai, Assistant Professor of Photography (2016)  
B.F.A., School of Art Design and Media, Singapore; M.F.A., San Francisco Art Institute

Michael J.G. Cain, Professor of Political Science (1999)  
B.A., Rutgers University; M.A., Ph.D. University of Maryland

Elizabeth A. Charlebois, Associate Professor of English (2001)  
A.B., M.A., Georgetown University; Ph.D., Northwestern University 1,2

Daniel T. Chase, Assistant Professor of Chemistry (2015)  
B.S., University of Idaho; M.S., Ph.D., University of Oregon 1,2

Sarah B. Chase, Visiting Assistant Professor of Psychology (2020)  
M.A., Ph.D., Rice University

Indrajit Chaudhury, Visiting Assistant Professor of Biology (2020)  
B.S., M.S., Assam University; Ph.D., University of Pune

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Benjamin A.L. Click III, Professor of English (1998)  
B.A., M.A., Stephen F. Austin State University; Ph.D., Pennsylvania State University

Andrew Cognard-Black, Assistant Professor of Sociology (2017)  
B.A., Nebraska Wesleyan University; M.A., Iowa State University; Ph.D., The Ohio State University

Jennifer Cognard-Black, Professor of English (2000)  
B.A., Nebraska Wesleyan University; M.A., Iowa State University; Ph.D., The Ohio State University

Jeffrey L. Coleman, Professor of English (1998)  
B.A., Winthrop University; M.A., Arizona State University; Ph.D., University of New Mexico

Seth Thomas Cowall, Visiting Assistant Professor of Mathematics (2020)  
B.F.A, James Madison University; B.S., Salisbury University; M.S., Ph.D., University of Delaware

Karen Crawford, Professor of Biology (1991) and Aldom-Plansoen Honors College Professor (2003-2005)  
B.S., University of Massachusetts; M.S., Ph.D., University of Illinois

Amanda Deerfield, Assistant Professor of Economics (2016)  
B.A., M.B.A., Ph.D., University of Kentucky

Garrey Dennie, Associate Professor of History (1992)  
B.A., University of the West Indies; Ph.D., The Johns Hopkins University

Torry Scott Dennis, Assistant Professor of Psychology and Neuroscience (2017)  
B.S., Texas A&M; M.S., Ph.D., University of Texas at Arlington

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B.S., Hillsdale College; M.S., Ph.D., The College of William and Mary 2

Laine E. Doggett, Professor of French (2003)  
B.A., Wofford College, M.A.; Ph.D., University of North Carolina

Asif Dowla, Professor of Economics (1991) and Hilda C. Landers Endowed Chair in the Liberal Arts (2009 – )  
B.A., M.A., Chittagong University; M.A., The University of Western Ontario; Ph.D., Southern Methodist University

Faruk Duzenli, Associate Professor of Economics (2010)  
B.A., Bogazici University; M.A., Ph.D., University of Notre Dame

Todd Eberly, Professor of Political Science (2007)  
B.A., Clarion University; Ph.D., University of Maryland

Jeffery Eden, Assistant Professor of History (2018)  
B.A., University of Chicago; M.A., Indiana University; PhD, Harvard University

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A.B., Ripon College; M.S., Ph.D., University of Washington

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B.S., Juniata College; M.S., The Ohio State University; Ph.D., State University of New York, College of Environmental Science and Forestry

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A.B., Pitzer College; A.M., Columbia University; A.M., Ph.D., Duke University

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B.S., College of William and Mary; Ph.D., George Mason University

Gili Freedman, Assistant Professor of Psychology (2018)  
B.A., Haverford College; PhD, University of Texas at Austin

David Froom, Professor of Music (1989)  
B.A., University of California, Berkeley; M.M., University of Southern California; D.M.A.,  
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B.A., Beijing Institute of Languages; Ph.D., University of Massachusetts

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B.A., The Ohio State University; M.A., Northern Arizona University, M.F.A., University of Iowa

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A.B., Dartmouth College; Ph.D., Rice University

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College Professor (2018-2020)

B.A., Rutgers, The State University of New Jersey; M.A., University College London Institute of Archaeology; Ph.D., Syracuse University

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B.A., M.A., State University of New York at Albany; M.A., Ph.D., Cornell University

Joshua M. Grossman, Professor of Physics (2007)  
B.A., Williams College; Ph.D., State University of New York at Stony Brook

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B.S., Dickinson College; Ph.D., University of Maryland Center for Environmental Science

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B.S., Universidad Católica Boliviana; B.A., Universidad Mayor de San Andrés; M.A., Ph.D., University of Pittsburgh

Elizabeth A. Hamman, Assistant Professor of Biology (2021)  
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Jeffrey A. Hammond, Professor of English (1990) and George B. and Willma Reeves Distinguished Professor in the Liberal Arts (2001-)  
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B.A., M.A., University of South Florida

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Louis Hicks, Professor of Sociology (1993) and Aldom-Plansoen Honors College Professor (2003-2005)  
B.A., B.S., University of Maryland; M.A., Ph.D., University of Virginia 1,2

Walter W. Hill, Professor of Political Science (1990)  
B.S., M.S., Ph.D., Massachusetts Institute of Technology

Sean Hitchman, Visiting Assistant Professor of Biology (2019)  
B.S., University of South Carolina; M.S., University of San Diego; Ph.D., Kansas State University

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B.A., Rollins College; M.S., Ph.D., Rutgers University

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B.A., M.S., Tecnológico de Estudios Superiores de Monterrey; Ph.D., University of Alberta

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B.A., M.A., Ewha Womans University; Ph.D., Michigan State University

Angela C. Johnson, Professor of Educational Studies (2002)  
A.B., Bryn Mawr College; Ph.D., University of Colorado

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B.A., College of William and Mary; M.A., Florida State University; Ph.D., University of Pennsylvania 1,2

Andrew S. Koch, Professor of Chemistry (1997)  
B.A., Ithaca College; Ph.D., University of California, Berkeley

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B.S., Miami University; M.E., Bowie State University; Ph.D., College of Notre Dame of Maryland

Ellen Kohl, Assistant Professor of Environmental Studies (2017)  
B.Sc., McGill University; M.A., Ph.D., University of Georgia

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B.Sc., Middle East Technical University; M.A., Ph.D., Drexel University 1,2

David T. Kung, Professor of Mathematics (2000)  
B.A., M.A., Ph.D., University of Wisconsin 1,2

Sterling Lambert, Associate Professor of Music (2006)  
B.A., M.Phil., Clare College, University of Cambridge; Ph.D., Yale University

Randolph K. Larsen III, Professor of Chemistry (2002)  
B.E., Vanderbilt University; M.S., University of Oklahoma; Ph.D., University of Maryland

Sarah Latchney, Assistant Professor of Neurobiology (2019)  
B.S., St. Lawrence University; Ph.D., University of Rochester School of Medicine and Dentistry

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B.A., M.M., University of Maryland; Ph.D., University of Chicago

Joe Lucchesi, Professor of Art History (2000)  
B.S., Clemson University; M.A., Ph.D., University of North Carolina

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B.A., Bowdoin College; M.A, Ph.D., University of Pennsylvania

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B.A., University of Iowa; M.A., Ph.D. University of California, San Diego

Pamela Mann, Associate Librarian (2009)  
B.A., Northwestern University; M.A., University of Arizona; M.L.I.S., College of Library and Information Science, University of South Carolina

James T. Mantell, Associate Professor of Psychology (2013)  
B.A., Millersville University; M.A., Ph.D., State University of New York at Buffalo

Leah Mazur, Assistant Professor of Theater, Film, and Media Studies (2017)  
B.A., Cameron University; M.S., University of Kansas

Linden McBride, Assistant Professor of Economics (2018)  
B.A., St. Mary's College of Maryland; M.A., Marquette University; M.A., American University; Ph.D., Cornell University 1,2

Jessye McDowell, Assistant Professor of Digital Media/Animation (2017)  
B.A., DePaul University; M.A., New School University; M.F.A., University of North Carolina at Chapel Hill

Alexander M. Meadows, Associate Professor of Mathematics (2006)  
B.A., Williams College; M.A., Ph.D., Stanford University



Pamela S. Mertz, Professor of Chemistry (2000)  
B.A., Juniata College; Ph.D., Mayo Graduate School

Michelle Milne, Associate Professor of Physics (2013)  
B.A., Lawrence University; A.M., Ph.D., Washington University

Scott P. Mirabile, Associate Professor of Psychology (2009)  
B.A., Clemson University; M.S., Ph.D., University of New Orleans

David B. Morris, Associate Professor of Educational Studies (2010)  
B.A., M.A., Ph.D., Emory University

Barry R. Muchnick, Associate Professor of Environmental Studies (2014)  
B.A., Emory University; M.E.Sc., M.A., M.Phil, Ph.D., Yale University

Charles D. Musgrove, Professor of History (2007)  
B.A., University of Florida; M.A., University of Michigan; Ph.D., University of California 2

Rachel Myerowitz, Professor of Biology (1993)  
B.S., Simmons College; Ph.D., University of Michigan

Kelly Y. Neiles, Associate Professor of Biochemistry and Chemistry, (2013)  
B.A., South Dakota State University; M.A., The George Washington University; Ph.D., The Catholic University of America

Colby Nelson, Senior Lecturer (2005)  
B.A., University of Southern California; M.A., Ph.D., University of Washington

Serdar Ongan, Visiting Assistant Professor of Economics (2016)  
B.S., Marmara University; M.A., Ph.D., Istanbul University

Brian O'Sullivan, Associate Professor of English (2005)  
B.A., Adelphi University; M.A., Columbia University; Ph.D., Temple University

Elizabeth Ann Osborn, Professor of Sociology (1998)  
B.A., M.A., Ph.D., The Ohio State University

Bradley D. Park, Associate Professor of Philosophy (2004)  
B.A., Trent University; M.A., Ph.D., University of Hawaii

Carrie Patterson, Professor of Art (2004); Steven Muller Distinguished Professor of Art (2020-2023)  
B.F.A., James Madison University; M.F.A., University of Pennsylvania

Richard Platt, Associate Professor of Psychology (1993)  
B.A., Bethel College; M.S., Ph.D., University of Florida

Jordan Price, Professor of Biology (2002), Steven Muller Distinguished Professor of Science (2015-2018 )

B.A., B.Sc., Queen's University; Ph.D., University of North Carolina

Kent Randell, College Archivist/Associate Librarian (2013); Aldom-Plansoen Honors College Professor (2020-2022)

B.A., Northern Michigan University; M.S.I., University of Michigan, School of Information

Simon Read, Associate Professor of Computer Science (2003)

B.Sc., Ph.D., University of Manchester Institute of Science and Technology

William C. Roberts, Professor of Anthropology (1991)

B.A., The College of William and Mary; M.A., Ph.D., American University

Katherine H. Ryner, Associate Librarian (2001)

B.A., St. Mary's College of Maryland; M.L.I.S., University of Pittsburgh

Patricia Santos-Cimineia, Visiting Assistant Professor of Biology (2020)

M.Sc., Amazonas Federal University; Ph.D., Uniformed Services University

John Schroeder, Professor of Philosophy (1998)

B.A., M.A., Ph.D., University of Oregon

Sahar Shafqat, Professor of Political Science (2001)

A.B., Mount Holyoke College; Ph.D., Texas A&M University 1,2

Shanen M. Sherrer, Assistant Professor of Biochemistry (2017)

B.S., Miami University, Ohio; Ph.D., The Ohio State University

Jeffrey B. Silberschlag, Professor of Music (1988) and Steven Muller Distinguished Professor of Art (2007-2011)

B.M., M.M., Manhattan School of Music

Donald R. Stabile, Professor of Economics (1980); Professor of the College (2005); and G. Thomas and Martha

Myers Yeager Endowed Chair in the Liberal Arts (2000-2003)

B.S., University of Florida; M.A., Ph.D., University of Massachusetts

Amy L. Steiger, Associate Professor of Theater, Film, and Media Studies (2015)

B.A., Macalester College; M.A., Ph.D., University of Texas at Austin

Ivan C. Sterling, Professor of Mathematics (2000)

B.A., University of California, Santa Cruz; Ph.D., University of California, Berkeley

Michael S. Taber, Associate Professor of Philosophy (1987)

B.A., University of Rochester; M.A., Ph.D., University of Wisconsin

Janna Chevon Thompson, Assistant Professor of Educational Studies (2015)  
B.F.A, Howard University; M.A., New York University; Ed.D., Morgan State University

Jennifer J. Tickle, Associate Professor of Psychology (2003)  
B.A., University of Virginia; Ph.D., Dartmouth College

Daniel J. Tobiansky, Assistant Professor of Neurobiology (2021)  
B.S., DePaul University; M.S., Florida Atlantic University; Ph.D., The University of Texas at Austin

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B.S., Universidad del Valle; Ph.D., Purdue University

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B.A., St. Mary's College of Maryland; Ph.D., University of California, Davis

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B.A., California State University; M.A., Ph.D., University of California, Riverside

Janet Varner, Visiting Assistant Professor of Special Education (2019)  
B.A., St. Mary's College of Maryland; M.A., Notre Dame of Maryland University; M.S., Towson University; DoEd, Concordia University

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B.A., Central Washington University; M.M., University of Michigan

Ariel Webster, Visiting Instructor of Computer Science (2018)  
B.A., St. Mary's College of Maryland; M.Sc. University of Victoria

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B.A., Stanford University; M.A., Ph.D., University of Maryland

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## **Faculty Emeriti**

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B.A., Carleton College; M.A., Ph.D., Emory University

Linda G. Coughlin, Associate Professor Emerita of Biology  
B.S., Purdue University; S.C.M.S., Medical University of South Carolina; Ph.D., The George Washington University

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B.S., Columbia University; Ph.D., New York University

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B.A., University of South Carolina; M.A., University of North Carolina; Ph.D., University of Maryland

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B.A., Princeton University; B.D., M.A., Ph.D., Yale University

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B.A., M.A., Howard University; Ph.D., The American University

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B.A., Denison University; M.A., Ph.D., Kent State University

Laraine Masters Glidden, Distinguished Professor of Psychology and Human  
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A.B., Mount Holyoke College; M.A., Ph.D., University of Illinois

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B.S., Loyola College; M.Ed., The Johns Hopkins University; Ph.D., University of Maryland

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B.A., Reed College; Ph.D., Stanford University

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B.A., College of William and Mary; M.A., University of South Florida; Ph.D., The Ohio  
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A.B. Wayne State University; Ph.D., University of Chicago

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B.A. University of Virginia; Ph.D., Harvard University

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B.A., McMaster University; M.A., Queen's University at Kingston; Ph.D., University of  
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B.A., Skidmore College; M.A., Middlebury College; M.A., Ph.D., Yale University

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B.A., Westminster College; M.S., St. Louis University; Ph.D., Virginia  
Polytechnic Institute and State University

Celia E. Rabinowitz, Librarian (1992)  
B.A., Beloit College; M.A. Hebrew University of Jerusalem; M.L.S., Rutgers University;  
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B.A., Swarthmore College; M.A., University of Michigan; M.A., Ph.D., Northwestern  
University

Henry Rosemont, Jr., Professor Emeritus of Philosophy; George B. and Willma Reeves  
Distinguished Professor in the Liberal Arts Emeritus  
A.B., University of Illinois; Ph.D., University of Washington

Gail L. Savage, Professor Emerita of History  
B.A., M.A., Ph.D., The University of Texas at Austin

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Ph.D., University of Vienna

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B.A., The College of William and Mary; M.A.T., University of Vermont; Ed.D., University of Virginia

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B.A., University of Chicago; M.A., Western Reserve University; Ph.D., The Ohio State University

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B.A. Occidental College; Ph.D., The University of British Columbia

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B.A., Evergreen State College; M.F.A., Southern Illinois University

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A.B., University of Kansas; M.S., Ohio University; Ed. D., Indiana University

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## **Appendix**

### **Title 13B Maryland Higher Education Commission**

#### **Subtitle 06 General Education and Transfer**

**Authority: Education Article, § 11-201–11-206, Annotated Code of Maryland**

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## **13B.06.01.01**

### **.01 Scope and Applicability.**

This chapter applies only to public institutions of higher education.

13B.06.01.02

### **.02 Definitions.**

1. In this chapter, the following terms have the meanings indicated.
2. Terms defined.
  - “A.A. degree” means the Associate of Arts degree.
  - “A.A.S. degree” means the Associate of Applied Sciences degree.
  - “Arts” means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
  - “A.S. degree” means the Associate of Sciences degree.
  - “Biological and physical sciences” means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
  - “English composition courses” means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
  - “General education” means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
  - “General education program” means a program that is designed to:
    - Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
    - Encourage the pursuit of life-long learning
    - Foster the development of educated members of the community and the world.
  - “Humanities” means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.



- “Mathematics” means courses that provide students with numerical, analytical, statistical, and problem-solving skills.
- “Native student” means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- “Parallel program” means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- “Receiving institution” means the institution of higher education at which a transfer student currently desires to enroll.
- “Recommended transfer program” means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- “Sending institution” means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- “Social and behavioral sciences” means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
  - History and cultural diversity
  - Concepts of groups, work, and political systems
  - Applications of qualitative and quantitative data to social issues
  - Interdependence of individuals, society, and the physical environment
- “Transfer student” means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

13B.06.01.02-1

.02-1 Admission of Transfer Students to Public Institutions.

1. Admission to Institutions

- A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in §A(4) of this regulation.
- A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

- Satisfied the admission criteria of the receiving public institution as a high school senior; and
  - Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
- A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
- If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
  - Based on criteria developed and published by the receiving public institution; and
  - Made to provide fair and equal treatment for native and transfer students.

## 2. Admission to Programs

- A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:
  - Are developed and published by the receiving public institution; and
  - Maintain fair and equal treatment for native and transfer students.
- If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
  - Based on criteria developed and published by the receiving public institution; and
  - Made to provide fair and equal treatment for native and transfer students.
- Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

## 3. Receiving Institution Program Responsibility.

- The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
- A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.
- A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

**.03 General Education Requirements for Public Institutions.**

1. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
  - Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
    - Arts and humanities,
    - Social and behavioral sciences,
    - Biological and physical sciences,
    - Mathematics, and
    - English composition; or
    - Conforming with COMAR 13B.02.02.16D(2)(b)--(c).
2. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.
3. General education programs of public institutions shall require at least:
  - One course in each of two disciplines in arts and humanities;
  - One course in each of two disciplines in social and behavioral sciences;
  - Two science courses, at least one of which shall be a laboratory course;
  - One course in mathematics at or above the level of college algebra; and
  - One course in English composition.
4. Interdisciplinary and Emerging Issues.
  - In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
    - Be integrated into other general education courses or may be presented as separate courses; and
    - Include courses that:
      - Provide an interdisciplinary examination of issues across the five areas
      - Address other categories of knowledge, skills, and values that lie outside of the five areas.

- Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.
- General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.
- A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- Public institutions may not include physical education skills courses as part of the general education requirements.
- General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.
- Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.
- Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

13B.06.01.04

**.04 Transfer of General Education Credit.**

1. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
2. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

3. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
4. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
5. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10--16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.
6. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.
7. A.A.S. Degrees.
  - While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
  - An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.
8. Student Responsibilities. A student is held:
  - Accountable for the loss of credits that:
    - Result from changes in the student's selection of the major program of study,
    - Were earned for remedial course work, or
    - Exceed the total course credits accepted in transfer as allowed by this chapter; and
  - Responsible for meeting all requirements of the academic program of the receiving institution.

13B.06.01.05

**.05 Transfer of Nongeneral Education Program Credit.**

Transfer to Another Public Institution.

1. Credit earned at any public institution in the State is transferable to any other public institution if the:
  - Credit is from a college or university parallel course or program
  - Grades in the block of courses transferred average 2.0 or higher
  - Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program
  - If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

Credit earned in or transferred from a community college is limited to:

1. 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours
2. The first 2 years of the undergraduate education experience.

Nontraditional Credit.

1. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
2. Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
  - Technical courses from career programs;
  - Course credit awarded through articulation agreements with other segments or agencies;
  - Credit awarded for clinical practice or cooperative education experiences; and
  - Credit awarded for life and work experiences.
3. The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
4. The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment,

credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

5. The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-level level. The validated credits earned for the course shall be substituted for the upper-level course.

#### Program Articulation.

1. Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
2. Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

13B.06.01.06

### **.06 Academic Success and General Well-Being of Transfer Students.**

#### Sending Institutions.

1. Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
2. Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
3. The sending institution shall:
  - Provide to community college students information about the specific transferability of courses at 4-year colleges;
  - Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
  - Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

#### Receiving Institutions.

1. Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.

2. A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.
3. A receiving institution shall evaluate the transcript of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.
4. A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

13B.06.01.07

**.07 Programmatic Currency.**

1. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
2. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
3. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

13B.06.01.08

**.08 Transfer Mediation Committee.**



1. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
2. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
3. The findings of the Transfer Mediation Committee are considered binding on both parties.

13B.06.01.09

### **.09 Appeal Process.**

1. Notice of Denial of Transfer Credit by a Receiving Institution.
  1. Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.
  2. If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
  3. A receiving institution shall include in the notice of denial of transfer credit:
    - A statement of the student's right to appeal; and
    - A notification that the appeal process is available in the institution's catalog.
  4. The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.
2. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
3. Response by Receiving Institution.
  1. A receiving institution shall:
    - Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
    - Respond to a student's appeal within 10 working days.
  2. An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

3. Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.
4. Appeal to Sending Institution.
  1. If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
  2. A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.
5. Consultation Between Sending and Receiving Institutions.
  1. Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
  2. As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
  3. The receiving institution shall inform a student in writing of the result of the consultation.
  4. The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

13B.06.01.10

#### **.10 Periodic Review.**

1. Report by Receiving Institution.
  - A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
  - An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
  - A receiving institution shall include in the reports comparable information on the progress of native students.
2. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.
3. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as-needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

## Catalog Archives

### Previous Catalogs

Note: You will need Adobe Acrobat Reader in order to view or print the PDF of this catalog. Acrobat Reader is a free product from Adobe. If you don't already have Acrobat Reader you can download it from the Adobe website.

- [2020-2021 College Catalog](#)
- [2019-2020 College Catalog](#)
- [2018-2019 College Catalog](#)
- [2017-2018 College Catalog](#)
- [2016-2017 College Catalog](#)
- [2015-2016 College Catalog](#)
- [2014-2015 College Catalog](#)
- [2013-2014 College Catalog](#)
- [2012-2013 College Catalog](#)
- [2011-2012 College Catalog](#)
- [2010-2011 College Catalog](#)
- [2009-2010 College Catalog](#)
- [2008-2009 College Catalog](#)

## **African and African Diaspora Studies**

[View African and African Diaspora Studies website](#)

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

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

The required core course is offered every spring semester and provides a broad overview of the peoples, languages, culture, history, and institutions across the African continent and the African Diaspora. Any student with an interest in pursuing study in this particular area should consult the program coordinator. Formal declaration of intent to complete the program's requirements must be preceded by completion of the core course. Students may declare their minor at any time prior to the final semester of their senior year, but are encouraged to declare their participation and seek curricular advising as soon as possible.

## **Degree Requirements for the African and African Diaspora Studies Minor**

### **General College requirements**

- General College requirements
- All requirements in a major discipline of study

### **Core Course**

- A 4-credit core course (AADS 214)

### **Electives**

Electives: From the list below, the student must choose at least 16 credit hours of courses, of which 8 credit hours must be upper division (300-400 level) courses selected from at least two disciplines. Students must obtain a minimum grade of C in each course.

- ANTH 303: The Gambia, West Africa Field Study Program (8ASu)
- ANTH 348: African American Culture (4AS)
- ANTH 336: The Cultured Body (4AF)
- ANTH 390: Cultures of Africa (4AF)
- ECON 316: Economics of Race and Gender (4S)
- ECON 372: Economics of Developing Countries (4F)
- ENGL 235: Topics in Literature and Culture: African American Expression (4E)
- ENGL 365: Studies in American Literature: Multicultural American Literature (4E)
- ENGL 430: Topics in Literature: American Literature and Music as Social Protest (4A)
- HIST 317: In Our Times, 1945 to the Present (4AF)
- HIST 360: Early African Civilization (4AF)
- HIST 361: African Civilization 1800-1900 (4AF)
- HIST 369: The History of Apartheid (4AS)
- HIST 400: Comparative Slave Systems in the Americas (4AF)
- HIST 401: The Caribbean Experience (4AS)

- HIST 419: African American History in America (4AS)
- ILCF 356: Intro to the Francophone World (4AF)
- ILCF 364: Topics in Francophone Literature (4AF)
- ILCS 362: African Diaspora Cultural Expressions in Latin America (4)
- PSYC 363: Cross-Cultural Psychology (4AF)
- RELG 220: Foundations of Islam (4S)
- SOCI 320: Sociology of the Family (4F)
- SOCI 347: Sociology of Race and Ethnicity (4AF)
- TFMS 200: Theater in History (4AF)
- TFMS 220: Introduction to Film and Media Studies (4)
- TFMS 251: Introduction to Traditional African Dance (4F)
- TFMS 258: Dance in History (4A)
- TFMS 325: Documentary Practices (4AS)

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

## **Field Experiences**

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

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

## **St. Mary's Project**

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

## **Anthropology**

[View Anthropology Department website](#)

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

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

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

## **Learning Outcomes**

- Employ appropriate anthropological concepts, theories or methodologies to understand the development and diversity of human cultures.
- Explain the contributions of biological, archaeological, cultural or linguistic anthropology for understanding human and cultural diversity in the modern era.
- Apply anthropological knowledge and skills to understand or address human challenges, issues or problems.
- Demonstrate in written form effective articulation of anthropological knowledge at a level appropriate to the audience.
- Orally communicate anthropological knowledge at a level appropriate to the audience.
- Identify, locate and use appropriate sources to support anthropological investigation, analysis or interpretation.
- Construct a critical review of information associated with a particular issue or topic.
- Design and successfully carry out an anthropology project.
- Seek connections between anthropology and other intellectual disciplines and professions.
- Employ the use of anthropological knowledge as a foundation for personal and professional engagement for making positive contributions to community and society.

## **Degree Requirements for the Anthropology Major**

### **General College Requirements**

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

### **Required Core Courses**

- ANTH 101: Introduction to Anthropology
- ANTH 201: Anthropology Toolkit or ANTH 202: Archaeology Practicum

### **Two Subfield Anthropology Courses**

Two courses chosen from the following to incorporate two subfield anthropology courses

- ANTH 230: Cultural Anthropology
- ANTH 243: Biological Anthropology
- ANTH 250: Language and Culture
- ANTH 281: Archaeology and Prehistory
- ILCT 300: Introduction to Linguistics



## Required Upper Division Courses

- ANTH 349: Anthropological Theory
- ANTH 385: Anthropological Research Methods

## Elective Courses

Three elective courses in anthropology at the 300- or 400-level

## Capstone Experience

All students must select one of the following options as the capstone experience of their education

- ANTH 490 Senior Tutorial (plus one additional 300- or 400-level course)
- ANTH 493/494: St. Mary's Project (8 credit hours)
- ANTH 497: Directed Research (4 credit hours, plus one additional 300- or 400-level course)

## Minimum Grade and GPA Requirements

Students must complete a minimum of 44 credit hours, and all courses presented for the major must have a grade of at least C-.

## Sequence of Study

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

- **First Year:**  
ANTH 101 and one subfield course
- **Second Year:**  
ANTH 201 or ANTH 202, one subfield course, and two anthropology electives
- **Third Year:**  
ANTH 385, ANTH 349, one anthropology elective
- **Fourth Year:**  
St. Mary's Project or ANTH

THE ST. MARY'S PROJECT IN ANTHROPOLOGY

Students must complete all upper level major requirements (ANTH 349 and ANTH 385) before submitting a St. Mary's Project (SMP) proposal to the department chair for review by the department faculty. SMP proposals must follow a format established by the Department, and are due to the Department Chair on June 1 to begin an SMP in the fall semester, or December 15 to begin an SMP in the spring semester. Projects approved by the department and successfully completed and presented by the student will receive eight hours of credit to be counted towards the major and fulfill the capstone requirement. Students contemplating an SMP in another discipline should follow the department's SMP guidelines and submit their SMP proposal to the department chair for review in order to receive credit for the senior capstone experience.

## Requirements for Archaeology Concentration

1. General College Requirements and anthropology major requirements, including the following requirements to satisfy the major with a concentration in archaeology:
2. Required core courses:
  - a. Five core courses:
    - ANTH 101: Introduction to Anthropology
    - ANTH 202: Archaeology Practicum
    - ANTH 281: Archaeology and Prehistory
    - ANTH 385: Anthropological Research Methods
    - ANTH 349: Anthropological Theory
  - b. At least one archaeology field school:
    - ANTH 377: Archaeological Field Study
    - ANTH 410: Historical Archaeology Field School
    - ANTH 454: Archaeological Survey
    - An Archaeology Field School Approved by the Chair
  - c. One additional sub-field course:
    - ANTH 230: Cultural Anthropology
    - ANTH 243: Biological Anthropology
    - ANTH 250: Language and Culture
    - ILCT 300: Introduction to Linguistics
  - d. Two Elective 300-level Courses in Archaeology:
    - ANTH 311: Native American Culture and History
    - ANTH 337: Atlantic World Archaeology
    - ANTH 351: Underwater Archaeology
    - ANTH 352: Topics
    - ANTH 357: Archaeological Analysis and Curation
    - ANTH 323: Introduction to Historic Preservation
    - ANTH 334: Archaeology of the African Atlantic
    - ANTH 339: Archaeology of Status and Identity
    - ANTH 454: Archaeological Survey
  - e. One Elective 300-Level Course in Cultural Anthropology:

- ANTH 302: Food and Culture
  - ANTH 306: Principles of Applied Anthropology
  - ANTH 336: The Cultured Body
  - ANTH 341: Economic and Ecological Anthropology
  - ANTH 346: Analysis of Material Culture
  - ANTH 348: African American Culture
  - ANTH 360: Kinship and Social Organization
  - ANTH 390: Cultures of Africa
  - ANTH 326: Anthropology of Tourism
3. All students must elect one of the following options as the capstone experience of their education:
    - a. ANTH 490: Senior Tutorial (plus one additional 300- or 400- level course)
    - b. ANTH 493/494: St. Mary's Project (8 credit hours)
    - c. ANTH 497: Directed Research (4 credit hours, plus one additional 300- or 400-
  4. Students must complete a minimum of 44 credit hours, and all courses presented for the major must have a grade of at least C-.
  5. Students who plan to complete an anthropology major with a concentration in archaeology should obtain an adviser from the faculty in the student's area of concentration by the beginning of the junior year. The following model is suggested as a possible basic program to satisfy the above requirements:
    - **First Year:**  
ANTH 101
    - **Second Year:**  
ANTH 281, ANTH 202, one subfield course, and one anthropology electives
    - **Third Year:**  
ANTH 349, two anthropology electives, Archaeological Field School (summer)
    - **Fourth Year:**  
St. Mary's Project, or ANTH 497, or ANTH 490 and one anthropology elective (300- or 400-level)

## **Degree Requirements for the Anthropology Minor**

### **Core Curriculum**

Completion of Core Curriculum requirements.

### **Course Requirements**

At least six courses in anthropology and a minimum of 22 credit hours:

Required Courses

- ANTH 101 Introduction to Anthropology
- ANTH 201 Anthropology Toolkit or ANTH 202 Archaeology Practicum

Two Courses at the 200-level

- ANTH 230 Cultural Anthropology
- ANTH 243 Biological Anthropology
- ANTH 250 Language and Culture
- ANTH 281 Archaeology and Prehistory

Two Elective Courses

- Any two elective anthropology courses at the 300 or 400 level

## **Grade Requirements**

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

## **Requirements for Teacher Certification**

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

## **Faculty**

Bill Roberts (department chair), Iris Carter Ford, Liza Gijanto, Julia King. Adjunct faculty: Silas Hurry, Susan Langley, Stephan Lenik, Henry Miller, Travis Parno, Patricia Samford, Scott Strikland

## Art

[View Art & Art History website](#)

The Art major at SMCM provides a supportive environment in which a broad range of creativity is fostered. Our curriculum introduces students to techniques and concepts that build progressively towards a self-determined artistic practice. In addition to developing art-making skills, students learn critical thinking, reflective self-evaluation, articulation of creative intentions, and art historical contexts. Because our curriculum values interdisciplinary thinking, many of our students complete second majors, and minors in other fields of study, and are encouraged to integrate these diverse interests into their work.

The core courses for the major teach basic technical skills, while emphasizing visual literacy and analysis as fundamental tools for both understanding and making art. Beyond this core, studio art majors choose electives from a range of mediums including drawing, painting, printmaking, sculpture, digital art, and photography.

Advanced courses expand students' understanding of contemporary art and the interdisciplinary relationships between mediums, while continuing to improve their technical abilities. These upper-level courses include self-directed projects that lead to focused explorations of content relevant to each student. Students continue to build their historical understanding by taking additional courses in art history. The Art Major culminates in a yearlong capstone experience in which students create a body of work for exhibition or presentation accompanied by a written artist statement, and public talk.

The flexible requirements of the Art Major allow students to tailor their coursework to serve a variety of post-graduation goals. Our program prepares students for graduate school and careers in the arts including practicing artist, art education, community arts, graphic design, media production, and architecture, as well as a wide range of professional and personal activities for which practical skills, analytical abilities, and visual literacy are key components.

### Learning Outcomes

- Create works of art that effectively communicate through a coordinated use of form, content, and process
- Execute basic art making techniques in a range of visual media, execute advanced artmaking techniques in at least one visual media area, and employ productive art-generating practices

- Create artworks that demonstrate an artistic point of view, and explain their artistic intentions in context
- Articulate their artistic intentions in effective written and oral form
- Assess their work and the work of others through critical analysis
- Explain the expressive effect of a work of art through visual analysis

## **Degree Requirements for the Art Major**

### **General College Requirements**

- General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major:
- At least 13 courses carrying art history, art theory or studio art credit and a minimum of 48 credit hours, in all of which the student must earn a grade of C- or better and a cumulative grade-point average of at least 2.00, including the following:

### **Two Core Courses**

- ART 205: Introduction to Visual Thinking
- ARTH 100: Introduction to Art History

### **Seven Art Electives**

#### **Introductory Skills and Concepts**

FOUR 200-level ART courses chosen from: ART 204, 206, 211, 212, 213, 214, 223, 224, 240, 233, 239, 246, 269, 223, 224

#### **Advanced Skills and Concepts:**

THREE 300-level ART courses chosen from: ART 304, 306, 309, 311, 312, 314, 333, 339, 346, 347, 367, 369, 390

### **Two courses in Art History**

- One 200 level art history (ARTH) course
- One 300 level art history (ARTH) course

### **Senior Capstone Experience totaling 8 credit hours**

ART 430 Capstone 1: Creative Practices in Art

ART 431 Capstone 2: Professional Practices in Art

## Note

With the exception of ARTH 100 and ART 205, courses taken as part of the degree requirements for the art major will not count for a major or minor in art history.

## Degree Requirements for the Art Minor

### General College Requirements

- General College requirements
- All requirements in a major field of study other than art.

### Required Courses

At least six courses carrying art and art history credit that total no less than 22 credit hours, in all of which the student must earn a grade of C- or better, including the following:

- ART 205: Introduction to Visual Thinking
- Three 200-level ART courses chosen from: ART 204, 206, 211, 212, 213, 214, 223, 224, 240, 233, 239, 247, 269, 223, 224
- Two 300-level ART courses chosen from: ART 304, 306, 309, 311, 312, 314, 333, 339, 346, 347, 367, 369, 390

Note: With the exception of ARTH 100 and ART 205, courses taken as part of the degree requirements for the art minor will not count for a major or minor in Art History.”

## Requirements for Teacher Certification

A master of arts in teaching degree with a concentration in art education can be earned at St. Mary’s College. Completion of the combined requirements for the art major and/or art history major and a minor in educational studies is recommended for any interested student; students could then pursue the college’s Masters of Arts in Teaching. Because careful attention to course selection is necessary as early as the first semester of the first year, students interested in teaching art should consult with the chair of the Department of Educational Studies and their art and art history faculty advisers as soon as they are accepted for admission to the College. Completion of ART 269, ART 369 and ART 307 are highly recommended for any student preparing for graduate study in art education.

## Faculty

Tristan Cai, Sue Johnson, Joe Lucchesi, Jessye McDowell, Carrie Patterson (Chair)

## **Asian Studies**

[View Asian Studies website](#)

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

Because of this wide-ranging historical and geographic scope, Asian Studies must employ an interdisciplinary approach. The core requirement for the major in Asian Studies is a team-taught, interdisciplinary course, which offers students an opportunity to explore the breadth of disciplinary approaches to this study area. Further Asian Studies courses may be found in the departments of political science, economics, history, English, international languages and cultures, philosophy and religious studies, art history and theater, film and media studies. This "area studies" approach demands that students take an active and conscious part in designing their major in Asian Studies.

The Asian Studies faculty strongly recommends that students anchor their study of Asia in language study and study abroad. In addition to Chinese language offerings on-campus, St. Mary's offers study-abroad programs at Fudan University in Shanghai, China; Lingnan University in Hong Kong, China; Akita University in Japan; and Kerala University in India. Students may pursue the study of other Asian languages through study-abroad programs in other Asian countries, or students may choose to attend language programs at other universities and colleges in the U.S. No study of Asia and its cultures is complete without the study of an Asian language.

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

## **Learning Outcomes**



- Demonstrate basic competency in an Asian language.
- Effectively examine the changing nature of socio-economic and cultural experiences in Asia.
- Analyze the role of Asia and its significance in the global community using methodologies from various academic disciplines.
- Create a defensible argument in oral and written communication.

## **Degree Requirements for the Asian Studies Major**

### **General College Requirements**

General College requirements including the following requirements to satisfy the major.

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

### **Required Courses**

Required Courses. At least 44 credit hours in Asian Studies cross-listed courses, as specified in a., b., c., and d., below. A grade of C- or better must be received in each course of the major and the cumulative grade-point average used to satisfy the major must be at least 2.00. Courses taken for credit/no credit may not be used as required courses.

- ASIA 200: Introduction to Asian Studies

### **At least eight credit hours in an Asian Language**

to be completed in one of the following ways:

- Complete ILCC 101 and ILCC 102: Elementary Chinese I and II.
- Any Asian language at another college or university.
- Study abroad in an Asian country that includes intensive language study. Note: the Asian Studies coordinator must approve program.
- Demonstrate at least second-semester college-level proficiency in an Asian language. Note: students who major in Asian Studies are strongly encouraged to pursue additional coursework in Asian languages.

### **Additional elective courses:**

24 credit hours in at least three separate disciplines of which 20 credit hours must be from any 300-400 level Asian Studies courses. Note: students fulfilling a major in

Chinese Language (ILCC) may not use ILCC credit hours of Chinese language to fulfill this requirement.

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

## **St. Mary's Project**

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

Students preparing to begin their St. Mary's Projects should submit a proposal to the program coordinator in the spring of their junior year. Proposal deadlines and procedures will be announced each spring. Students wishing to begin their SMP mid-year should submit a proposal to the program coordinator prior to the last week of scheduled classes in the fall semester.

## **Degree Requirements for the Asian Studies Minor**

### **General College Requirements**

- General College requirements.
- All requirements in a major discipline of study.

### **Required Courses**

At least 24 credit hours (or six courses) in courses having an Asian focus, in all of which a grade of C- or higher must be achieved, as follows:

- Required course: ASIA 200: Introduction to Asian Studies
- Additional courses to total 20 credit hours (or five courses) in at least two separate disciplines. At least eight credits (two courses) of this total must be at the 300-400 level.

### **Asian Language Requirement**

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

- Complete ILCC 102: Elementary Chinese II.

- Complete the equivalent of Elementary Chinese II at another institution in an Asian language.
- Study abroad in an Asian country including intensive language study. Programs must be approved by the Asian Studies faculty.
- Demonstrate at least second-semester college-level proficiency in Asian language. Courses taken for the minor should form a cohesive program and be selected in consultation with a faculty adviser from Asian Studies.

## Faculty

- Betul Basaran – Areas of expertise: Islam and Women in South Asia
- Holly A. Blumner – Areas of expertise: Japanese Theater and Culture
- Tristan Cai – Areas of expertise: Photography
- Jeff Eden – Areas of expertise: Central Asian History
- Jinqqi Fu – Areas of expertise: Chinese Language and Linguistics
- Joe Luccesi – Areas of expertise: Asian art & art history
- Daniel Meckel – Areas of expertise: Hinduism and South Asian Religion
- Charles Musgrove – Areas of expertise: East Asian History
- Brad Park – Areas of expertise: Japanese and Chinese Philosophy
- John Schroeder – (Coordinator) Areas of expertise: Buddhism and South Asian Philosophy
- Sahar Shafqat – Areas of expertise: South Asian Politics
- Visiting Fudan Scholar – Areas of expertise: Chinese Language

# Biochemistry

[View Chemistry & Biochemistry Department website](#)

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

## Learning Outcomes

- Correctly use the fundamental concepts of biochemistry
- Execute research using scientific approaches, and safely perform experiments using appropriate techniques and equipment
- Express scientific information through written and oral communication at a level appropriate to the audience
- Demonstrate the ability to identify, locate and evaluate Biochemistry related primary literature
- Integrate professional ethics while conducting experiments, performing data analysis, and communicating results
- Work collaboratively with other students and faculty members on classwork and in the laboratory
- Use problem solving and critical thinking skills
- Employ chemical waste management and minimization and describe the role of biochemistry in modern issues of sustainability

## Degree Requirements for the Biochemistry Major

### General College Requirements

General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major:

### Required Courses

#### Chemistry Courses (24 credit hours)

- CHEM 106: General Chemistry II

- CHEM 311: Organic Chemistry I
- CHEM 312: Organic Chemistry II
- CHEM 420: Biochemistry I
- CHEM 425: Biochemistry II
- CHEM 451: Physical Chemistry I

### **Biology Courses (14 credit hours)**

- BIOL 105: Principles of Biology I
- BIOL 105L: Principles of Biology I Lab
- BIOL270: Genetics
- BIOL270L: Genetics Lab
- BIOL 471: Molecular Biology

### **Cognate Courses (16 credit hours)**

- MATH 151: Calculus I
- MATH 152: Calculus II
- PHYS 141: General Physics I (Recommended) or PHYS151: Fundamentals of Physics 1
- PHYS 142: General Physics II (Recommended) PHYS152: Fundamentals of Physics 2

### **St. Mary's Project**

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

### **Minimum Grade and GPA Requirements**

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

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

### **Sequence of Study**

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

- **First Year:**  
Core Curriculum requirements, CHEM 103 (or earned a 4 or 5 on Chemistry AP exam), CHEM 106, BIOL 105, BIOL 105L.
- **Second Year:**  
Core Curriculum requirements, CHEM 311, CHEM 312, BIOL270, BIOL270L, MATH 151, MATH 152.
- **Third Year:**  
Core Curriculum requirements, CHEM 420, CHEM 425, PHYS 141, PHYS 142, BIOL 471.
- **Fourth Year:**  
St. Mary's Project, CHEM 451, electives.

## Faculty

Geoffrey M. Bowers, Ruth Bowers, Daniel T. Chase, Andrew S. Koch, Randolph K. Larsen, Pamela S. Mertz (Department Chair), Kelly Neiles, Shanen Sherrer, Troy Townsend

## Biology

[View Biology Department website](#)

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

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

### Learning Outcomes

- Demonstrate a thorough knowledge of the theories, principles, and/or literature relevant to the biological subdiscipline
- Use core concepts to explain biological processes found in the biosphere
- Design experiments using the scientific method to address a biological problem
- Develop a curated bibliography from the scientific literature that supports a line of inquiry in the biological sciences

- Construct questions based upon analysis of primary literature in the biological sciences
- Construct an organized written product and deliver an organized oral presentation that convey scientific information at a level appropriate to the audience

## **Degree Requirements for the Biology Major**

### **General College Requirements**

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

### **Course Requirements**

#### **Physical Science Courses (12 credit hours)**

- CHEM 103: General Chemistry
- CHEM 106: General Chemistry II
- CHEM 311: Organic Chemistry I
- In addition to those three courses, Organic Chemistry II (CHEM 312), College Physics (PHYS 121, 122) or General Physics (PHYS 141, 142) and Calculus I and II (MATH 151, 152) are recommended for all students and are required by most graduate and professional schools.

#### **Biology Core Courses (16 credit hours)**

- BIOL 105: Principles of Biology I
- BIOL 106: Principles of Biology II
- BIOL 270: Genetics
- BIOL 271: Ecology and Evolution

#### **Biology Core Laboratories ( 4 credit hours)**

- BIOL 105L: Principles of Biology I Lab
- BIOL 106L: Principles of Biology II Lab
- BIOL 270L: Genetics Lab
- BIOL 271L: Ecology and Evolution Lab

#### **Elective Courses:**

- A minimum of 16 credit hours in upper-level biology courses is required, excluding Laboratory Teaching Assistant (BIOL 307), Internship (BIOL 398, 498), and Independent Study (BIOL 399, 499). The second four credit hours of a St. Mary's Project in biology (BIOL 494) may be counted toward the total 16



credit hours. Of the 16 credit hours, at least eight, not including the St. Mary's Project, must include a laboratory component. At least eight of the 16 upper-level credits as well as the St. Mary's Project must be taken at the College.

## **St. Mary's Project**

Every biology major must complete a St. Mary's Project.

This project may be in biology or in another major discipline or a study area. The guidelines established in the elected area apply. The project must be proposed to a mentor and to the chair of the Department of Biology at least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C in CHEM103 and a C- or better in all other chemistry courses listed under Physical Science Courses. Students must earn a grade of C or better in each biology course listed above.

At least half of the credits required for the major must be taken at the College.

## **Upper-Level Biology Courses**

A liberal arts education in biology should include both the breadth of the subject and its depth. While students may wish to focus on one particular area of biology, such as aquatic biology or plant biology, we strongly advise them to be sure that their advanced coursework includes at least one course from each of three levels of biological organization: population/community/eco-system, organismal and cellular/biochemical levels. Please note, though, that these categories are somewhat artificial because many of our courses are designed to integrate material from more than one level of organization or taxonomic kingdom. For example, microbiology bridges ecology and molecular biology of bacteria, and photobiology discusses responses of organisms from several kingdoms to a critical environmental factor, light, addressing questions at all three levels of organization. Such courses may be especially useful in helping students gain an integrated view of biology that will enable them to pose and solve complex or interdisciplinary questions. In addition, students should expose themselves to biodiversity by taking care not to concentrate solely on one group of organisms: for example, plants or animals.

### **Population/Community/Eco-system-Level Courses**

- BIOL 316: Tropical Biology
- BIOL 432: Limnology
- BIOL 463: Ecology of Coastal Systems

## Organismal-Level Courses

- BIOL 303: Invertebrate Zoology
- BIOL 305: Animal Behavior
- BIOL 330: Human Anatomy and Physiology
- BIOL 384: Sensory Biology
- BIOL 387: Ichthyology
- BIOL 401: Developmental Biology
- BIOL 435: Plant Physiology
- BIOL 436: Comparative Animal Physiology

## Cellular/Biochemical-Level Courses

- BIOL 359: Photobiology
- BIOL 360: Microbiology
- BIOL 418: Virology
- BIOL 419: Neurobiology
- BIOL 425: Biochemistry II
- BIOL 438: Cancer Cell Biology
- BIOL 470: Immunology
- BIOL 471: Molecular Biology
- BIOL 472: Molecular Evolution

## Sequence of Study

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

- **First Year:**  
Core Curriculum requirements, BIOL 105, BIOL 106, CHEM 103 (or satisfactory completion of the Chemistry Placement Exam), CHEM 106
- **Sophomore Year:**  
Core Curriculum requirements, BIOL 270, BIOL 271, CHEM 311, CHEM 312\*  
MATH 151\*, MATH 152\*
- **Junior Year:**  
Core Curriculum requirements, biology electives, PHYS 121\*, PHYS 122\*
- **Senior Year:**  
Biology electives, St. Mary's Projects (BIOL 493 and 494).

\*optional but recommended course requirements for teacher certification

## Degree Requirements for the Biology Minor

## **Required Core Courses**

### **Core (16 credit hours)**

- BIOL 105: Principles of Biology I
- BIOL 106: Principles of Biology II
- BIOL 270: Genetics
- BIOL 271: Ecology and Evolution

### **Core Labs ( 4 credit hours)**

- BIOL 105L: Principles of Biology I Lab
- BIOL 106L: Principles of Biology II Lab
- BIOL 270L: Genetics Lab
- BIOL 271L: Ecology/Evolution Lab

### **Elective Courses (4 credit hours)**

- At least four credit hours in upper division biology (BIOL) courses excluding Laboratory Teaching Assistant (BIOL 307), Internship (BIOL 398, 498), and Independent Study (BIOL 399, 499).

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C or better in each required course taken to fulfill the minor.

## **Requirements for Teacher Certification**

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

## **Faculty**

Aileen Bailey (Acting Dept. Chair), Emily Brownlee, Jeffrey J. Byrd , Indrajit Chaudhury (visiting), Karen Crawford, Kevin J. Emerson, Tom Evans (visiting), Elizabeth Hamman, Sean Hitchman (visiting), Sarah Latchney, Rachel Myerowitz, J. Jordan Price, Patricia Santos-Ciminera (visiting), Daniel Tobiansky, Lorena Torres-Martinez

## **Economics**

[View Economics Department website](#)

Economics is the study of the process through which individuals and societies solve a particular human problem: how to ensure that limited resources are put to their highest and best use. Economists research a variety of subjects related to this particular problem, including unemployment, technological change, poverty, environmental quality and international trade.

Two trends in the modern economy are given special emphasis in the economics major. First, for the last two centuries there has been a trend in the global economy toward the use of individual choice through markets as the process for dealing with this basic human problem of resource use. Second, there is an increasing economic integration among the world's economies as global trade in international markets becomes extensive.

The 21st century will see a continuation of the spread of markets as the organizing mechanism of economic activity throughout the world. The economics major focuses on how markets serve this function and analyzes what policies are needed for them to serve it effectively. With this focus, the economics major is structured to assist students in gaining a systematic introduction to the theoretical and empirical techniques of economics. Since many areas of economics have broad social implications, the major also provides the opportunity to study economics as a social science and to discover the interrelationships which economics has with other disciplines.

Economics is primarily an analytical discipline. Therefore, the economics major begins with a core of theory and research methods that students will need in order to analyze economic problems.

Students will then work on economic problems by choosing from options in the areas of economic and social policy, economic theory and applications, global economic issues, and business economics. Students complete the major through their participation in a senior experience seminar or their production of a St. Mary's Project. The goals of the major are to provide students with a framework for understanding and evaluating the operation of the United States and other economies, to assist them in the formation of intelligent, informed and critical judgments on economic issues of public and private concern, and to empower them to have a solid foundation of economic knowledge that will enable them to be lifelong learners.

A major in economics provides a suitable basis for careers in business, government and international agencies, law, teaching, public service and journalism. It also offers the introductory stage for students interested in graduate work in economics or business. As the economy of the 21st century will require knowledgeable workers who can function in information-based organizations, courses in the economics major stress the use and application of information technology.

Members of the economics faculty will advise each student on the composition of an appropriate program, given the individual's interests and objectives. Any student considering a major in economics is urged to consult with a member of the economics faculty as early as possible. Members of the economics faculty are committed to mentoring students in the development of their own ideas in the initiation and realization of St. Mary's Projects.

## **Graduate School Preparation**

Students who are considering graduate study in economics are strongly advised to take coursework in mathematics and statistics beyond those required for the major. ECON 425 and MATH 151, 152 and 256 are essential for graduate study; MATH 255 and 312 are recommended as well.

## **Learning Outcomes**

- Explain the fundamentals of micro and macro economic theory
- Perform data analysis within the context of economics
- Interpret economic data
- Apply economic tenets across the subfields within economics
- Produce develop evidence based theses within the discipline of economics
- Demonstrate effective oral and written communication

## **Degree Requirements for the Economics Major**

### **General College Requirements**

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

### **Minimum of 48 Credit Hours of Coursework**

A minimum of 48 credit hours of coursework carrying economics credit and distributed as follows:

#### **Theory core: 16 credits consisting of**

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 251: Intermediate Macroeconomics
- ECON 252: Intermediate Microeconomics

## **Analytical skills**

- four credits consisting of ECON 253: Economic Statistics

## **Field-specific economic analysis**

- twenty-four credit hours of economics coursework at the 300-level

## **Senior Experience**

Senior Experience: The objectives of the courses in this requirement are to give students a way to build on the theory and methods of economics learned during the first three years, to allow students to gain expertise in the area they choose to study, and to improve their research and writing skills. Students must choose at least one of the following courses:

- ECON 405: The History of Economic Thought
- ECON 412: U.S. Economic History
- ECON 425: Econometrics
- ECON 459: Senior Seminar in Economics
- ECON 493/494: (An eight credit hour St. Mary's Project in economics or other major may fulfill the senior experience with the permission of the chair of the Economics Department)

## **Minimum Grade and GPA Requirements**

Students must earn a minimum grade of C- in all required economics courses and maintain an overall GPA of 2.0 or better in these courses.

## **Sequence of Study**

The following model is suggested as a possible basic program to satisfy requirements for the major in economics:

- **First Year:**  
ECON 102 and ECON 103 and the Core Curriculum requirement in Mathematics.
- **Sophomore Year:**  
200-level courses in the major requirements and one upper-level course in the major.
- **Junior Year:**  
Two or three 300-level courses in economics.
- **Senior Year:** Two or three 300- or 400-level

## **Degree Requirements for the Economics Minor**

### **General College Requirements**

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

### **At least 24 credit-hours in Economics**

#### **Required Courses (12 Credit Hours)**

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 251: Intermediate Macroeconomics or ECON 252: Intermediate Microeconomics

#### **Elective Courses (12 Credit Hours)**

- Three other 4-credit economics courses, two of which must be at the 300 or 400 level.

### **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in all required economics courses and maintain an overall GPA of 2.0 or better in these courses. Prerequisites for economics courses must be fulfilled with a grade of C- or better.

## **Degree Requirements for the Business Minor**

The six-course business minor equips students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. Requirements of the minor – including courses in management, accounting, business law, statistics, and economics – combine theory and practice to build a strong knowledge base of core business processes. The Business minor complements many majors, enhancing discipline-specific skills with preparation for today's competitive business environment.

### **General College Requirements**

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

## **At least 24 credit-hours in Economics or Business Required Courses (24 Credit Hours)**

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 209: Business Law
- ECON 220: Principles of Management
- ECON 250: Principles of Accounting
- ECON 253: Economic Statistics

## **Minimum Grade and GPA Requirements**

A grade of C- or better must be received in each course of the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

## **Requirements for Certificate in Economic Statistics and Analysis**

Jointly Endorsed by SAS

St. Mary's College of Maryland economics majors have the opportunity to earn a certificate documenting the attainment of advanced statistical and analytic skills, jointly endorsed by St. Mary's College of Maryland and SAS a data analytics company primarily known for their eponymous statistical software. An ability to design, execute and interpret statistical analyses is attractive to employers, many of whom especially value the ability to write code (syntax) for data handling and analysis. SAS is an analytical software package that is widely used by Fortune 500 companies and Federal agencies.

## **General College Requirements**

General College Requirements (see Curriculum section), Requirements for a Degree in Economics (see Degree Requirements for Economics Major) and the following requirements to satisfy the certificate:

## **Required Foundation Courses (8 Credit Hours)**

- ECON 252: Intermediate Microeconomics
- ECON 253: Economic Statistics (must be a section that utilizes SAS)

## **Elective Course (4 Credit Hours)**

- Any 300 or 400 level course in which SAS is utilized extensively. Currently this requirement can be met by:



- ECON 353: Corporate Finance (must be a section that utilizes SAS)

### **Capstone Requirement (4-8 Credit Hours)**

The Certificate in Economic Statistics and Analysis, jointly endorsed by SAS, requires the successful completion of a capstone project which makes use of SAS (including writing syntax) to execute a statistical analysis of the student's own design. Additionally the student must present his or her findings in both written and oral form. This requirement may be satisfied by:

- ECON 493/494: Mary's Project (project must be consistent with requirements outlined above)

OR

- ECON 459: Senior Seminar in Economics (course must be consistent with requirements outlined above)

### **Minimum Grade and GPA Requirements**

A grade of B- or better must be received in each course used to satisfy the requirements for the certificate, and the cumulative grade-point average of courses used to satisfy the major must be at least 2.5.

### **Requirements for Teacher Certification**

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

### **Faculty**

Faruk Eray Düzenli (department chair), Amanda Deerfield, Asif Dowla, Amy Henderson, Joshua Kaisen, Daniel Savelle, Donald Stabile, Peter Wang

### **Chemistry**

[View Chemistry Department website](#)

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

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

## **Learning Outcomes**

- Correctly use the fundamental concepts of chemistry.
- Execute research using scientific approaches, and safely perform experiments using appropriate techniques and equipment
- Express scientific information through written and oral communication at a level appropriate to the audience
- Demonstrate the ability to identify, locate and evaluate chemistry related primary literature
- Integrate professional ethics while conducting experiments, performing data analysis, and communicating results
- Work collaboratively with other students and faculty members on classwork and in the laboratory
- Use problem solving and critical thinking skills
- Employ chemical waste management and minimization and describe the role of chemistry in modern issues of sustainability

## **Degree Requirements for the Chemistry Major**

### **General College Requirements**

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

### **Required Chemistry Core Courses (28 credit hours)**

- CHEM 106: General Chemistry II
- CHEM 305: Quantitative Analysis
- CHEM 311: Organic Chemistry I

- CHEM 312: Organic Chemistry II
- CHEM 405: Inorganic Chemistry
- CHEM 451: Physical Chemistry I
- CHEM 452: Physical Chemistry II

### **Required Cognate Courses**

- MATH 151: Calculus I
- MATH 152: Calculus II
- PHYS 141: General Physics I (recommended) or PHYS151 Fundamentals of Physics
- PHYS 142: General Physics II (recommended) or PHYS152 Fundamentals of Physics

### **Elective Courses**

#### **Option 1: ACS-Certified Major**

- CHEM 325: Chem Literature (Required)
- CHEM 420: Biochemistry I (Required)
- Elective (Required) one of the 4 options:
  - CHEM 306: Instrumental Analysis
  - CHEM 425: Biochemistry II
  - CHEM 480: Topics in Chemistry
  - PHYS 462: Quantum Mechanics

#### **Option 2: non-ACS-Certified Major**

Four credits hours selected from the following list of options:

- MTSC 301: Materials Sciences
- CHEM 306: Instrumental Analysis
- CHEM 325: Introduction to Chemical Literature
- CHEM 420: Biochemistry
- CHEM 480: Topics in Chemistry
- CHEM 397, CHEM 399, CHEM 497, CHEM 499: Directed research/Independent study (as approved by the chemistry faculty)
- PHYS 462: Quantum Mechanics

### **St. Mary's Project**

Every chemistry major must complete a St. Mary's Project. This project may be in chemistry or in another major discipline or study area. The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Chemistry and Biochemistry at least three weeks before the last day of

classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.

## Minimum Grade and GPA Requirements

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

## ACS Certification

Students wishing to have their degrees certified by the American Chemical Society (ACS) must take Biochemistry I (CHEM 420), Introduction to Chemical Literature (CHEM 325), and one 4 credit elective from the following list: CHEM306, CHEM425, CHEM480, or PHYS462. The ACS certification is not a requirement for graduation.

## Sequence of Study

- **First Year:**  
Core Curriculum requirements, CHEM 103 (or earned a 4 or 5 on the Chemistry AP exam) CHEM 106, MATH 151, and MATH 152
- **Sophomore Year:**  
Core Curriculum requirements, CHEM 311, CHEM 312, PHYS 141, and PHYS 142
- **Junior Year:**  
Core Curriculum requirements, CHEM 305, CHEM 405, CHEM 451, CHEM 452, and elective courses
- **Senior Year:**  
Mary's Project, Core Curriculum requirements, and elective courses

## Faculty

Geoffrey M. Bowers, Ruth Bowers, Daniel T. Chase, Andrew S. Koch, Randolph K. Larsen, Pamela S. Mertz (Department Chair), Kelly Neiles, Shanen Sherrer, Troy Townsend

## Computer Science

[View Computer Science Department website](#)

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

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

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

## **Learning Outcomes**

- Construct solutions to computer science problems using the fundamental principles of computer science (computer science organization, software development, algorithmic design, programming languages, and theoretical foundations)
- Explain at least three specialized areas of computer science, including operating systems, networks, software engineering, architecture, theoretical computer science, and artificial intelligence
- Create complex (multi-class, multi-objective) software applications
- Formulate an informed opinion on a problem in order to inform the design and implementation of a software solution
- Develop a written and oral opinion on a technical subject for a non-expert audience
- Construct solutions to computer science problems using available, reliable sources

## **Degree Requirements for the Computer Science Major**

### **General College Requirements**

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

### **Required Courses (32 credit hours)**

- COSC 120: Introduction to Computer Science I
- COSC 130: Introduction to Computer Science II
- MATH 151: Calculus I
- MATH 152: Calculus II

- MATH 200: Discrete Mathematics (or MATH 281: Foundations of Mathematics)
- COSC 201: Algorithms and Data Structures
- COSC 230: Computer Architecture
- COSC 251: Programming Languages

## **Elective Courses (20 credit hours)**

### **Five of the following courses:**

- COSC 301: Software Engineering
- COSC 335: Operating Systems
- COSC 336: Computer Networks
- COSC 338: Computer Graphics
- COSC360: Introduction to Data Science
- COSC 370: Artificial Intelligence
- COSC 420: Distributed and Parallel Computing
- COSC435: Acceleration
- COSC 438: Game Design and Development
- COSC 440: Theory of Computation
- COSC 445: Design and Analysis of Algorithms
- COSC 450: Database Management Systems
- COSC 455: Graph Theory
- COSC460: Advanced Data Science and Data Visualization
- COSC 480: Topics in Computer Science

## **Capstone Experience**

Choose One:

- St. Mary's Project (8 credit hours)
- Software Startup Simulator Capstone (COSC401/402, 8 credit hours)

The requirement may also be satisfied by completing a St. Mary's Project in another area. If a student wishes to do a project in another area, the approval of the department must be secured in advance.

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in all courses required for the major and maintain an overall GPA of 2.0 or better in these required courses.

## Recommendations

Certain upper-level computer science positions in government require 15 credit hours of mathematics (including calculus and statistics); we recommend MATH 200, MATH 151, MATH 152, and MATH 221 (Intro to Statistics)."

## Degree Requirements for the Computer Science Minor

### Required Courses (12 credit hours)

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

### Elective Courses (12 credit hours)

Three of the following courses:

- MATH 200: Discrete Mathematics (or MATH 281: Foundation of Mathematics)
- COSC230: Computer Architecture
- COSC 251: Programming Languages
- COSC 301: Software Engineering I
- COSC 335: Operating Systems
- COSC 336: Computer Networks
- COSC 338: Computer Graphics
- COSC360: Introduction to Data Science
- COSC 370: Artificial Intelligence
- COSC 420: Distributed and Parallel Computing
- COSC435: Acceleration
- COSC 438: Game Design and Development
- COSC 440: Theory of Computation
- COSC 445: Design and Analysis of Algorithms
- COSC 450: Database Management Systems
- COSC 455: Graph Theory
- COSC460: Advanced Data Science and Visualization
- COSC 480: Topics in Computer Science

### Minimum Grade and GPA Requirements

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

## Faculty

Casey Douglas, Sandy Ganzell, Susan Goldstine, Alan Jamieson (department chair), Lindsay H. Jamieson, Emek Köse, David Kung, Alex Meadows, Simon Read, Ivan Sterling, Ariel Webster.

## English

[View English Department website](#)

Literature is a treasury of our cultural heritage and an expressive human creation embodying both beauty and knowledge. Close examination of literature improves our thought and our use of language, enhances our understanding of past and present, and provides insight into our interior lives. So, too, does the practice of accurate and carefully crafted writing. Consequently, the English major at St. Mary's is designed so



that students will read a broad historical and cultural range of literatures and develop a variety of writing skills.

To achieve these goals, the English program begins with a required course on reading and writing in the major and two required literature-in-history courses, as well as 200-level elective courses that concentrate on either writing or a specific literary topic. In the surveys, students encounter influential writers, works, and ideas, which provide necessary background knowledge for further study of writing and literature. At the upper level, students define their individual course of study by taking “Methods of Literary Study” and more specialized literature and writing classes. During their senior year, students make use of the knowledge and skills learned in previous courses by choosing to do a St. Mary’s Project or by taking additional advanced coursework. Within this overall framework, faculty advisors help each student select courses that will best meet his or her interests, needs and goals.

With its stress on clarity of thought and expression, and its focus on choices within the program, the English major provides an excellent foundation for a meaningful liberal arts education as well as a strong preparation for a variety of careers that require analytic rigor and clear, precise communication. The English major also provides the basis by which students can enrich their lives through an ongoing contact with stimulating authors, evocative language, and significant ideas.

## **Learning Outcomes**

- Write effectively and perceptively as determined by the appropriate rhetorical context
- Craft language with precision in a variety of genres of writing
- Generate connections among literary texts within and across historical periods, national literatures, cultural groups, and formal categories
- Analyze how language is used in a range of literary texts
- Create complex interpretations of a variety of texts
- Use information from a variety of sources in order to support interpretations of literary texts
- Demonstrate knowledge of how literature and writing contribute to a full and meaningful life
- Speak effectively and perceptively as determined by the appropriate rhetorical context

## **Degree Requirements for the English Major**

### **General College Requirements**

- General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major.

- A total of 44 credit hours of coursework, at least 24 of which must be at the 300 or 400 level.

## **Required Courses**

8 hours of historical approaches to literature, consisting of:

- ENGL 284: Literature in History I: Before 1800
- ENGL 285: Literature in History II: After 1800

8 hours of writing and methodology courses, consisting of:

- ENGL 204: Reading and Writing in the Major
- ENGL 304: Methods of Literary Study

A 400-level course (4 credit hours) not used to satisfy any other requirement for the major.

- Guided readings, independent studies, internships and courses originating in another department may not be used to fulfill the Seminar requirement.

## **Capstone Experience**

This requirement may be satisfied by one of the following options:

1. ENGL 493/494: St. Mary's Project in English, or
2. Two additional upper-level English courses not used to satisfy any other requirement of the major; and a Signature Project completed for any 400-level English seminar. All students in each 400-level English seminar are required to complete a substantial, independent project. A student using a particular 400-level seminar's work as their Signature Project is required to present the project publicly.

Each student who is not completing an SMP registers for ENGL 492, a zero-credit course, concurrently with the 400-level course in which the Signature Project is to be written.

Instructors provide students in 400-level seminars with parameters, guidance and feedback throughout the process of proposing, preparing, drafting, reflecting upon, and revising substantial, independent projects. Students in each 400-level English course actively support the work of their peers, whether or not they are using the course for the capstone.

The Signature Project must be completed in a 400-level English seminar. It cannot be completed as part of a guided reading, independent study or internship, or as part of a course originating in another department.

## Electives

Electives: at least 16 credit hours of ENGL coursework, of which at least 8 credits must be at the 300 or 400 level.

Please note that ENGL 101 and ENGL 102 may not be counted towards the major. Course content and focus for classes will vary, and will be announced in the online “Schedule of Classes” prior to registration. Any course, with the exception of ENGL 106, ENGL 270, or ENGL 304, may be repeated for credit provided the majority of the content is different.

Elective coursework in the major may also include the following:

- Up to four credit hours of guided readings, independent study, or credit-bearing internships.
- Up to eight credit hours of approved classes originating in other departments. The current list of approved courses includes:
  - EDUC 366: Children’s and Young Adult Literature
  - HIST 455: Topics in Asian, African, or Latin American History (selected topic only): Chinese Film and History
  - ILAS 206: Introduction to Latin American Literature in Translation
  - ILAS 350: Latin American Cinema
  - Any upper-level literature class in ILCC, ILCF, ILCG, ILCS, or ILCT
  - ILCT 106: Introduction to World Literature
  - ILCT 293: Introduction to Cultural Studies
  - ILCT 300: Introduction to Linguistics
  - TFMS 106: Introduction to Dramatic Literature
  - TFMS 210: Japanese Performance Traditions
  - TFMS 220: Introduction to Film and Media Studies
  - TFMS 221: Film and Media Production Modes
  - TFMS 225: Topics in Film and Media (selected topics only; check with Chair for approval)
  - TFMS 326: World Cinema
  - TFMS 300: Modern Theater
  - TFMS 310: Shakespeare
  - TFMS 315: Japanese Film
  - TFMS 320: Film History
  - TFMS 325: Documentary Practices
  - TFMS 345: Playwriting
  - TFMS 346: Screenwriting
  - TFMS 422: Horror Film: Of Monsters and Monstrosities

- TFMS 425: Advanced Topics in Film and Media (selected topics only; check with chair for approval)

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in each course counted towards the major, and maintain an overall GPA of at least 2.0 in these courses.

## **The St. Mary's Project**

All students may apply, usually in the spring of their junior year, to undertake a St. Mary's Project (SMP). Projects approved by the department will receive eight hours of credit to be counted towards the major. Application deadlines and procedures will be announced each semester. Students contemplating an SMP in another discipline may petition the department to accept this work for elective credit towards their major. All such petitions must be received by the end of Exam Week the semester prior to the commencement of the intended project. See the English Department website for more details.

## **Degree Requirements for the English Minor**

### **General College Requirements**

- General college requirements.
- All requirements in a major field of study other than English.

### **Course Requirements**

At least five courses, totaling no less than 18 credit hours, as specified below:

Required courses:

- ENGL 204: Reading and Writing in the Major.

Elective Courses:

- Four more courses earning ENGL credit.

At least eight credits for the minor must be at the 300- or 400 level.

ENGL101 and 102 may not be counted towards the minor. No more than four credits of guided readings, independent studies, or credit-bearing internships may be counted towards the minor. No more than four credits of approved courses originating in other departments (see 7b., above) may be counted towards the minor.

## Degree Requirements for the Creative Writing Minor

The courses that constitute the minor in creative writing provide a basic introduction to the study of creative writing and a chance to focus on the art and craft of writing, editing, and analyzing their own work, as well as the work of established writers. As with the minor in English, the minor in creative writing offers a great degree of flexibility for students and affords the opportunity to do work at both introductory and advanced levels of study.

1. To earn a minor in creative writing, a student must satisfy the following requirements:

General college requirements.

All requirements in a major field of study.

At least five courses, totaling no less than 18 credit hours, as specified below:

- Required courses:
  - ENGL 204: Reading and Writing in the Major
  - ENGL 270: Introduction to Creative Writing
- Students must take two creative writing workshops in two distinct genres, both at the 300 level or above. Courses that can be applied toward this requirement include:
  - English 395: ADVANCED TOPICS IN WRITING
  - English 495: STUDIES IN CREATIVE WRITING
  - ILC 360: ADVANCED WRITING WORKSHOP
  - TFMS 346: Screenwriting
  - TFMS 345: Playwriting
- One elective in literature at any level. This can be a course offered from the English Department (other than ENGL 395 or ENGL 495), or one from the list of approved cross-listed courses, which include:
  - EDUC 366: Children's and Young Adult Literature
  - HIST 380: History of Russian and Soviet Cinema
  - HIST 435: Topics in European History (selected topic only): World War II in Russian Culture
  - HIST 455: Topics in Asian, African, or Latin American History (selected topic only): Chinese Film and History
  - ILAS 206: Introduction to Latin American Literature in Translation

- ILAS 350: Latin American Cinema
- Any upper-level literature class in ILCC, ILCF, ILCG, ILCS, or ILCT
- ILCT 293: Introduction to Cultural Studies
- TFMS 106: Introduction to Dramatic Literature
- TFMS 220: Introduction to Film and Media Studies
- TFMS 225: Topics in Film and Media (selected topics only; check with Chair for approval)
- TFMS 326: World Cinema
- TFMS 300: Modern Theater
- TFMS 310: Shakespeare
- TFMS 320: Film History
- TFMS 420: Mediated Bodies
- TFMS 422: Horror Film: Of Monsters and Monstrosities
- TFMS 425: Advanced Topics in Film and Media (selected topics only; check with chair for approval)

Students majoring in English may also minor in creative writing, but they cannot use the two required upper-level creative writing workshops (English 395, English 495, TFMS 345, TFMS 346, or ILC 360) to count toward the major's upper-level electives requirement.

ENGL101 and 102 may not be counted towards the minor. No more than 4 credits of guided readings, independent studies, or credit-bearing internships may be counted towards the minor.

A grade of C- or better must be received in each course, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

### Minimum Grade and GPA Requirements

A grade of C- or better must be received in each course, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

## Requirements for Teacher Certification

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

## Faculty

Karen L. Anderson, Robin R. Bates (Emeritus), Elizabeth Charlebois, Ben Click, Jennifer Cognard-Black, Jeffrey Lamar Coleman, Jerry Gabriel, Jeffrey A. Hammond, Colby D. Nelson, Crystal Oliver, Brian P. O'Sullivan (Department Chair), Bruce M. Wilson (Emeritus), Christine A. Wooley.

## **Economics**

[View Economics Department website](#)

Economics is the study of the process through which individuals and societies solve a particular human problem: how to ensure that limited resources are put to their highest and best use. Economists research a variety of subjects related to this particular problem, including unemployment, technological change, poverty, environmental quality and international trade.

Two trends in the modern economy are given special emphasis in the economics major. First, for the last two centuries there has been a trend in the global economy toward the use of individual choice through markets as the process for dealing with this basic human problem of resource use. Second, there is an increasing economic integration among the world's economies as global trade in international markets becomes extensive.

The 21st century will see a continuation of the spread of markets as the organizing mechanism of economic activity throughout the world. The economics major focuses on how markets serve this function and analyzes what policies are needed for them to serve it effectively. With this focus, the economics major is structured to assist students in gaining a systematic introduction to the theoretical and empirical techniques of economics. Since many areas of economics have broad social implications, the major also provides the opportunity to study economics as a social science and to discover the interrelationships which economics has with other disciplines.

Economics is primarily an analytical discipline. Therefore, the economics major begins with a core of theory and research methods that students will need in order to analyze economic problems.

Students will then work on economic problems by choosing from options in the areas of economic and social policy, economic theory and applications, global economic issues, and business economics. Students complete the major through their participation in a senior experience seminar or their production of a St. Mary's Project. The goals of the major are to provide students with a framework for understanding and evaluating the operation of the United States and other economies, to assist them in the formation of intelligent, informed and critical judgments on economic issues of public and private concern, and to empower them to have a solid foundation of economic knowledge that will enable them to be lifelong learners.

A major in economics provides a suitable basis for careers in business, government and international agencies, law, teaching, public service and journalism. It also offers the introductory stage for students interested in graduate work in economics or business. As the economy of the 21st century will require knowledgeable workers who can function in information-based organizations, courses in the economics major stress the use and application of information technology.

Members of the economics faculty will advise each student on the composition of an appropriate program, given the individual's interests and objectives. Any student considering a major in economics is urged to consult with a member of the economics faculty as early as possible. Members of the economics faculty are committed to mentoring students in the development of their own ideas in the initiation and realization of St. Mary's Projects.

## **Graduate School Preparation**



Students who are considering graduate study in economics are strongly advised to take coursework in mathematics and statistics beyond those required for the major. ECON 425 and MATH 151, 152 and 256 are essential for graduate study; MATH 255 and 312 are recommended as well.

## **Learning Outcomes**

- Explain the fundamentals of micro and macro economic theory
- Perform data analysis within the context of economics
- Interpret economic data
- Apply economic tenets across the subfields within economics
- Produce develop evidence based theses within the discipline of economics
- Demonstrate effective oral and written communication

## **Degree Requirements for the Economics Major**

### **General College Requirements**

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

### **Minimum of 48 Credit Hours of Coursework**

A minimum of 48 credit hours of coursework carrying economics credit and distributed as follows:

#### **Theory core: 16 credits consisting of**

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 251: Intermediate Macroeconomics
- ECON 252: Intermediate Microeconomics

#### **Analytical skills**

- four credits consisting of ECON 253: Economic Statistics

#### **Field-specific economic analysis**

- twenty-four credit hours of economics coursework at the 300-level

## Senior Experience

Senior Experience: The objectives of the courses in this requirement are to give students a way to build on the theory and methods of economics learned during the first three years, to allow students to gain expertise in the area they choose to study, and to improve their research and writing skills. Students must choose at least one of the following courses:

- ECON 405: The History of Economic Thought
- ECON 412: U.S. Economic History
- ECON 425: Econometrics
- ECON 459: Senior Seminar in Economics
- ECON 493/494: (An eight credit hour St. Mary's Project in economics or other major may fulfill the senior experience with the permission of the chair of the Economics Department)

## Minimum Grade and GPA Requirements

Students must earn a minimum grade of C- in all required economics courses and maintain an overall GPA of 2.0 or better in these courses.

## Sequence of Study

The following model is suggested as a possible basic program to satisfy requirements for the major in economics:

- **First Year:** ECON 102 and ECON 103 and the Core Curriculum requirement in Mathematics.
- **Sophomore Year:** 200-level courses in the major requirements and one upper-level course in the major.
- **Junior Year:** Two or three 300-level courses in economics.
- **Senior Year:** Two or three 300- or 400-level

## Degree Requirements for the Economics Minor

### General College Requirements

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

### At least 24 credit-hours in Economics

#### Required Courses (12 Credit Hours)

- ECON 102: Principles of Microeconomics

- ECON 103: Principles of Macroeconomics
- ECON 251: Intermediate Macroeconomics or ECON 252: Intermediate Microeconomics

### **Elective Courses (12 Credit Hours)**

- Three other 4-credit economics courses, two of which must be at the 300 or 400 level.

### **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in all required economics courses and maintain an overall GPA of 2.0 or better in these courses. Prerequisites for economics courses must be fulfilled with a grade of C- or better.

### **Degree Requirements for the Business Minor**

The six-course business minor equips students with basic business concepts and tools that can be applied to enhance the application and marketability of their liberal arts education. Requirements of the minor – including courses in management, accounting, business law, statistics, and economics – combine theory and practice to build a strong knowledge base of core business processes. The Business minor complements many majors, enhancing discipline-specific skills with preparation for today’s competitive business environment.

### **General College Requirements**

General College Requirements (see Curriculum section), including the following requirements to satisfy the minor

### **At least 24 credit-hours in Economics or Business**

#### **Required Courses (24 Credit Hours)**

- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics
- ECON 209: Business Law
- ECON 220: Principles of Management
- ECON 250: Principles of Accounting
- ECON 253: Economic Statistics

### **Minimum Grade and GPA Requirements**

A grade of C- or better must be received in each course of the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

# Requirements for Certificate in Economic Statistics and Analysis

Jointly Endorsed by SAS

St. Mary's College of Maryland economics majors have the opportunity to earn a certificate documenting the attainment of advanced statistical and analytic skills, jointly endorsed by St. Mary's College of Maryland and SAS a data analytics company primarily known for their eponymous statistical software. An ability to design, execute and interpret statistical analyses is attractive to employers, many of whom especially value the ability to write code (syntax) for data handling and analysis. SAS is an analytical software package that is widely used by Fortune 500 companies and Federal agencies.

## General College Requirements

General College Requirements (see Curriculum section), Requirements for a Degree in Economics (see Degree Requirements for Economics Major) and the following requirements to satisfy the certificate:

### Required Foundation Courses (8 Credit Hours)

- ECON 252: Intermediate Microeconomics
- ECON 253: Economic Statistics (must be a section that utilizes SAS)

### Elective Course (4 Credit Hours)

- Any 300 or 400 level course in which SAS is utilized extensively. Currently this requirement can be met by:
- ECON 353: Corporate Finance (must be a section that utilizes SAS)

### Capstone Requirement (4-8 Credit Hours)

The Certificate in Economic Statistics and Analysis, jointly endorsed by SAS, requires the successful completion of a capstone project which makes use of SAS (including writing syntax) to execute a statistical analysis of the student's own design. Additionally the student must present his or her findings in both written and oral form. This requirement may be satisfied by:

- ECON 493/494: Mary's Project (project must be consistent with requirements outlined above)

OR

- ECON 459: Senior Seminar in Economics (course must be consistent with requirements outlined above)

## **Minimum Grade and GPA Requirements**

A grade of B- or better must be received in each course used to satisfy the requirements for the certificate, and the cumulative grade-point average of courses used to satisfy the major must be at least 2.5.

## **Requirements for Teacher Certification**

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

## **Faculty**

Faruk Eray Düzenli (department chair), Amanda Deerfield, Asif Dowla, Amy Henderson, Joshua Kaisen, Daniel Savelle, Donald Stabile, Peter Wang

## **Educational Studies**

[View Educational Studies Department website](#)

### **Minor in Educational Studies**

The minor in educational studies provide a basic knowledge of the teaching and learning process and the US k12 educational system. This minor is recommended for anyone interested in teaching and other education-related careers.

*No more than 8 credits towards the minor can be transferred in from other institutions. For information about transferring courses from other institutions, please contact the Educational Studies department chair.*

Completion of the minor or equivalent course work is a prerequisite for admission to the MAT, but does not guarantee that a student will be admitted to the program. There are also specific content courses required for teacher certification in Maryland. Students who are considering the MAT should meet with their advisor or an educational studies faculty member about course selection. A complete list of these courses for each certification area can be found [here](#); for further questions, please contact the Educational Studies department chair at [mat@smcm.edu](mailto:mat@smcm.edu).

## Learning Outcomes

- Graduates will be knowledgeable about the influence of various laws, policies, theories, historical events, and systemic structures on modern education.
- Graduates will be knowledgeable about the motivational, developmental, cognitive, linguistic, and socio-affective needs of learners
- Graduates will be knowledgeable of particular learner populations whose needs require specialized consideration in order to realize maximized learning. [SpEd/ELLs/gifted/SES/cultural heritage]
- Graduates will know how to effectively communicate in speech, writing, and through symbolic or technology-mediated means.
- Graduates will know how to engage in reflective practice.
- Graduates will value the principles of inclusion.

## Degree Requirements for the Educational Studies Minor

### General College Requirements

- General College Requirements (see “Curriculum” section.)
- All requirements in a major area of study.

### Required Courses

At least 20 credit hours, including at least 16 from Educational Studies and at least 12 upper division. All classes must be completed with a minimum grade of C in each course.

In addition to the 16 EDUC credits, students may use one course from this list towards the minor:

- PSYC 230, Lifespan
- PSYC 330, Developmental Psychology with lab
- PSYC 331, Infant & Child Development
- PSYC 333, Adolescence
- SOCI 316, Sociology of Children and Childhood

- ART 296, Community Arts
- ART 396, Art for Educators
- ILCS 390, Spanish in the Community
- MATH 161, Math for Teachers I
- MATH 162, Math for Teachers 2
- (And other classes with permission from the Educational Studies department chair, mat@smcm.edu.)

The following courses are prerequisites for the SMCM MAT:

- EDUC 206, Education in America: Social Foundations of Education
- EDUC 296, Language Acquisition and Phonemic Awareness (Elementary candidates) OR EDUC 386, Literacy in the Content Area for Secondary Teachers: Part I (Secondary/K-12 candidates)
- EDUC 336, Exceptionality: An Introduction to Special Education
- EDUC 368, Educational Psychology
- PSYC 230, Lifespan (Elementary/Secondary/K-12 candidates) OR PSYC 331, Infant & Child Development (Elementary/Early Childhood candidates) OR PSYC 333, Adolescence (Secondary candidates)

## Faculty

Katy Arnett, SooBin Jang, Angela Johnson (Chair & Director of Teacher Education), Katherine Koch, David Morris, Janna Thompson

## English

[View English Department website](#)

Literature is a treasury of our cultural heritage and an expressive human creation embodying both beauty and knowledge. Close examination of literature improves our thought and our use of language, enhances our understanding of past and present, and provides insight into our interior lives. So, too, does the practice of accurate and carefully crafted writing. Consequently, the English major at St. Mary's is designed so that students will read a broad historical and cultural range of literatures and develop a variety of writing skills.

To achieve these goals, the English program begins with a required course on reading and writing in the major and two required literature-in-history courses, as well as 200-level elective courses that concentrate on either writing or a specific literary topic. In the surveys, students encounter influential writers, works, and ideas, which provide necessary background knowledge for further study of writing and literature. At the upper



level, students define their individual course of study by taking “Methods of Literary Study” and more specialized literature and writing classes. During their senior year, students make use of the knowledge and skills learned in previous courses by choosing to do a St. Mary’s Project or by taking additional advanced coursework. Within this overall framework, faculty advisors help each student select courses that will best meet his or her interests, needs and goals.

With its stress on clarity of thought and expression, and its focus on choices within the program, the English major provides an excellent foundation for a meaningful liberal arts education as well as a strong preparation for a variety of careers that require analytic rigor and clear, precise communication. The English major also provides the basis by which students can enrich their lives through an ongoing contact with stimulating authors, evocative language, and significant ideas.

## **Learning Outcomes**

- Write effectively and perceptively as determined by the appropriate rhetorical context
- Craft language with precision in a variety of genres of writing
- Generate connections among literary texts within and across historical periods, national literatures, cultural groups, and formal categories
- Analyze how language is used in a range of literary texts
- Create complex interpretations of a variety of texts
- Use information from a variety of sources in order to support interpretations of literary texts
- Demonstrate knowledge of how literature and writing contribute to a full and meaningful life
- Speak effectively and perceptively as determined by the appropriate rhetorical context

## **Degree Requirements for the English Major**

### **General College Requirements**

- General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major.
- A total of 44 credit hours of coursework, at least 24 of which must be at the 300 or 400 level.

### **Required Courses**

8 hours of historical approaches to literature, consisting of:

- ENGL 284: Literature in History I: Before 1800

- ENGL 285: Literature in History II: After 1800

8 hours of writing and methodology courses, consisting of:

- ENGL 204: Reading and Writing in the Major
- ENGL 304: Methods of Literary Study

A 400-level course (4 credit hours) not used to satisfy any other requirement for the major.

- *Guided readings, independent studies, internships and courses originating in another department may not be used to fulfill the Seminar requirement.*

## Capstone Experience

This requirement may be satisfied by one of the following options:

1. ENGL 493/494: St. Mary's Project in English, or
2. Two additional upper-level English courses not used to satisfy any other requirement of the major; and a Signature Project completed for any 400-level English seminar. All students in each 400-level English seminar are required to complete a substantial, independent project. A student using a particular 400-level seminar's work as their Signature Project is required to present the project publicly.

Each student who is not completing an SMP registers for ENGL 492, a zero-credit course, concurrently with the 400-level course in which the Signature Project is to be written.

Instructors provide students in 400-level seminars with parameters, guidance and feedback throughout the process of proposing, preparing, drafting, reflecting upon, and revising substantial, independent projects. Students in each 400-level English course actively support the work of their peers, whether or not they are using the course for the capstone.

The Signature Project must be completed in a 400-level English seminar. It cannot be completed as part of a guided reading, independent study or internship, or as part of a course originating in another department.

## Electives

Electives: at least 16 credit hours of ENGL coursework, of which at least 8 credits must be at the 300 or 400 level.

Please note that ENGL 101 and ENGL 102 may not be counted towards the major. Course content and focus for classes will vary, and will be announced in the online "Schedule of Classes" prior to registration. Any course, with the exception of ENGL 106, ENGL 270, or ENGL 304, may be repeated for credit provided the majority of the content is different.

Elective coursework in the major may also include the following:

- Up to four credit hours of guided readings, independent study, or credit-bearing internships.
- Up to eight credit hours of approved classes originating in other departments. The current list of approved courses includes:
  - EDUC 366: Children's and Young Adult Literature
  - HIST 455: Topics in Asian, African, or Latin American History (selected topic only): Chinese Film and History
  - ILAS 206: Introduction to Latin American Literature in Translation
  - ILAS 350: Latin American Cinema
  - Any upper-level literature class in ILCC, ILCF, ILCG, ILCS, or ILCT
  - ILCT 106: Introduction to World Literature
  - ILCT 293: Introduction to Cultural Studies
  - ILCT 300: Introduction to Linguistics
  - TFMS 106: Introduction to Dramatic Literature
  - TFMS 210: Japanese Performance Traditions
  - TFMS 220: Introduction to Film and Media Studies
  - TFMS 221: Film and Media Production Modes
  - TFMS 225: Topics in Film and Media (selected topics only; check with Chair for approval)
  - TFMS 326: World Cinema
  - TFMS 300: Modern Theater
  - TFMS 310: Shakespeare
  - TFMS 315: Japanese Film
  - TFMS 320: Film History
  - TFMS 325: Documentary Practices
  - TFMS 345: Playwriting
  - TFMS 346: Screenwriting
  - TFMS 422: Horror Film: Of Monsters and Monstrosities
  - TFMS 425: Advanced Topics in Film and Media (selected topics only; check with chair for approval)

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in each course counted towards the major, and maintain an overall GPA of at least 2.0 in these courses.

## **The St. Mary's Project**

All students may apply, usually in the spring of their junior year, to undertake a St. Mary's Project (SMP). Projects approved by the department will receive eight hours of credit to be counted towards the major. Application deadlines and procedures will be announced each semester. Students contemplating an SMP in another discipline may petition the department to accept this work for elective credit towards their major. All such petitions must be received by the end of Exam Week the semester prior to the commencement of the intended project. See the English Department website for more details.

## **Degree Requirements for the English Minor**

### **General College Requirements**

- General college requirements.
- All requirements in a major field of study other than English.

### **Course Requirements**

At least five courses, totaling no less than 18 credit hours, as specified below:

Required courses:

- ENGL 204: Reading and Writing in the Major.

Elective Courses:

- Four more courses earning ENGL credit.

At least eight credits for the minor must be at the 300- or 400 level.

ENGL101 and 102 may not be counted towards the minor. No more than four credits of guided readings, independent studies, or credit-bearing internships may be counted towards the minor. No more than four credits of approved courses originating in other departments (see 7b., above) may be counted towards the minor.

## **Degree Requirements for the Creative Writing Minor**

The courses that constitute the minor in creative writing provide a basic introduction to the study of creative writing and a chance to focus on the art and craft of writing, editing, and analyzing their own work, as well as the work of established writers. As with the minor in English, the minor in creative writing offers a great degree of flexibility for students and affords the opportunity to do work at both introductory and advanced levels of study.

1. To earn a minor in creative writing, a student must satisfy the following requirements:

General college requirements.

All requirements in a major field of study.

At least five courses, totaling no less than 18 credit hours, as specified below:

- Required courses:
  - ENGL 204: Reading and Writing in the Major
  - ENGL 270: Introduction to Creative Writing
- Students must take two creative writing workshops in two distinct genres, both at the 300 level or above. Courses that can be applied toward this requirement include:
  - English 395: ADVANCED TOPICS IN WRITING
  - English 495: STUDIES IN CREATIVE WRITING
  - ILC 360: ADVANCED WRITING WORKSHOP
  - TFMS 346: Screenwriting
  - TFMS 345: Playwriting
- One elective in literature at any level. This can be a course offered from the English Department (other than ENGL 395 or ENGL 495), or one from the list of approved cross-listed courses, which include:
  - EDUC 366: Children's and Young Adult Literature
  - HIST 380: History of Russian and Soviet Cinema
  - HIST 435: Topics in European History (selected topic only): World War II in Russian Culture
  - HIST 455: Topics in Asian, African, or Latin American History (selected topic only): Chinese Film and History
  - ILAS 206: Introduction to Latin American Literature in Translation
  - ILAS 350: Latin American Cinema
  - Any upper-level literature class in ILCC, ILCF, ILCG, ILCS, or ILCT
  - ILCT 293: Introduction to Cultural Studies

- TFMS 106: Introduction to Dramatic Literature
- TFMS 220: Introduction to Film and Media Studies
- TFMS 225: Topics in Film and Media (selected topics only; check with Chair for approval)
- TFMS 326: World Cinema
- TFMS 300: Modern Theater
- TFMS 310: Shakespeare
- TFMS 320: Film History
- TFMS 420: Mediated Bodies
- TFMS 422: Horror Film: Of Monsters and Monstrosities
- TFMS 425: Advanced Topics in Film and Media (selected topics only; check with chair for approval)

Students majoring in English may also minor in creative writing, but they cannot use the two required upper-level creative writing workshops (English 395, English 495, TFMS 345, TFMS 346, or ILC 360) to count toward the major's upper-level electives requirement.

ENGL101 and 102 may not be counted towards the minor. No more than 4 credits of guided readings, independent studies, or credit-bearing internships may be counted towards the minor.

A grade of C- or better must be received in each course, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

### **Minimum Grade and GPA Requirements**

A grade of C- or better must be received in each course, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

### **Requirements for Teacher Certification**

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

### **Faculty**

Karen L. Anderson, Robin R. Bates (Emeritus), Elizabeth Charlebois, Ben Click, Jennifer Cognard-Black, Jeffrey Lamar Coleman, Jerry Gabriel, Jeffrey A. Hammond, Colby D. Nelson, Crystal Oliver, Brian P. O'Sullivan (Department Chair), Bruce M. Wilson (Emeritus), Christine A. Wooley.

## **Environmental Studies**

[View Environmental Studies Program website](#)

Environmental studies is broadly defined as the study of nature, including the relationship of humans to the rest of the natural world. Presently, human activities are altering the life systems of our home planet. Climate change, species extinction, atmospheric pollution and loss of ancient forests are common knowledge, as is the planetary impact of human populations and consumption habits. These problems have a biological basis that requires the application of the scientific method to understand them, to discern cause and effects, and to pose scientifically tenable solutions. However, concern for and stewardship of the planet is not solely the purview of the scientist. Our understanding of these issues is impossible without social, cultural,

political, ethical and economic considerations. The work of understanding these trends and forming alternate visions for the future draws upon ideas, information and insight from disciplines across the curriculum as well as from co-curricular activities.

The goals of the environmental studies major and minor are two-fold: 1) to help students achieve cross-disciplinary perspectives on the environment, and 2) to create a community of concern among students and faculty who participate in the study area—a community that encourages learning how to act as well as to understand. Even if no environmental problems existed, students and faculty would study how natural systems function, how the arts and social studies reveal connections between humanity and nature, and how the environment has nurtured philosophical and religious ideas about the place of humans in the universe.

To complete a major or minor in environmental studies, a student must satisfy the following requirements designed to establish the breadth and depth of knowledge consistent with the goals of the environmental studies study area.

## **Learning Outcomes**

- Explain core concepts in the natural sciences underlying major environmental issues
- Explain policy aspects of major environmental issues using the lens of anthropology, sociology or economics
- Explain major environmental issues using the lens of history, philosophy, religious studies, the arts, or literature
- Interpret environmentally related quantitative information
- Communicate environmental ideas effectively in writing and oral presentation
- Construct a well-supported argument or creative work about environmental issues
- Integrate classroom and co-curricular learning related to civic engagement and environmental stewardship

## **Degree Requirements for the Environmental Studies Major**

### **General College Requirements**

To earn a Bachelor of Arts degree with a major in Environmental Studies, a student must satisfy the following minimum requirements:

- General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major:
- A total of 14 courses and a minimum of 54 credit hours\*. At least half of the credits applied towards the student’s major must be completed at the College. In all courses the student must earn a grade of C- or better and a



cumulative grade point average of at least 2.00. For students planning to pursue upper division coursework in Biology, students should be aware that a grade of C or better is required in Biology courses.

\*EXCEPTION: There is an exception for the number of required courses and minimum credit hours for students who complete a second major or minor in another discipline in addition to the ENST major. The depth requirement of the ENST major may be fulfilled by students who complete a second major or minor in any discipline at the College. In this case, a student must complete 10 courses and a minimum of 38 credit hours in ALL of the following categories EXCEPT C. Electives, 1. Depth Courses. Students must complete C. Electives, 2. Breadth.

## Common Courses

A total of five common courses. ENST 100 should be completed by the end of the second year. The Environmental Application should be completed by the end of the third year, and the Environmental Keystone Seminar during the fourth year:

- ENST 100 Introduction to ENST
- One of the following:
  - BIOL 101 with environmental focus
  - POB2 (BIOL 106)
  - POB1 (BIOL 105) and ENST 250#
  - BIOL 101 and ENST 250#
- One of the following:
  - CHEM 101 with environmental focus
  - CHEM103 and ENST 250
  - CHEM101 and ENST 250#
  - CHEM 480

### Toolkit

*From approved list of toolkit courses*

### Application Requirement

- One of the following:
  - ENST 390 Applied Sustainability Practicum
  - Approved Ind. Study or Internship
  - Approved Study Abroad or Field Studies course
- ENST 490
  - environmental Keystone Seminar
  - Should be taken in the junior year prior to SMP

## DEPTH Requirement

- OPTION 1: DEPTH requirement may be satisfied by successful completion of an additional Major or Minor.

OR

- OPTION 2: DEPTH requirement may be satisfied by 4 cross-listed courses in one of the ENST tracks.
  
- BREADTH (not used for Depth)  
Other Track 1
  
- BREADTH (not used for Depth)  
Other Track 2
  
- SMP 493/494  
SMP may be completed in any discipline offered at SMCM

\* See the SMCM Catalog for additional information on major credit count, courses offered and other information on major.

# Students who use ENST 250 to fulfill their Biology or Chemistry requirements may not use ENST 250 for their Environmental Science Track Elective

## Environmental Sciences Courses

- - Two courses – 1 in biology and 1 in chemistry – as follows:
- BIOLOGY – One course selected from:
  - BIOL 101 – Contemporary Bioscience with environmental focus
  - BIOL 271 – Ecology and Evolution and BIOL 271L
- Note: For students planning to pursue upper division coursework in Biology, students should be aware that a grade of C or better is required in BIOL 271.
- CHEMISTRY
- One course selected from:
  - CHEM 101 – Contemporary Chemistry with environmental focus
  - CHEM 480 – Topics: Environmental Chemistry

## Electives

- DEPTH COURSES Students choose one of the three options below to fulfill their depth requirement in order to provide significant expertise in a focused area. Alternatively, students may satisfy the depth requirement by completing a minor or a major in a field other than ENST. Only 1 track may count for completion of the depth requirement of the ENST major. Students who complete multiple tracks will not be awarded multiple majors.
  - Four ENST-crosslisted courses, all from a single Environmental Studies track from at least two different disciplines, one of which must be at the 300-400 level, or
  - A minor other than ENST, or
  - A second major
- BREADTH COURSES Students choose two ENST-crosslisted courses, one course from each of the ENST tracks not used to fulfill the depth requirement. A maximum of 4 credit hours of independent study can be used to fulfill the breadth requirement; this must be in addition to an independent study used to fulfill the Common Course requirement for Environmental Application. For students fulfilling the depth category by completing a major or minor other than ENST, please consult the ENST Major Handbook for a listing of ENST tracks and the associated SMCM majors and minors.

## Environmental Tracks

The following courses, as well as other identified, occasional, ENST-crosslisted course offerings, can be used to satisfy the elective requirements of the major and minor:

### Environmental Science Track

- BIOL 316 – Tropical Biology
- BIOL 432 – Limnology
- BIOL 463 – Ecology of Coastal Systems
- CHEM 306 – Instrumental Analysis
- ENST 265 – Earth Systems
- ENST 295 – Topics in Environmental Science
- ENST 250 – Introduction to Environmental Science
- ENST 395 – Advanced Topics in Environmental Science
- GEOL 130 – Introduction to Geology
- ENST 382 – GIS Applications

### Environmental Policy & Social Sciences Track

- ANTH 243 – Biological Anthropology

- ANTH 302 – Food and Culture
- ANTH 337 – Atlantic World Archaeology
- ANTH 341 – Economic and Ecological Anthropology
- ECON 350 – Environmental Economics
- ECON 354 – Natural Resource Economics
- ECON 372 – Economics of Developing Countries
- ENST 285 – Topics in Environmental Policy & Social Sciences
- ENST 385 – Advanced Topics in Environmental Policy & Social Sciences
- POSC 311 – Public Policy
- SOCI 355 – Demography

### **Environmental Humanities Track**

- ART 105 or ART 205 – Introduction to Visual Thinking (section with environmental focus)
- ART 233: Nature Forms
- ART 239 Painting and Drawing from Life: Fieldscapes
- ART 390 – Advanced Topics: The Artist Naturalist
- ENGL 106 – Introduction to Literature: Nature
- ENGL 130 – Literary Topics: Reading Nature
- ENGL 201 – Topics in Writing: Writing about Science
- ENGL 365 – Studies in American Literature: American Environmental Literature
- ENGL 390 – Topics in Literature: Poetry and Science
- ENGL 390 – Topics in Literature: Humans and Other Animals
- ENGL 395 – Advanced Topics in Writing: Nature Writing Workshop
- ENST 275 – Topics in Environmental Humanities
- ENST 375 – Advanced Topics in Environmental Humanities
- PHIL 321 – Environmental Ethics
- RELG 380 – Religion and Ecology

TFMS 260 – Topics in Dance: Movement – Environmental Dance

## **Degree Requirements for the Environmental Studies Minor**

### **General College Requirements**

Beyond all General College requirements and all requirements for a major discipline, the minor requires six (6) courses with at least 22 credit hours in courses as specified below. ENST minors may not complete a major in ENST. Students must earn a grade of C- or better in each required course for the minor and maintain an overall GPA of 2.0 or better. Pre-approved study abroad may fulfill certain minor requirements.

## Required Courses

Six (6) courses with at least 22 credit hours in courses having an environmental focus as specified under a., b., and c. Study abroad is an option to fulfill minor requirements. Students must earn a grade of C- or better in each required course for the minor and maintain an overall GPA of 2.0 or better in these required courses:

ENST 100 Introduction to Environmental Studies

Science Requirement (one (1) of the following):

- BIOL 101 Contemporary Bioscience with environmental focus\*
- BIOL 271 & 271L Ecology and Evolution with Lab
- CHEM 101 Contemporary Chemistry with environmental focus\*
- CHEM 480 Topics in Environmental Chemistry
- ENST 250 Introduction to Environmental Science
- ENST 265 Earth Systems
- GEOL 130 Introduction to Geology

ELECTIVES: Minor requires four (4) ENST cross-listed or ENST courses. You must select at least one from each of the three Tracks (Sciences, Social Sciences/Policy Track, Humanities Track – see Track List. At least two of these four electives must be at the 300-400 level. You can satisfy no more than 4 credits with an independent study.

ELECTIVE – Environmental Science Track

ELECTIVE – Environmental Social Science & Policy Track

ELECTIVE – Environmental Humanities Track

ELECTIVE – OPEN CHOICE – Chose from 1 of the 3 ENST Tracks

\*See the SMCM Catalog for additional information on major credit count, courses offered and other information on major.

## History

[View History Department website](#)

The discipline of history is at the core of a liberal arts education, illuminating the ideas, institutions and sentiments by which people have attempted to order their world. The History Department exposes students to the richness and diversity of human history over time and in different geographic regions. In the course of their studies, students will develop a deeper understanding of themselves, their culture and humanity in general.

To broaden their knowledge, students are expected to take a range of courses in American, European, Asian, African, Latin American, and ancient history. In addition, our classes span the centuries, from the earliest history to the modern day and are based on diverse methodologies, including political, social, intellectual and cultural history. Students also enjoy opportunities to gain hands-on experience in colonial history,

archeology and museum studies at Historic St. Mary's City, which is affiliated with the College.

The practice of history relies heavily on critical reading and many forms of analytical and narrative writing. Carrying out historical research and reporting their discoveries both in written form and orally, students develop their ability to listen and think critically and to communicate effectively. Students will also learn to think historically and to appreciate the contested nature, limits and possibilities of historical knowledge as they explore the ways in which historians have interpreted the past. The study of history at St. Mary's College thus lays a sound foundation for the future pursuit of a wide range of careers, including law, public policy, foreign service, library science, public history, academia, journalism and international business.

## **Learning Outcomes**

- Demonstrate knowledge of global history and broad content in geographical and thematic areas.
- Analyze primary sources in their historical contexts.
- Conduct research using a variety of primary and secondary sources.
- Engage in historiographical exchanges using various methodologies.
- Create a defensible argument in oral and written communication.

## **Degree Requirements for the History Major**

### **General College Requirements**

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

### **Course Requirements**

- A total of 48 credit hours of history courses, 32 of which must be at the 300 or 400 level.
- One of the following courses:
  - HIST 104: Historical Foundations of the Modern World to 1450
  - HIST 105: Western Civilization
  - HIST 108: History of the Modern World
- At least 8 semester-hours of 200-level history courses, 4 of which **MUST** be HIST224 Introduction to Historical Methods and Skills.
- Area Studies: At least one course in each of the following areas:
  - The Americas (U.S. & Latin America) (HIST 200, 253, 310, 311, 317, 371, 375, 378, 379, 392, 401, 408, 415, 419, 425, 430, 461)
  - Europe (HIST 268, 272, 274, 321, 328, 329, 330, 334, 342, 343, 345, 380, 381, 382, 384, 385, 386, 390, 393, 435)

- Asia & Africa (HIST 206, 280, 314, 351, 352, 354, 355, 360, 361, 369, 383, 388, 389, 394, 455)
- Comparative, Thematic, Global (HIST 219, 276, 324, 336, 357, 396, 400, 405, 432, 475)
- An upper level history course with substantial course content from before the modern era. (HIST 328, 343, 351, 354, 360, 381, 382, 383, 384, 388, 389)
- Cross-listed courses will be assigned to an area studies group by the department chair in consultation with the instructor.
- HIST 395. Theories and Uses of History (4 credits)

## Senior Project

The Senior Capstone requirement may be satisfied by either option below:

- HIST 493/494: St. Mary's Project (8 credits) and one 400-level course
- HIST 492: History Capstone Seminar and two 400-level courses

## Minimum Grade and GPA Requirements

A grade of C- or better must be received in each course of the major and the cumulative grade-point-average of courses used to satisfy the major must be at least 2.0.

## Sequence of Study

The student will plan a program with an adviser to make a meaningful combination of courses. In their final two years, students should seek a balance between 300-level classes and 400-level classes, the latter of which include a 15-18 page (3750-4500 words) research paper as part of the course requirements. The following model is suggested as a possible basic program in the major to satisfy the above stipulations:

- **First Year:** One 100-level class listed above and one 200-level class.
- **Sophomore Year:** HIST 224, and 4 credit hours in one of the fields listed in the & quot; area studies & quot; distribution above.
- **Junior Year:** HIST 395 (or in second semester Sophomore year), 8 upper-level credit hours distributed among the required fields, and at least one 400- level class.
- **Senior Year:** Either History SMP (493/494) and two additional upper-level electives or History Capstone Seminar, one 400-level class, and two additional upper-level electives.

## Degree Requirements for the History Minor



## **General College Requirements**

Completion of Core Curriculum requirements.

## **Required Courses**

At least 24 credit hours in history, 16 of which must be taken at the 300 or 400 level. At least one of those classes must be a 400-level class. History courses should be drawn from at least two of the four areas of study: the Americas; Europe; Africa & Asia; and Comparative, Thematic, Global.

## **Credit Requirements**

A grade of C- or better must be received in each course of the minor and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

## **Requirements for Teacher Certification**

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

## **Faculty**

Christine Adams, Adriana Brodsky (department chair), Garrey Dennie, Jeff Eden, Charles Holden, Sarah Malena, Charles Musgrove

## **International Languages and Cultures**

[View International Languages and Cultures Department website](#)

The Department of International Languages and Cultures is committed to the study of particular societies around the world, with the aim of bringing forth an understanding of the worldview and cultural perspective of peoples who live outside the English-speaking world. We are particularly concerned with promoting the development of both linguistic and cultural literacy. Through the expertise in the Department of International Languages and Cultures, students can gain linguistic proficiency and understanding of a large variety of cultures from Africa, Asia, Europe and Latin America.

As human beings, we're increasingly confronted with the need to live in a globalized context. Patterns of international economic, political, social and cultural exchange increasingly define how we are to live, work and relate to one another. One of the major challenges facing our society is to learn how to work collaboratively with other societies in search of common interests.

Language is one of the main mediums through which we express our specific cultural identity in relationship to the human race in its totality. In order to understand a culture on its own terms, it's necessary to approach it through its own linguistic framework.

The International Languages and Cultures (ILC) department currently offers a major and minor in Spanish. In addition to minors in Chinese and French, there is also an option to create a student-designed major in those languages, as well as a student-designed major in Latinx and Latin American Studies. Students majoring in ILC are required to produce an independently designed and closely mentored 8-credit St. Mary's Project in their senior year. This project may either be in ILC or in another major discipline or a study area. The guidelines established in the selected area apply. The student should consult with the chair of ILC to discuss how the St. Mary's Project requirement will be fulfilled.

We strongly advise majors to spend time abroad to gain both linguistic and cultural fluency and confidence. The experience abroad can be pursued in various manners: study abroad with our partner programs (programs we have pre-approved) or with those of other colleges and universities; internships with international organizations or governmental agencies abroad, or "au pair" or other work-related experiences. Some of the experiences noted above can be pursued for credit, others not. It is important that students begin to think about experiences abroad as early as possible during their time at St. Mary's, and that they discuss their interests with a faculty adviser within the department.

## **Learning Outcomes**

- Communicate in grammatically complex and nuanced written expression in the language area of concentration
- Communicate in grammatically complex and nuanced oral expression in the language area of concentration
- Analyze a range of cultural contexts including literature, cultural production, and sociopolitical culture
- Develop intercultural competence to analyze target cultures as well as students' own culture in a regional or global context.

## **Degree Requirements For A Major In Spanish**

To earn a bachelor of arts degree with a major in International Languages and Cultures: Spanish, a student must satisfy the following minimum requirements:

### **General College Requirements**

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

### **Core Courses**

Core courses (32 credit hours) in ILCS starting with ILCS 202 or ILCS 260, depending on student's initial level. Of the 32 core credits, 24 must be Upper Level credits. A student may substitute no more than one ILCS course with a course taught in English on the Spanish-speaking world (ILCT 303, ILAS, or a Latinx and Latin American Studies course taught in English from HIST or POSC). Of the 32 core credits, at least 8 must be taken at the SMCM home campus, 4 of which must be Upper Level credits.

- ILCS 202: Intermediate Spanish II
- ILCS 260: Composition for Cultural Analysis
- ILCS 360: Advanced Writing Workshop
- ILCS 361: Indigenous Cultures in Latin America (repeatable for core credit)
- ILCS 362: African Diaspora Cultural Expressions in Latin America (repeatable for core credit)
- ILCS 363: Cultural Perspectives on Gender (repeatable for core credit)
- ILCS 365: Creating for Social Change (repeatable for core credit)
- ILCS 372: Multicultural Characteristics of Early Modern Spain
- ILCS 373: The Invention of Latin America
- ILCS 374: Latin America and Globalization
- ILCS 390: Spanish in the Community
- ILCS 440: Special Topics in Hispanic Studies in Spanish (repeatable for core credit)
- ILCT 303: Special Topics in Hispanic Studies in Translation (repeatable for elective credit)
- ILAS 205: The Latinx Experience in the United States
- ILAS 210: Latin American Cultural Studies
- ILAS 315: Latin American Literature in Translation
- ILAS 350: Latin American Cinema

**ILCT 293: Introduction to Cultural Studies, two credits.**

ILCT 293: Introduction to Cultural Studies, two credits. This course must be taken as a pre- or co-requisite to the first 300-level course in ILCS.

**ILCT 393: St. Mary's Project Workshop, two credits.**

ILCT 393: St. Mary's Project Workshop, two credits. This course must be taken prior to the semester in which the student begins his or her St. Mary's Project.

**ILCS 493/494**

St. Mary's Project in International Languages and Cultures (1-8 E). A student-initiated and student-executed project of eight credit hours in the language of concentration. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course

work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; and 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance. They also must critically discuss and share publicly the results of the project. The course is repeatable for up to a total of eight credit hours. NOTE: Students whose projects are to be based on material collected “in the field” while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.

## **A Student-Designed Major in Chinese, French, or Latinx and Latin American Studies**

For more information on how you can combine the depth of advanced coursework in Chinese, French, or Latinx and Latin American Studies with courses in other disciplines for student-designed majors in these languages, begin by contacting the ILC chair. Also consult the [requirements for a student-designed major](#).

## **Degree Requirements for the International Languages and Cultures Minor**

### **Degree Requirements for a Minor in International Languages and Cultures with Concentrations in Chinese, French, or Spanish**

Students may receive a minor in international languages and cultures with a concentration in any of the language areas of the department (Chinese, French, Spanish) by completing a minimum of 18 credits of course work in the target language, with a minimum of 12 credits of upper-level coursework (300 or 400 level) with a minimum grade of C- and a GPA of 2.0 in the relevant courses. Four of the upper-level credits for the ILC minor with a concentration in French must be taken at St. Mary's home campus.

## Marine Science

[View Marine Science website](#)

The discipline of marine science is broad, deep, and rewarding. As a marine scientist, you'll explore rivers, estuaries, and oceans, and you will analyze their interactions with the surrounding environment. You'll sample marine life and measure the tides, waves, and currents. You may spend your days working on the water, in the lab, behind a computer, or a combination of all three. Through this diverse field of study, marine scientists strive to understand fundamental questions about our oceans and their interactions with the land. Marine scientists also apply this understanding to predict earth system changes, inform policy, and cultivate an ethos of environmental stewardship.

The SMCM marine science program takes full advantage of our unique waterfront location through intensive, experiential study of the St. Mary's River and the Chesapeake Bay, which is just a short boat ride from campus. The college is also within a short drive of Malloys Bay National Marine Sanctuary and two National Estuarine Research Reserve sites. Numerous federal agencies, such as the National Oceanographic and Atmospheric Administration and the Environmental Protection Agency, are headquartered just down the road in Washington, D.C. Other research opportunities are available in laboratories at St. Mary's College and through the internship programs at government and privately funded research laboratories in Maryland and elsewhere. A cooperative agreement between the College and the University of Maryland's Center for Environmental Science provides opportunities for St. Mary's College students to take graduate courses and conduct research with faculty members at the nearby Chesapeake Biological Laboratory in Solomons, MD.

## Learning Outcomes

- Demonstrate understanding of fundamental concepts in marine science, including principles of geological, physical, chemical, and biological processes in the marine environment.
- Demonstrate understanding of common laboratory, field, and modeling methods used in marine science.
- Demonstrate the ability to, formulate a falsifiable hypothesis, design an experiment or observational study to test your hypothesis, analyze your results in a statistically rigorous way, draw logical conclusions based on your analysis.
- Communicate effectively the concepts, methods, results, and conclusions of marine science research, in oral and written form, to specialists and the general public.
- Apply knowledge and skills learned to solve problems in marine geology, physics, chemistry, or biology.
- Demonstrate understanding of how human activities impact the marine environment, and how the marine environment impacts human activities.

## Degree Requirements for the Marine Science Major

### Physical Science Courses (12 credit hours)

- CHEM 106: General Chemistry II & CHEM 106L
- College Physics 1&2 (PHYS 121, 122) or General Physics 1&2 (PHYS 141, 142) or Fundamental of Physics 1&2 (PHYS 151, 152)

### Biology Core Courses (10 credit hours)

- BIOL 105: Principles of Biology I & BIOL105L
- BIOL 106: Principles of Biology II & BIOL 106L

### Math Core Courses (4 credits)

- Math 221: Statistics OR BIOL 311: Biostatistics

NOTE: Calculus I and II (MATH 151, 152) are recommended for all students and are required by most graduate and professional schools.

### Marine Science Core Courses (12 credits)

- MRNE 110: Introduction to Marine Science
- MRNE 220: Physical Oceanography
- BIOL 383: Biological Oceanography

## Professional Discovery (4 credits)

- MRNE 398: Marine Internship
- MRNE 397 Marine Science Directed Research
- MRNE 399 Marine Science Independent Study
- MRNE 493 First Semester Marine Science SMP

## Marine Science Elective Courses (16 credits)

Students must select 16 credits of marine science-related elective courses of which a minimum of 12 credits must be upper level (300 or 400).

### Marine Science Elective Courses

- PHEC 232 Advanced Open Water SCUBA
- BIOL 384 Ichthyology
- BIOL 303 Invertebrate Zoology
- BIOL 432 Limnology
- BIOL 463 Ecology of Coastal Systems
- ENST 392/MRNE392 Field Research Methods
- ENST 393/MRNE393 Coastal Ecosystem Management
- MRNE 181 Lower-Level Marine Science Transfer Course
- MRNE 320/ENST 320 Quantitative methods
- MRNE 307 Student Assistantship
- MRNE339/BIOL339 Ecology of Marine Plants
- MRNE 342/ BIOL 342 Plankton Ecology
- MRNE344/BIOL344 Marine Microbiology
- MRNE365/ENST365 Marine Environmental Toxicology
- MRNE 480 Topics in Marine Science
- MRNE 481 Topics in Marine Science With Laboratory
- MRNE 482 Upper-Level Marine Science Transfer Course
- ANTH 351 Underwater Archeology
- CHEM 301 Marine Chemistry
- CHEM 302 Geochemistry

## Marine Science Capstone Experience (4 credits)

- Students complete one of the following Capstone Experiences:
- MRNE 490: Marine Science Capstone or
- MRNE 494: Second Semester Marine Science SMP or
- Completion of an 8 credit SMP sequence in any of the following departments:
  - Biology
  - Biochemistry
  - Chemistry



- Computer Science
- Environmental Studies
- Math
- Physics

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C or better in BIOL105, BIOL105L, BIOL106 and BIOL106L. Students must earn a grade of C- or better in all other courses used to complete the major. Students must have a 2.0 or greater overall GPA in the major. Excluding graduate level transfer courses from UMCES, at least half of the credits required for the major must be taken at the College.

## **Sequence of Study**

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

- First Year: CORE 101, BIOL 105, BIOL 105L, BIOL 106, BIOL 106L, CHEM 103, CHEM 106, MATH 151, MATH 152, MRNE110
- Sophomore Year: PHYS 141, PHYS 142, Marine Science Electives, BIOL 311 or MATH 221, BIOL383, Core Curriculum requirements
- Junior Year: MRNE 220m Marine Science Electives, Core Curriculum requirements, MRNE Internship or Directed Research
- Senior Year: MRNE 490, Core Curriculum requirements, Marine Science Electives Marine Science Capstone Experiences

## **Materials Science**

Materials Science is an interdisciplinary field combining physics (fundamental laws of nature), chemistry (interactions of atoms) and biology (how life interacts with materials) to elucidate the inherent properties of basic and complex systems. This includes optical (interaction with light), electrical (interaction with charge), magnetic and structural properties of everyday electronics, clothing and architecture. The Materials Science central dogma follows the sequence: Structure—Properties—Design—Performance. This involves relating the nanostructure of a material to its macroscale physical and chemical properties. By understanding and then changing the structure, material scientists can create custom materials with unique properties.

The goal of the materials science minor is to create a cross-disciplinary approach to fundamental topics in basic and applied physical sciences. Students will gain experience and perspectives from the disciplines of chemistry, physics and biology. The minor places a strong emphasis on current nanoscale research methods in addition to the basics of electronic, optical and mechanical properties of materials.

Any student with an interest in pursuing the cross-disciplinary minor in materials science should consult with the coordinator of the minor. Students are encouraged to declare their participation in their sophomore year but no later than the end of the junior year. Students also should seek an adviser from participating faculty.

## **Degree Requirements for the Materials Science Minor**

### **General College requirements (see “Curriculum” section).**

- Must take CHEM 106 (Meets Core Curriculum requirement Natural Sciences with Laboratory.)

## All requirements in a major discipline of study

### Required Courses (20 credit hours):

- PHYS 141: General Physics I or PHYS 151: Fundamentals of Physics I (Co-req MATH 151)
- PHYS 142: General Physics II or PHYS 152: Fundamentals of Physics II (Pre-req PHYS 141, co-req Math 152)
- MTSC 301: Introduction to Materials Science (Pre-req CHEM 106, PHYS 142)
- CHEM 311: Organic Chemistry I (Pre-req CHEM 106)
- PHYS 462: Quantum Mechanics (Pre-reqs MATH 256, PHYS 142/152. PHYS 251 is also a pre-req, though students with several chemistry courses may seek the instructor's permission to have it waived.)

### Elective Courses (4 credit hours)

- CHEM 312: Organic Chemistry II (Pre-req CHEM 311)
- CHEM 405: Inorganic Chemistry (Pre-req CHEM 312)
- CHEM 451: Physical Chemistry I (Pre-req CHEM 106, PHYS 141, MATH 152)
- BIOL 471: Molecular Biology (Pre-req BIOL 105, BIOL 105L, Co-req CHEM 311)
- MTSC 302: Directed Research in Materials Science
- PHYS 311: Electronics (Pre-req PHYS 251)
- Upper-level Special Topics Courses in Biology, Chemistry or Physics, or other disciplines, specifically approved for Materials Science. (**e.g. CHEM 480-03: Nanotechnology**)

Elective courses may not also be taken for credit for a major (For example, chemistry majors must choose from BIOL 471, MTSC 302 or PHYS 311 for elective credit for a MTSC minor). A completed materials science St. Mary's Project or materials science internship may be substituted for MTSC 302 with approval of the Coordinator.

## Mathematics

[View Math Department website](#)

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

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

The minor in Applied Mathematics is designed for students majoring in any discipline that uses mathematical tools to enhance that field of study, especially physics, economics, biology, chemistry or any social science with a quantitative focus. The minor will introduce students to calculus, linear algebra, differential equations and mathematical modeling.

A student with a major or minor in Mathematics may not also minor in Applied Mathematics.

## Learning Outcomes

- Explain core concepts in algebra and analysis
- Analyze the reasoning in mathematical proofs
- Construct clear, coherent, and logical proofs, including proofs by contradiction and mathematical induction
- Solve mathematical problems by identifying and applying the mathematical techniques appropriate to each problem

- Demonstrate clear written articulation and effective oral communication of mathematical ideas
- Implement mathematical skills and techniques in real-world problems outside of mathematics

## **Degree Requirements for the Mathematics Major**

### **General College Requirements**

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

### **Required Mathematics Courses**

- MATH 151: Calculus I
- MATH 152: Calculus II
- MATH 255: Vector Calculus
- MATH 256: Linear Algebra
- MATH 281: Foundations of Mathematics
- MATH 312: Differential Equations
- MATH 321: Abstract Algebra I
- MATH 351: Analysis I

### **Elective Mathematics Courses**

- Either MATH 422: Abstract Algebra II or MATH 452: Analysis II
- One additional seniorlevel mathematics\*\* course

A student completing a 4-credit experience for their capstone requirement will be required to complete an additional senior-level mathematics\* course for a total of two senior-level mathematics\* courses beyond the required MATH 422 or MATH 452.

### **Capstone Experience**

All students must select one of the following three options as the capstone experience of their education:

- St. Mary's Project in Mathematics (eight credits)\*
- Senior Topisc Seminar in Mathematics: MATH490 (four credits)
- Senior Project in Mathematics: MATH 495 (four credits)

The requirement may also be satisfied by completing a St. Mary's Project in another area. If a student wishes to do a project in another area, the approval of the department must be secured in advance.

\* Senior-level mathematics courses carry the designation "MATH 4xx". COSC 440 (Theory of Computation) or COSC 455 (Graph Theory) can be taken in place of a senior-level mathematics course.

## **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in all courses required for the major and maintain an overall GPA of 2.0 or better in these required courses.

## **Recommendations**

Students who are interested in graduate studies in theoretical mathematics should add at least two senior-level courses in theoretical mathematics to their schedules and should take both Abstract Algebra II and Analysis II. It is also recommended that all students majoring in mathematics develop a proficiency in programming during their studies. This may be obtained by taking the course COSC 120. Acquiring skills with a mathematics software package such as Maple or Mathematica is desirable.

## **Degree Requirements for the Mathematics Minor**

### **Required Courses**

- MATH 151: Calculus I
- MATH 152: Calculus II
- MATH 255: Vector Calculus
- MATH 256: Linear Algebra
- MATH 281: Foundations of Mathematics

### **Minimum Grade and GPA Requirements**

Students must complete the required five courses, earn a grade of C- or better in each course taken to fulfill the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

### **Requirements for Teacher Certification**

A Master of Arts in Teaching Program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in educational studies, and their specific major. These consultations should take place during the first semester of the sophomore year. It is recommended that such students take statistics (MATH 221).

## Faculty

Seth Cowell, Sandy Ganzell, Susan Goldstine, Alan Jamieson (Department Chair), Lindsay H. Jamieson, Robert Kelley, Emek Köse, David Kung, Alex Meadows, Simon Read, Ivan Sterling, Ariel Webster

## Museum Studies

[View Museum Studies Program website](#)

The museum studies program is designed to help students explore the theory and practice of museums in the contemporary world, with emphasis on the conservation and preservation of collections as well as the creation of exhibits, interpretive programs, and educational outreach services. Museology is inherently multi-disciplinary and cross-disciplinary, benefiting from knowledge and experience in the fine arts, sciences, history, anthropology, education, computer science, design, marketing, finance and other fields. The museum world is richly varied: in addition to the familiar museum categories of art, history, natural history, technology and science museums, there are many similar institutions including national and state parks, zoos, botanical gardens, aquariums and children's museums. The program's offerings will help prepare students for their future understanding of and contribution to the realm of museums.

The program is a cross-disciplinary study area with course offerings across several disciplines. The required core course, "Introduction to Museum Studies" (MUST 200), is offered each fall. Formal declaration of intent to complete the program's requirements must be preceded by completion of the core course or by consent of the program coordinator. Students are advised to declare their participation and plan their program's make-up in consultation with the program coordinator as early as possible, but no later than by the beginning of the first semester of the senior year.

To complete a minor in the museum studies program, students must satisfy the following requirements designed to acquire the depth and breadth of knowledge and experience intended for the program.

## Learning Outcomes

- Explain the history and purpose of museums
- Distinguish the modes, theories and processes of interpretation and display.
- Develop an interpretive plan, project and/or public presentation.
- Active engagement with museums, historic or other sites that interpret cultural or natural heritage

# **Degree Requirements for the Museum Studies Minor**

## **General College Requirements**

- General College Requirements.
- All requirements of the chosen major field.

## **Required Course**

- One required four-credit, 200-level course, "Introduction to Museum Studies" (MUST 200).

## **Elective Courses**

At least 12 hours of appropriate electives with museum studies focus, eight of which need to be upper-level, selected from at least two disciplines.

Completion of a single eight-credit internship in a museum-related area of study; upon approval of the program coordinator, two four-credit internships may be substituted.

Students must achieve at least a C- in all courses counting towards the minor. Elective courses with a museum studies focus are offered in disciplines such as history, anthropology, art history, art, computer science, biology, chemistry, education, economics, English, museum studies, and more. A complete list of these will appear in the online "Schedule of Classes."

## **Internship Requirement**

Completing the minor in museum studies also requires students to complete an eight-credit internship. Upon consultation with the coordinator, a combination of two-, four-, or six-credit experiences may be used. Students often complete their internships at places like the College's Boyden Gallery, Historic St. Mary's City, Jefferson Patterson Park and Museum, Sotterley Plantation, Calvert Marine Museum, and other institutions across the region, the nation, and the world. Students are advised to initiate contact with institutions where they would like to intern, though all for-credit internships must have a faculty supervisor and be approved by the Program Coordinator.

## **The Martin E. Sullivan Museum Scholars Program**

The Martin E. Sullivan Museum Scholars Program. was established in 2009 in honor of Martin E. Sullivan, who served as the director of the Historic St. Mary's City Commission from 1999 until 2008. Sullivan was a nationally recognized museum professional. He passed away in 2014.



The Sullivan Scholars program recognizes students of exceptional promise by providing opportunities to explore the field of museum studies in a museum setting. Sullivan Scholars are eligible for paid internships and other stipends. In addition, the Sullivan Scholars program provides professional development opportunities by bringing prominent museum professionals to St. Mary's and allowing students to attend conferences and workshops.

Rising second-, third-, and fourth-year students are invited on an annual basis to apply to the program. Applicants must have completed "Introduction to Museum Studies" (MUST 200), be a declared museum studies minor, and meet certain other academic requirements, including maintenance of a GPA of at least 3.5.

Sullivan Scholars may work in any museum field, from art galleries to science museums, and in any role, from advancement and marketing to research and interpretation. Successful applicants will complete internships in museum settings at the local, regional, or global level, though most students will select HSMC or the Boyden Gallery as their preferred site.

For more information on the Sullivan Scholars program, visit the webpage or contact the museum studies program coordinator.

## **St. Mary's Project**

Students may pursue their St. Mary's Project in museum studies with the permission of their major department and with a museum studies faculty member serving as mentor or co-mentor. St. Mary's Project credit (eight hours) does not apply toward fulfillment of the curriculum requirements of the program.

## Music

[View Music Department website](#)

We provide students, majors and non-majors, with a full range of musical opportunities, academic and performance, guided with a high level of personal attention. We offer instrumental and vocal instruction (private and class), the opportunity to participate in a variety of excellent ensembles, and coursework that supports an understanding of music in its wider historical, social, cultural and geographical contexts. Our numerous college-level and professional-level performance activities provide a substantial educational foundation and serve as an important cultural resource for our region. The unique summer international and orchestral programs offer students the opportunity to expand horizons and deepen understanding of worlds beyond their own by engaging in conservatory-like, pre-professional training here and abroad. Taken together, these endeavors prepare our students for advanced training and careers in a variety of fields such as performance, composition, music scholarship, education and arts administration.

Students who graduate with a major in music will have achieved college-level proficiency in:

- General musicianship (ear training, dictation, keyboard competency)
- Music theory
- Music history
- Performance in their chosen instrument(s) or voice

Skills in these areas of music will be demonstrated in:

- Classroom work and examinations
- Public Performances

The final project (St. Mary's Project) will show, in addition to the above, proficiency in:

- Writing
- Research
- Critical thinking

The major in music incorporates a high degree of flexibility beyond the core of required courses. All students pursue electives in music, and additionally, some students

undertake double majors or minors in other subjects. This helps students prepare for careers and graduate study in a wide variety of musical areas.

NOTE: Some music requirements may be waived (by the department chair in consultation with the music faculty) for transfer students or for students with experience or knowledge equivalent to the material of a particular course.

## Learning Outcomes

- Use tenets of music theory to analyze music
- Explain the ways in which peoples of different societal groups use music
- Explain significant developments in Western music within a historical or sociological context
- Communicate thoughts on the development of Western music clearly in writing
- Demonstrate effective oral communication of ideas in music
- Analyze and interpret evidence pertaining to the development of Western music
- Internatelize principles of music performance and scholarship to be able to carry them into post-college life
- Show musicianship skills of singing, dictation, and keyboard proficiency
- Produce original work (performance, composition, or scholarship) in the area of the student's choosing that demonstrates depth of knowledge
- Integrate the use of original sources and information in the discipline to support a research topic

## Degree Requirements for the Music Minor

### General

To earn a minor in music, a student must not be a music major and must satisfy either the performance option or the academic option. A grade of C or better must be received in each course. Courses taken for credit/no credit may not be used to satisfy requirements in the minor. Students earning below a C in any semester will need to re-audition for private instruction and ensemble participation. Restrictions noted in “Degree Requirements for the Major,” section 3.b., will apply.

### Performance Option (18 credit hours)

**Performance requirements:** At least 14 credit hours chosen from a combination of private instruction and ensemble participation as approved by the music faculty:

- Private Instruction: between 4 and 10 credit-hours chosen from MUSA 112, 280, 281, 284, 285, 286, 287, 288, 289, 380, 381, 384, 385, 386, 387, 388, 389.

- Ensemble Participation: between 4 and 10 credit hours of large ensemble (MUSA 180/480 Choir, MUSA 182/482 Chamber Singers, MUSA 186/486 Jazz Ensemble, or MUSA 189/489 Orchestra).

**Academic requirements:** At least four credit-hours chosen from MUSC 112, 201, 202, 203, 204, 216, 217, 221, 223, 227, 228, 230, 231, 232, 233, 310, 318, 319, 320, 360.

### **Academic Option (19 credit hours)**

**Performance Requirements:** At least three credit hours chosen from MUSA 180/480, 186/486/ 189/489, 280/380, 281/381, 284/384, 285/385, 286/386, 287/387, 288/388, 289/389.

**Academic requirements:** At least 16 credit hours chosen from MUSC 201, 202, 203, 204, 216, 217, 221, 223, 227, 228, 230, 231, 232, 233, 303, 304, 309, 310, 311, 318, 319, 320, 332, 340, 342, 360.

## **Degree Requirements for the Musical Arts Administration Minor**

### **General**

To earn a minor in Musical Arts Administration, a student may be either a music major, a music minor, or neither. A grade of C or better must be received in each course. Courses taken for credit/no credit (with the exception of MUSC 398) may not be used to satisfy requirements in the minor.

### **18 credit hours**

#### **Foundational Requirements (8 credit hours):**

- MUSC316: Arts Administration: The Business Behind the Curtain
- ECON102: Principles of Microeconomics

#### **Practical Requirement (2 credit hours):**

MUSC 398 (in concert production or comparable work as approved by the department chair).

#### **Language/Culture of Finance Requirement:** At least 4 credit hours chosen from:

- ECON 209: Business Law
- ECON 220: Introduction to Management
- ECON 250: Principles of Accounting

**Language/Culture of Music Requirement:** At least 4 credit hours chosen from:

- MUSC 112: Music as Communication
- MUSC205: The story of Music
- MUSC216: Introduction to the World's Music
- MUSC217: The Jazz Makers
- MUSC221: Topics in Music History
- MUSC223: Topics in Ethnomusicology
- MUSC227: Music and Myth
- MUSC229: Film Music
- MUSC231: Gender and Music
- MUSC232: Music of the Silk Road
- MUSC233: Music of Latin America

## **Requirements for Teacher Certification**

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

## **Faculty**

David Froom, Sterling Lambert, Deborah Lawrence, Jeffrey B. Silberschlag (department chair), Larry E. Vote

## Neuroscience

[View the Neuroscience Program website](#)

Neuroscience investigates the molecular, cellular, and genetic aspects of nervous system functioning as well as their influences on behavior. The major in neuroscience allows for the exploration of the brain from primarily a biological, chemical, and psychological perspective. The understanding of neuroscience requires knowledge about the function of neurons and the function of various brain regions and their relation to behavior. It also requires a grasp of the methodology behind neuroscientific research, including development, analysis, and interpretation of empirical studies. The major places a strong emphasis on scaffolded, directed research experiences within neuroscience. In addition, the neuroscience major creates an environment where faculty and students work collaboratively on neuroscience-related research questions.

Any student with an interest in pursuing the neuroscience major should consult with the program chair. Students are encouraged to declare their major by the end of the sophomore year. Students should also seek an adviser, whether formal or informal, from participating faculty.

## Learning Outcomes

- At the completion of the Neuroscience major, students will be able to explain the key concepts in neuroscience including, biochemical interactions, cellular mechanisms, anatomical structures, sensory and perceptual processes, animal behavior, and/or the concept of the mind.
- At the completion of the Neuroscience major, students will be able to identify, locate, and evaluate Neuroscience-related primary literature.
- At the completion of the Neuroscience major, students will be able to develop evidence-based arguments related to concepts in Neuroscience.
- At the completion of the Neuroscience major, students will be able to design studies using the scientific method to address a problem in Neuroscience.
- At the completion of the Neuroscience major, students will be able to use appropriate statistical and methodological approaches to analyze data.
- At the completion of the Neuroscience major, students will be able to construct an organized written product that conveys scientific information at a level appropriate to the audience.
- At the completion of the Neuroscience major, students will be able to effectively orally communicate research ideas to a cross-disciplinary audience.
- At the completion of the Neuroscience major, students will be able to work collaboratively with other students and faculty members on classwork and in the laboratory.

# Degree Requirements for the Neuroscience Major

## General College Requirements

General College Requirements, including the following requirements to satisfy the major. At least 54 credit hours as specified in a., b., and c. below. A grade of C or better must be received in each course and the cumulative grade point average of courses used to satisfy the major must be at least 2.00. Courses taken for credit/no credit may not be used to satisfy requirements.

## Required Courses: (30 credits)

- BIOL 105: Principles of Biology I
- BIOL 105L: Principles of Biology I Lab
- BIOL 106: Principles of Biology II
- BIOL 106L: Principles of Biology II Lab
- CHEM 103: General Chemistry I
- CHEM 106: General Chemistry II (Must co-enroll in CHEM 106L)
- PSYC 101: Introduction to Psychology
- NEUR 201: Introduction to Neuroscience
- NEUR 310: Special Topics in Neuroscience

## Required Statistics Course(s): (4-8 credits)

- PSYC 204: Psychological Research, Analysis, and Writing
- PSYC 206: Psychological Research, Analysis, and Writing II
- OR
- BIOL 311: Biostatistics (Must co-enroll in BIOL 311L)

## Elective courses (12 Credits)

1. 12 credit-hours of upper-level elective credits selected from the following list and not used to fulfill any other NEUR major requirement. Electives must originate from at least two disciplines (BIOL, CHEM, NEUR, PHIL, PSYC). At least two courses must have a laboratory component.

- BIOL 305: Animal Behavior (Must co-enroll in BIOL 305L)
- BIOL 330: Human Anatomy and Physiology (Must co-enroll in BIOL 330L)
- BIOL 380: Topics in Biology\*
- BIOL 387: Sensory Biology (Must co-enroll in BIOL 387L)
- BIOL 419: Neurobiology (Must co-enroll in BIOL 419L)
- BIOL 436: Comparative Animal Physiology (Must co-enroll in BIOL 436L)
- BIOL 438: Cancer Cell Biology (Must co-enroll in BIOL 438L)
- CHEM 420: Biochemistry I (Must co-enroll in CHEM 420L)

- CHEM 425/BIOL 425: Biochemistry II
- CHEM 480: Topics in Chemistry\*
- NEUR 302: Neuroscience Research and Seminar
- NEUR 310: Special Topics in Neuroscience (cannot take the same topic more than once)
- PHIL 382: Meditation and the Mind
- PSYC 322: Biological Psychology (Must co-enroll in PSYC 322L) or PSYC 323: Laboratory Seminar in Biological and Sensory Processes
- PSYC 414: Drugs, Brains, and Behavior
- PSYC 484: Special Topics in Biological Psychology\*

\* Each Topics course under point c. must be approved by the Neuroscience Program for content relevance.

### **Capstone (8 Credits)**

- NEUR 493: St. Mary's Project (Will accept an SMP in any discipline)
- NEUR 494: St. Mary's Project (Will accept an SMP in any discipline)

## **Degree Requirements for the Neuroscience Minor**

### **General College Requirements**

General College requirements.

- Must include CHEM 101 or CHEM 106 or CHEM 105 (no longer offered). CHEM 106 is strongly recommended. (Meets Core Curriculum requirement Natural Sciences with Laboratory.)
- Must take PSYC 101 (Meets Core Curriculum requirement in Social Sciences.)

### **Course Requirements**

All requirements in a major discipline of study. At least 18 credit hours in courses approved for the neurosciences, with a grade of C or above, including:

### **Required courses (8 Credits)**

- NEUR 201: Introduction to Neuroscience (4S)
- NEUR 310: Special Topics in Neuroscience (4S)



## **Elective courses (12 Credits)**

12 credit hours of upper-level elective credits selected from the following list. Electives must originate from at least two disciplines (BIOL, CHEM, NEUR, PHIL, PSYC).

- BIOL 305: Animal Behavior
- BIOL 330: Human Anatomy and Physiology
- BIOL 387: Sensory Biology
- BIOL 419: Neurobiology
- BIOL 436: Comparative Animal Physiology
- BIOL 438: Cancer Cell Biology
- CHEM 420: Biochemistry I
- CHEM 425/BIOL 425: Biochemistry II
- NEUR 302: Neuroscience Research and Seminar
- NEUR 310: Special Topics in Neuroscience (cannot take the same topic more than once)
- PHIL382: Meditation and the Mind
- PSYC 322: Biological Psychology or PSYC 323: Laboratory Seminar in Biological and Sensory Processes
- PSYC 414: Drugs, Brains, and Behavior
- Upper-level Special Topics Courses in Biology, Chemistry, or Psychology, or other disciplines, specifically approved for Neuroscience

A completed neuroscience St. Mary's Project or neuroscience internship may be substituted for NEUR 302 with the approval of the Coordinator.

## **Faculty**

Torry Dennis, Assistant Professor of Neuroscience and Psychology, Coordinator, Aileen Bailey, Professor of Psychology, Gina Fernandez, Assistant Professor of Psychology, Sarah Latchney, Assistant Professor of Neuroscience and Biology, James Mantell, Associate Professor of Psychology, Pamela Mertz, Professor of Chemistry and Biochemistry

# Philosophy

[View Philosophy Department website](#)

The fundamental educational objective of the philosophy major is to turn students into lovers of wisdom (the original meaning of the Greek term, philosophos). As a field, philosophy is more than 2,500 years old. In the first instance, philosophy is a body of ideas and doctrines that have been articulated by thinkers who have sought to understand the basic features of what is, what could be and what ought to be. Philosophy students need to know these rationally developed positions in order to avoid repeating past errors and to build upon what is best in our philosophical heritage.

Students who complete the philosophy minor (a) understand the historical scope of philosophical discourse, especially the main movements of Western thought; (b) gain familiarity with the history and contemporary relevance of at least one non-Western tradition; (c) develop skills in critical and evaluative analysis of philosophical texts; and (d) accomplish some advanced work in composition of well-reasoned philosophical argumentation.

Equally important, philosophers attempt to rationally justify their most basic intuitions about the nature of reality. Philosophy is an activity that students engage in by thinking clearly, carefully, and systematically about fundamental problems of existence. This activity is not a replacement of but a complement to scientific investigation. Philosophy is a reflection upon hypotheses that, because of their fundamental and general character, cannot be verified or falsified by the current methods of modern science. For example, philosophers examine the claim that our consciousness is nothing more than a series of neurological events of the brain. They also consider the grounds of political obligation, or whether certain human actions are wrong beyond our happening to think they are, or whether our knowledge can be valid for all time periods and all cultural circumstances. Members of the department deal with fundamental and grave issues facing all of us in the 21st century, including war and peace, global justice, environmental health, and gender equity. Philosophical approaches include Western European traditions, East Asian and South Asian thought, and critical and feminist theories.

Because of the intensive and extensive training in conceptual analysis of fundamental problems, the philosophy major provides an excellent preparation for virtually any professional career. Philosophy prepares us not only to earn a living, but also to address such questions as why we should live, and how we live, our all-too-human lives.

## Learning Outcomes

- Situate important texts in the history of philosophy as responding to earlier thinkers

- Apply traditional philosophical concepts to issues of contemporary relevance
- Construct effective written and oral communication of ideas in Philosophy
- Construct a critique of the reasoning used for various arguments
- Ground in primary sources claims about thinkers

## **Degree Requirements for the Philosophy Major**

### **General College Requirements**

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

### **Course Requirements**

At least 44 credit hours in philosophy, as specified in below. A grade of C- or better must be received in each course of the major and the cumulative grade-point average of courses used to satisfy the major must be at least 2.00. Courses taken for credit/no credit may not be used to satisfy requirements.

### **Required Core Courses: 32 credit hours**

- PHIL 101: Introduction to Philosophy  
or PHIL 120: Introduction to Ethics
- PHIL 215: Systems of Logic
- PHIL 300: Cranks and Sages: Greek and Roman Philosophy
- PHIL 302: Mind and Knowledge: Descartes to Kant
- PHIL 380: Topics in Philosophy or PHIL381: Happiness and Meaning or PHIL382:  
Meditation and the Mind
- PHIL 333: Ethical Theories
- PHIL 493: St. Mary's Project in Philosophy (note: prerequisite for 493 is PHIL 492)
- PHIL 494: St. Mary's Project in Philosophy

### **Upper-level electives:**

eight credit hours chosen from any 300- or 400-level philosophy courses listed in the College catalog. A student must take at least one course (four credit hours) in a non-Western philosophical/religious tradition. Additional courses that satisfy this requirement may be approved by the department faculty. Note: courses used to satisfy requirements in section a. (above) may not be used to satisfy upper-level elective credit. Credits earned from internships, field experiences, and honors or senior projects cannot be used to meet this requirement.

## **Additional elective courses:**

four credit hours chosen from any 300- or 400-level philosophy or religious studies courses listed in the College catalog. Additional courses that satisfy this requirement may be approved by the department faculty. Credits earned from internships, field experiences, or senior projects cannot be used to meet this requirement.

## **St. Mary's Project**

Students who complete an SMP outside of PHIL 493/494 must complete eight additional credit hours chosen from any 300- or 400-level philosophy courses listed in the College catalog, in addition to the courses used by the student to satisfy the requirements of the philosophy major. After consultation with the department chair, a reduction of four or eight credit hours may be granted for SMPs with substantial philosophical content.

## **Sequence of Study**

- **First year:**  
Core Curriculum requirements and either PHIL 101 or PHIL 120, and PHIL 300 or 302.
- **Sophomore year:**  
Core Curriculum requirements, PHIL 215 and completion of PHIL300/302, and one non-Western elective philosophy course.
- **Junior year:**  
Completion of Core Curriculum requirements, PHIL 430 in the spring, one of 380/381/382, and one elective course in philosophy or religious studies, and PHIL 492 in the spring
- **Senior year:**  
PHIL 493/494 and one elective philosophy course.

## **Degree Requirements for the Philosophy Minor**

### **General College Requirements**

General College Requirements (see Curriculum section)

### **Course Requirements**

At least 20 credit hours in philosophy as specified under the required and elective courses. A grade of C- or better must be received in each course of the minor and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.00.

## Required core courses (eight credit hours):

At least one course from each of the following:

- Either PHIL 101: Introduction to Philosophy or PHIL 120: Introduction to Ethics
- Either PHIL 300: Cranks & Sages: Greek & Roman Philosophy, or PHIL 302: Mind & Knowledge: Descartes to Kant

## **Elective courses:**

Students minoring in philosophy must take an additional 12 credit hours, of which at least eight credit hours must be upper-level, and of which at least four credit hours must be non-Western philosophy. With approval from the department chair, other upper-level philosophical courses from outside the philosophy offering can be counted as electives where appropriate.

## **Faculty**

Barrett Emerick (department chair), Brad Park, John Schroeder

# Physics

[View Physics website](#)

Physics is the most fundamental of all of the sciences; its goal is nothing less than to figure out the most basic laws which govern the universe. Because of this, the study of physics offers deep insights into many disciplines: knowledge of physics is a foundation for understanding the fundamentals of chemistry, biology and geology. It also offers insight into other aspects of our modern world. For example, two allied problems of today are the energy crisis and the issue of global climate change. It is impossible to understand either of these issues without some knowledge of physics.

The goals of the department are to a) teach our students a basic understanding of the laws of physics and their applications; b) teach them to understand the structure of the Universe around us as generated by those laws; and c) provide our majors with an introduction to research methods in physics (both experimental and theoretical.)

To this end we offer rigorous programs in physics with majors in two areas: physics and applied physics. Both programs are equally rigorous; the physics major is a standard undergraduate program primarily meant for students who are interested in pursuing a graduate career in physics or other careers, while the applied physics track is meant for students interested in future work and/or graduate study in the applied sciences or technology (i.e., in disciplines such as applied physics, engineering, geology or geophysics, biophysics and bioengineering, etc.).

We also offer a physics minor designed for students majoring in mathematics, chemistry or biology, and several undergraduate courses designed for the general student, including two courses in astronomy. Undergraduates can also take part in research with faculty members, both as part of the St. Mary's Project and also in research programs at the nearby Patuxent River Naval Air Station. Our students have also participated in research programs at the National Institute of Standards & Technology, the NASA-Goddard Spaceflight Center, the Naval Research Laboratory, the National Radio Astronomy Observatory, the Johns Hopkins Applied Physics Laboratory, and the Super Kamiokande Neutrino detector in Japan.

## Learning Outcomes

- Use the many laws of physics to explain the phenomena of a specific real-world problem.
- Build a useful model of a real-world problem using the laws of physics.
- Apply the scientific method.
- Identify and use appropriate data analysis tools and techniques to interpret data sets.
- Write clear and concise explanations of their work at a level appropriate for the audience.

- Present their work clearly and concisely at a level appropriate for the audience.
- Locate relevant information sources for use.
- Understand multiple career opportunities and how to find more information about pursuing their career goals.
- Share responsibility and cooperate to achieve a team's goal.

## **Degree Requirements for the Major in Applied Physics**

To earn a bachelor of science degree with a major in physics, concentration in applied physics, a student must satisfy the following minimum requirements:

### **General College Requirements**

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

### **Required Courses**

#### **Physics Core Courses (32 credit hours)**

- PHYS 151: Fundamentals of Physics I (recommended) or PHYS 141 General Physics I
- PHYS 152: Fundamentals of Physics II (recommended) or PHYS 142 General Physics II
- PHYS 251: Fundamentals of Physics III
- CHEM 106: General Chemistry 2 or COSC 120 Introduction to Computer Science
- PHYS 311: Electronics
- PHYS 312: Advanced Physics Laboratory
- PHYS 351: Electricity & Magnetism
- PHYS 462: Quantum Mechanics

#### **Cognate Courses (16 credit hours)**

- MATH 151: Calculus I
- MATH 152: Calculus II
- MATH 255: Vector Calculus
- MATH 256: Linear Algebra

#### **Elective Courses (four credit hours selected from the following list of courses)**

- PHYS 342: Mechanics
- PHYS 382: Optics
- PHYS 391: Astrophysics (Can only be used for the major or minor, not both)
- PHYS392: Cosmology (Can only be used for the major or minor, not both)

- PHYS 473: Statistical Mechanics
- PHYS 490: Senior Seminar
- CHEM 451: Physical Chemistry
- COSC 301: Software Engineering 1
- MATH 312: Differential Equations
- MATH 411: Partial Differential Equations

### **Senior Seminar in Applied Physics**

Every applied physics major must successfully complete two semesters of the senior seminar in Applied Physics, PHYS 475: Topics in Applied Physics, with two separate topics. Topics will typically be different in fall and spring semesters. Applied physics majors do not need to do a St. Mary's Project, but may do so if they wish. If they choose to do so, requirements for the St. Mary's Project are the same as for students with a physics major.

### **Research Experience**

Research is integral to the practice of physics. Every applied physics must successfully complete a research experience in one of the following three ways:

- **Mary's Project.** This project may be in physics or in another major discipline or a study area. The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Physics at least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.
- **Directed Research in Physics at an upper level.** To use Directed Research to satisfy the research requirement for the applied physics major, students must successfully complete a total of four credits of upper-level Directed Research in Physics (PHYS 397 or 497). Concurrent with the final credit of Directed Research, the student must also register for PHYS 350 and complete its presentation requirement.
- **Other research experience.** Students with an applied physics major may satisfy the research requirement with another approved research experience, such as a Research Experience for Undergraduates or a research assistantship at another institution, so long as the research experience is in physics or a related discipline and it occupies at least 160 hours. Concurrent with the research experience, the student must also register for PHYS 350 and complete its presentation requirement.

Students majoring in applied physics may not also major in physics, nor may they minor in physics. Students majoring in applied physics may also minor in Astrophysics, but cannot use PHYS 391: Astrophysics or PHYS 392: Cosmology to satisfy the upper-level elective requirements of their major if they do so.



## Minimum Grade and GPA Requirements

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

## Sequence of Study

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

- **First Year:**  
Core Curriculum requirements, MATH 151, MATH 152, PHYS 151, PHYS 152
- **Sophomore Year:**  
Core Curriculum requirements, MATH 255, MATH 256, PHYS 251, PHYS 351
- **Junior Year:**  
Core Curriculum requirements, PHYS 312, PHYS 462, CHEM 106 or COSC 120, and elective courses
- **Senior Year:**  
Core Curriculum requirements, research requirement, PHYS 311, PHYS 475 (twice), and elective courses

## Degree Requirements for the Physics Minor

Required courses: All students in the minor must take the 12-credit introductory general physics sequence:

- PHYS 151: Fundamentals of Physics I (recommended) or PHYS 141 General Physics I
- PHYS 152: Fundamentals of Physics II (recommended) or PHYS 142 General Physics II
- PHYS 251: Fundamentals of Physics III

Students must take eight credits (two courses) from among any of the courses listed below:

- PHYS 281: Mathematical Methods in Physics
- PHYS 311: Electronics or PHYS 312: Advanced Laboratory
- PHYS 342: Mechanics
- PHYS 351: Electricity and Magnetism
- PHYS 382: Optics
- PHYS 391: Astrophysics
- PHYS392: Cosmology
- PHYS 462: Quantum Mechanics

- PHYS 473: Statistical Mechanics
- PHYS 475: Topics in Applied Physics I (may be taken more than once for credit under different topics)
- PHYS 490: Topics in Physics

Students minoring in physics may not also major in physics nor in applied physics.

If a student in the minor takes both PHYS 311 and PHYS 312, only one of these courses will count towards credit in the minor.

Students should note that most upper-level physics courses have prerequisite or co-requisite mathematics courses which also must be taken. Students should also note that not all of the upper-level courses listed here will be offered every year. Chemistry majors who pursue a physics minor are strongly encouraged to take PHYS 462 (Quantum Mechanics) or PHYS 473 (Statistical Mechanics) as elective courses.

Students must maintain a minimum 2.0 GPA within the minor.

## **Faculty**

Charles Adler, Erin De Pree (chair), Joshua Grossman, Michelle Milne, Jacqueline Villadsen

## **Political Science**

[View Political Science Department website](#)

The Political Science Department seeks to build skills necessary to understand and analyze contemporary politics and public policy. The major provides students with knowledge of political systems, analytical skills essential for evaluation of competing political claims, and the capacity to research topics in politics or public policy. Our students will have an understanding of institutions, processes, and behaviors in subnational, national, and international political systems as well as an understanding of key themes in political thought. Our students become familiar with the tools of investigation and analysis as they develop the ability to make judgments on political issues and communicate their views to others with a respect for multiple perspectives and a thoughtful approach to political discourse. This training prepares students for careers in government, law, public policy, government-related private sector activities, public advocacy, lobbying, journalism, and teaching in elementary and secondary schools. Graduates will also be prepared for admission to professional schools or graduate studies.

## **Learning Outcomes**

- Explain the substance of the four subfields in Political Science
- Design and use appropriate methodological approaches to Political Science research
- Judge conclusions presented in written work
- Seek thoughtful analysis that respects the diversity of opinions in the political realm
- Demonstrate discipline appropriate research skills
- Design clearly constructed arguments
- Create concise presentations of scholarly work
- Demonstrate capacity to recognize/appreciate the context of a line of thought

## **Degree Requirements for the Political Science Major**

### **General College Requirements**

General College Requirements, including the following requirements to satisfy the major:

### **Breadth Requirement**

Twenty-four (24) credit hours in required political science courses with at least one course in each of the four subfields of the discipline (as listed below),

- POSC 100: Introduction to Politics
- POSC 200: Scope and Methods of Political Science
- POSC 201: American Politics

- POSC 252: Comparative Politics
- POSC 262: Political Theory
- POSC 269: International Politics

### Depth and Concentration Requirement

Students have the option of pursuing the general political science major or pursuing a specialized concentration within the major.

### General Political Science Requirements

- Twelve (12) credit hours in upper level political science courses selected from any of the subfields.

### Concentration Requirements

- Twelve (12) credit hours in upper level courses approved for the student's concentration. There are four concentration options available – American Politics, Comparative Politics, International Politics, and Political Theory. Courses approved for each subfield are listed in the course catalog.

### Capstone Requirement

To fulfill the twelve (12) credit capstone experience in political science, students must complete one 400-level seminar course approved for their concentration. Students without a concentration may select a 400-level seminar course from any one of the four subfields (or POSC 408: Studies in Public Policy).

All students must then fulfill one of the two options listed below:

- Option One: Students must complete one additional 400-level seminar from any of the four subfields and one 300-level course. Students with a concentration must select a 300-level course approved for their concentration.\*
- Option Two: Students must complete an eight (8) credit St. Mary's Project with a mentor from the Political Science Department. Students pursuing a concentration must complete an SMP on a topic related to their chosen concentration. With the permission of the chair of the Political Science Department, students may do a St. Mary's Project with a mentor in another department, provided the project topic is related in content and methodology to the discipline of political science.

## **Credit Requirements**

- Students must earn a grade of C- or better, and maintain an overall GPA of 2.0 or better, in courses used to satisfy the major.
- The 48 credit hours of major requirements may include field experience and independent study approved by the department chair.

## **Double Majors**

### Environmental Studies and Political Science

- Students with a specific interest in Environmental Policy and Politics may consider a double major in Political Science and Environmental Studies. Students who complete the requirements for the Political Science major automatically satisfy the depth requirements for the Environmental Studies Public Policy and Social Science track.

\*POSC 385: Topics in Political Science and Public Policy may be selected if they are approved for the student's desired concentration.

## **Degree Requirements for the Political Science Minor**

### **General College Requirements**

General College requirements.

### **Course Requirements**

At least 24 credit-hours in political science as specified under the required and elective courses. The cumulative grade-point average of courses used to satisfy the minor must be at least 2.00.

- Required core course (four credit hours): POSC 100: Introduction to Politics
- Elective courses (20 credit hours) consisting of eight credit hours in political science courses at the 200-level and 12 credit hours in political science courses at the 300 or 400-level.

## **Requirements for Teacher Certification**

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

studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

## **Faculty**

Diana Boros (department chair), Michael Cain, Todd Eberly, Matthew Fehrs, Susan Grogan, Walter Hill, Sahar Shafqat, Antonio Ugues

## **Psychology**

[View Psychology Department website](#)

Psychology is the scientific discipline dedicated to the study of mental experience and behavior. The goal of the psychology major is to develop students' understanding of the theories, methods, and professions within psychological science. This general goal is translated into specific objectives that concern the understanding of scientific methodology, the current state of psychological knowledge, and the application of methodology and knowledge to real-world problems and events.

The psychology major consists of four components. First, a required core of foundation courses introduces students to themes, research, and communication and professional skills within psychology. This core includes required methodology courses in writing, statistics, and research design. Second, students take breadth courses that enhance their knowledge of concepts and methods in subdisciplines of psychology. The breadth courses include upper-level laboratory courses where students develop skills in the design, analysis, evaluation and communication of psychological research. Third, students expand their knowledge of psychology with an upper-level elective. Fourth, every psychology major must complete a St. Mary's Project.

## **Learning Outcomes**

- Students will explain key concepts within diverse content areas of psychology.
- Students will design and execute an empirical project/methodology within psychology.
- Students will effectively analyze and interpret data.
- Students will review, evaluate, and integrate findings from the primary literature.
- Students will demonstrate effective written communication of ideas in psychology.
- Students will demonstrate effective oral communication of ideas in psychology.
- Students will develop a professional identity informed by skills, behaviors, and dispositions reflected in psychological science and practice that supports the transition from the psychology major into multiple contexts.

## **Degree Requirements for the Psychology Major**

### **General College Requirements**

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

### **Foundation Courses (16 credit hours)**

- PSYC 101. Introduction to Psychology
- PSYC 204. Psychological Research, Analysis, and Writing I
- PSYC 206. Psychological Research, Analysis, and Writing II
- PSYC 310. Scientific Writing and Professional Development

### **Breadth (20-22 credit hours)**

- Five courses comprising:

1. One course from each of the five breadth areas (Biological & Sensory Processes; Culture & Community; Development & Learning; Health & Counseling; Social & Cognitive Processes)
2. At least two of five courses must be 200-level courses
3. At least two of five courses must be 300-level courses in either of two formats:
  1. Lecture plus required laboratory section (5 credits)
  2. Laboratory seminar (4 credits)

### **Biological & Sensory Processes**

4. PSYC 235. Physiological and Sensory Psychology
5. PSYC 236. Topics in Biological and Sensory Processes
6. PSYC 322. + 322L. Biological Psychology plus Laboratory
7. PSYC 323. Laboratory Seminar in Biological and Sensory Processes
8. PSYC 414. Drugs, Brain, and Behavior
9. PSYC 484. Advanced Topics in Biological and Sensory Processes

### **Culture & Community**

10. PSYC 263. Multicultural Psychology
11. PSYC 264. Topics in Culture and Community
12. PSYC 364. + 364L. Culture and Community plus Laboratory
13. PSYC 365. Laboratory Seminar in Culture and Community
14. PSYC 456. Psychology of Gender
15. PSYC 487. Advanced Topics in Culture and Community

### **Development & Learning**

16. PSYC 211. Topics in Development and Learning
17. PSYC 230. Lifespan Development
18. PSYC 320. + 320L. Psychology of Learning plus Laboratory
19. PSYC 321. Laboratory Seminar in Learning Theory
20. PSYC 330. + 330L. Developmental Psychology plus Laboratory
21. PSYC 332. Laboratory Seminar in Development
22. PSYC 431. Infant and Child Development
23. PSYC 483. Advanced Topics in Development and Learning

### **Health & Counseling**

24. PSYC 280. Counseling Theories and Methods
25. PSYC 282. Topics in Health and Counseling Psychology
26. PSYC 370. + 370L. Counseling Psychology plus Laboratory
27. PSYC 371. Laboratory Seminar in Health and Counseling
28. PSYC 475. Psychopathology



29. PSYC 486. Advanced Topics in Health and Counseling

### **Social & Cognitive Processes**

- 30. PSYC 221. Cognitive Psychology
- 31. PSYC 222. Topics in Social and Cognitive Psychology
- 32. PSYC 250. Social Psychology
- 33. PSYC 324. + 324L. Cognitive Psychology plus Laboratory
- 34. PSYC 325. Laboratory Seminar in Cognitive Psychology
- 35. PSYC 340. + 340L. Social Psychology plus Laboratory
- 36. PSYC 341. Laboratory Seminar in Social Psychology
- 37. PSYC 485. Advanced Topics in Social and Cognitive Processes

### **Upper Level Elective (4-5 credit hours)**

One 300- or 400-level course not used to satisfy the Breadth or Capstone requirement. PSYC 396 Collaborative Research in Psychology satisfies this requirement. PSYC 397/497 Directed Research in Psychology satisfies this requirement (2 and 4 credit graded experiences only).

### **Capstone (8 credit hours)**

Every psychology major must complete a St. Mary's Project. This project may be in psychology or in another major discipline or study area. The Department website provides information about the SMP and mentor assignment process.

### **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better, with a cumulative grade point average of 2.00, in courses used to satisfy the major. Courses taken for credit/no credit may not be used to satisfy requirements for the major.

### **Sequence of Study for 4-year students**

The following sequence of courses is a typical model for fulfilling the requirements of the psychology major over four years:

#### **First Year:**

Fall – PSYC 101

Spring – one or two 200-level breadth courses\*

#### **Second Year:**

Fall – PSYC 204, one or two 200-level breadth courses\* (\*aim to have at least two 200-level breadth courses by the end of this semester)

Spring – PSYC 206

**Third Year:**

Fall – one 300-level laboratory breadth course, PSYC 310 or one 400-level breadth course

Spring – one 300-level laboratory breadth course, PSYC 310 or one 400-level breadth course

**Fourth Year:**

Fall – PSYC 493 (first half of St. Mary's Project), one 300 or 400-level elective

Spring – PSYC 494 (second half of St. Mary's Project)

**Sequence of Study for Transfer Students**

The following sequence of courses is a typical model for fulfilling the requirements of the psychology major over two years. Junior transfer students must take PSYC 204 in their first semester in order to complete the major in two years; if PSYC 204 sections are full, email the instructor(s).

**First Year:**

Fall – PSYC 204; two 200-level breadth courses

Spring – PSYC 206; one 200 or 400-level breadth course or PSYC 310 (with permission of the department chair)

**Second Year:**

Fall – one 300-level laboratory breadth course, PSYC 310 or a 400-level breadth course, PSYC 493 (first half of St. Mary's Project)

Spring – one 300-level laboratory breadth course, one 300- or 400-level elective, PSYC 494 (second half of St. Mary's Project)

**Faculty**

Aileen Bailey, Torry Dennis, Anandi Ehman, Elizabeth Enright, Gina Fernandez, Gili Freedman, Kristina Howansky, Ayse Ikizler, James Mantell, Scott Mirabile, Richard Platt, Jennifer Tickle (department chair), Elizabeth Nutt Williams.

## **Public Policy**

[View Political Science Department website](#)

Public policy decisions touch nearly every aspect of daily life, although we often fail to recognize or understand their impact. Daily, we are exposed to the policy proposals and preferences of those in or seeking office and they are in turn influenced by the preferences of the public and the pressures of organized interest groups. Given the impact that policy choices can have on our lives, it is essential that we have an understanding of how policy choices are made and how we might evaluate those choices. Why do we need this knowledge? Policymakers are more responsive to the demands and interests of an active and informed public.

The purpose of the public policy major is to equip students with sufficient competence in analytical skills supported by social science theory to prepare them for graduate or professional study. Majors should be sufficiently prepared to seek positions in organizations which deal with public policy issues: business firms, trade associations, lobbying organizations, and government agencies. The major provides students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

Public policy is interdisciplinary in nature; it is affected by social and economic conditions; political as well as cultural values; and the structure of government. The study of public policy requires the integration of knowledge from multiple disciplines to understand and critically assess public problems and potential solutions. The public policy major draws upon the knowledge and experience usually available through separate majors such as anthropology, economics, sociology, and political science. Only through a coordinated exposure to these fields can a student understand how they interact in the world of public policy. The interdisciplinary nature of the major makes it a good choice for students considering a double major in related disciplines such as political science or economics.

Public policy students may choose from two disciplinary tracks within the public policy major – American public policy or International public policy. A student who chooses to major in public policy should select an adviser from the political science or public policy faculty, and in conjunction with the adviser, plan a program that is appropriate to the needs and objectives of the students.

Students who have questions about the public policy major should consult Todd Eberly, coordinator of public policy studies.

## **Learning Outcomes**

- Distinguish the processes by which policies are made
- Identify policy-makers and stakeholders and their roles in creating Public Policy policies
- Detect Public Policy problems that are in need of policy solutions
- Demonstrate and assess the feasibility of potential solutions to Public Policy problems
- Judge the effectiveness of policies using quantitative methods
- Create written policy proposals and analyses
- Design oral presentations of policy proposals and analyses
- Acknowledge the concerns of those affected by Public Policy problems and policy solutions

## **Degree Requirements for the Public Policy Major**

### **General College Requirements**

General College Requirements, including the following requirements to satisfy the major:

## **Twelve (12) Credit Hours of Introductory Courses in the Social Sciences**

Twelve (12) credit hours of introductory courses in the social sciences. Students must earn a grade of C- or better in each required major course and maintain an overall GPA of 2.0 or better in these required courses:

- POSC 100: Introduction to Politics
- ECON 102: Principles of Microeconomics
- ECON 103: Principles of Macroeconomics

## **Twenty-eight (28) Credit Hours in the Student's Selected Disciplinary Track**

Twenty-eight (28) credit hours in the student's selected disciplinary track. If only one course is listed next to a letter, then that specific course is required. Where a choice of courses is provided, students must select one course from the options provided. Students should note that some core courses are prerequisites for certain elective courses available under this major. Students should consider their elective options when selecting their core courses.

### **American Public Policy:**

- POSC 201: American Politics
- ECON 251: Intermediate Macroeconomics, or ECON 252: Intermediate Microeconomics
- ECON 253: Economic Statistics, or POSC 200: Scope and Methods of Political Science
- POSC 311: Public Policy
- POSC 315: Policy Evaluation
- POSC 367: Public Administration, POSC 330: Congress, or POSC 312: State and Community Politics, or SOCI 330: Sociology of Organizations

Four (4) credit hours of approved American Public Policy electives

### **International Public Policy:**

- POSC 252: Comparative Politics, or POSC 269: International Politics
- ECON 251: Intermediate Macroeconomics, or ECON 252: Intermediate Microeconomics
- ECON 253: Economic Statistics, or POSC 200: Scope and Methods of Political Science

- POSC 311: Public Policy
- POSC 315: Policy Evaluation
- POSC 320: International Political Economy, or ECON 318: International Finance, or ECON 356: International Economics, or ECON 360: Comparative Economics

Four (4) credit hours of approved International Public Policy electives

### Senior Experience in Public Policy (eight credit hours)

- Eight (8) credit hours of St. Mary's Project, or
- Four (4) credit hours of PPOL/POSC 408 (or other approved senior seminar) with a senior experience paper and four (4) credit hours of electives in the student's selected concentration.
- Double majors should consult with their advisor for additional information

### Senior Experience

Each student must complete an eight-credit St. Mary's Project in public policy or write a senior experience paper for the course PPOL/POSC 408, "Studies in Public Policy" (cross-listed POSC 408). (Please see the course descriptions for PPOL 408, "Studies in Public Policy" and PPOL 494 for St. Mary's Projects.) The student who chooses to write a senior experience paper instead of a St. Mary's Project will file a declaration of intent with the course instructor and the public policy coordinator by the end of the sixth week during the semester the student enrolls in "Studies in Public Policy." Guidelines for the senior experience paper will be given to the student by the instructor. Successful completion of the course shall constitute completion of the senior experience requirement. (This course also meets the senior experience requirement for political science.) Double majors should consult with their adviser for additional information.

### Field Experience and Independent Study

The 48 credit hours of major requirements may include field experience and independent study approved by the coordinator of the public policy major.

### List of Elective Courses by Concentration

#### American Public Policy

- ECON 325: Urban Economics and Urban Issues
- ECON 350: Environmental Economics
- ECON 351: Industrial Organization and Regulation
- ECON 355: Labor Economics
- ECON 357: Money and Banking
- ECON 359: Public Sector Economics
- ENST 450: Studies in Environmental Policy and Law
- POSC 312: State and Community Politics

- POSC 330: Congress
- POSC 351: Constitutional Law I
- POSC 367: Public Administration
- POSC 371: American Political Thought I
- POSC 371: American Political Thought II
- POSC 451: The Supreme Court and Public Policy
- POSC 461: Studies in American Politics\*
- SOCI 300: Sociology of Organizations
- SOCI 347: Sociology of Race and Ethnicity
- SOCI 365: Social Stratification

### **International Public Policy**

- ECON 318: International Finance
- ECON 360: Comparative Economic Systems
- ECON 372: Economics of Developing Countries
- POSC 320: International Political Economy
- POSC 333: Asian Politics
- POSC 405: Democratization
- POSC 462: Studies in Comparative Politics\*
- POSC 468: Studies in International Relations\*

### **Courses Approved for Either Concentration**

- ANTH 341: Economic and Ecological Anthropology
- ECON 350: Environmental Economics
- ECON 354: Natural Resources Economics
- ECON 363: Political Economy
- ECON 459: Senior Seminar in Economics\*
- POSC 364: US Foreign Policy
- POSC 385: Topics in Pol Sci or Pub Policy\*
- SOCI 302: Medical Sociology
- SOCI 312: Economic Sociology
- SOCI 355: Demography
- SOCI 490: Senior Seminar\*

\* Where the topic of the course is appropriate. (Appropriateness of the topic will be determined by the coordinator of the public policy major.)

### **Faculty**

Susan Grogan (Department Chair)

## **Sociology**

[View Sociology Department website](#)

The sociology major is concerned with the scientific study of culture, social structure, social processes, social interaction, and social change, from the largest to the smallest scale. Many courses focus on important social issues, including public health, environmental degradation, gender, sexual orientation, race, ethnicity, social class, and inequality.

A degree in sociology prepares students for a wide range of careers in educational institutions, private industry, NGO's (non-governmental organizations) and government agencies, as well as further, postgraduate study in the discipline. For students with more specific career goals in mind, appropriate programs to meet their particular needs may be designed in consultation with the sociology faculty.

The sociological perspective can provide clarification to troubles and issues in social life and improve the quality of everyday life. Learning outcomes include:

### **Learning Outcomes**

- Explain major sociological theories and research methods
- Apply statistics to analyze sociological data



- Evaluate published research in sociology
- Design a sociological plan to investigate a social issue
- Collect and analyze sociological data to investigate a social issue
- Demonstrate effective written and oral articulation of ideas in sociology

## **Degree Requirements for the Sociology Major**

### **General College Requirements**

General College Requirements (see “Curriculum” section), including the following requirements to satisfy the major:

### **Required Courses**

Thirty-six credit hours of coursework carrying sociology credit and distributed as follows:

#### **Required Courses (16 credit hours):**

- SOCI 101: Introduction to Sociology
- SOCI 201: Social Statistics
- SOCI 350: Sociological Theory
- SOCI 385: Research Methods

Twenty additional credit hours of coursework designated SOCI.

### **Capstone Experience**

In their senior year, majors may elect to complete eight credit hours of a St. Mary’s Project (SOCI 493 and 494), or complete the Sociology Senior Seminar (SOCI 490) and one additional four-credit hour course in sociology at the 300 or 400 level.

### **Credit Requirements**

- The 44 credit hours of major requirements may include field experience and independent study as approved by the department chair.
- All courses counting toward a major in sociology must have a grade of C-.

### **Sequence of Study**

All students majoring in sociology shall plan an individual program with their adviser to arrive at a combination of courses that will meet the requirements for the major as well as satisfying their goals and interests. The sociology faculty strongly recommends that students choose an adviser from among the sociology faculty by the beginning of their junior year.

The following schedule is suggested as a model for satisfying the requirements of the sociology major:

- **First Year:**  
SOCl 101; one additional sociology course
- **Second Year:**  
SOCl 201; two additional sociology courses
- **Junior Year:**  
SOCl 385; three additional sociology courses
- **Senior Year:**  
St. Mary's Project or SOCl 490 Senior Seminar and one sociology course (300 or 400 level)

## **Degree Requirements for the Sociology Minor**

### **General College Requirements**

General College requirements (see "Curriculum" sections).

### **Required Courses**

At least 20 credit hours in sociology as specified under the required and elective courses.

- Required core course (four credit hours): SOCl 101: Introduction to Sociology
- Elective courses (16 credit hours) in sociology, 12 of which must be taken at the 300-400 level.

### **Credit Requirements**

A grade of C- or better must be received in each course of the minor.

### **Requirements for Teacher Certification**

Students interested in Maryland state certification in social studies should study the description of the College's Teacher Education Program in the catalog. In addition, they should, by the end of the first semester of their sophomore year, consult with the chair of the Department of Educational Studies, and the education advisers in their major fields.

### **Faculty**

Andrew Cognard-Black, Helen Ginn Daugherty (Emerita), Louis Hicks (department chair), Elizabeth Osborn, Kristi Tredway

## **Special Education**

[View Educational Studies Department website](#)

### **Minor in Special Education**

The minor in special education provide a basic introduction to the teaching and learning processes as they relate to students with disabilities. This minor is recommended for anyone interested in teaching students with disabilities and other special education- or disability-related careers.

No more than eight credits towards the minor can be transferred in from other institutions. For information about transferring courses from other institutions, please contact the Educational Studies department chair.

Completion of the EDSP minor or equivalent course work is a prerequisite for admission to the elementary special education MAT certification track but does not guarantee that a student will be admitted to the program. These are specific content courses required for special education teacher certification in Maryland. Students who are considering the MAT should meet with their advisor or an educational studies faculty member about course selection. For a complete list of these courses for each certification area, please contact the Educational Studies department chair.

Students who complete the Special Education minor are not eligible for the Educational Studies minor.

## Learning Outcomes

- Graduates will be knowledgeable about the influence of various laws, policies, theories, historical events, and systemic structures regarding special education.
- Graduates will be knowledgeable about the motivational, developmental, cognitive, linguistic, and socio-affective needs of learners with disabilities who require special education support.
- Graduates will be knowledgeable of common special education populations whose needs require specially designed instruction in order to access a free and appropriate public education as mandated by federal law.
- Graduates will value the principles of inclusion in school and community while recognizing that there are a variety of settings where children with disabilities can live and learn appropriately.
- Graduates will know how to effectively communicate in speech, writing, and through symbolic or technology-mediated means.
- Graduates will know how to engage in reflective practice.

## Degree Requirements for the Special Education Minor

### General College Requirements

- General College Requirements (see “Curriculum” section.)
- All requirements in a major area of study.

### Required Courses

At least 24 credit hours, through the successful completion of the following six courses, with a minimum earned a grade of C in each course, but with a combined minimum GPA of 3.0:

- EDUC 336: Exceptionality: Introduction to Special Education (4 credits)
- EDUC/PSYC 368: Educational Psychology (4 credits)
- PSYC 331: Infant and Child Development (4 credits) (preferred) OR PSYC 230: Lifespan Development (4 credits)
- EDUC 296: Language Acquisition and Phonemic Awareness (4 credits)
- EDUC 331-Topics in Behavior and Related Disorders (4 credits)
- EDUC 339-Learning Disabilities (4 credits)

## **Student Designed**

The student-designed major is an interdisciplinary major that exemplifies the mission of a liberal arts education. It is available to students who wish to develop a more individualized program of study than those provided by existing majors. The major is administered by the Associate Dean of Faculty, Calvert Hall 104a.

The student-designed major must be a coherent program of study that crosses disciplinary lines by combining courses from at least three disciplines. One of the major disciplines must be chosen as the primary discipline to provide a coherent focus for the major. The major should adhere to the same principles of breadth, depth, and liberal arts-centered inquiry that the faculty has established for existing majors.

Admission is granted to the major through the submission of a proposal to the college Curriculum Review Committee, which has the final authority to approve or deny proposals. In order to ensure a carefully planned and executed curriculum, students who are interested in declaring a student-designed major must submit their proposal by the time they have completed 56 credit hours.

Students wishing to pursue a student-designed major must meet with the student-designed major coordinator to discuss the goals and outline of the proposed major. Examples of past student-designed majors and sample templates are available for guidance purposes, but ultimately the design of the major course of study is the student's own responsibility. In planning the major and creating the proposal, the student must select an advisory committee of two faculty members, one from the primary discipline and one from one of the secondary disciplines. The student-designed major coordinator or his or her representative also serves on the advisory committee.

To ensure a consistent level of ongoing coordination and guidance, if the major proposal is approved, one member of the advisory committee will become the student's academic adviser, and the student must subsequently organize one meeting per year with the committee as a whole.

## **Degree Requirements for the Student Designed Major**

### **General College Requirements**

General College Requirements (see "Curriculum" section).

### **Designing the Major**

A minimum of 48 credit hours of course work for the major, chosen from at least three disciplines (defined for this purpose as courses beginning with different alphabetic prefixes, such as ECON or ENGL). One of these "disciplines" can be a recognized Cross Disciplinary Study Area. The 48 credit hours must include:

- Five classes in the primary discipline, at least three of which must be upper division;
- Three additional upper-level classes, chosen from the secondary disciplines;
- At least one methods or theory course, as applicable, preferably chosen from the primary discipline;
- A St. Mary's Project of eight credit hours;
- Elective credits to complete the required total of 48 credit hours.

### **Internship/Independent Study**

No more than four hours of internship credit and four hours of Independent Study may be counted towards the major.

### **Minimum Grade and GPA Requirements**

Students must earn a grade of C- or better in each course counted towards the major, and maintain an overall GPA of at least 2.0 in these courses.

### **Acceptance to the Program**

All coursework must be chosen prior to acceptance to the program with approval from the advisory committee and final approval from the Curriculum Review Committee. Any later substitutions must be pre-approved by petition to the Curriculum Review Committee.

## Theater, Film, and Media Studies

[View Theater, Film, and Media Studies Department website](#)

The field of theater, film, and media combines studies in history, theory, and critical analysis with practical experiences in production techniques and creativity. Its scope includes diverse representations in dynamic time and space, whether on stage or screen. Among its shared subjects are visual culture, performance studies, and techniques for directing, designing, writing, and performing for stage and screen media. Because visual culture plays an ever-increasing role in the production, distribution, and reception of knowledge, studies in theater, film, and media are integral to an undergraduate curriculum in the liberal arts.

Students may focus their studies in theater or in film and media. Both focuses are fundamentally collaborative and multidisciplinary; they thrive in a liberal arts context that promotes breadth and integration of learning. Majors will complete a core of regularly offered courses that exemplifies the diversity of subjects and cultures entailed in this field. The two focuses, theater studies and film and media studies, share some courses that are fundamental to both curricula, but each focus includes opportunities for advanced work in specialized areas of scholarship and artistry. Above all, majors will benefit from an array of course work that emphasizes the reciprocal enrichments of combining scholarship and creative activity. Visiting guests and special topics or experimental courses supplement the regular curriculum.

The curriculum in theater, film, and media studies encourages students to interrogate representations on stage and screen toward an understanding of their historical, cultural, and artistic significance. Additionally, we provide opportunities for students to

produce their own works and to collaborate on projects with faculty members and other students. Majors will be prepared to undertake graduate work in related disciplines or careers in related professions.

The department offers minors in theater studies, film and media studies, and dance/movement. Students interested in fulfilling a minor in any of these areas should consult with a faculty member in TFMS. Students may combine a major in either TFMS focus area with a minor in any other TFMS minor area.

## **Production Opportunities**

The Department of Theater, Film, and Media Studies supplies the resources for a diverse range of production work on stage and screen. Live performance opportunities include stage productions and dance concerts directed by faculty members, guest artists, and students, performed in a variety of spaces, including the Bruce Davis Theater (main stage), the dance studio, and the White Room. Performance roles, design, and technical positions are open to all students, regardless of their majors. Theater production seasons are formulated to maximize opportunities for working on or attending productions that represent the diversity of theatrical activities across cultures and history.

TFMS resources in media production provide students with access to a variety of video production and post-production technology. Production classes and St. Mary's Projects have access to Canon GL-2 Mini-DV cameras, Smith-Victor lighting kits, and Audio-Technica microphones, along with supporting production equipment. Post-production equipment in the Montgomery Hall Pro-lab includes 10 22" Intel iMacs w/Mac OS 10.5, Adobe CS3 Suite (Photoshop, Illustrator, Flash, Dreamweaver, Fireworks), Maya 2008 Complete, Quicktime Pro, and Final Cut Studio (Final Cut, Motion, DVD Studio Pro, Soundtrack, Compressor) with dedicated JVC SR-DVM600 3-in-1 MiniDV, 40GB hard disk drive, and DVD player/recorder combo decks. The adjacent Montgomery Hall Learning Lab is equipped with 20 17" Intel iMacs w/Mac OS 10.5, Adobe CS3 Suite (Photoshop, Illustrator, Flash, Dreamweaver, Fireworks), ProTools LE, and several flatbed scanners. Students also have access to a smaller, two-station TFMS editing room that includes two G-5 editing stations w/Mac OS 10.5 and Final Cut Studio (Final Cut, Motion, DVD Studio Pro, Soundtrack, Compressor). TFMS editing lab work stations also include dedicated Mini-DV decks and NTSC output monitors. Additional training and production opportunities are also available at Media Services on the third floor of the College library.

Detailed, regularly updated information about our theater and arts seasons and about production opportunities is available on the department website.

## **Learning Outcomes**

- Generate innovative works of theater and performance



- Develop well-supported interpretations of theater and performance from various historical periods
- Implement at least one of the practical or scholarly skills of theater and performance to communicate with audiences
- Design projects that clarify how theater and performance can engage with the vital concerns of communities
- Clarify the significance of modes of theater and performance from a wide range of local and global cultures
- Construct clear, specific and complex written arguments about theater and performance
- Demonstrate oral presentations that are clear, organized, appropriate and engaging for a chosen audience

## **Degree Requirements for the Minor in Theater Studies**

Students choosing to minor in theater studies are responsible for designing a cohesive area of study in consultation with a member of the department faculty. The minor in theater studies is 20 credit hours. Each course is four credit hours, unless otherwise indicated.

### **Required Courses:**

- TFMS 130: Idea into Performance
- TFMS 200: Theater in History or TFMS 300: Modern Theater

### **Additional 12 Credit Hours**

An additional 12 credit hours chosen from the following course offerings in the theater studies focus area. Four credit hours must be at the 300- or 400-level. Students may include a maximum of four credit hours of TFMS 290/490: Practicum.

- TFMS 170: Stagecraft
- TFMS 171: Elements of Design
- TFMS 200: Theater in History
- TFMS 230: Acting I
- TFMS 250: Movement I
- TFMS 290: Practicum (1-2 credit hours)
- TFMS 300: Modern Theater
- TFMS 340: Directing for the Stage
- TFMS 350: Movement II
- TFMS 374: Lighting Design
- TFMS 375: Costume Design for Stage and Screen
- TFMS 376: Scenic Design for Stage and Screen
- TFMS 490: Practicum (1-2 credit hours)

- TFMS 493/494: St. Mary's Project (a theater studies- or production-related project)

## Faculty

David Ellsworth (department chair), Leah Mazur, Mark A. Rhoda, David M. Smith, Amy Steiger; Sherry Ocker

## Women, Gender, and Sexuality Studies

[Visit the Women, Gender, and Sexuality Studies website](#)

Women, Gender, and Sexuality Studies (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality.

Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. The goals for the study area are to analyze the variations in gender systems that have occurred across cultures and over time; to identify the relationship between biological difference and social inequality; to explore constructions of sexuality and sexual identity; and to recognize how gender inequality is related to other social hierarchies such as race, ethnicity, class, and sexuality.

The study area is committed to the centrality of the study of women, while at the same time interrogating gender and sexuality as organizing categories. Courses will allow students to focus their study on materials that illustrate women's condition, history, and achievements; to investigate how women have been portrayed and how those representations are changing; and to examine feminist critiques of academic areas of knowledge, including the contributions of queer theory and new feminist research. In order to provide a new site for knowledge production that engages differences constructively, the WGSX study area not only locates women within traditional disciplinary categories, but also fosters interdisciplinary and cross-disciplinary

exploration of the conditions that have shaped women's experiences both as objects and as subjects of knowledge.

## **Degree Requirements for the Women, Gender, and Sexuality Studies Minor**

### **General College Requirements**

- General College requirements (see "Curriculum")
- All requirements in a major field of study

### **Course Requirements**

At least 20 credit hours in courses approved for the women, gender, and sexuality cross-disciplinary area, with a grade of C- or above, including:

- WGSX 220: "Women, Gender, and Sexuality Studies"

16 credit hours of elective credits, at least 12 of which must be numbered 300 or above. Electives must be selected from courses originating in (or cross-listed in) at least three disciplines.

The curriculum in WGSX is founded on its core course: WGSX 220, "Women, Gender, and Sexuality Studies." Each semester the study area coordinator and participating faculty will designate other courses, including new courses, topics courses, and special offerings that will satisfy elective requirements. A complete list of approved current offerings will appear in the online Schedule of Classes.

In recent years, cross-listed classes have included:

- ANTH 302: Food and Culture
- ANTH 336: The Cultured Body
- ANTH 348: African American Culture
- ARTH 382: Sexuality and Modernity
- ENGL 390: Contemporary Multicultural Voices
- ENGL 400: The Female Coming-of-Age Novel
- ENGL 430: American Literature and Music as Social Protest
- ECON 316: Economics of Race and Gender
- HIST 324: Women in Modern Western History
- HIST 357: Women, Gender, Politics in the Muslim World
- HIST 333: American Muslims
- HIST 461: On Machos, Virgins, and Mothers: Gender in Latin American History
- ILCS 363: Cultural Perspectives on Gender

- PHEC 167: Self-Defense Against Sexual Assault
- PHIL 321: Environmental Ethics
- PHIL 323: Bioethics
- PHIL 325: Feminism and Philosophy
- POSC 266: Women and the Law
- POSC 462: Studies in Comparative Politics: Women in the Third World
- PSYC 356: Psychology of Women
- SOCI 230: Sociology of Gender
- TFMS 220: Introduction to Film and Media Studies
- TFMS 275: Costumes and Clothes in History
- TFMS 325: Documentary Practices
- TFMS 326: World Cinema
- TFMS 420: Mediated Bodies: Gender, Race, and Class on Stage and Screen
- WGSX 150: Introductory Topics in Women, Gender, and Sexuality
- WGSX 250: Topics in Women, Gender, and Sexuality
- WGSX 350: Advanced Topics in Women, Gender, and Sexuality
- WGSX 450: Seminar in Women, Gender, and Sexuality

## **Declaration of Intent to Complete the WGSX Minor**

Any student who wishes to minor in the WGSX cross-disciplinary area should consult with the program coordinator or any participating faculty member. Formal declaration of intent to complete the WGSX minor should be preceded by completion of WGSX 220. Students may declare their minor at any time prior to the final semester of their senior year, but are encouraged to declare their participation and seek curricular advising as soon as possible.

## **St. Mary's Project**

Students may pursue a St. Mary's Project in WGSX with the permission of their major department and with the agreement of a faculty mentor designated by the women, gender, and sexuality faculty. Project credit (eight hours) does not apply toward fulfillment of the requirements of the minor in women, gender, and sexuality studies.

### **ANTH 101 Introduction to Anthropology (4)**

This course provides an overview of anthropology's approach to understanding humanity and the human condition from a holistic perspective. Students examine the four subfields of anthropology: archaeology, biological anthropology, linguistic anthropology and cultural anthropology. Students learn how anthropology provides useful knowledge, perspectives and skills to better understand and meet contemporary challenges facing humanity. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **ANTH 201 Anthropology Toolkit (4)**

This course provides an introduction to the basic anthropological concepts and tools used by anthropologists to collect, analyze and interpret data; and to report findings in written, verbal and multimedia formats. Students begin to develop basic fieldwork skills such as taking field notes, genealogical and network analysis, survey research and collaborative ethnography. Students learn to use the electronic Human Relations Area Files and the Statistical Package for the Social Sciences. Issues arising from anthropological fieldwork and ethics are discussed. *Prerequisite: ANTH 101 or permission of instructor.*

### **BIOL 101 Contemporary Bioscience with Laboratory (4)**

An introductory biology course for students who desire an overview of biological concepts and contemporary issues in biology and environmental sciences. The scientific method as a way of knowing will be stressed. Sections of this course are topical, with topics drawn from ecology and environmental sciences, cell and molecular biology, evolution, human biology, and other areas of biology. This course is recommended to those students who do not plan to continue in the biological sciences. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory.

### **BIOL 105 Principles of Biology I**

An introductory course on the organization and function of cells. Topics include biological chemistry, cell structure, membranes, metabolism, and fundamental molecular genetics. This course and BIOL 105L together satisfy the Core Exploration requirement in Natural Sciences with Laboratory. *Co-requisite: BIOL 105L*

### **BIOL 105L Principles of Biology Lab I (1)**

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

### **BIOL 106 Principles of Biology II (4)**

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

### **BIOL 106L Principles of Biology II Lab (1)**

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

### **ANTH 202 Archaeology Practicum (4)**

This course introduces students to the pleasures and challenges of using archaeological collections to document and interpret life in the past. A single collection will be analyzed over the course of the semester. Students help create a catalog record of a very important archaeological site. Students learn to wash, label, catalog, photograph, conserve, research, archive and report on materials recovered from an important archaeological collection. *Prerequisite: ANTH 101 or permission of instructor.*

### **This ANTH 230 Cultural Anthropology (4)**

course provides an introduction to the ways societies use culture to structure behavior and interpret experience. Students learn methods and theories anthropologists use to study culture; examine aspects of culture such as language, social organization, gender, marriage, family and religion; and analyze historical, biological and social determinants of cultural institutions. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ANTH 243 Biological Anthropology (4)**

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

### **ANTH 250 Language and Culture (4)**

This course provides a broad introduction to linguistic anthropology. Students learn how anthropologists study the relationships between language, culture and society and how language both reflects and shapes human behavior. Topics addressed include historical and comparative linguistics, descriptive linguistics and sociolinguistics. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ANTH 281 Archaeology and Prehistory (4)**

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

### **ANTH 306 Principles of Applied Anthropology (4)**

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

### **ANTH 311 Native American Culture and History (4)**

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

### **ANTH 323 Introduction to Historic Preservation (4)**

Historic preservation in the US is an exciting, growing and interdisciplinary field. This course provides a general overview of historic preservation as an applied practice, including historical and cultural resources sustainability and management. We will explore the history, method, theory, ethics and law of historic preservation as currently practiced in the United States. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

### **ANTH 326 Anthropology of Tourism (4)**

This course explores the history, experience of, and creation of tourist sites and landscapes through an anthropological lens. Multiple perspectives are considered in various venues including typical vacation spots such as hotels and beaches as well as those sites 'off the beaten path'. As a broad survey course, it will begin with the 'grand tours' of the 18th and 19th century and continue through the present day. The various roles and experiences of the tourist, tour guide, and other stakeholders within cultural, ecological, heritage, sex and leisure tourism will be examined. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

### **ANTH 334 African Atlantic Archaeology (4)**

The course begins with an overview of the idea of the Atlantic World and its formation beginning with European oceanic exploration. This is followed by an examination of West African trade networks, settlements and politics at the time of European contact. Students examine the realignment of different trade networks in West Africa following the establishment of Europeans at various points on the coast, and colonial settlements and the emergence of the plantation economy involving enslaved communities in the Americas. The course addresses specific questions tied to contact, identity formation and socio-economic interactions from the

perspective of Africa and Africans in the Diaspora, drawing on historical archaeological sources. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

### **ANTH 336 The Cultured Body (4)**

This course explores historical and cultural variations of the body and embodiment used to construct and contest identities that reflect ideas about the self, family, gender, nation, nature and the supernatural documented from a sample of cultures around the world.

### **ANTH 337 Atlantic World Archaeology (4)**

This course explores the creation of the “Atlantic World” formed through ongoing contacts between Europeans, Africans and Native Americans from the late 15th century through the early 19th century. This period was characterized by exploration, contact, discovery, trade, conquest, colonization, slavery and the rise of capitalism.

### **ANTH 339 Archaeology of Status and Identity (4)**

This course examines the material culture of status and identity throughout the world from an archaeological perspective. The different hierarchical relationships present in complex societies are investigated through the lens of group and personal identities such as race, gender and ethnicity. Emphasis on the various practices and material culture used by elites to assert their status as well as the strategies all members of society employ to achieve 'upperclass' standing are explored around the world and through time. In addition, the differing roles of men and women as well as the function of the household as an economic unit are explored in relation to class and rank. The different material expressions of these include dress and personal adornment, architecture, diet, and burial practices. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

### **ANTH 341 Economic and Ecological Anthropology (4)**

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

### **ANTH 346 Analysis of Material Culture (4)**

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

### **ANTH 348 African American Culture (4)**

This course focuses on the construction and maintenance of race and ethnicity in the United States through an exploration of African-American identity. Through the lens of ethnography, material culture, and language the development of a distinct, but diverse, culture is traced from its origins to global presence. The intent of the course is to provide a foundation for



understanding ethnicity in general, as well as the breadth of African-American ethnicity and its essential role in the development of American life. Students who have taken ANTH 313 may take this course for credit.

### **ANTH 349 Anthropological Theory (4)**

This course provides a survey of cultural and social theory in anthropology. Students learn the history and evolution of classical and contemporary anthropology theory, as well as relationships between theory, research, and practice needed for a solid liberal arts education. The course prepares students for St. Mary's Projects, general careers and graduate school.  
*Prerequisites: ANTH 101 and ANTH 201 or ANTH 202*

### **ANTH 351 Underwater Archaeology (4)**

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

### **ANTH 352 Topics in Anthropology (4)**

This course provides analysis of substantive issues in anthropology. Topics vary each semester the course is offered and reflect current interests of students and the instructor. This course may be repeated for credit.

### **ANTH 357 Archaeological Analysis and Curation (4)**

This course provides students with concepts and essential skills used to analyze and curate Native American and EuroAmerican material culture of the 17th through 20th centuries specific to Historic St. Mary's City (HSMC). Students will work with a portion of the premier artifact collection recovered from the excavations in this National Historic Landmark. Students will process and catalogue artifacts using methodology developed for this collection. In addition, artifact and collection curation methods utilized by HSMC will be taught. Students will apply these skills and complete an original research project report about their findings using HSMC artifacts and related field data.

### **ANTH 360 Kinship and Social Organization (4)**

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

### **ANTH 385 Anthropological Research Methods (4)**

In this course students learn how to design and conduct anthropological research and critically assess a research proposal and report. Students develop research skills by completing and presenting individual or group projects. Topics include funding and the political context, research design, sampling, data collection and analysis, interpretation of data and research report writing. Prerequisite: ANTH 101 and ANTH 201 or ANTH 202

### **ANTH 390 Cultures of Africa (4)**

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

### **ANTH 410 Historical Archaeology Field School (8)**

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

### **ANTH 412 Archaeological Curation, Conservation, and Collections Management (4)**

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

### **ANTH 454 Archaeological Survey (4)**

This course will expose students to basic survey techniques used in archaeological field investigations. They will design and implement a shovel test survey; process, catalog and curate artifacts according to Maryland state guidelines; explore and analyze spatial relationships among various categories of artifacts; and read, interpret and prepare Maryland archaeological site forms. Students who previously took this as a topics course, ANTH 352, may not take again for credit.

### **ANTH 490 Senior Tutorial (4)**

This course analyzes a selected issue from the perspectives of anthropology. The tutorial enables students to integrate knowledge gained in major coursework and apply it to a specific topic. The goal of the course is to produce a research paper for public presentation or submission to a professional conference. *Prerequisites for 490 for anthropology majors: ANTH 201, 349 and 385.*

### **BIOL 270 Genetics (4)**

An examination of the fundamental principles underlying heredity and variation. This course will trace the origins of contemporary genetic thought from the discovery of Mendel's Laws through the development of the chromosome theory of inheritance, followed by a consideration of the recent advances in molecular genetics. *Prerequisites: BIOL 105, BIOL 105L. Co-requisite: BIOL 270L, CHEM 103.*

### **BIOL 270L Genetics Lab (1)**

A laboratory course to accompany Genetics. Methodologies pertinent to classical Mendelian and modern molecular genetics will be included. Students will undertake an investigative

experience to learn the elements of experimental design and interpretation of results.

*Prerequisite: BIOL 105, BIOL 105L. Co-requisite: BIOL 270, CHEM 103*

### **BIOL 271 Ecology and Evolution (4)**

An examination of ecological principles and concepts and the evolutionary basis of ecological relationships at the community, population, and species levels of organization. Class discussions will focus on ecological and evolutionary processes, including ecosystem and community function, population dynamics, population genetics, natural selection, biogeography and speciation. *Prerequisite: BIOL 106, BIOL106L. Co-requisite: BIOL 271L*

### **BIOL 271L Ecology and Evolution Lab (1)**

A laboratory course to accompany Ecology and Evolution. Students practice ecological and evolutionary techniques such as field sampling, bacterial evolution, competition, and environmental analysis, culminating in an independent project with a complete research report.

*Prerequisites: BIOL 106, BIOL 106L. Co-requisite: BIOL 271*

### **BIOL 303 Invertebrate Zoology (4)**

A systematic examination of invertebrate life. Both lecture and laboratory emphasize phylogenetic relationships and evolutionary advancement in both terrestrial and marine invertebrate animals. Lecture and laboratory. *Prerequisite: BIOL 106, BIOL 106L.*

### **BIOL 305 Animal Behavior (4)**

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

### **BIOL 311 Biostatistics (4)**

This course is an overview or introduction of statistical methods applied to biology and builds on the basic statistics taught very generally in the four core courses of the biology curriculum. After an introduction to data, probability, and sampling distributions, statistical inference and hypothesis testing will be covered. We will examine a variety of statistical tests, including one- and two-sample tests, correlation and regression analyses, multinomial tests, analysis of variance, and nonparametric tests. Among the natural sciences, biological data can present particular challenges, such as a high amount of variability, as well as spatial and temporal correlation problems. We will discuss how to identify and mitigate these issues. Students should be prepared to work independently and in small groups on assignments and homework. Students will use statistical software to perform analyses and learn how to apply their statistical knowledge to their own research projects. Lecture and laboratory. *Prerequisite: BIOL 106 and BIOL 106L.*

### **BIOL 316 Tropical Biology (4)**

An examination of physical, chemical, and biological characteristics and processes of tropical ecosystems. Lectures and discussions focus on ecological interactions within tropical

communities, characteristics unique to tropical ecosystems, identification of tropical biota, and human impacts on tropical habitats. Laboratory exercises prepare students for field studies to either the Paleotropics (Africa, Asia or Australia) or Neotropics (Central or South America). The study tour trip may occur over the winter, spring or summer break depending on the semester that the course is offered. Lecture and laboratory. *Prerequisite: BIOL 271, BIOL 271L and consent of instructor.*

### **BIOL 330 Human Anatomy and Physiology (4)**

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

### **BIOL 359 Photobiology (4)**

An integrative view of biology using a single environmental factor-light- as the unifying theme. Light is critical to organisms from all the kingdoms of life, and we will examine its effects at ecological, organismic and cellular levels. We will consider how organisms use light as an energy source and as an information source, how light can damage living organisms and how it may be used in medicine. Lecture and laboratory. *Prerequisites: BIOL 106, BIOL106L, CHEM 106, or consent of the instructor.*

### **BIOL 360 Microbiology (4)**

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

### **BIOL 384 Ichthyology (4)**

Ichthyology involves the study of fishes, the largest group of extant vertebrates on the planet. The content of this course is divided into three parts: (1) comparative anatomy and physiology; (2) systematics; (3) ecology and conservation. In the laboratory we will explore, in a comparative context, the relationship between form and function in various families of fishes. Additionally, each student will perform a detailed description of a fish species of choice. Special emphasis will be placed on osteology. Lecture and laboratory. *Prerequisite: BIOL 106.*

### **BIOL 387 Sensory Biology (4)**

One of the key characteristics of life is the ability to react to environmental stimuli. Sensory biologists seek to understand how organisms interface with signals, transduce the information into neural codes, interpret this neural input and initiate appropriate behavioral responses. We will explore sensory systems at the molecular, cellular and neurophysiological levels using prokaryote, invertebrate and vertebrate models. Evolutionary and comparative contexts will be used to review a broad spectrum of sensory modalities (e.g., mechanosenses). Lecture and laboratory. *Prerequisite: BIOL 106 and BIOL 106L, or NEUR 201.*

### **BIOL 401 Developmental Biology (4)**

A consideration of the development of plant and animal embryos, including the processes involved in cell and tissue differentiation. Lecture and laboratory. *Prerequisite: BIOL 270, BIOL 270L.*

### **BIOL 418 Virology (4)**

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

### **BIOL 419 Neurobiology (4)**

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

### **BIOL 425 Biochemistry II (4)**

A continuation of the material covered in CHEM 420 with an emphasis on metabolic processes. *Prerequisite: CHEM 420.* This course is cross-listed as CHEM 425. Students may receive credit for either course but not both.

### **BIOL 432 Limnology (4)**

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

### **BIOL 435 Plant Physiology (4)**

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

### **BIOL 436 Comparative Animal Physiology (4)**

The study of animal function, especially as it is related to survival in the organism's natural environment. Animal functions at the level of the whole organism, the organ system, and the cell are discussed. Lecture and laboratory. *Prerequisites: BIOL 106, BIOL 106L, CHEM 106; PHYS 122, or PHYS 142, or PHYS 152 recommended.*

### **BIOL 438 Cancer Cell Biology (4)**

An examination of the fundamental life processes occurring within cells. The cellular and molecular basis of life is discussed, with emphasis on how dysfunction of cellular processes leads to cancer. Topics include apoptosis, growth and replication, cytoskeletal and organelle structure and function, motility and adhesion, signaling and second-messenger systems, angiogenesis and various cancer treatments. Lecture and laboratory. *Prerequisite: BIOL 270, BIOL 270L. CHEM 420 recommended.*

### **BIOL 463 Ecology of Coastal Systems (4)**

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

### **BIOL 470 Immunology (4)**

An introduction to the immune system, including innate, adaptive and memory immune responses. The following topics are examined in depth: inflammation, antigens and pattern recognition, complement, immune cell development, antibody and MHC gene structure and expression, antigen processing and presentation, T and B cell effector functions, allergies, transplantation, tolerance and autoimmunity. *Prerequisite: BIOL 270, BIOL 270L. Co-requisite: CHEM 311.*

### **BIOL 471 Molecular Biology (4)**

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

### **BIOL 472 Molecular Evolution (4)**

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

### **CHEM 101 Contemporary Chemistry with Laboratory (4)**

Basic concepts of chemistry are introduced, followed by studies of their relationships to one or more selected topics (life processes, the environment, consumer products, etc.). This course is intended for students not anticipating further study in chemistry. Lecture and laboratory. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory.

*Prerequisite: Successful completion of the Core Curriculum requirement in Mathematics*

### **CHEM 103 General Chemistry I (4)**

The fundamental principles and concepts of chemistry, including atomic structure, chemical periodicity, ionic and covalent bonding, molecular structure, stoichiometry, inorganic nomenclature, gases liquid and solids. Lecture and Computation Lab.

### **CHEM 106 General Chemistry II (4)**

The fundamental principles and concepts of chemistry, including molecular orbital theory, kinetic molecular theory of gasses, properties of solutions, chemical thermodynamics, chemical equilibrium, acid and base equilibrium, electrochemistry, chemical kinetics and electrochemistry. Lecture and laboratory. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. *Prerequisite: CHEM 103 with a grade of C or a 4 or 5 on the AP chemistry exam.*

### **CHEM 305 Quantitative Analysis (4)**

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

### **CHEM 306 Instrumental Analysis (4)**

Theory and practice of a number of modern techniques of chemical analysis including chromatography, spectroscopy, electrochemistry and computer interfacing. Laboratory work is designed to familiarize the student with the use of various instruments used in chemical analyses including infrared, ultraviolet-visible, atomic absorption, nuclear magnetic resonance and mass spectrometers and gas-liquid and high pressure liquid chromatographs. Lecture and laboratory. *Prerequisites: CHEM 106 with a grade of C- or better.*

### **CHEM 311 Organic Chemistry I (4)**

A systematic survey of the compounds of carbon. Nomenclature, basic reaction mechanisms, stereo-chemistry, structure elucidation, and other fundamentals of the field are pursued. Lecture and laboratory. *Prerequisites: Completion of CHEM 106 with grades of C- or better.*

### **CHEM 312 Organic Chemistry II (4)**

A systematic survey of the compounds of carbon. Nomenclature, basic reaction mechanisms, stereo-chemistry, structure elucidation, and other fundamentals of the field are pursued. This covers much of the chemistry related to the carbonyl functional groups and is particularly relevant to biochemistry. Lecture and laboratory. *Prerequisites: Completion of CHEM 311 with a grade of C- or better is required for CHEM 312*

### **CHEM 325 Introduction to Chemical Literature (1)**

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

### **CHEM 405 Inorganic Chemistry (4)**

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

### **CHEM 420 Biochemistry I (4)**

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

### **CHEM 425 Biochemistry II (4)**

A continuation of the material covered in CHEM 420 with an emphasis on metabolic processes. Lecture only. This course is cross-listed as BIOL 425. Students may receive credit for either course but not both. *Prerequisite: CHEM 420 with a grade of C- or better. Formerly CHEM422/BIOL424.* Not open to students who have received credit for CHEM422 or BIOL424. Students may receive credit for either course but not both.

### **CHEM 426 Advanced Biochemistry Lab (3)**

A laboratory-based class focusing on advanced biochemistry analytical and instrumental techniques. *Prerequisite: CHEM 420 with a grade of C- or better. Corequisite: CHEM 425. Not open to students who have received credit for CHEM 422.*

### **CHEM 451 Physical Chemistry I (4)**

The foundation in physical chemistry covering thermodynamics, equilibria, ideal gases and solutions, kinetics and reaction mechanisms, principles of quantum mechanics, and quantum ties to basic spectroscopy. Lecture and laboratory. *Prerequisites: CHEM 106, PHYS 141 or PHYS151, and MATH 152, or consent of the instructor. CHEM 451 is a prerequisite for CHEM 452*

### **CHEM 452 Physical Chemistry II (4)**

A deeper look at concepts across the spectrum of physical chemistry. Topics include the quantum mechanics of orbitals, computational chemistry, bonding, quantum mechanical basis of advanced spectrometric methods, real gases and solutions, intermolecular interactions, reaction theories, and solids/surface chemistry. Lecture and laboratory. *Prerequisites: CHEM451 or consent of the instructor.*

### **COSC 120 Introduction to Computer Science I (4)**

This course surveys computer science and introduces object-oriented programming. A survey of the pivotal fields of computer science, including software engineering, computer networks, programming languages, algorithms, computer architecture, models of computation and operating systems. Students begin to solve simple problems using object-oriented



programming. The emphasis is on implementing object-oriented designs. This course is suitable for non-majors who want an overview of computer science and to learn to solve problems with programs. COSC 120 satisfies the Core Exploration requirement in Mathematics.

### **COSC 130 Introduction to Computer Science II (4)**

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

### **COSC 181 Emerging Scholars Program (1)**

Supplemental problem-solving workshop for Introduction to Computer Science (COSC 120) students in the Emerging Scholars Program. *Co-requisites: COSC 120 and permission of the instructor.*

### **COSC 201 Algorithms and Data Structures (4)**

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

### **COSC 230 Computer Architecture (4)**

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

### **COSC 251 Programming Languages (4)**

This course studies the categories and features of programming languages. An examination of one language from each group: imperative, applicative and declarative. Topics include types and type resolution and checking, scope, visibility and binding, control structures, expression evaluation, data and behavior abstraction, parameter passing, error handling and concurrency. The course will also give an overview of lexical analysis and parsing techniques. Formerly COSC 351. Not open to students who have received credit for COSC 351. *Prerequisite: COSC 201 and MATH 200 or MATH 281*

### **COSC 301 Software Engineering (4)**

This course is an introduction to the discipline of software engineering. Each part of the software lifecycle is examined. The principles of software engineering are introduced, and their impact on language design and the software development process is examined. Tools suitable

for supporting the various life cycle phases are introduced. Emphasis is placed on developing high-quality software as opposed to developing software quickly. Topics include requirements analysis, project planning, preliminary and detailed designs, reviews, integration strategies, testing strategies, metrics and documentation. The course includes participation in a group project. Each project team assigns roles to team members in order to apply software engineering processes to develop and deliver a software product. Technical writing guidelines and techniques will be introduced. Course requirements include written assignments and oral presentations. *Prerequisite: COSC 201 or permission of the instructor*

### **COSC 335 Operating Systems (4)**

This course studies the structure, function of and algorithms used in operating systems. Topics include scheduling, processes and threads, inter-process communication, memory management, file systems, protection and security and input-output management. The course will compare the features and implementation of two current operating systems. *Prerequisite: COSC 230*

### **COSC 336 Computer Networks (4)**

This course is an introduction to computer networks. The theoretical concepts of networks are illustrated with current technologies. Topics include network models (ISO OSI), common network applications (SMTP, FTP, and HTTP), connection and connection-less transport protocols (TCP and UDP), routing algorithms, data-link protocols (Ethernet), error detection and correction techniques, multiple access protocols (CSMA/CD) and physical transmission media (copper wire and fiber optic). *Prerequisite: COSC 230*

### **COSC 338 Computer Graphics (4)**

This course is an introduction to three-dimensional computer graphics. Topics include: vector mathematics; perspective; clipping; hidden surface removal; polygon mesh rendering techniques; texture mapping; ray tracing; and animation. Prerequisites: COSC 201 and MATH 152.

### **COSC 370 Artificial Intelligence (4)**

This course surveys artificial intelligence. Topics include symbolic processing, expert systems, machine learning and neural networks, natural language processing, pattern matching, genetic algorithms and fuzzy logic. Not open to students who have received credit for COSC 260. Formerly COSC 260. *Prerequisites: COSC 201; and MATH 200 or MATH 281.*

### **COSC 420 Distributed and Parallel Computing (4)**

This course studies the methods for using several computers connected by a network to solve a single problem. Topics include networking services, middleware (CORBA, DCOM, SOAP, RMI and RPC), two- and three-tier client-server systems, algorithms for parallel computing, performance evaluation and hardware architectures (clusters, grids, surfaces). *Prerequisite: COSC 201 or permission of the instructor*

### **COSC 438 Game Design and Development (4)**

This course serves as an introduction to game design and game development. Topics include: game engine usage, game genre analysis, artificial intelligence in games, game development lifecycle, various game design strategies, network architecture in games and game development in a current programming language. Students will complete a major game development project. Formerly COSC 480 Topics in Computer Science: Game Design and Development. Not open to students who have received credit for COSC 480 Topics in Computer Science: Game Design and Development. *Prerequisites: COSC 201; and MATH 200 or MATH 281.*

### **COSC 440 Theory of Computation (4)**

This course examines the mathematical models underlying computer science. Topics include finite automata, regular languages and regular grammars, context-free languages, simplification of context-free grammars and normal forms, push-down automata, Turing machines, limits of algorithmic computation and NP-completeness. *Prerequisites: COSC 201; and MATH 200 or MATH 281*

### **COSC 445 Design and Analysis of Algorithms (4)**

This course studies the design, implementation and analysis of important algorithms. Topics include lower and upper complexity bounds, algorithm analysis techniques, NP-completeness, sorting algorithms, searching algorithms, graph algorithms, divide-and-conquer algorithms, greedy algorithms, dynamic programming, backtracking, probabilistic algorithms, and mathematical algorithms. Not open to students who have received credit for COSC 340. Formerly COSC 340. *Prerequisites: COSC 201; and MATH 200 or MATH 281*

### **COSC 450 Database Management Systems (4)**

This course examines the concepts of databases. Topics include flat, hierarchical and relational database models, entity attribute relationship modeling, relational calculus, data normalization, functional dependence, data integrity, transactions and rollback, data security, distributed databases, information and knowledge management, object-relational mapping and object-oriented databases. *Prerequisites: COSC 201; and MATH 200 or MATH 281*

### **COSC 455 Graph Theory (4)**

This course will introduce students to the fundamental principles of Graph Theory. Students will explore both the mathematics concepts regarding Graph Theory and the algorithms for and uses of these concepts. Projects will be geared toward marrying the mathematics and computer science sides of Graph Theory and using the strengths of the students to discuss specific graph problems. *Prerequisites: COSC 201; and MATH 200 or MATH 281.*

### **COSC 480 Topics in Computer Science (4)**

This course is a rigorous study of an important field in computer science. Examples: data security, bioinformatics, natural language processing, compilers. A detailed course description will be available before registration. The course may be repeated for credit where the topic is not repetitive. *Prerequisite: COSC 201 or permission of the instructor*

### **ECON 209 Business Law (4)**

Legal rights and responsibilities in ordinary business transactions. Formerly offered as ECON 367. *Prerequisite: ECON 102 or ECON 103*

### **ECON 250 Principles of Accounting (4)**

Basic principles of financial accounting for recording, classifying, summarizing, reporting and interpreting financial data. The accounting cycle is presented using the double-entry system for all three forms of business, including sole proprietorships, partnerships and corporations. *Prerequisite: ECON 102 or ECON 103.*

### **ECON 251 Intermediate Macroeconomics (4)**

Macroeconomics is the study of the economic performance of the national economy as measured by employment, national income, inflation and growth. It analyzes efforts to influence these measures with monetary and fiscal policy, with an emphasis on contemporary occurrences. *Prerequisite: ECON 102 and ECON 103.*

### **Intermediate Microeconomics**

Microeconomics is the study of how households and businesses interact in the marketplace as consumers, producers, and workers. It analyzes supply, demand and price determination in markets, consumer behavior, the operation of the firm in competitive and monopolistic markets and the determination of wages. *Prerequisite: ECON 102 and ECON 103*

### **ECON 253 Economic Statistics (4)**

This course covers techniques of descriptive and inferential statistics and their applications to economics. Related topics such as index numbers, time series and forecasting are also covered. The course emphasizes the use of computer software to solve statistical problems. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisite: ECON 102 and ECON 103*

### **ECON 310 Topics in Economics (4)**

This course is an in-depth examination of a specific topic related to economics. It will explore the theory and research on the topic and their application to the topic. Content of the course will vary from semester to semester. Maybe repeated for credit with the consent of the instructor. *Prerequisite: ECON 102 and ECON 103 or consent of the instructor.*

### **ECOMN 316 The Economics of Race and Gender (4)**

Economic outcomes differ according to race and gender. This course investigates the economic experiences of women and minorities in the U.S. economy to provide a thorough understanding of the economic constraints facing diverse groups in the economy. This course introduces students to the analytical approaches used by economists to critically assess the causes and consequences of gender and racial differences in earnings, labor force participation, occupational choice and the division of labor within the home. The impact of economic institutions and policy on the economic behavior of women and minorities is emphasized. *Prerequisite: ECON 102 and ECON 103 or consent of the instructor*

### **ECON 318 International Finance (4)**

This course looks at the theories and realities of globalization and the evolution of the international financial system. Some of the topics that we will touch upon are exchange rates and exchange rate regimes, currency markets, contracts, parity conditions, international bond and equity markets, balance of payments, multinational corporations and international debt. *Prerequisites: ECON 102, ECON 103 and ECON 251*

### **ECON 325 Urban Economics and Urban Issues**

The purpose of this course is to bring about a better understanding of the dynamics involved in the evolution of urban economies. Using the foundations of microeconomic theory, the course examines not only the socioeconomic forces underlying urban areas, but also the relationship between these forces and the policies that local governments implement in order to provide the goods and services we demand. *Prerequisites: ECON 102, ECON 103 and ECON 252*

### **Econ 342 Analyzing Financial Data (4)**

Examines the sources and availability of financial data and explores the use of financial data to evaluate corporate performance and evaluate investment strategies. Topics will include ratio analysis, risk, measurement and forecasting methods. *Prerequisites: ECON 102, ECON 103, ECON 253 and ECON 353 or permission of the instructor.*

### **ECON 350 Environmental Economics (4)**

Focuses on the problems of environmental degradation and on the role of economic incentives, in both causing and correcting these problems. U.S. environment policies on air, water and toxic substances are analyzed, using the economic concepts of efficiency, costs and benefits. *Prerequisite: ECON 102*

### **ECON 351 Industrial Organization and Regulation (4)**

This course looks at the structure and behavior of the industries in an economy. In particular, it is concerned with pricing, investment, regulation and strategic behavior in industries that are not perfectly competitive. *Prerequisites: ECON 102, ECON 103 and ECON 252*

### **ECON 353 Corporation Finance (4)**

Examines the legal basis for the corporation and the instruments used to establish and finance its growth. Investigates the types of securities used by corporations to raise funds in terms of their risk level. Emphasis on solutions of financial policy faced by corporate financial managers. *Prerequisites: ECON 102, ECON 103, ECON 252 and ECON 253*

### **ECON 354 Natural Resource Economics (4)**

Explores issues related to the use of both renewable and nonrenewable resources, including energy, forests, fisheries and water. Emphasizes the use of economic techniques in assessing optimal resource use, resource pricing and resource policy. *Prerequisite: ECON 102*

### **ECON 355 Labor Economics (4)**

An economic analysis of labor markets. Topics include wage determination, human capital models, human resource management and collective bargaining. *Prerequisites: ECON 102, ECON 103 and ECON*

### **ECON 356 International Economics (4)**

A study of the basis for world trade; commercial and financial policy, particularly of the United States; foreign exchange markets and open economy macroeconomics. *Prerequisites: ECON 102, ECON 103, ECON 251 and ECON 252*

### **ECON 357 Money and Banking (4)**

An introduction to the history of money and banking institutions, and the development of monetary theory, with emphasis on current controversies. Analysis of the Federal Reserve System and its control of money and credit as part of its effort to influence economic stability and inflation. *Prerequisites: ECON 102, ECON 103 and ECON 251*

### **ECON 359 Public Sector Economics (4)**

Public sector economics is the study of how government policy, in particular tax and expenditure policy, affects the allocation of resources and the distribution of income. Using the foundations of microeconomic theory, important government activities in the areas of social welfare and social insurance are evaluated in terms of their impact on the welfare of citizens, both individually and collectively. *Prerequisites: ECON 102, ECON 103, ECON 251 and ECON 252*

### **ECON 360 Comparative Economic Systems (4)**

Principles, theories, and institutions for economic decision-making under capitalism, socialism, communism and mixed systems; comparison of selected countries. Problems of countries in transition to a market economy will also be discussed. *Prerequisite: ECON 102 and ECON 103*

### **ECON 363 Political Economy (4)**

This course introduces students to the major theoretical perspectives in political economy. Political economy explores the relationships between the economic system and its institutions to society. Its emphasis upon context, conflicting interests, social change and collective behavior permits a broad focus for economic analysis that includes issues such as equity, ideology, political power and social institutions. A political economy perspective is critical for understanding critiques of the current economic system, as well as contemporary economic issues, such as the distribution of income and wealth, the role of competing interest groups in the formation of economic policy, economic globalization and the provision of public goods. *Prerequisites: ECON 102, ECON 103 and ECON 251 or ECON 252 or consent of the instructor*

### **ECON 364 Game Theory (4)**

This course will introduce students to the field of Game Theory with applications from Economics. Game Theory is the study of strategic interactions between small groups of agents where each person's choice affects how others' make their choices. Students will learn how to see the elemental parts of strategic situations to better understand how agents make rational

strategic decisions. Applications will include Industrial Organization, Environmental Economics, Public Economics, Politics, and many more. *Prerequisites: ECON 102, ECON 103 and ECON 252*

### **ECON 372 Economics of Developing Countries (4)**

A multidisciplinary approach to the analysis of factors responsible for the poverty and underdevelopment of developing countries. *Prerequisite: ECON 102 and ECON 103*

### **ECON 377 China's Economy (4)**

This course will focus on contemporary China's economy and related issues. We will explore issues concerning all aspects of the China's economy since the economic reform of the late 1970s as well as historical background. *Prerequisites: ECON102 and ECON 103, or consent of the Instructor*

### **ECON 405 The History of Economic Thought (4)**

The development of economic thought from medieval times to the present. Emphasis will be placed on the ideas of the great economists, such as Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Stuart Mill, Alfred Marshall, Thorstein Veblen and John Maynard Keynes. *Prerequisites: ECON 102 and ECON 103 and ECON 251, or ECON 252, or consent of the instructor*

### **ECON 412 U.S. Economic History (4)**

A study of the development of the United States economy from colonial times to the present. Emphasis will be on the factors that brought about the rise of a continental economy, the shift from agricultural to industrial production, and attempts at democratic control of economic policies. Application of economic techniques to such historical issues as tax policy, slavery and the regulation of business. *Prerequisite: ECON 102 and ECON 103*

### **ECON 425 Econometrics (4)**

The course is an introduction to the development, from economic theory, of statistical and mathematical techniques that are used to estimate economic relationships. Computer applications are widely used in the course. *Prerequisites: ECON 102, ECON 103, ECON 251, ECON 252, and ECON 253, or consent of the instructor*

### **ECON 459 Senior Seminar in Economics (4)**

Topics vary with interest of faculty. May be repeated for credit with consent of the instructor. *Prerequisites: ECON 102, ECON 103, ECON 251, and ECON 252, or consent of the instructor*

### **EDUC 180 Introduction to Sign Language (2)**

An introduction to the basic language and culture of the deaf and the problems associated with being deaf in a hearing society. Emphasis is on vocabulary development, techniques of signing, and use of video equipment to improve receptive and expressive skills.

### **EDUC 206 Education in America: Social Foundations of Education (4)**

This multidisciplinary foundation course involves the examination of education from historical, social, cultural, philosophical and policy perspectives. The class focuses in particular on the conditions in high-poverty, high-minority schools, and on how more schools could be more equitable than they are at present. A required field experience component is built into this course, in addition to time spent in class. This course is a prerequisite for the MAT program.

### **EDUC 296 Language Acquisition and Phonemic Awareness (4)**

This class will provide future teachers and parents with the theory, research and best practices related to the developmental nature of learning to read and write and to the individual differences that come into play in the learning process. An introduction to language structures including spoken syllables, phonemes, graphemes and morphemes as applied to both first- and second-language acquisition, typical development, and exceptionalities will be provided, as well as an overview of the contributions of neuroscience to our understanding of the phases of literacy development. In addition, we will examine language and culture in the classroom as related to debates and policy about identity, dialects, equality, code switching, and Standard/Mainstream English. There is a field experience component required for this class. This course is a prerequisite for elementary candidates to the MAT and fulfills a Maryland certification requirement in the teaching of reading. A required field experience component is built into this course, in addition to time spent in class. *Prerequisite: EDUC 206*

### **EDUC 336 Exceptionality: An Introduction to Special Education (4)**

An examination of individuals with special needs such as intellectual disabilities, giftedness, physical disabilities, and behavioral disorders. The emphasis is on causation, psychological and biological aspects of the exceptionality and current educational and therapeutic approaches. This course fulfills the Maryland certification requirement for a minimum of three credits in special education. A required field experience component is built into this course, in addition to time spent in class. This course is a pre-requisite for the MAT program. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisites: EDUC 206 and PSYC 101.*

### **EDUC 339 Learning Disabilities (4)**

This course is concerned with defining, diagnosing and remediating learning disabilities. Major emphasis is on the basic psychological processes of understanding and using written or spoken language: sensory-motor, auditory and visual processing and language development. In addition, a variety of curriculum materials in special education is examined. *Prerequisites: PSYC 101*

### **EDUC 366 Children's and Young Adult Literature (4)**

A survey of the field of children's literature and other materials for teaching reading, and of the various strategies and techniques for introducing stories, texts of various sorts and books into any learning situation. A selection of exemplary books/textbooks written for elementary school youngsters is read and analyzed, and opportunities are provided to "teach" some of them in simulated settings. This course is recommended for future elementary teachers and required of future teachers of English, and it is recommended for anyone interested in children and the literature written for them.



### **EDUC 368 Educational Psychology (4)**

This course explores the teaching/learning process. Students analyze various factors that affect the process: developmental and learning theory, motivation, planning, content, methodology and discipline. Attention is also given to human interaction in educational settings through a study of maturation, individual differences, self-concept, group processes and socioeconomic stratification. Lecture and field experience. This course is cross-listed with PSYC 368. Students may receive credit for either course but not both. This course is a prerequisite for the MAT program. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisites: EDUC 206 and PSYC 101.*

### **EDUC 392 The Teaching of Theater in the Schools K-12 (4)**

This course provides pre-professional experience in a school setting for students seeking teacher certification in drama K-12. It serves as an introduction to the problems, issues, curriculum and methods for teaching drama to students of all ages based on what is known about their developmental nature and needs. Topics include instructional objectives, teaching strategies, reading and writing across the curriculum and evaluation techniques. Class members will practice a variety of effective instructional strategies, participate in field experience and study generic issues of discipline and management that cross content-specific boundaries. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. This course is open to any student with an interest in working with students in public school classrooms or teaching at any level. *Prerequisite: PSYC 230, EDUC/PSYC 368, or consent of the instructor.*

### **EDUC 491 ESL Across the Curriculum (4)**

This course explores the experiences of teaching students in K-12 classrooms who speak English as a Second Language. This course will consider: laws & policies relevant to the experience of English learners, conceptions of English proficiency and language assessment, theories of second language learning and acquisition, the social experience of English Learners, teaching and assessment strategies (including specific attention to written and oral language literacy), methodological approaches, and effective assessment and evaluation techniques. Class members will draw on their theoretical understandings to resolve practical problems. Lecture and seminar components. This course is a prerequisite for the MAT program. *Prerequisites: EDUC/PSYC 368, or permission of the instructor.*

### **ENGL 101 Introduction to Writing (4)**

This course introduces students to college-level discourse and aims to help students improve basic writing skills. The course will emphasize effective processes of composing as well as the qualities of a successful written product. Instruction is conducted through journal writings, class meetings, small-group sessions, tutorial sessions and individual conferences. It will also include work on grammar, sentence structure and the writing of paragraphs and essays. Students who have worked diligently but not reached Honors College writing proficiency by the end of the fall semester will be invited to participate in the English 101 Extension; they will continue working on their writing with Writing Center staff during the spring semester, and at the end of that semester they will submit work to their English 101 instructors for evaluation and final grades for the course. *Prerequisite: Placement by examination*

### **ENGL 102 Composition (4)**

In this course, students consider writing as a major tool for discovering what they think, examining these thoughts, communicating them effectively and generating ideas as they take in new information. This course will generally use peer-group techniques to help develop a sense of audience and purpose. Each section of ENGL 102 will have a primary focus or subject matter determined in advance by the instructor, and students will be introduced to various strategies for refining their thinking by taking their writing through the drafting, crafting, editing and polishing processes.

### **ENGL 106 Introduction to Literature (4)**

This course is a college-level introduction to methods of interpreting literature and to deeper questions raised by the study of literature. Readings will be drawn from different historical eras and will focus on the similarities and differences involved in reading various genres, including fiction, poetry and drama. Discussion will also raise such questions as the following: Why does literature take different forms? Are literary uses of language different from other uses of language (scientific or historical or philosophical language, for example), and if so, how? With what assumptions do readers approach literary texts, and how might an examination of these assumptions broaden and deepen our reading experience? How do historical, cultural and philosophical contexts influence the nature of literary works and how we read them? This course satisfies the Core Curriculum requirement in Humanities. Recommended for non-majors and not required of majors. *Prerequisite or corequisite: ENGL 102, CORE 101, NITZ 180, or CORE 301*

### **ENGL 130 Literary Topics (4)**

This course is a college-level introduction to methods of interpreting literature and to deeper questions raised by the study of literature. Unlike ENGL106, ENGL130 offers readings that are connected by a common theme, origin or perspective. ENGL130 will address similar questions as those listed in ENGL106; however, content and focus will vary from section to section. Recent offerings have included American Plays and Playwrights, Science Fiction, Detective Fiction and Environmental Literature. This course satisfies the Core Curriculum requirement in Humanities. Recommended for both majors and non-majors, but not required of majors. May be repeated for credit if the topic is substantially different. *Prerequisite: ENGL 102, CORE 101, NITZ 180, or CORE 301*

### **ENGL 201 Topics in Writing (4)**

Courses in this area offer students the opportunity to develop their writing skills in one or more genre(s) of nonfiction prose. Common to all courses will be a sustained attention to writing for specific audiences and purposes. In addition, courses will aim at developing the ability to control tone, emphasis and nuance for effective and—when appropriate—evocative prose style. Content and focus will vary from section to section, but recent offerings have included Writing Arguments, Science Writing, Introduction to Creative Nonfiction, and Feature Writing. May be repeated for credit if the topic is substantially different. *Prerequisite or co-requisite: ENGL 102, CORE 101, or CORE 301*

### **ENGL 204 Reading and Writing in the Major (4)**

The goal of ENGL 204 is to teach students reading and writing skills particular to literary study. In this course: (1) Students will hone and refine their ability to perform close readings of both primary and secondary texts. (2) They will learn to identify formal elements that contribute to a text's meaning (such as symbolism, meter, etc.). (3) In order to write better literary analyses, they will learn to pose questions about a text that are both worth asking and also answerable. (4) They will learn to formulate a literary argument, to support their position with evidence from their reading of a primary text (and secondary texts, if appropriate) and to revise their work in response to critiques. This course is required for English majors and minors. *Prerequisite or co-requisite: ENGL 102, CORE 101, or CORE 301. This course satisfies the Core Curriculum requirement in Humanities.*

### **ENGL 235 Topics in Literature and Culture (4)**

This course assumes familiarity with an interest in the skills and methods presented in ENGL 106, including close textual reading and the writing of literary analyses. It aims to examine literary and non-literary representations of the ways race, class, ethnicity, gender and/or sexuality help shape an individual's worldview. Content and focus will vary from section to section, but might include topics such as Mysteries of Identity; African-American Expression; Shakespeare, Sex and Gender; and American Slave Narratives. This course satisfies the Core Exploration Cultural Literacy requirement. Recommended for both majors and non-majors, but not required of majors. May be repeated for credit if the topic is substantially different. *Prerequisite or co-requisite: ENGL 102, CORE 101 or CORE 301*

### **ENGL 270 Creative Writing (4)**

This course will consider the nature of the creative process, introduce a variety of approaches to creative writing, and help students discover and develop their own imaginative and analytical resources for telling, through fiction and poetry, the stories they have to tell. This course satisfies the Core Exploration requirement in Arts. *Prerequisite: ENGL 102, CORE 101, or CORE 301*

### **ENGL 304 Methods of Literary Study (4)**

This course will introduce students to the complex and dynamic study of literature and literary criticism. Students will be introduced to the methods and discourses of classical and contemporary literary theory and will use these tools to read prose, poetry and drama in critically informed ways. The techniques of critical thinking, argumentation and textual analysis that students develop in this course will serve as a vital foundation for further study of literature. The course will also provide an introduction to means and methods of literary research and help students understand the many possible alternative paths of study in the English major, including research projects at the senior level. *Prerequisite is ENGL 204. It is recommended that students take the course in their junior year.*

### **ENGL 350 Studies in Language: Historical, Linguistic, and Rhetorical Contexts (4)**

Course offerings in this area will provide students the opportunity to explore the evolution of the English language; the nature, structure, and modifications of human speech; and the persuasive aspects of language. Content and focus will vary from section to section, but recent offerings

have included *The Rhetoric of Humor*, *The Rhetoric of Politics*, and *Rhetoric Rocks*.

*Prerequisites: ENGL 204 or permission of the instructor.*

### **ENGL 355 Studies in British Literature (4)**

The offerings of this course will provide a historical approach to the study of various designated periods in British literature. Content and focus will vary from section to section, but recent offerings have included *Legends of King Arthur*; *Renaissance Drama*; *Couples Comedy in the Restoration and 18th Century*; *Victorian Adaptations*, and *The Emerging Novel*. *Prerequisite: ENGL 204.*

### **ENGL 365 Studies in American Literature (4)**

This course will provide students with a variety of perspectives on American literature by focusing on specific periods, aesthetic movements and/or developments. Content and focus will vary from section to section, but recent offerings have included *Sympathy and Sentiment*; *The American Road*; *Civil Rights Literature*; *Realism and Modernism*; *American Comedy*; and *Environmental Literature After Thoreau*. *Prerequisite: ENGL 204.*

### **ENGL 380 Studies in World Literature (4)**

Each version of the course will engage the student in the reading of major works in translation, including works outside what is thought of as the traditional Western canon. Recent offerings have included *New Testament Narrative*; *Modernism and the Noh* and *The Tale of Genji*.

*Prerequisites: English 204.*

### **ENGL 390 Topics in Literature (4)**

This course will provide an introduction to broad thematic areas of literary study that cross historical, national and disciplinary boundaries. Content and focus will vary from section to section, but recent offerings have included *Contemporary Multicultural Voices*; *Poetry and Science*; *Books that Cook*; *Victorians in Text, Photo, and Film*, and *Landscape and Literature*.

*Prerequisite: English 204.*

### **ENGL 395 Advanced Topics in Writing (4)**

Designed to help students deepen their understanding of writing and develop distinctive writing voices, this course will enable students to explore the types of writing in which they are particularly interested. Various offerings of this course will help students develop skills in scholarly and expository writing, journalism, cultural journalism, fiction, poetry, nonfiction prose and autobiographical writing. *Prerequisite: one 200-level writing course or the permission of the instructor*

### **ENGL 400 Studies in Genre (4)**

This course will engage students in exploring the conventions and forms of expression integral to one or more genres, including poetry, fiction, nonfiction prose, drama, and film. Content and focus will vary from section to section, but recent offerings have included *The Female Coming-of-Age Novel* and *Film Genres*. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor*

### **ENGL 410 Studies in Authors (4)**

This course will provide the opportunity for advanced study in the work of a selected author or authors, or a “school” of authors such as the Beat Poets. Recent offerings have included Mark Twain; Melville's *Moby-Dick*; Dante; Staging Shakespeare; Milton; and Jane Austen. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor*

### **ENGL 420 Studies in Theory (4)**

This class will expose students to the advanced study of literary theory. The focus may be on a historical survey or on interpretative strategies such as classical poetics, New Criticism, psychoanalytic interpretation, reader-response, feminist criticism, cultural studies, new historicism, ecocriticism, or rhetorical theory. Recent topics have included Rhetoric and Poetics; Parody and Intertextuality; and The Invention of “Modern” Rhetoric: Richards, Burke, and Perleman. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor*

### **ENGL 430 Special Topics in Literature (4)**

Topics and authors will vary each time the course is taught. Recent offerings have included *Scream & Shout! American Literature and Music as Social Protest*; *Race Passing Narratives*; *Writing India, Writing Empire*. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor*

### **ENGL 495 Studies in Creative Writing (4)**

This class will provide the opportunity for advanced study in a sustained form of creative writing or in a subgenre of creative writing, such as writing about place or writing the contemporary epic. Content and focus will vary from section to section, but recent topics have included *The Novella* and *The Contemporary Poetic Sequence*. *Prerequisites: ENGL 270, ENGL 304, and one 300-level literature course or permission of the instructor.*

### **HIST 104 Historical Foundations of the Modern World to 1450 (4)**

A thematic and topical study of the political, social, economic and cultural developments that established the early Western heritage and contributed to its influence on non-European peoples and cultures around the world. Representative topics will be explored within a chronological format: the emergence of civilizations; ancient cultures; the making of Europe; interactions with Asia; and the medieval world. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 105 Western Civilization (4)**

A thematic and topical study of the political, social, economic and cultural developments that characterize the expansion of the West in the modern era and that contributed to its impact on the global community in the modern and contemporary era. Representative topics will be explored within a chronological format: tradition and transformation in science, religion, education and economics, the growth of the nation-state, the impact of overseas expansion, revolutions and ideologies that have shaped the modern world, the establishment of Western hegemony, imperialism and its aftermath, developments in science, technology, and the arts and

20th-century wars and crises. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 108 History of the Modern World (4)**

From the mid-15th century onwards, European seamen launched maritime expeditions to Africa, Asia, and the Americas. In the process, societies and peoples almost completely unaware of each other were brought into sustained contact with profound consequences for all. By 1945, the existence of a global community was an accepted fact. This course examines the making of this global community between 1430 and 1950. It seeks to make sense of the ways in which events and processes arising in one part of the world migrated to other places and intersected with local realities to produce new, and often unexpected, historical trajectories. The course is attentive to the unequal power relations which often underpinned the interactions between different societies. The course equally focuses attention on these interactions as key mechanisms in the creation of a modern global community. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 200 United States History, 1776-1980 (4)**

A thematic and topical study of the political, social, economic and cultural developments shaping the history of the United States from the Revolution to the present. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 206 East Asian Civilizations (4)**

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

### **HIST 219 Atlantic World Survey (4)**

This course surveys the major themes and developments in the colonization of America from first contact until the late 18th-century Age of Revolution. It will take an "Atlantic" approach, comparing the motives, organization and evolution of colonial empires as they competed with each other, Native Americans, and fomented internal dissension in an effort to secure wealth and power. The course concludes with an in-depth examination of how the British Empire achieved a fragile pre-eminence by the mid-18th century, and how that pre-eminence set the stage for the Age of Revolution. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 253 Latin American Civilizations (4)**

This course will introduce students to the region and history of Latin America, beginning with pre-contact civilizations and closing with present day issues/events. Students will learn the particular themes and issues related to Spanish and Portuguese colonization and rule of the Americas, understand how those issues changed (and some remained the same) after independence (ca. 1820), discuss some of the more general theoretical questions related to

Latin America's position in the World System, and learn to see present-day Latin America with an eye for the way it is shaped by its colonial past and 'dependent' present. This course satisfies the Core Exploration Cultural Literacy requirement.

### **HIST 264 Introduction to Museum Studies (4)**

This course considers museums—their history, social context, and their challenges—in the 21st century. The format is seminar-style, based on case studies, field trips, readings, and a class project. Using an interdisciplinary approach, the course examines the roles that a broad range of museum types play in society: the diversity of collections, exhibitions, and interpretation techniques; management and marketing challenges; visitor behavior and learning; virtual museums; and museum ethics, law, and controversies. This course fulfills the Core Curriculum requirement in Arts.

### **ANTH 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. Prerequisites: admission to the internship program and approval of the department chair. *Prerequisites for 498 for anthropology majors: ANTH 201, 349 and 385. Credit/no credit grading.*

### **ANTH 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an anthropology faculty member. The nature of the project, the schedule for completion and the means of evaluation must be formalized in a learning contract prior to registration.

### **ANTH 197/297/397/497 Directed Research in Anthropology (1-4)**

Under the direct supervision of a faculty member, a student participates in primary (field) or secondary research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit hours of directed research in anthropology (397 or 497) may be applied to major requirements in anthropology. The course may be repeated for credit. Prerequisite: Learning contract filed in the Office of the Registrar. *Prerequisites for 497 for Anthropology majors: ANTH 201 or 202, 349 and 385.*

### **ANTH 493/494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection of the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines or in an established cross-disciplinary studies option. The project is supervised by a faculty mentor. This course is repeatable for up to a total of 8 credit hours.

*Prerequisite: ANTH 101, ANTH 201, ANTH 349 and ANTH 385, approval of faculty mentor and department chair of the student's major(s).*

### **BIOL 480 Topics in Biology (2-4)**

An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture only, or lecture and laboratory. Taught according to student demand and staff availability. Some topics may have prerequisites. Check the online "Schedule of Classes" for possible prerequisites.

### **BIOL 493/494 St. Mary's Project in Biology (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis and creative achievement developed through previous academic work. In consultation with a faculty mentor, the student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. Although the project may be within this discipline, across disciplines, or in established cross-disciplinary studies programs, students will be responsible for proposing a project that can gain the approval and support of the biology program and faculty. The project should include a reflection on the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable for up to eight credit hours and fulfills four of the 16 credit hours of upper-division biology courses required to earn a degree in biology. Prerequisite: Biol270, Biol270L, Biol271, and Biol271L, or permission of faculty mentor. Approval by faculty mentor, Biology Department Chair, and the Department Chair of the student's major(s) is required. *Biol494 requires the prerequisite of Biol493. Consult faculty mentor for project guidelines*

### **BIOL 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. Prerequisites: Admission to the Internship Program and approval of the academic adviser and the department chair. Credit/no credit grading. This course does not count towards the biology major or minor requirements.

### **BIOL 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a biology faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.) This course does not count towards the biology major or minor requirements.

### **CHEM 493/494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work in chemistry. The student



initiates the project, identifies an area of chemistry to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations or other means. The project may be within chemistry, across disciplines or in a cross-disciplinary study area. The project is supervised by a chemistry faculty mentor. Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines. The course is repeatable for up to a total of eight credit-hours

### **CHEM 398/498 Off-campus Internship (4-6)**

A variety of off-campus learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair.* Credit/no credit grading

### **CHEM 197/297/397/497 Directed Research in Chemistry or Biochemistry (1-4)**

Under the direct supervision of a faculty member, a student participates in laboratory or field research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit hours of directed research in chemistry or biochemistry (397 or 497 only) may be applied to major requirements in chemistry. May be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar*

### **CHEM 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a chemistry faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **COSC 307 Classroom Assistantship (1-3)**

This course provides a credit-based experience for classroom assistants. The students serving as classroom assistants will attend their assigned classes, hold review sessions/programming studios and assist faculty members during in-class assignments, among other duties. This course will follow the general college policies for classroom assistantship courses. This course may be repeated once. Prerequisites: Permission of the instructor, junior or senior standing, minimum 2.5 GPA and at least 8 credits of 200-level or above coursework in Computer Science.

### **COSC 493/494 St. Mary's Project in Computer Science (1-8)**

The St. Mary's Project in computer science is one of the culminating experiences in the computer science major. It usually is completed in the two semesters of the student's senior year. The project draws on and extends knowledge, analytical skills and creative thought developed through previous work in computer science or related fields. Usually, it is initiated by the student; however, the student may peruse lists of project ideas developed by the computer science faculty or draw on other sources. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the

area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of computer science beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor and the department chair. *Prerequisite: Consent of mentor and department chair*

### **COSC 398/498 Off-Campus Internship (4-16)**

A variety of off-campus learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisite: Admission to the internship program and approval of the academic adviser and department chair. Credit/no credit grading*

### **COSC 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a computer science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract before registration.

### **EDUC 493/494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations or other means. The project is supervised by a faculty mentor, with the approval of the department chair of the student's major(s). This course is repeatable for up to a total of eight credit hours. *Prerequisite: Coursework in research methods or permission of the mentor; approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

### **EDUC 398/498 Off-Campus Internship (1-8)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. All interns are required to maintain regular contact with the faculty supervisor. Credit/no credit grading. May not be used to satisfy requirements for the minor in educational studies, unless the credit amount is being used to close a credit shortfall because of course transfers. Consult with the director of Internships. *Prerequisite: Admission to the Internship Program. (See "Internships" under "Academic Policies" section).*

### **EDUC 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a faculty member in Educational Studies. The nature of the project, the

schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See “Independent Study” under “Academic Policies” section.)

#### **ECON 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an economics faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration.

#### **ECON 398/498 Off-Campus Internship (8-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually-designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. These credits cannot be used to satisfy the Twenty-four credit hours of economics at the 300-level. Prerequisites: Admission to the internship program and approval of the department chair. (See “Internships” under the “Academic Policies” section.) Credit/no credit grading.

#### **ECON 493/494 St. Mary’s Project in Economics (1-8)**

The St. Mary’s Project in economics is a two-semester experience. Students initiate the project, identify an area to be explored and propose a method of inquiry appropriate to the topic. A faculty mentor supervises the project research. The objectives of the St. Mary’s Project in economics are to furnish a vehicle for students to build on the theory and methods of economics learned during the first three years, to allow students to gain a high degree of expertise in the particular topic area they choose to study and to improve student research skills in organizational and planning competency, writing ability, and oral communication. The project must be shared with the College community through posters, presentations, or other means.

#### **ENGL 493/494 St. Mary’s Project (1-8)**

The St. Mary’s Project in English is designed for students with a definite, large-scale, independent project they wish to accomplish primarily on their own. It is ideal for students who have consistently developed particular interests, who desire to prepare for graduate study or a particular profession such as journalism, or who are ready to take on a substantial creative-writing task. The project draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work. By the end of his or her junior year, the student should initiate the project, identify an area to be explored, propose a method of inquiry and/or process of work appropriate to the project, and, in consultation with the English faculty, determine a mentor who will supervise the project. The project should reflect the social context, the body of literature, or the conceptual framework to which it contributes. The project must have a significant English component, but it may be within this discipline, across disciplines, or in an established cross-disciplinary studies option. Supervised by an English faculty mentor, each project is subject to departmental approval (for details on the see the Department website. (Please see College guidelines for the St. Mary’s Project.) The project must be shared with the College community through a public presentation of some kind. *Prerequisite:*

*Senior standing, approval by faculty mentor and by the English Department. Consult faculty mentor for project guidelines*

### **ENGL 398/498 Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. No more than four credit hours of internship credit may be applied for elective credit in the English major. Approval by the department chair in English for four credit hours of credit in English is required. See the English Majors Handbook for guidelines as to which projects may count up to four credits toward the 44 credit hours in the English major. Prerequisites: Admission to the Internship Program and approval of the English faculty. "Internships" under "Academic Policies" Credit/no credit grading

### **ENGL 197/297/397/497 Guided Readings (1-2)**

Coherently organized readings under the guidance of an English faculty member in an area of special interest to the student. A reading list and means of evaluation must be formalized in a learning contract prior to registration. *Prerequisites: At least eight credit hours in English*

### **ENGL 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an English faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized prior to registration in a learning contract. Prerequisites: At least eight credit hours in English, exclusive of ENGL 102

### **HIST 268 Russian Civilization (4)**

A broad survey of Russian intellectual and cultural history in the 18th and 19th centuries to the present. Major themes include the political and moral role of the writer in Russian society, the "superfluous man" in Russian literature, westernism versus slavophilism, the critiques of modernity by Dostoevsky and Tolstoy, the development of socialist thought, Eurasianism, and Leninism. This course satisfies the Core Exploration Cultural Literacy requirement.

### **HIST 272 Ancient Mediterranean (4)**

This course focuses on understanding the cultures of the ancient Near East, Greece, Rome and the late antique Mediterranean World. These societies dealt with issues of religion and law, organization of government, military and cultural domination and multi-ethnic integration. This course offers an opportunity to explore further these three civilizations in a comparative way and is useful to students who want a broad survey before the courses focusing on Greek, Roman, and Byzantine history or the upper-division seminars. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 274 Europe, 1815-1914 (4)**

This course focuses on the history of 19th-century Europe, primarily of England, France, Germany, the Austrian Empire and Russia, the five great powers during the long century of European ascendancy. Themes explored include changing political systems and ideologies in

the 19th century; nationalism and revolution; the economy, especially the impact of industrialization; social class formation, including the rise of the middle classes and the creation of class consciousness; gender roles and conflict; imperialism; intellectual and cultural developments and the breakdown of the balance of power before World War I. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 276 Twentieth-Century World (4)**

This class will survey the important events that have shaped the history of the world during the 20th century. The course will emphasize the connectedness of political, economic and intellectual innovations in assessing their global implications. Through class discussion of primary source materials, students will learn to apply the methodology of historical analysis to recent and contemporary developments. This course satisfies the Core Curriculum requirement in Humanities.

### **HIST 280 Africa and the African Diaspora (4)**

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

### **HIST 310 Historical Archaeology Field School (8)**

A 10-week course in archaeological methodology sponsored by Historic St. Mary's City Commission and St. Mary's College. Practical experience is supplemented by seminars. This course is cross-listed as ANTH 310. Students may receive credit for either course but not both. Formerly HIST 410. Not open to students who have received credit for HIST 410.

### **HIST 311 American Indian (4)**

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

### **HIST 317 In Our Times, 1945 to the Present (4)**

A study of United States' foreign and domestic affairs since World War II with consideration of the interrelationships between the two. Students research topics of their choice relating to

persons or events of major influence in the period. Lectures, readings, discussions, videos, slides and audiotapes are used in the course.

### **HIST 321 History of Ireland (4)**

This course surveys the history of Ireland from ancient times to the present day. The course first examines the development of Celtic culture and then traces the development of the political relationship between Ireland and England from medieval times through the 18th century. The course then takes up the evolution of Irish nationalism and identity from the 19th century down to the present day with an emphasis on furthering the student's understanding of both the historical roots of present-day conflicts and the efforts to resolve those conflicts.

### **HIST 324 Women in Modern Western History (4)**

A survey of the development of political and social movements that worked on behalf of women and women's rights from the middle of the 18th century to the present day in Europe and the Americas. Topics include the development of feminism, the suffrage movement, the changing economic position of women since industrialization and the debates about the nature of women and their proper position in society and political life.

### **HIST 328 British History to 1688 (4)**

This course will survey the history of the British Isles from ancient times to 1688. It will provide a full portrait of the development of society and culture in the British Isles, focusing on the development of institutions of governance and law, the changing nature of imperialism from ancient times to the 17th century, especially in North America, and the relationship between the economy and the experience of daily life. The course will pay particular attention to the development of the Anglo-American legal and political tradition that served as the background to the colonial experience in 17th-century colonial America.

### **HIST 329 British History Since 1688 (4)**

This course will survey the history of the British Isles from 1688 to the present day. It will provide a full portrait of society and culture in the British Isles, focusing on the development of political institutions, the changing nature of imperialism during modern times, the relationship between the economy and the experience of daily life and the changing nature of British intellectual and cultural achievements.

### **HIST 334 Europe in War and Revolution (4)**

A topical study of the way in which war and revolution have impacted the development of Europe in the 19th and 20th centuries. Topics include the French Revolution and Napoleonic Europe; the revolutions of 1848; the Russian revolutions; World War I; totalitarianism and World War II.

### **HIST 336 History of the Jewish People in the Modern World (4)**

By making use of extensive primary, secondary and visual sources, this class will analyze and discuss the important religious, social, and economic transformations that the Jewish people went through as they entered, adapted to and also helped shape the modern world. We will assess both Jewish people's perspective as well as those of the societies in which they lived.

### **HIST 342 History of the Soviet Union and Russia (4)**

This course provides an introduction to the political, social, and cultural history of Russia and the Soviet Union from 1881 to the present. After an introductory section on the development of capitalism, modernization and the revolutionary movement in late imperial Russia, the bulk of the course will examine the formation, growth, decay and dissolution of the Soviet Union.

### **HIST 343 Medieval Russia (4)**

This class will survey the early history of the state that becomes Russia, from the formation of the first East Slavic state (Kievan Rus') to the accession of Peter the Great and the founding of the Russian empire. Specific topics will include the adoption of Christianity by the East Slavs and religious dissent; East Slav relations with steppe nomads and the impact of Mongol rule; state building and civil war; autocracy versus republicanism and the continuities and discontinuities between the medieval East Slavic states (Kievan Rus', Mongol Rus', Novgorod, and Muscovy). The course will focus on three overarching themes: the structure and coercive power of the state; relations between social classes and the state and political ideology and identity.

### **HIST 345 Imperial Russia (4)**

An introduction to the political, social, and cultural history of imperial Russia (from 1700 to 1917). Themes include the formation and nature of the modern Russian state; the creation of the Russian empire; social and economic organization, the development and abolition of serfdom, and the experiences of peasants and nobility; westernization and the limits of westernization; the development of the Russian intelligentsia and the birth of the revolutionary movement and the modernization of Russia in the decades before World War I.

### **HIST 351 History of China to 1600 (4)**

This course investigates the history of China from pre-historic times to the mid-seventeenth century. During this span, the classical formulations of Chinese thought were founded, as were the basic structures of the imperial-bureaucratic system of government. However, China did not then proceed from the classical period to modern times with little to no change, as many have long assumed. Instead, numerous social, intellectual, political, and cultural trends transformed the country in profound ways. Students will analyze general changes and continuities over time, but they shall also delve deeper into questions about the nature of the so-called classical formations, the effects of constant interactions with borderland peoples, and the day-to-day lives of families and commoners, among other topics.

### **HIST 352 History of Modern China (4)**

This course introduces major issues in the history of China from the beginning of the Qing Dynasty in the early 1600s to the present day. We analyze the basis of the Qing "world order" and in what ways it was successful on its own terms. Then we explore the rise of domestic and international challenges to that order, which ultimately led to a series of revolutions that brought new ways of imagining the role of China in the world. From the 1911 Revolution, through the Nationalist Revolution, the Communist Revolution, and the Cultural Revolution, we will see how China was transformed in dramatic and sometimes tragic ways. We will also investigate the

successes and challenges that have emerged as China has risen to renewed prominence in the reform era.

### **HIST 354 History of Japan to 1600 (4)**

A history of Japan from antiquity to the period known as the Warring States. Beginning with the origin of the Japanese people, the course traces the making of “classic” Japanese culture and institutions through cross-cultural interactions and indigenous developments. It also focuses on the rise to prominence of the samurai class.

### **HIST 355 History of Modern Japan (4)**

This course investigates the transformation of Japan into the world power that it is today. It begins in the 1600s with the establishment of the Tokugawa shogunate and a brief survey of Japanese culture and society at the time. Subsequent topics include the fall of the shogunate; the Meiji Restoration; industrialization and economic development; the rise of political parties; militarism and World War II and the American occupation, postwar recovery, and contemporary challenges.

### **HIST 360 Early African Civilization (4)**

This course surveys the development of African societies from ancient times to 1800. It seeks to promote an understanding of how Africans produced indigenous and creative solutions to the challenge of creating sustainable societies in a pre-industrial age. The course pays particular attention to Africans’ religious and political concepts, forms of economic and social organization and expressions of music, art and architecture, in the attempt to map the march of civilization on the African continent.

### **HIST 361 African Civilization, 1800-1900 (4)**

This course approaches 19th-century African history from the perspective of Africans’ continuing efforts to initiate and control the economic and political processes within the continent. The course examines the creation of large-scale political empires and pays close attention to the impact of revolutionary Islam in 19th-century Africa. The course closely examines the internal processes underway in African societies as Africans reorganized their political economy to counter the increasing penetration of the African continent by Europeans. The course explores the nature of the interaction between Europeans and Africans and seeks to explain why, in the last quarter of the 19th century, Africa’s political and territorial integrity collapsed before the force of European imperialism.

### **HIST 369 The History of Apartheid (4)**

This course examines the imposition of white rule in South Africa, the development of apartheid, and the African challenge to white domination between 1900 and 1994. The course takes the view that the collapse of apartheid in the late 20th century did not begin with Nelson Mandela but was the culmination of multiple forms of struggle involving trade unionists, peasant activists, women’s groups, intellectuals, community organizations and church groups, as well as the better-known formal political and military organizations. The course thus approaches black emancipation in South Africa as a process whose roots go back to the beginning of the 20th century.



### **HIST 371 The Rise of Modern America, 1865-1945 (4)**

As the United States enters into a post-industrial age, it is worth revisiting the issues and problems associated with the nation's evolution into a post-agrarian society during the late 19th century. Issues of labor, race, gender, foreign affairs and the role of government were quite contested as the United States entered this new economic reality. Through a selection of books and primary sources, the following topics will be explored: industrialization, the labor movement, the Populist movement, women's suffrage and the birth of modern feminism, the rise of segregation, American imperialism, progressivism, World War I, the Great Depression and the New Deal and World War II.

### **HIST 375 The American Revolution (4)**

This course examines the events, ideas, and conflicts surrounding the American Revolution. It begins with an overview of British foreign policy during the period of "salutary neglect" and ends with ratification of the Constitution in 1789. Among the themes treated are the political, economic and religious causes; popular and elite views of the conflict; popular mobilization; changes in social structure; dissent from/alternatives to the Revolution and how the Revolution was both a conservative and a radical movement.

### **HIST 378 Colonial Latin American History (4)**

This course will introduce students to the history and problems of colonial Latin America by focusing on particular themes and issues related to the Spanish and Portuguese colonization and rule of the Americas. Students will learn how those issues changed throughout the colonial period (1492- ca. 1820), understand some of the more general theoretical questions related to colonialism and prepare to study modern Latin America with an eye for the way it is shaped by its colonial past.

### **HIST 379 Modern Latin American History Since 1820 (4)**

This course will introduce students to the main events in the history of Latin America from Independence to the present. The class is organized around certain themes that cut across the Latin American continent: the development of political cultures, liberalism, neocolonialism, industrialization, nationalism, etc. We will explore the impact of these events on people's lives, paying special attention to geographical regions, class, gender, race and ethnicity.

### **HIST 380 History of Russian and Soviet Cinema (4)**

This class surveys the Russian and Soviet cinema from the early 20th century up to the present, examining cinema as an art form, as popular culture and as political propaganda. The course focuses on some of the most important directors in world cinema such as Eisenstein and Tarkovsky, but also on the type of popular cinema rarely seen in the West, including musicals, comedies and action dramas. Class topics include the evolution of Russian/Soviet cinema aesthetics; censorship, propaganda and creativity and political/cultural liberalization and cinema.

### **HIST 381 History of Ancient Greece and the Hellenistic World (4)**

This course focuses on the cultural and economic aspects of Greek life as well as on the political and military conflicts within and without Greece. The time period begins with the Homeric era, continues through the flowering of Classical Greece in 5th-century Athens, covers the conquests of Alexander the Great and concludes with the collapse of Hellenistic kingdoms in the face of Roman expansion at the time of Cleopatra. The settings extend from Greece to Persia, Anatolia, Syria and Egypt.

### **HIST 382 History of the Roman Republic and Empire (4)**

This course will focus on the cultural and economic aspects of Roman life as well as on the political and military expansion of the Roman state. The time period covered extends from the founding of the Republic through the fall of the Roman Empire in the West in 476 A.D. The setting is the entire Mediterranean world as it came under the influence of Roman power.

### **HIST 383 History of the Byzantine Empire (4)**

This course covers Byzantine history from the reign of Constantine (306-336 A.D.) and concludes with the fall of Constantinople in 1453 A.D. Byzantine civilization, founded on the classical heritage of Greece and Rome, evolved into a unique culture which profoundly affected the medieval world in both East and West. The pervasive role of religion, the development of an extraordinary artistic and legal tradition and the interaction with "barbarians," Muslims, and Crusaders will be examined from primary sources as well as recent studies.

### **HIST 384 Medieval Europe (4)**

An attempt to re-examine the Dark Ages in European history to show that it was an age of vitality, change, and diversity. Primary and secondary sources are used to explore the political, economic, religious, social and cultural forces that shaped the Middle Ages. Topics of study include feudalism and the search for political order, courtly society, religious life and the work of medieval theologians, popular and aristocratic culture and the waning of the Middle Ages.

### **HIST 385 Europe in the Age of Empire and Absolutism (4)**

A survey of the social, cultural, and political history of the turbulent 16th and 17th centuries in Western Europe, a key transitional period between the medieval and modern world. Topics of study include ramifications of the Reformation, the Counter-Reformation, and the wars of religion; the conflicts between a constitutional and an absolutist conception of government and the development of both courtly and popular culture.

### **HIST 386 The Age of the French Revolution (4)**

Analysis of France in the 18th century with an emphasis on the historical processes leading to revolution, followed by an investigation of the classic and more recent interpretations of the Revolution itself and its consequences for French, European, and world history.

### **HIST 392 Topics in U.S. or Latin American History (4)**

Topics in U.S. or Latin American history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

### **HIST 393 Topics in European History (4)**

Topics in European history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

#### **HIST 394 Topics in Asian and African History (4)**

Topics in Asian or African history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

#### **HIST 395 Theories and Uses of History (4)**

The development of Western historical thinking, with particular emphasis on the most significant speculative philosophies of history and the methodology of the historical discipline. An important goal of the course is a study of the relationship of history to other academic disciplines as tools for understanding the nature of human and social reality.

#### **HIST 396 Topics in Comparative, Thematic, or Global History (4)**

Topics in comparative, thematic or global history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

#### **HIST 400 Comparative Slave Systems in the Americas (4)**

This course explores the establishment of slavery in the Americas. It details the extent to which slaves across the entire Americas were involved in the same process of hemispheric exploitation and debasement. The course is particularly sensitive to the experiences of the slaves themselves, seeking to understand how they made sense of their world. To that end, issues such as slave religion, family life, recreational forms and the full range of cultural productions such as music, dance and storytelling are investigated in order to get a glimpse of the complex pattern of responses which slaves created in the attempt to erect a zone of freedom even in their enslavement.

#### **HIST 401 The Caribbean Experience (4)**

This course approaches the study of the Caribbean from the perspective of Caribbean people's unceasing attempts to re-interpret and re-evaluate their history and to control their present destiny. Calypso and Reggae music and the Caribbean "songs of experience" form the major primary sources from which we explore notions of race and identity, slavery and liberation, religion and government and gender and sexuality within the Caribbean setting.

#### **HIST 405 Spies, Sputniks, and Fall-Out Shelters (4)**

This course focuses on how the Cold War structured culture in the United States and the Soviet Union. How did the West appear to the East and the East appear to the West? How did culture help to create the Cold War? What were the myths of consensus in communist and capitalist cultures? How did the dominant cultures and political systems foster cultural rebellion? We answer these questions by exploring such topics as the red scare, the Soviet cult of World War II, nuclear apocalypse and civil defense, consumerism, spy stories, Westernization in communist culture (e.g., jazz and rock) and the development of Russian and American nationalism.

#### **HIST 408 The Civil War Era, 1820-1865 (4)**

This is a reading- and writing-intensive course on the Civil War era in American history. We will read a number of secondary sources that examine the growing tensions between sections from 1820 through 1865, with a heavy emphasis placed on the critical role slavery played in bringing the nation to war. The class will then read and discuss some of the more important recent books on the war itself. Finally, students will research, write and present a lengthy primary source-driven project of their choice.

### **HIST 415 Topics in U.S. or Latin American History (4)**

Topics in U.S. or Latin American history determined by interest of students and instructors. May be repeated for credit if the topic is not repetitive.

### **HIST 419 African-American History in America (4)**

Significant aspects of African-American history in the United States from its colonial origins to the present are dealt with, using a variety of discussion techniques and intensive examination of pertinent historical studies. Related sociological, psychological, economic and political aspects will be considered. The course seeks to make students aware of the richness of these studies and their impact on American society. This course is cross-listed as POSC 419.

### **HIST 425 The Great Depression and the New Deal (4)**

This course examines the collapse of the economy as the 1930s began and the efforts of the Franklin Roosevelt administration to repair and reform American capitalism. The New Deal came to symbolize a wide range of hopes and fears for Americans as they struggled to make sense of a world seemingly falling apart. This course is reading-, research-, and writing-intensive.

### **HIST 430 Early Maryland Research Seminar (4)**

This course operates as a capstone for humanities and social science majors interested in Maryland history. The course aims to broaden students' understanding of research methodologies and provide a professional research experience. In the first half of the semester, students explore different ways to study Maryland history, including traditional historical documentary research methods as well as interdisciplinary approaches based on archaeology, cultural anthropology, sociology, statistics, art history and literature. Students also will visit local institutions interpreting Maryland's past, in order to see how professionals apply these approaches in an effort to inform the public about the past's relationship to the present. Following a midterm examination to ensure understanding of these research methods, each student will spend the second half of the course working on a research project for one of these organizations. Students will produce a tangible final product that will contribute toward future interpretation and/or programming at the sponsoring institution. *Prerequisites: CORE 101 and 4 credits from at least one of the following disciplines: history, anthropology, art history, English, sociology, political science, or economics*

### **HIST 432 History of Medicine (4)**

This course surveys the history of medicine from ancient times to the present in the Western world. After briefly examining the practice of medicine in ancient and medieval times, the course will focus on the development of modern, scientific medicine. Topics will include medicine and

the scientific revolution, the development of medical institutions and professions, medicine and imperialism, the definition of disease and the changing position of the patient.

#### **HIST 435 Topics in European History (4)**

Topics in European history to be determined by interest of students and instructors. Possible topics include women, gender and family; contemporary Europe and the Ancient World. May be repeated for credit if the topic is not repetitive.

#### **HIST 455 Topics in Asian or African History (4)**

Topics in Asian or African history to be determined by interest of students and instructors. May be repeated for credit if the topic is not repetitive.

#### **HIST 461 On Machos, Virgins, and Mothers: Gender in Latin American History (4)**

While popular misconceptions of Latin America claim that gender identities were fixed and static, this course wishes to highlight how contested gender prescriptions were, and how the negotiations over what was accepted and appropriate for women's and men's behavior shaped the social and political history of Latin America. What made men "honorable" or "macho," for example, just as women's role as mothers and caregivers acquired various meanings over different historical periods. Sexuality (what was accepted for both men and women) also cannot be understood without a historical perspective. And gender identities, throughout, were much affected by race, class and ethnicity. This course, in short, examines the construction of gender identities in Latin America over 500 years of history.

#### **HIST 475 Topics in Comparative, Thematic, or Global History (4)**

Topics in comparative, thematic, or global history to be determined by interest of students and instructors. Possible topics: modern imperialism, the world since 1945, and Cold War culture in the United States and Soviet Union. May be repeated for credit if the topic is not repetitive.

#### **HIST 493St. Mary's Project in History I (4)**

The St. Mary's Project in history consists of two parts: HIST 493 and HIST 494. No credit for HIST 493 will be granted until satisfactory completion of HIST 494. The project experience is designed for students to demonstrate the ability to conduct historical research, interpret historical evidence, and produce a substantive written work. Students begin the project experience in the first semester with an approved topic and meet regularly with a faculty mentor throughout the two semesters. During the first semester of the project experience, students focus on historiography and on identifying primary sources. They define the issues to be investigated, and develop a method of inquiry appropriate to the topic. *Prerequisite: approval by faculty mentor and department chair of the student's major(s)*

#### **HIST 494 St. Mary's Project in History II (4)**

In the second part of the project experience, students complete the research, compose the finished product, and present the results to the College community. The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The faculty mentor supervises the project

research. The project is presented orally during St Mary's Project Days. *Prerequisite: satisfactory completion of HIST 493. Consult faculty mentor for project guidelines*

### **HIST 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair.* Credit/no credit grading

### **HIST 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a history faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **MATH 111 Precalculus (4)**

Functions and graphs. Transformations, compositions, inverses, and combinations of functions. Exponentials and logarithms. Trigonometric functions and their inverses. Polynomial and Rational functions. This course is designed to prepare students for further studies in mathematics and the sciences; in particular, for an in-depth study of calculus. The course does not satisfy the Core Curriculum requirement in Mathematics.

### **MATH 131 Survey of Mathematics (4)**

This course will include study of both theoretical and applied aspects of mathematics. Topics will vary from section to section and may include the following: number systems, mathematical modeling, Euclidean and non-Euclidean geometry, projective geometry, group theory, graph theory, mathematical logic, sets and infinity, topology, the concepts of calculus and the history of mathematics. The course is recommended for students of the liberal arts who wish to obtain a general view of contemporary mathematics. This course satisfies the Core Exploration requirement in Mathematics.

### **MATH 151 Calculus I (4)**

The differential and integral calculus of functions of one variable: limits and continuity, the derivative, curve sketching, applications of the derivative, indefinite integrals and differential equations, definite integrals and the fundamental theorem, integration methods, applications of the integral, the convergence of sequences and series, power series, Taylor's theorem and analytic functions, polar coordinates and parametric equations. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisite: Familiarity with high school trigonometry is expected.*

### **MATH 152 Calculus II (4)**

The differential and integral calculus of functions of one variable: limits and continuity, the derivative, curve sketching, applications of the derivative, indefinite integrals and differential equations, definite integrals and the fundamental theorem, integration methods, applications of

the integral, the convergence of sequences and series, power series, Taylor's theorem and analytic functions, polar coordinates and parametric equations. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisite: Familiarity with high school trigonometry is expected. MATH 151 is a prerequisite for MATH 152*

### **MATH 161 Math for Teachers I (4)**

The foundations of arithmetical reasoning including general problem-solving skills; sets and operations; the use of manipulatives to model arithmetic; arithmetic in other bases; standard, alternative and invented algorithms; fractions and proportional reasoning; basic number theory. Student-centered pedagogies will be modeled and discussed.

### **MATH 162 Math for Teachers II (4)**

Geometry (including constructions and proofs), tessellations and tilings of the plane, polyhedra, measurement, basic probability and statistics. Student-centered pedagogies will be modeled and discussed. (MATH 161 is not a prerequisite for this course.)

### **MATH 181 Emerging Scholars Program (1)**

Supplemental problem-solving workshop for calculus (MATH 151, 152) students in the Emerging Scholars Program. Enrollment by permission of instructor. May be repeated for credit.

### **MATH 191 General Problem Solving (1)**

Problem-solving methods in higher mathematics, with an emphasis on how different strategies are used across different areas of math. May be repeated for credit. *Prerequisites: MATH 151 or permission of the instructor.*

### **MATH 200 Discrete Mathematics (4)**

Set theory, elementary logic, sequences and mathematical induction, functions and relations, counting techniques, matrix theory, graphs and trees. This course satisfies the Core Exploration requirement in Mathematics. MATH 200 assumes more mathematical preparation than MATH 131.

### **MATH 201 Psychological Statistics (4)**

The analysis of experimental data, including data from both laboratory and natural settings. Parametric analysis through two-way analysis of variance and nonparametric statistics. This course is cross-listed as PSYC 201

### **MATH 221 Introduction to Statistics (4)**

Introduction to the concepts and methods of statistics, including descriptive statistics (measures of central tendency, dispersion and shape, as well as data organization), probability theory, probability distributions, confidence intervals, hypothesis testing, types of error, correlation and regression, and analysis of variance. Computer software which provides statistical capabilities is used to apply the concepts covered to realistic data sets from the biological and/or social sciences. This course satisfies the Core Exploration requirement in Mathematics.

### **MATH 255 Vector Calculus (4)**

The differential and integral calculus of scalar and vector-valued functions in one and several variables. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisite: MATH 152.*

### **MATH 256 Linear Algebra (4)**

Vectors in the plane and in space, vector spaces, linear transformations, matrices and determinants, systems of linear equations, characteristic values and vectors, inner product spaces and orthogonality. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisites: MATH 255; or MATH 152 and permission of the instructor.*

### **MATH 281 Foundations of Mathematics (4)**

Mathematical logic; proof techniques and proof writing; set theory (including Cantor's theory of the infinite); relations and functions; theoretical foundations of number systems including the natural numbers, integers, rationals, reals, and complex numbers. This course satisfies the Core Exploration requirement in Mathematics. *Prerequisite: MATH 152.*

### **MATH 293 Field Studies in Mathematics Education (1-4)**

This course provides experience in a school setting for students seeking teacher certification and for others interested in learning more about the nature of the school, the nature of children, the nature of mathematics education, and about teaching/learning processes within school settings. Students may take at most two of the following courses for a total of up to four credit-hours: ILCC 293, ILCS 293, IILCF 293, ILCG 293, EDUC 293, MATH 293. *Prerequisite: MATH 256; or MATH 152 and permission of the instructor*

### **MATH 312 Differential Equations (4)**

Solution methods for first-order differential equations; existence and uniqueness theorems; solutions of second-order linear differential equations; power series methods; Laplace transformations; applications. *Prerequisite: MATH 256; or MATH 152 and permission of instructor*

### **MATH 321 Abstract Algebra I (4)**

Groups, subgroups, symmetry groups, homomorphisms, quotient groups, isomorphism theorems. Additional topics may include classification of finitely generated abelian groups, group actions, series of groups, Sylow theory, group presentations. *Prerequisite: MATH 281*

### **MATH 422 Abstract Algebra II (4)**

Rings, fields, vector spaces, homomorphisms, ideals, quotient rings, polynomial rings, extension fields. Additional topics may include PIDs, UFDs, compass and straightedge constructions, algebraic number theory, Galois theory. *Prerequisite: MATH 321.*

### **MATH 351 Analysis I (4)**

The real number system, convergence and summability, compactness, connectedness and other topological aspects of the real line, limits and continuity. May also include differentiation and integration. *Prerequisite: MATH 281.*



### **MATH 452 Analysis II (4)**

Metric spaces, topological spaces, fixed point theorems, convergence of sequences and series of functions; additional topics may include functional analysis, measure theory, Fourier series.

*Prerequisite: MATH 351.*

### **MATH 391 Putnam Seminar (1)**

Preparation for the Putnam Exam, an annual math competition held in December. Topics include general problem-solving strategies and previous exam problems which typically integrate knowledge from different areas of mathematics. May be repeated for credit.

### **MATH 307 Classroom Assistantship (1-3)**

This course provides a credit-based experience for classroom assistants. The students serving as classroom assistants will attend their assigned classes, hold review sessions and assist faculty members during in-class assignments, among other duties. This course will follow the general college policies for classroom assistantship courses. This course may be repeated once. Prerequisites: Permission of the instructor, minimum 2.5 GPA and at least 8 credits of 200-level or above coursework in Mathematics.

### **MATH 411 Partial Differential Equations (4)**

Solution methods for basic partial differential equations, with a detailed study of the heat and wave equations. Topics include Fourier series solutions, integral transform methods, numerical methods for elliptic, parabolic and hyperbolic equations. *Prerequisite: MATH 312; or MATH 152 and permission of the instructor.*

### **MATH 421 Combinatorics (4)**

Topics may include the following: permutations, combinations, partitions, counting principles, generating functions, partially ordered sets, designs and codes, graphs and trees, planarity, networks, Hamiltonian cycles, Eulerian tours, combinatorial designs, games of complete information, asymptotic methods, combinatorial existence theorems and Ramsey theory.

*Prerequisites: MATH 281 or permission of the instructor.*

### **MATH 451 Complex Analysis (4)**

Complex numbers and functions, differentiability, integration, Cauchy theory, power series, and analytic continuation. *Prerequisite: MATH 281*

### **MATH 461 Topology (4)**

Topological spaces, separation axioms, compactness and connectedness, continuity, metrizable, an introduction to algebraic topology. *Prerequisite: MATH 281*

### **MATH 493/494 St. Mary's Project in Mathematics (1-8)**

The St. Mary's Project in mathematics is one of the culminating experiences in the mathematics major. It usually is completed in the two semesters of the student's senior year. The project draws on and extends knowledge, analytical skills, and creative thought developed through previous work in an area or areas of mathematics or mathematics education. Usually, it is

initiated by the student; however, the student may peruse lists of project ideas developed by the mathematics faculty or draw on other sources. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of mathematics beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor, and the department chair. Prerequisite: Consent of mentor and department chair

### **MATH 495 Senior Project in Mathematics (4)**

Together with a 400-level mathematics course, the Senior Project in mathematics can be a component of the capstone experience in the major. Normally, a student will complete the project during the senior year. It draws on previous course work and study and should expand the student's horizon in mathematics and develop his or her thinking skills. The idea should come from the student, but lists of project ideas developed by the mathematics faculty are available, and other sources may be used. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of mathematics beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor and the department chair. May be repeated for credit if the topic is not repetitive. *Prerequisite: Consent of mentor and department chair*

### **MATH 398/498 Off-Campus Internship (4-16)**

A variety of off-campus learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair. Credit/no credit grading*

### **MATH 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a mathematics faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. May be repeated for credit if the topic is not repetitive.

### **PHIL 101 Introduction to Philosophy (4)**

This course provides students with the opportunity to think critically and systematically about fundamental problems of life and the nature of the universe, with materials drawn from a wide variety of intellectual traditions, ancient and modern, Western and non-Western. This course satisfies the Core Curriculum requirement in Humanities.

### **PHIL 120 Introduction to Ethics (4)**

A study of basic views on how we ought to live our lives. The following kinds of questions are examined: What is goodness? Can we, and if so how can we, justify our basic ethical principles?

Can ethical statements be true (or false), or are they solely a matter of preference? This course satisfies the Core Curriculum requirement in Humanities.

### **PHIL 300 Cranks and Sages: Greek and Roman Philosophy (4)**

The development of philosophical thought from the pre-Socratics to the Hellenistic and Roman thinkers, with emphasis placed on selected works of Plato and Aristotle. Topics covered include metaphysics, epistemology, ethics, and political philosophy.

### **PHIL 302 Mind and Knowledge: Descartes to Kant (4)**

The main movements of Western thought from the late Renaissance through the late-18th century. Major ideas in the Rationalist tradition (for example, Descartes, Spinoza, Conway, Leibniz), the Empiricist tradition (Hobbes, Locke, Berkeley, Hume, Wollstonecraft), and Kant and will be examined. Also, selected critics of the presuppositions of this tradition taken as a whole will be studied. Not open to those who have received credit for PHIL 301.

### **PHIL 321 Environmental Ethics (4)**

A survey of major approaches to thinking about the ethical issues arising in the relations among humans, other species, and the earth. This will include ecocentric ethics, ecofeminism, animal rights, development ethics, and some examples of a religious approach to environmental ethics.

### **PHIL 325 Feminism and Philosophy (4)**

An introduction to issues in feminist philosophy, including its critique of Western philosophy and its contributions to major areas of philosophy such as ethics, social philosophy, theories of human nature, and theories of knowledge.

### **PHIL 336 Freedom and Power: Existentialism and Phenomenology (4)**

A study of the works in the existential and/or phenomenological traditions, from the 19th century on. Thinkers studied will include at least some of Kierkegaard, Nietzsche, Heidegger, Merleau-Ponty, Sartre, Beauvoir, Foucault, and more contemporary thinkers like Judith Butler. Not open to students who have received credit for PHIL 335.

### **PHIL 351 East Asian Philosophies: Confucianism, Daoism, & Zen (4)**

A systematic study of the major schools of thought in China and Japan, including Confucianism, Daoism, Buddhism, and Shinto, as well as works by contemporary Japanese philosophers. Particular attention will be paid to the historical development of East Asian thought and its contemporary relevance. Cross-listed as RELG351. Students may receive credit for either course, but not both.

### **PHIL 352 South Asian Philosophies: Hinduism, Buddhism, & Islam (4)**

An intensive and extensive study of the history, beliefs, and practices of Hinduism, Indian Buddhism, Jainism, and Islam, as reflected in their canonical texts, with special reference to the Vedic scriptures, Upanishads, Bhagavad-Gita, early Buddhist sutras, and philosophical writings. The interplay between philosophical and theological concerns will be studied, and the

contemporary relevance of the tradition will be examined. Cross-listed as RELG 352. Students may receive credit for either course, but not both.

### **PHIL 380 Topics in Philosophy (4)**

A systematic analysis of a topic in philosophy, with topics varying from semester to semester. Recent topics include "Philosophy of Race," "Philosophy of Film," "Love and Desire," "Wittgenstein and Heidegger," "Responsibility and Reparation," and "Africana Philosophy." May be repeated for credit where the topic is not repetitive.

### **PHIL 307 Classroom Assistantship in Philosophy (1-4)**

Supervised experience in the understanding and explanation of philosophical concepts and reasoning. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular class time, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general college guidelines. Students eligible for classroom assistantships must have a minimum GPA of 2.5, be of junior or senior standing or must have completed two courses of 200-level or above work in philosophy. May be repeated for a total of eight credits but a maximum of four credit hours of such work may be applied toward fulfillment of the student's major requirements.

### **PHIL 410 Social and Political Philosophy (4)**

An analysis of the theories and concepts used to explain and justify social and political thinking and action. Topics include the state, society, the common good, justice, global justice, rights and responsibilities, punishment, as well as the psychological and ethical bases of social and political obligation. Cross-listed as POSC 469. Students may receive credit for either course, but not both. May be repeated for credit with permission of the instructor.

### **PHIL 333 Ethical Theories (4)**

A systematic investigation of theories of the grounds for moral obligation, with special reference to virtue ethics as well as deontological, consequentialist, and feminist positions. Special emphasis is given to Aristotle and Kant and their contemporary defenders and critics.

### **PHIL 492 SMP Proseminar (1)**

Meeting approximately five times during the semester preceding the initiation of the St. Mary's Project (SMP), the SMP Proseminar is designed to aid the student in producing an informed proposal for an SMP that meets the requirements of the College and the Department of Philosophy and Religious Studies. The SMP proposals are then circulated to the faculty in the department for the purpose of assigning students to mentors to begin the SMPs. Successful completion of the proseminar is measured by the student developing a SMP proposal acceptable to the departmental faculty. This is a one-credit prerequisite for registering for PHIL 493. (Note: Students who expect to be away from the College during the spring of their junior year have two options: either (a) complete the work for the SMP Proseminar in the fall prior to departure; or (b) be in regular contact during the spring with the faculty of the department, in order to complete and submit an acceptable SMP proposal by the same due date governing those on campus.) Credit/no credit grading.

### **PHIL 493/494 St. Mary's Project in Philosophy (1-8)**

The student-initiated project will draw on and develop the understanding, analytic skills, and creativity of the student's previous academic work. The project may assume many forms, including cooperative efforts. The student will identify an area to be explored and articulate a method of inquiry or style of presentation appropriate to the subject matter. The project will also exhibit a student's reflection on the social context, body of pertinent literature, or the conceptual framework to which it is a contribution. It will be presented to the College community in a form agreed upon by both the student and his or her mentor. The subject of the project may be within philosophy or involve philosophy in cross-disciplinary study areas. The work is to be supervised by a faculty mentor. Prerequisite: Completion of PHIL 492; approval of the faculty mentor and the department chair.

### **PHIL 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a philosophy faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **PHYS 103 Basic Physics (4)**

An elementary presentation of concepts and principles of physics. Topics include mechanics, heat, sound, electricity and magnetism, light, relativity, and astronomy. Intended for the non-science major.

### **PHYS 104 Basic Physics with Laboratory (4)**

An elementary presentation of concepts and principles of physics. Topics include mechanics, heat, sound, electricity and magnetism, light, relativity, and astronomy. Intended for the non-science major. Lecture and laboratory. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory.

### **PHYS 105 Topics in Physics (4)**

An elementary presentation of a topic in physics. Possible topics include light and color, sound, quantum world (molecules, atoms, atomic nuclei, and elementary particles), relativity, and cosmology.

### **PHYS 121 College Physics I (4)**

Introduction to the principles of physics not requiring calculus. Particle motion, Newton's laws, momentum, work and energy, gases and liquids, harmonic motion, and waves. Lecture and laboratory. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory, but it does not satisfy the degree requirements for majors in physics, natural science, and chemistry.

### **PHYS 122 College Physics II (4)**

Harmonic motion, traveling wave, standing waves and sound, light and optics, electricity and magnetism. Lecture and laboratory. This course does not satisfy the degree requirements for majors in physics, natural science, and chemistry. *Prerequisite: PHYS 121*

### **PHYS 141 General Physics I (4)**

Mechanics of particle motion, rotational motion of a rigid body, kinematics and dynamics. Lecture and laboratory. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. Formerly PHYS 131. Not open to students who have received credit for PHYS 131. *Co-requisite: MATH 151. Recommended for chemistry, biochemistry and biology majors.*

### **PHYS 142 General Physics II (4)**

Waves, optics, quantum mechanics and relativity. Topics include transverse/longitudinal waves, interference, wave/particle duality, the Bohr atom, the Schrodinger equation, time dilation/length contraction, and relativistic energy/momentum. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. Lecture and laboratory. Recommended for chemistry, biochemistry and biology majors. Formerly PHYS 231. Not open to students who have taken PHYS 231. *Prerequisite: PHYS 141 or PHYS 151. Co-requisite: MATH 152.*

### **PHYS 151 Fundamentals of Physics I (4)**

In-depth introduction to Newton's laws of motion, including 1-D kinematics, vectors, dynamics of motion, rotational motion and the universal law of gravitation. This course represents a more in-depth analysis of introductory physics than PHYS 141. Recommended for physics majors and minors. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. Formerly PHYS 131. Not open to students who have received credit for PHYS 131. *Corequisite: MATH 151*

### **PHYS 152 Fundamentals of Physics II (4)**

In-depth introduction to waves, optics, quantum mechanics and relativity. Topics include transverse/longitudinal waves, interference, wave/particle duality, the Bohr atom, the Schrodinger equation, time dilation/length contraction, and relativistic energy/momentum. Recommended for physics majors and minors. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. Formerly PHYS 231. Not open to students who have taken PHYS 231. *Prerequisite: PHYS 141 or PHYS 151. Corequisite: MATH 152*

### **PHYS 251 Fundamentals of Physics III (4)**

Electrostatics, magnetostatics, electromagnetism, and DC circuits. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory. Lecture and laboratory. Formerly PHYS 132. Not open to students who have completed PHYS 132. *Prerequisite: PHYS 142 or PHYS 152. Corequisite: MATH 255*

### **PHYS 281 Mathematical Methods of Physics (4)**

Presentation of mathematical fundamentals necessary for theoretical physics. Topics include tensor analysis, matrices and determinants, infinite series, complex analysis, partial differential

equations, special functions, Fourier series, and Fourier transforms. Formerly PHYS 371. Not open to students who have received credit for PHYS 371. *Prerequisite: MATH 152*

### **PHYS 311 Electronics (4)**

Methods of dc & ac analog circuits (network analysis, superposition, and equivalent circuits; impedance; power; diodes, transistors, and operational amplifiers). Digital logic (Boolean algebra and optimization techniques), number systems and codes (binary, octal, hexadecimal, Gray codes), and circuit implementations of digital logic (discrete gates and functional blocks). Students will design and analyze circuits in the laboratory. *Prerequisite: PHYS 251.*

### **PHYS 312 Advanced Physics Laboratory (4)**

Set-piece experiments as well as directed experimental projects to study selected phenomena in modern physics. These experiments and projects serve as an introduction to the contemporary instrumentation and the precise measurement techniques used in physics research laboratories. One lecture and four hours of laboratory a week. Formerly PHYS 451. Not open to students who have received credit for PHYS 451. *Prerequisite: PHYS 231 or PHYS 251.*

### **PHYS 342 Mechanics (4)**

Fundamental concepts of mechanics, kinematics, dynamics of a particle, oscillators, planetary motion, systems of many particles, statics, rotation of rigid bodies. Formerly PHYS 301. Not open to students who have received credit for PHYS 301. *Prerequisite: PHYS 231 or PHYS 251.*

### **PHSC 351 Electricity and Magnetism (4)**

Electrostatics, magnetism, direct currents and associated networks, oscillations, alternating current theory, Maxwell's equations. Formerly PHYS 302. Not open to students who have received credit for PHYS 302. *Prerequisite: PHYS 251*

### **PHYS 382 Optics (4)**

Analytical treatment of geometrical and physical optics. Topics include light wave propagation, reflection, refraction, mirrors, thin lenses, interference, coherence, diffraction, and polarization. Formerly PHYS 321. Not open to students who have received credit for PHYS 321. *Prerequisite: PHYS 231. or PHYS 251.*

### **PHYS 462 Quantum Mechanics (4)**

Postulates of quantum mechanics and operator formalism, Fourier techniques, correspondence principle, angular momentum theory, matrix representations, central force problems. Formerly PHYS 471. Not open to students who have received credit for PHYS 471. *Prerequisites: PHYS 231 or PHYS 251, MATH 256, and consent of the instructor.* Students with several chemistry courses may seek the instructor's permission to have the PHYS251 prerequisite waived.

### **PHYS 473 Statistical Mechanics (4)**

Statistical and microscopic treatment of thermodynamical systems. Topics include probability concepts, heat and temperature, thermal interaction, work, internal energy, entropy, and

canonical distribution. Formerly PHYS 421. Not open to students who have received credit for PHYS 421. *Prerequisite: PHYS 231. or PHYS 251.*

### **PHYS 475 Topics in Applied Physics I (4)**

An in-depth exploration of a topic in applied physics. Lectures, discussion, readings of appropriate papers and texts. Student presentations and papers will be required. *Prerequisites: Four courses in physics and permission of the instructor.*

### **PHYS 385/485 Classroom Assistantship in Physics (1-2)**

Supervised experience in the understanding and explanation physics concepts and reasoning. Activities may include, but are not limited to, organizing problem sessions outside of class time, correcting (but not grading) assignments, promoting group work in class or laboratory, and other specific tasks assigned by the instructor. This course will follow the general college guidelines (see "Classroom Assistantships" under "Academic Policies" section). May be repeated for credit. *Prerequisites: Student must have a minimum GPA of 2.5, be of junior or senior standing or completed 2 courses of 200-level work or above in Physics. Learning contract must be filed in the Office of the Registrar.*

### **PHYS 490 Senior Seminar in Physics (4)**

An in-depth exploration of a topic in physics. The topic is broad enough to integrate several areas of physics. Lectures, discussion, readings of appropriate papers and texts. Student presentations and papers will be required. *Prerequisites: 20 credit hours in physics and consent of the instructor*

### **PHYS 494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work in physics. The student initiates the project, identifies an area of physics to be explored, and proposes a method of inquiry appropriate to the topic. It must be shared with the College community through posters, presentations, or other means. The project may be within physics, across disciplines, or in a cross-disciplinary studies area. The project is supervised by a physics faculty mentor. PHYS 494 may be repeated for up to a total of eight credit hours. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s).* Consult faculty mentor for project guidelines

### **PHYS 297/397/497 Directed Research in Physics (1-4)**

Under the direct supervision of a faculty member, a student participates in physics research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. May be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

### **PHYS 398/498 Off-Campus Internship (4-16)**

A variety of off-campus learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of



knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair.* Credit/no credit grading

### **PHYS 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a physics faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **POSC 100 Introduction to Politics (4)**

Political science is concerned with how power is assembled, how and why political decisions are made, and the conditions of politics and government in different types of regimes. This course introduces students to major theories and themes and concepts in political science. The purpose of the course is to provide students with an introductory overview of important perspectives on political power and its sources, political systems and governance, democratic principles and institutions, as well as the sources of conflict and cooperation in domestic and international affairs. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **POSC 385 Topics in Political Science or Public Policy (4)**

This course examines select topics in Political Science or in Public Policy. May be repeated for credit with the consent of the instructor.

### **POSC 201 American Politics (4)**

The study of politics in the United States, addressing such topics as interbranch rivalries, public participation in the political process, and intergovernmental relations. The course will emphasize modes of explanation and analysis of contemporary political phenomena. It is recommended that this course be taken before other work in the American politics subfield. Not open to students who have received credit for POSC 101. Prerequisite: POSC 100 or permission of the instructor.

### **POSC 266 Women and the Law (2)**

This course will introduce students to the legal system and to the Constitution as they have traditionally affected women in American political history. There will be a close study of current legal issues pertaining to women: divorce, custody, abortion, rape, employment discrimination, discrimination within the educational system, and the proposed Equal Rights Amendment.

### **POSC 312 Law, Courts, and Judges (4)**

This course is designed to familiarize the student with central concepts in legal theory; with the structure and operation of trial and appellate courts in the United States, especially in terms of the role of the courts in the larger political process; and with basic legal terminology and research methods.

### **POSC 315 Policy Evaluation (4)**

An introduction to the issues and techniques used in policy evaluation and in analysis: the fit between policy statements and program strategies, evaluation designs and the use of evaluation results. Specific case studies such as health, welfare, and employment will be evaluated.

### **POSC 316 Religion and the U.S. Constitution (2)**

The course focuses on the "free exercise" and "establishment" clauses of the First Amendment. It will involve discussions of significant Supreme Court decisions and, to some degree, other cases moving through state and federal courts involving the religion clauses. Various approaches to Constitutional interpretation will be evaluated and discussed.

### **POSC 330 The United States Congress (4)**

Two deeply polarized political parties engaged in a close-fought and bitter struggle for electoral victory and legislative control mark the contemporary Congress. In recent decades, Congress has become increasingly divided by party and unable to perform its duties with decorum and dispatch. Yet the great challenges of the present era often require congressional action. By acting, Congress frequently defines the scope and powers of the executive branch as well as the scope and jurisdiction of the judiciary. Thus, dysfunction within Congress reverberates throughout the entirety of the American political system. That is the focus of this course. Prerequisite: POSC 100 or permission of the instructor.

### **POSC 341 The American Presidency (4)**

A study of the structure, functions, and problems of the executive branch of government. Emphasis will be on the president's formal powers, political roles, personality, and relationships with other institutions of government. *Prerequisite: POSC 100 or permission of the instructor.*

### **POSC 348 Parties and Elections (4)**

This course examines political parties, interest groups, and elections (including campaigns and voting behavior) within the broader context of American politics. It represents a part of the traditional political science inquiry into the question: "Who governs?" "Get Out the Vote" strategies and the politics and technologies of election administration are emphasized. Students in this class will take part in off-campus voter registration and serve as Election Judges in local precincts, both of which activities also necessitate attending training sessions conducted by local officials. This course satisfies the ELAW requirement of the Core Curriculum.

### **POSC 351 Constitutional Law I: Struggles over Power (4)**

The case method approach to the study of the Constitutional powers of and limitations on government in the United States. Topics addressed include federalism, separation of powers, delegation of power, the commerce clause, and executive power.

### **POSC 352 Constitutional Law II: Civil Liberties (4)**

The case method approach to the study of the rights of individuals under the Constitution, including First Amendment rights, equal protection, the rights of the accused, and the nationalization of the Bill of Rights. Not open to students who have received credit for POSC 352, Civil Liberties. POSC 351: Constitutional Law I is not required to take this course.

### **POSC 367 Public Administration (4)**

A study of the principles, problems, and theories of public administration, with major emphasis upon American federal practice. Special attention is given to the development of basic concepts of the field.

### **POSC 451 Supreme Court and Public Policy (4)**

This seminar examines the role of the Supreme Court in shaping public policy in the United States. Individual students will direct their focus to some aspect of the Court's policy-making by looking at, for example, the justices, the decision-making process at the Court, specific policy areas, or the impact of Court decisions. *Prerequisite: POSC 201 or permission of the instructor*

### **POSC 461 Studies in American Politics (4)**

An intensive study of selected themes, structures, processes, or concepts in the fields of American government, politics, and political behavior. Seminars in the area of the Congress, the presidency, the judiciary, and public policy will be offered as feasible. Other topics may be chosen as well. Formerly POSC 368. Not open to students who have received credit for POSC 368. May be repeated for credit with consent of the instructor.

### **POSC 252 Comparative Politics (4)**

An introductory survey of major political systems around the world, and of the theory and methods of the field of comparative politics. The ultimate objective is to develop a theoretical background to understand and explain variations in political culture, political behavior, political institutions, and other aspects of national politics. Topics include democratization, ethnic conflict, and globalization. This course focuses on different political systems and cultures, rather than specific countries or regions. This course fulfills the Core Curriculum requirement in Cultural Perspectives. Formerly POSC 267. Not open to students who have received credit for POSC 267. *Prerequisite: POSC 100 or permission of the instructor.*

### **POSC 333 Asian Politics (4)**

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

### **POSC 373 Politics and Film in the Third World (4)**

This course examines the cinematic representation of politics in third world countries. The films that we will focus on are political films. Our aim will be to understand how politics and political events are represented in film, and what that means for political consciousness both in the West and in third world countries. Themes that are examined include colonialism, ethnic conflict, women's lives, and others.

### **POSC 405 Democratization (4)**

The late 20th century has been a time when democratic government has spread dramatically around the world. From Latin America to Africa, in Europe and Asia, authoritarian regimes have yielded to democratic forces, making their governments more responsive to ordinary citizens and their societies more open. Many states have embarked upon a process of democratization for the first time. Others have moved to restore their democratic roots. However, many new democracies are not yet stable, and there is nothing about these transitions that is pre-destined or irreversible. This course introduces students to different types of transitions to democracy throughout the world and the consequences of these processes. This course will provide an overview of the major theoretical problems associated with the process of democratization as well as an understanding of specific policy issues associated with promoting democratic rule in transitioning countries. Students will gain empirical and theoretical understandings of the major factors associated with democratic transitions. *Prerequisites: POSC 252 or POSC 262 or permission of the instructor*

### **POSC 462 Studies in Comparative Politics (4)**

An intensive study of selected topics and/or areas in comparative politics. Specific topics will vary from semester to semester. Formerly POSC 369. Not open to students who have received credit for POSC 369. May be repeated for credit with consent of the instructor. *Prerequisite: POSC 252 or permission of the instructor.*

### **POSC 269 International Politics (4)**

Examination of cross-national conflicts and cooperation. This course satisfies the Core Exploration Cultural Literacy requirement. Prerequisite: POSC 100 or permission of the instructor.

### **POSC 317 International Peace and Conflict (4)**

This course will examine the critical question in international relations: how to achieve and maintain peace. Major themes explored in the course include the primary causes of conflict, impediments to peace, and peace-building options. These issues will be studied from various perspectives, including human rights, civil conflict, and interstate disputes. Through a variety of case studies, students will gain theoretical and practical insights into these issues. Prerequisite: POSC 100 or consent of the instructor.

### **POSC 320 International Political Economy (4)**

This course develops theoretical approaches to the study of the interrelationship between international political and economic factors. It then applies these approaches to analyze the historical development of the international political economy and specific issues and problems.

### **POSC 364 U.S. Foreign Policy (4)**

The formulation and implementation of foreign policy. America's emergence as a superpower. Prerequisite: One course in political science or permission of the instructor.

### **POSC 468 Studies in International Relations (4)**

An analysis of selected relationships in the international arena. May be repeated for credit with consent of the instructor. *Prerequisite: POSC 269 or consent of the instructor*

### **POSC 200 Scope and Methods of Political Science (4)**

This course introduces students to principles and techniques used commonly in political science research. Students are expected to learn principles about research designs in social science, to learn principles guiding scientific inquiry, as well as master introductory concepts in descriptive and inferential statistics. Upon completion of this course, students will be able to analyze and assess judgments or conclusions derived from diverse approaches to political science methods. This course satisfies the Core Exploration requirement in Mathematics.

### **POSC 300 Political Analysis (4)**

This course presents the basic elements of formal logic in political science. The core section concentrates on descriptive and inferential statistics with applications in political science. Additional topics may include research design and research ethics.

### **POSC 301 Individual Rationality and Group Politics (4)**

This course introduces students to rational actor theories of politics. These theories consider how people make choices in different political environments and the effect of these choices on interest groups and political parties. Would you expect people to be less selfish or more selfish in politics? Do people join interest groups because of their commitment to social ideals or because of what they get from the group? Why do groups fail to achieve goals even when the achievements of these goals are likely to benefit everyone in the group? The material in this course is useful for students interested in mass politics or grassroots organizing, since we discuss the main variables influencing successful collective actions.

### **POSC 262 Political Theory (4)**

This course will serve as both an introduction to political theory, in general, and a survey of theories of democracy, in particular. The class will analyze the historical and theoretical underpinnings of democratic forms of political organization, and it will probe many of the key issues faced by any democracy—such as legitimacy, authority, order, and dissent. Students will study a number of the early modern social contract theorists such as Hobbes, Locke, and Rousseau. The course will also investigate the work of democratic theorists and critics such as Marx, before turning to contemporary debates and alternative approaches to understanding democracy. *Prerequisite: POSC 100 or permission of the instructor.* Formerly Democratic Political Thought

### **POSC 362 Classical Political Thought (4)**

This course will address a number of the most important and vexing questions of political philosophy: what is justice, what is the relationship between knowledge and politics, how is political power created and maintained, and what is the best regime? We will consider the relationship between philosophy and politics, asking what it means to think theoretically about politics. And finally, we will analyze crucial issues concerning class, gender, and subordination that remain inextricably connected to these primary questions. The class will survey the thought of a range of ancient political thinkers, such as Sophocles, Thucydides, Plato, Aristotle, Cicero, Lucretius, Epictetus, and Sextus Empiricus. And we will study Christian political thought and the demise of classical idealism through writers such as Augustine, Aquinas, More, and Machiavelli.

### **POSC 469 Political Theory (4)**

A seminar in political theory. Various topics, authors, or traditions in empirical or normative theory are selected for systematic examination and critical analysis. The subject areas investigated by members of the seminar may vary with each offering. Cross-listed as PHIL 410. Students may receive credit for either course, but not both. The seminar may be repeated for credit with consent of the instructor. Prerequisites: POSC 100 and a course in political theory or philosophy

### **POSC 408 Studies in Public Policy (4)**

This 400-level seminar represents a capstone experience for students majoring or taking courses in political science. Its focus may change depending upon the instructor or students' interests. Topics may include federal, state, or local public policy, comparative public policy, international policy as well as specific areas such as the environment, monetary, food, agricultural, social welfare, or taxation policy. Students majoring in political science may fulfill the senior experience requirement with this course. This course is cross-listed as PPOL 408, "Studies in Public Policy," and may be used to meet the senior experience requirement in public policy.

### **POSC 493 St. Mary's Project in Political Science (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in established cross-disciplinary studies option. The project is supervised by a faculty mentor. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines*

### **POSC 494 St. Mary's Project in Political Science (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in established cross-disciplinary studies option. The project is supervised by a faculty mentor. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines*

### **POSC 398 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the

practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of department chair.*

### **POSC 498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of department chair.*

### **POSC 199 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a political science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **POSC 399 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a political science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **POSC 499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a political science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **POSC 101 Introduction to Psychology (4)**

A survey of the theoretical and empirical foundations of contemporary psychology. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **PYSC 230 Lifespan Development (4)**

A comprehensive examination of physical, cognitive, social, and emotional developmental processes from conception to death. Various theoretical approaches to human development are considered, as are empirical and methodological issues in developmental research. This course satisfies the "Development & Learning" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 235 Physiological and Sensory Psychology(4)**

An introduction to the nervous system with a focus on brain-behavior relationships, including neural communication, basic sensory processes, and complex behavior. An introduction to the theoretical, empirical, and methodological approaches in the field. This course satisfies the

“Biological & Sensory Processes” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 250 Social Psychology (4)**

A comprehensive study of how cognition, affect, and behavior are shaped by social and situational factors with a focus on current theories and methods in social psychology. Topics include person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction. This course satisfies the “Social & Cognitive Processes” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 320 Psychology of Learning plus Laboratory (5)**

The scientific analysis of learning in humans and nonhumans. Focuses on the laws of conditioning, adaptive behavior, stimulus control, and motivation of behavior. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Development & Learning” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 321 without consent of the department chair.

### **PSYC 322 Biological Psychology plus Laboratory (5)**

The scientific analysis of functional neuroanatomy and brain-behavior interactions in humans and non-humans, including the physiological basis of complex behaviors such as sleep, stress, learning and memory, sexual and emotional behavior, and neuropsychiatric disorders. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Biological & Sensory Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better or with permission of the instructor.* Not open to students who have received credit for PSYC 323 without consent of the department chair.

### **PSYC 324 Cognitive Psychology plus Laboratory (5)**

The scientific analysis of human cognitive functioning and information processing, including perceptual processes, attention, memory, thinking, language, and decision making. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Social & Cognitive Processes” Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 325 without consent of the department chair.

### **PSYC 330 Developmental Psychology plus Laboratory (5)**



The scientific analysis of human development. Content areas may include perceptual, social, emotional, language, cognitive, moral development, and various contexts of development. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the "Development & Learning" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 332 without consent of the department chair.

### **PSYC 340 Social Psychology plus Laboratory (5)**

The scientific analysis of human behavior in a social context. Content areas may include self and self-regulation, stereotyping and prejudice, attitudes/persuasion, interpersonal interactions, social influence, and social perception/cognition. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the "Social & Cognitive Processes" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 341 without consent of the department chair.

### **PSYC 370 Counseling Psychology plus Laboratory (5)**

The scientific analysis of topics in counseling and clinical psychology. Content focus is on the scientist-practitioner model and on the synthesis of the scholarly and applied aspects of psychotherapy and counseling-related topics. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the "Health & Counseling" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 371 without consent of the department chair.

### **PSYC 414 Drugs, Brains, and Behavior (4)**

An examination of recreational and therapeutic drugs that act on the brain. Topics include the biology of the drug's effects on the brain; drug effects on behavior; and the use of psychoactive drugs in the treatment of psychopathology. *Prerequisite: PSYC 101 or consent of the instructor.*

### **PSYC 483 Advanced Topics in Developmental Psychology (4)**

An in-depth examination of a particular topic in developmental psychology and/or psychology of learning. Topics vary by semester but may include developmental topics such as adolescence; adulthood and aging; socioemotional development and/or psychology of learning topics such as adaptation; classical and instrumental conditioning; motivation; or stimulus control. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the "Development & Learning" Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor*

### **PSYC 484 Advanced Topics in Biological and Sensory Psychology (4)**

An in-depth examination of a particular topic in biological psychology and/or sensory processes. Topics vary by semester but may include the brain's role in perception, motivation, emotional processing, consciousness, mental illness, sexual behavior, thinking, memory, or learning. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the "Biological & Sensory Processing" Breadth Area. PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor

### **PSYC 485 Advanced Topics in Social and Cognitive Psychology (4)**

An in-depth examination of a particular topic in cognitive and/or social psychology. Topics vary by semester but may include social topics such as person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction and/or cognitive topics such as perception, attention, memory, thinking, language, or decision making. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the "Social & Cognitive Processes" Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor*

### **PSYC 486 Advanced Topics in Health and Counseling (4)**

An in-depth examination of a particular topic in clinical and counseling psychology and/or health psychology. Topics vary by semester but may include health topics such as stress and coping and health promotion and communication and/or counseling topics such as a particular theoretical orientation; developmental psychopathology; use of assessment in psychotherapy; legal, ethical, and professional issues in the field; and vocational psychology and career counseling. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the "Health & Counseling" Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor*

### **PSYC 493/494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work. The project should include a reflection on the body of literature or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course emphasizes refining skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This requirement may be satisfied by completing eight credits of the St. Mary's Project in any discipline or cross-disciplinary study area. The project is supervised by a faculty mentor, appointed by the department chair. This course is repeatable for up to a total of eight credits. *Prerequisite: PSYC 206 or PSYC 303 and PSYC 310 with a grade of C- or better; Students may co-enroll in PSYC 310 and PSYC 493 with permission of the department chair. Consult faculty mentor for project guidelines.*

### **PSYC 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. All interns are required to maintain regular contact with the faculty supervisor. Credit/no credit grading. May not be used to fulfill requirements for the psychology major. Consult with the Career Development Center.

*Prerequisite: Admission to the Internship Program.*

### **PSYC 199/299/399/499 Independent Study (1-4)**

An independent creative or research project designed by the student and supervised by a psychology faculty member. A learning contract that specifies the nature of the project, the schedule for accomplishment, and the means of evaluation must be filed with the Office of the Registrar. This course may be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

### **SOCI 101 Introduction to Sociology (4)**

This course examines social order and change using fundamental sociological concepts. It establishes a framework for the systematic and critical interpretation of society and the analysis of social problems and facilitates an understanding of how and why individuals and groups behave as they do. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **SOCI 201 Social Statistics (4)**

An introduction to descriptive and inferential statistics as employed in sociology. Covers graphical presentation of data, measures of central tendency, measures of variation, correlation and regression, sampling, estimation, and tests of significance. Includes substantial use of a computer statistics package. *Prerequisite: SOCI 101*

### **SOCI 230 Sociology of Gender (4)**

The focus of this course is on the social construction of gender and the interaction of gender in social relationships. Historical and cross-cultural issues of gender equality in social, economic, and political settings will be discussed. *Prerequisite: SOCI 101*

### **SOCI 250 Sociological Theory (4)**

The focus of this course is the history and evolution of classical and contemporary sociological theory. This course addresses several goals: 1) to illustrate the general relationship between theory, research, and practice needed for a solid liberal arts education; 2) to prepare students for St. Mary's Projects; and 3) to prepare students who select sociology careers for the job market or graduate school. The course is conducted in a seminar format in which participants discuss the work of sociological theorists, with special attention to how theory relates to research methodology and social issues. *Prerequisite: SOCI 101 and SOCI 201*

### **SOCI 302 Medical Sociology (4)**

The primary objectives of medical sociology are to explain how particular societal arrangements affect the types and distribution of health, disease, and medical care. This course will show that the organization of the medical care system and its responses to demands for services are historical, specific, and inseparable from other issues. Medical sociology as a field of study strives to be independent of the medical profession, taking the profession's medical values, assumptions, and perspectives as data for study and analysis. *Prerequisite: SOCI 101 or instructor's permission.*

### **SOCI 304 Work and Occupations (4)**

This course presents a sociological approach to work and occupations in the U.S. and globally, with emphasis on the history and meaning of work, sociological theories related to work, the work-family balance, and work-related problems. Upon completing the course, students should be able to understand the interplay between structural and individual factors regarding work-related issues, problems, and historical work-related trends, and apply this understanding to current events. *Prerequisite: SOCI 101.*

### **SOCI 312 Economic Sociology (4)**

This course explores the relationships between social actors and their economic environments. These relationships include micro-level processes such as rents, credit card purchases, gambling, as well as large-scale processes such as multinational corporations, aid to developing countries, and social welfare systems. *Prerequisite: SOCI 101*

### **SOCI 316 Sociology of Children and Childhood (4)**

The primary objective of this course is to introduce students to the sociological concepts, methods, and theoretical perspectives for understanding relations between children and their environment. We examine socialization processes at the micro-level and structural environments at the macro-level. We assume a global perspective in exploring the diversity of children's experiences in relation to family structure, ethnicity, race, social class, and gender. *Prerequisite: SOCI 101 or instructor's permission.*

### **SOCI 320 Sociology of the Family (4)**

The focus of this course is the institution of the family and its relationship to other social institutions. Historical and cross-cultural issues of family composition, marriage and divorce patterns, childbearing, and child rearing will be discussed. *Prerequisite: SOCI 101.*

### **SOCI 329 Sociology of War and Peace (4)**

This course surveys the social contexts of organized armed conflict: war and peace as social institutions; the origins of the modern war system; military sociology; and modern issues such as women in the military, weapons proliferation, ethnic and religious strife, peace movements and peacekeeping organizations. *Prerequisite: SOCI 201.*

### **SOCI 330 Sociology of Organizations (4)**

This course surveys complex organizations as a particular form of social interaction. The course covers classical and contemporary theory of organizations, the nature and growth of

bureaucracy, the rhetoric and practice of management and leadership, and significant empirical studies of modern organizational life. *Prerequisite: SOCI 201*

### **SOCI 345 Social Change (4)**

This course surveys social change. It includes developmental trends such as technological advance; aggregate phenomena such as traffic congestion; motivational trends such as intoxication; institutional trends such as unionization; and adversarial trends such as the outcomes of battles and elections. *Prerequisite: SOCI 201*

### **SOCI 347 Sociology of Race and Ethnicity (4)**

Theoretical and empirical approaches to the study of race and ethnicity are studied in this course. Analyses of social and political issues such as racism and discrimination are also covered. *Prerequisite: SOCI 101*

### **SOCI 352 Topics in Sociology (4)**

Topics shall vary each semester the course is offered. There will be an analysis of a substantive issue in sociology. The topic will address current interests of students and the instructor. May be repeated for credit.

### **SOCI 355 Demography (4)**

This course is a study of the dynamics of population growth and demographic issues. Topics include childbearing, death, migration, and policies of population control.

### **SOCI 365 Social Stratification (4)**

This course is a study of the structural hierarchy of society, with particular emphasis on concepts such as race, gender, and class. Differential problems are discussed. Attention is given to mobility and factors associated with mobility. *Prerequisite: SOCI 201*

### **SOCI 385 Research Methods (4)**

The tools that sociologists use in conducting empirical research are examined. Included are the following topics: research design, theory, variables, sampling, instruments, data collection and analysis, interpretation of data, and research report writing. Students work towards developing the skills needed to carry out original research, gaining experience with each basic step of the research process. A knowledge of introductory statistics is required. *Prerequisite: SOCI 201*

### **SOCI 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair.* (See "Internships" under "Academic Policies" section.) Credit/no credit grading

### **SOCI 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a sociology faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **SOCI 490 Senior Seminar (4)**

This course analyzes a selected issue from the perspectives of sociology. The seminar is structured to enable the student to integrate the knowledge gained in major coursework and apply it to a specific topic. The goal of the seminar is to produce a professional research paper. Students opting to do a St. Mary's Project may not take the senior seminar for credit.

*Prerequisites: SOCI 385*

### **SOCI 493/494 St. Mary's Project (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in an established cross-disciplinary studies option. The project is supervised by a faculty mentor. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s).* Consult faculty mentor for project guidelines. Students are strongly urged to complete SOCI 350 (Sociological Theory) and SOCI 385 (Research Methods) before beginning their projects

### **TFMS 106 Introduction to Dramatic Literature (4)**

Students will study scripts and other related performance materials chosen to exemplify a range of genres, historical periods, and cultures. Readings will assist students toward understanding the social, ideological, and artistic contexts and functions of performance literature. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. This course satisfies the Core Curriculum requirement in Humanities. *Prerequisites or co-requisite: CORE 101 or CORE 301*

### **TFMS 130 Idea into Performance (4)**

Intended for majors and non-majors in theater, film, and media studies, this course is designed to provide a range of first-hand experiences in the creation of performance-based work. Through a series of workshops and creative projects, students will examine and assume the roles of writers, directors, actors, technicians, and audiences. Course work will engage students in the processes of translating ideas into artistic choices that make performance legible. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 170 Stagecraft (4)**

An introduction to technical theater, this course will provide the student with a background in the tools, materials, techniques, and processes used in the execution of theatrical designs. Scenery, lighting, stage electrics, and scene painting will be discussed along with such specialty

areas as plastics, woodworking joints, and new materials. This course includes a production/crew component as a means of applying the lecture material in an actual production setting. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 171 Elements of Design (4)**

This class will provide an introduction to the language and processes of design for theater and film. Areas covered will include the following: design language and terminology, rendering techniques, script analysis and interpretation, drafting, research techniques, introduction to computer aided design and the designer/director relationship. Students are required to purchase basic art and drafting supplies for this class. Classes will include both lecture and laboratory work. This course includes a production/crew component as a means of applying the lecture material in an actual production setting. This course includes a lab fee. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 200 Theater in History (4)**

This course is designed to provide methods and materials for the study of theater history and historiography. Students will undertake a historical exploration of the cultural, theoretical, literary, and practical components of performance practices in a range of periods and cultures. Using selected works of dramatic literature and theatrical performance as a basis for study, the course will introduce concepts in three areas of historical performance: text, performance conventions, and audience. Students will examine major periods of theatrical activity as specific cultural constructions and will learn how the elements of theater are historically determined and how they combine to make meanings on the stage. Sample topics of study will include Asian, Indonesian, African, Western classical, Iberian, European, and American performance traditions from their origins through the mid-19th century. This course satisfies the Core Curriculum requirement in Humanities.

### **TFMS 210 Japanese Performance Traditions (4)**

Japan's rich theater traditions will be explored by examining early Japanese religious rituals and festivals and their evolution into traditional theater forms. The course will focus principally on traditional theater still performed regularly today: noh, kyôgen, bunraku, and kabuki. Instructional methods will include lectures, discussion, readings, slide presentations, and screenings. Several class meetings will also be devoted to learning basic physical movements of performance styles to gain a physical understanding of traditional performance forms. This course may be used to satisfy an elective requirement for the English major. Satisfies a requirement for a minor in Asian studies and this course satisfies the Core Exploration Cultural Literacy requirement

### **TFMS 220 Introduction to Film and Media Studies (4)**

This course will introduce students to concepts, theories, and methods of film and media practices and will provide a basis for further study in the subject. Course materials will encompass film, video, and television studies. Students will examine the production and consumption of screen-based discourses, including image, montage, and sound; apparatus theory and historiography; genres; authorship; issues of gender, race, ethnicity, class, and nation; economics; and looking practices. Assignments will emphasize development of writing,

analytical, and research skills. This course may be used to satisfy an elective requirement for the English major. Satisfies a requirement for a minor in African and African Diaspora studies, and women, gender, and sexuality studies. This course satisfies the Core Curriculum requirement in Humanities.

### **TFMS 221 Film and Media Production Modes (4)**

This course introduces students to the critical study of the various modes of film, video, animation, and new media production. The primary modes considered include Classical Hollywood Narrative, Independent film, Art Cinema, International film, Experimental film, Documentary film, Animation, and New Media. The course focuses on the distinctive formal elements of each mode as well as on the historical, cultural, and economic contexts in which each mode is produced and received. This course may be used to satisfy an elective requirement for the English major. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 225 Topics in Film and Media (4)**

Study of a theme, problem, movement, or figure in the theory and practice of film and media will constitute the topics field for this course. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and may be used to satisfy an elective requirement for the English major. This course satisfies the Core Curriculum requirement in Humanities.

### **TFMS 228 Media Production I (4)**

This course teaches the fundamentals of video production and emphasizes hands-on production using small-format video. Students will develop a broad range of skills integral to addressing viewers with moving images and sounds and will also learn to analyze and think critically about the representational strategies central to producing creative work. Students must participate fully in all main stage light hang and focus sessions during the semester in which they are enrolled in the course before credit will be awarded. This course includes a lab fee. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 230 Acting I (4)**

An introduction to the fundamentals of acting, this course will introduce acknowledged approaches to the craft and then begin the process by which students will develop their own system of approaching a role. Improvisation, scene study, voice, and a variety of other acting resources will be explored. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 250 Movement I (4)**

This course is designed for students interested in self-growth and/or performance: to heighten students' awareness and understanding of their own bodies and movement habits and the process and importance of non-verbal communication. Corrective work in basic movement mechanics leads to increased flexibility and fitness, better alignment and less stress in performing everyday movements, and to a more relaxed, confident presence on stage. Tools of movement analysis and terminology are presented. Improvisation frees inhibitions, challenges



the imagination, and develops students' abilities to work well within a group. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 251 Introduction to Traditional African Dance (4)**

This course will provide an introduction to traditional dance and music of selected African cultures. Through learning basic patterns of selected dances, students will develop a technical base serving the specific requirements of performance of African dance. In addition to the learning and performance of dances, course methods and materials include readings, video viewing, and discussion designed to provide students with an understanding and appreciation of the significance of the dance in traditional African society and its relation to the other arts. This course satisfies the Core Exploration Cultural Literacy requirement as well as a minor requirement in African and African Diaspora studies.

### **TFMS 255 Modern Dance I (4)**

This course covers technique and fundamental principles of modern dance. Emphasis is on the intelligent, informed use of the body applied to dance as a performance art form. Theory and practice of improvisation will be introduced, and classes are designed to stimulate mind and body. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 258 Dance in History (4)**

Designed for the general student, this course will serve as an introduction to dance as a theatrical art form and an expression of popular culture. The function and significance of dance will be examined in relationship to historical periods and a variety of cultures. Particular emphasis will be placed on the development of 20th-century American dance and its roots in Asian, European, and African traditions. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 260 Topics in Dance/Movement (4)**

This course involves study of an aspect of dance or movement technique or theory (jazz dance, dance therapy, mask study, international dance, stage combat). Subject matter will be announced prior to each offering of the course. Depending on topic, may be repeated for credit. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 275 Costumes and Clothes in History (4)**

A survey of the evolution of clothing styles through history with an emphasis on Western costume. Study of historical costume as it reflects sociological, psychological, economic, political, artistic, technological, and other factors. Among the topics discussed in the class are the ways in which social rank, ethnicity, and gender manifest themselves through clothing and adornment, and how the historic evolution of clothing reflects changing roles of women and various historically marginalized groups. Satisfies a requirement for a minor in women, gender, and sexuality studies. Satisfies the Core Exploration requirement in Arts.

### **TFMS 280 Topics in Production (4)**

A study of several aspects of theatrical or film production at an introductory level will constitute the topic area for this course. Exemplary areas may include, but are not limited to, makeup,

scenic painting, and costume construction. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and a lab fee may be assessed. This course satisfies the Core Exploration requirement in Arts.

### **TFMS 290/490 Practicum (1-4)**

A student may receive one to four credit hours for working on a major dramatic production. Practicum can be earned through participation in all facets of production from performing to technical work. A minimum of 50 hours of work is required for one credit hour. A student may earn up to four credit hours by participating in two major productions during a semester or four credit hours for participating in a single semester-long production. Rigorous grading standards will apply. Practicum may be repeated for credit. A maximum of 12 credit hours of practicum credit may be applied toward graduation. *Prerequisite: Permission of TFMS staff required.*

### **TFMS 300 Modern Theater (4)**

As the second course in the theater history sequence, the subject for study will be the recent sources and forms of contemporary theater. Course work will begin with the advent of Realism in Western drama and will explore its transformation into other modes of signification as a consequence of political conflicts, technological developments, social movements, intercultural influences, and critical theories. Topics will include Naturalism, Expressionism, Surrealism, Epic Theater, Absurdist Theater, Guerrilla Theater, Performance Art, Cultural Pluralism, and the major innovators of modern theater practices. This course may be used to satisfy an elective requirement for the English major. Satisfies a requirement for a minor in women, gender, and sexuality studies.

### **TFMS 310 Shakespeare (4)**

Through consideration of representative comedies, histories, tragedies, and later romances, this course will develop an understanding of Shakespeare's plays as texts written for and animated by performance. Students will approach the scripts from two viewpoints: a stage-centered perspective that examines the contributions of historical and immediate production, and a comparative study that focuses on common themes, structures, language, and other literary devices in the plays. This course may be used to satisfy an elective requirement for the English major. *Prerequisites: At least one literature course and junior or senior standing*

### **TFMS 315 Japanese Film (4)**

This course will introduce students to the political and sociological histories of Japan through the lens of select pre- and post-World War II Japanese films, including animé. Study of major film directors, genres, or historical and cultural events may constitute the focus of the course. Instructional methods will include lectures, discussions, readings, film screenings, presentations, and research papers. This course may be used to satisfy an elective requirement for the English major. Satisfies a requirement for a minor in Asian studies.

### **TFMS 320 Film History (4)**

This course will focus on noteworthy periods, movements, and genres in film history from the late silent era (e.g., Soviet Montage) to the present (e.g., Dogme 95), and will examine the transnational aesthetic and ideological influences of their practitioners. Exemplary periods,

movements, and genres to be studied might include, but are not limited to: Soviet Montage; German Expressionism; the classical Hollywood narrative cinema; film noir; European and Latin American New Wave and Neorealist movements; Hong Kong cinema; and contemporary political modernism. Instructional methods will include lectures, film screenings, discussions, readings, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major. *Prerequisite: TFMS 220, 221, or consent of the instructor*

### **TFMS 325 Documentary Practices (4)**

Documentary filmmakers seek to engage audiences in films that depict aspects of “the real.” As such, documentary films work with audience expectations and assumptions to persuade or reveal. Documentary depictions raise important questions about the nature of truth and representation as well as the social practice of film. As filmmaker and theoretician Jill Godmilow rhetorically asks, “How Real is the Reality in Documentary?” In this course, we will examine a cross section of key films in order to trace the aesthetic and thematic development of the documentary film. As we study various documentary forms, we will examine changes in the relationship between filmmaker, documentary subject, and audience, and the ethical considerations in these relationships that documentary practice presents. What cinematic styles have come to be associated with documentary films? How and why have they evolved? What is the ‘voice’ of documentary? How do documentaries persuade viewers? Documentary films will serve as the primary texts in this course, and we will gain perspective on them with critical and theoretical readings that address and analyze the documentary practices in each. Instructional methods will include lectures, discussions, readings, presentations, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major. Satisfies a requirement for a minor in women, gender, and sexuality studies. *Prerequisite: TFMS 220, 221, or consent of the instructor*

### **TFMS 326 World Cinema (4)**

This course undertakes a survey and analysis of world film production in an effort to understand the relationship between world cinema and national culture. With reference to the U.S. film industry as a dominant model, the course explores the aesthetic, economic, historical, and ideological contexts for film production and reception in other countries. This course may be used to satisfy an elective requirement for the English major. Satisfies requirements for a minor in African and African Diaspora studies, Asian studies, and women, gender, and sexuality studies.

### **TFMS 328 Media Production II (4)**

Media Production II is an intermediate course in video production that continues development of student knowledge and skills in a variety of formal production modes. Production modes include experimental, documentary, and narrative work that explores the creative process through concept development, writing, shooting, and editing. This course especially emphasizes collaboration through group work as part of a production team. The course includes a lab fee. *Prerequisite: TFMS 228 or consent of the instructor.*

### **TFMS 330 Workshop in Acting (4)**

This course provides students with an opportunity to pursue advanced work in acting. Area of emphasis will be announced each time the course is offered. Depending on topic, may be repeated for credit. *Prerequisite: Consent of the instructor.*

### **TFMS 331 Acting II (4)**

This course will emphasize scene work and continue the actor's development toward a personal, systematic approach to building characters. Exercises in observation, behavior patterns, character psychology, improvisation, voice, and movement will be included.

*Prerequisite: TFMS 230 or consent of the instructor.*

### **TFMS 340 Directing for the Stage (4)**

This course will introduce the fundamentals of stage directing through the execution of projects designed to provide a range of experiences in approaching particular problems of stage directing. Students will develop strategies for analyzing scripts in order to make directorial choices that are responsive, legible, and manageable, and they will learn the processes for communicating these choices to actors and designers. *Prerequisite: TFMS 230 or consent of the instructor*

### **TFMS 346 Screenwriting (4)**

This course introduces students to the art of screenwriting through the study of screenplays, films, and basic techniques and forms of the screenwriter. The main project for this class is writing and revising a major screenwriting project. Students work through the various stages of screenplay writing: researching the subject, pitching the idea to the class, writing a treatment, developing biographies for characters, developing an outline of scenes, and work-shopping multiple drafts of the script with classmates. This course may be used to satisfy an elective requirement for the English major.

### **TFMS 350 Movement II (4)**

A continuation of Movement I. The emphasis of this course is on theory and practice of movement characterization and special performance challenges, such as stylized or nonrealistic performance, stage falls, combat, and historical styles. A variety of approaches, including masks, animal movement, and psychological gesture are employed as a means to physicalize dramatic characters. Class work includes ongoing work on fundamental movement skills and principles. *Prerequisite: TFMS 250*

### **TFMS 355 Modern Dance II (4)**

This course covers technique, improvisation, and principles of modern dance at an intermediate level. Emphasis is on the intelligent, informed use of the body applied to dance as a performance art form. Though the focus will be on modern dance technique and improvisation, other contemporary dance styles, including jazz, will be introduced. *Prerequisite: TFMS 255 or consent of the instructor*

### **TFMS 360 Dance Improvisation and Composition (4)**

This course is designed to provide experiences in synthesizing theory and praxis in the creation of performance studies. Emphasis is on creative expression and the development of specific

tools with which to compose, direct, and perform original work. The relationship of improvisation to composition is explored and the current movement towards interdisciplinary performance art is reflected. Students investigate a wide variety of source materials for performance projects. *Prerequisite: TFMS 255 or consent of the instructor*

### **TFMS 370 Studio (0)**

Enrollment is co-requisite for any student participating in a main stage theater production.

### **TFMS 371 Production Lab (1)**

All declared theater studies majors in theater, film, and media studies must complete four credit hours of Production Lab. Each credit is equivalent to 30 hours, to be distributed in the following areas: a) Scenery & Paint; b) Costumes & Wardrobe; c) Production Assistance (crew, lights, props, etc.); and d) Student's Choice. The technical director and scenographer/designer will assign students to an area each semester. The purpose of the course is to provide students with experience in the practices of technical theater as well as to lead them to a fuller understanding of the contributions of this work to the creative process. Students must participate fully in all main stage light hang and focus sessions each semester before credit will be awarded. Open to all students. May be repeated for credit.

### **TFMS 374 Lighting Design (4)**

A study of the theories, principles, and tools of lighting design for theater, film, and video, this course will focus primarily on developing the student's ability to see, understand, and manipulate light in respect to its physical and psychological properties. Topics will include properties and functions of light, color theory, instrumentation and placement, script analysis, drafting, and basic electricity. Projects will include analysis of light in various media (paintings, film, photographs) and a design for a theoretical production. Students will be required to participate on the lighting crew for one production during the semester. This course includes a lab fee. *Prerequisites: TFMS 170, 171, or consent of the instructor*

### **TFMS 375 Costume Design for Stage and Screen (4)**

The goal of this course is to introduce students to costuming and costume design for theater and film. Students will apply sketching, drawing skills, and elements of design in order to develop clothing choices for film and theater characters. An understanding and visualization of character will be realized through research, clothing analysis, and appropriate textile applications. Students will learn how to design costume plots and charts, how to manage budgets, and how to prepare for portfolio presentations. Students will be required to participate in a design-related production crew during the semester. This course includes a lab fee.

**Prerequisites: TFMS 171, 275, or consent of the instructor**

### **TFMS 376 Scenic Design for Stage and Screen (4)**

A study of the processes and techniques of creating scenic environments for theatrical and film productions, this course will approach scene design from such perspectives as realism, conceptual or thematic aesthetics, cultural traditions, and/or period styles. An understanding of the visualization of space and place will be realized through research, script analysis and interpretation, drawing, painting, drafting, model making, computer aided design/rendering, and

portfolio presentation. Students will be required to participate in a design-related production crew during the semester. This course includes a lab fee. *Prerequisites: TFMS 170, 171, or consent of the instructor*

### **TFMS 390 Theater Seminar: Production Contexts (2-4)**

This seminar will be offered in conjunction with particular main stage productions and will examine artistic practices and contextual issues associated with the processes of creating the work. Topics will vary according to specific productions but may explore related problems of dramaturgy, history, culture, or craft. The course may be offered in full- or half-semester formats and will sometimes be taught by guest artists. May be repeated for credit.

### **TFMS 392 The Teaching of Theater in the Schools K-12 (4)**

This course provides pre-professional experience in a school setting for students seeking teacher certification in drama K-12. It serves as an introduction to the problems, issues, curriculum, and methods for teaching drama to students of all ages based on what is known about their developmental nature and needs. Topics include instructional objectives, teaching strategies, reading and writing across the curriculum, and evaluation techniques. Class members will practice a variety of effective instructional strategies, participate in field experience, and study generic issues of discipline and management that cross content-specific boundaries. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. This course is open to any student with an interest in working with students in public school classrooms or teaching at any level. *Prerequisite: PSYC 230, EDUC/PSYC 368, or consent of the instructor*

### **TFMS 405 Topics in Performance Studies (4)**

Consideration of a theme, problem, movement, or major figure(s) in dramatic literature, history, theory, criticism, or performance studies will make up the topics field for this course. The method of study might include intersections of scholarship and practice. The subject matter for the semester will be announced prior to each offering of the course. Depending on the topic, it may be repeated for credit and prerequisites may apply.

### **TFMS 420 Mediated Bodies: Gender, Race, and Class on Stage and Screen (4)**

The subject of study will be the marking of bodies by electronic and live performance media. Students will explore how representations of bodies in these media (principally films) interrelate with social constructions of gender, race, class, sexuality, age, disease, and criminality in postmodern culture. By interrogating techniques and technologies of production and reception of meanings, students will learn how to think critically about the discursive formations of subjects, others, and visual culture. Materials will include screenings as well as readings in film theory, performance studies, cyberculture, and cultural studies. Instructional methods will include lectures, discussions, readings, presentations, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major as well as minor requirements in African and African Diaspora studies, Asian studies, and women, gender, and sexuality studies. *Prerequisites: One previous or concurrent course in AADS or WGSX, or consent of the instructor*

### **TFMS 422 Horror Film: Of Monsters and Monstrosities (4)**

This course will examine evolving conceptions of the monster and of monstrosity in select international horror films from the early 1930s to the present, with attention to both classical and postmodern forms of the genre. Concomitantly, it will examine the aesthetics of cinematic horror by situating readings of the films' iconographic elements and of their rhetorical strategies within broader historical, social, political, and cultural perspectives. In doing so, students will interrogate the films' constructions of categories of gender, race, class, sexuality, identity, and the family and, by doing so, locate inquiry at the nexus of theory and practice. In this respect, this course may be used to satisfy the senior capstone experience for TFMS majors (i.e. those at the junior and senior level fulfilling the film/media studies track of the major). Instructional methods will include lectures, discussions, film screenings, readings, writing assignments, presentations, and examinations. In addition to satisfying the senior capstone experience in TFMS, this course may be used to satisfy an elective requirement of the English major and of the minor in women, gender, and sexuality studies. *Prerequisite: TFMS 220 or 221 or consent of the instructor.* For students fulfilling the requirement of a senior capstone experience, an additional prerequisite includes: one additional upper-level course in film/media studies in TFMS, international languages and cultures, political science, Asian studies, or philosophy.

#### **TFMS 425 Advanced Topics in Film and Media (4)**

This course is a specialized study of a theme, problem, movement, or figure in the theory and practice of film and media. Included among potential topics: feminist film theory; television and the construction of race, gender, sexuality, class, and ethnicity; identity formations in cybermedia; narrative production of "home" in daytime soap operas; science fiction films and commodifications of future; or Steven Spielberg and the phenomenon of mall movies. The subject matter for the semester will be announced prior to each offering of the course. Depending on the topic, this course may be used to satisfy an elective requirement for the English major. Depending on the topic, it may be repeated for credit and prerequisites may apply. Check the online Schedule of Classes for topics and prerequisites.

#### **TFMS 440 Directing II (4)**

This course will depart from traditional fundamentals of stage directing by familiarizing students with avant-garde and culturally diverse models for performance. Students will undertake a series of projects that will investigate these models through experiment with scripted and non-scripted materials. The course will be conducted primarily as a practicum in experimental directing, and its particular content will depend to some extent on student selections of performance projects. *Prerequisite: TFMS 340 or consent of the instructor*

#### **TFMS 460 Advanced Topics in Dance/Movement (4)**

This course involves advanced study of an aspect of dance or movement technique or theory (for example, jazz dance, dance therapy, mask study, international dance, stage combat). Subject matter and credit value will be announced prior to each offering of the course. Depending on the topic, it may be repeated for credit. *Prerequisite: TFMS 255 or consent of the instructor*

#### **TFMS 480 Advanced Topics in Production (4)**

This course offers specialized study of an aspect of theatrical or film production and, as such, may be used to satisfy the senior capstone experience for TFMS majors (in theater studies or film and media studies). The subject matter for the semester will be announced prior to each offering of the course. Depending on the topic, the course may be repeated for credit, may include a lab fee, and prerequisites may apply.

### **TFMS 493/494 St. Mary's Project (8)**

This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. Open to non-majors. Prerequisites: Senior standing and approval of faculty mentor and department chair(s) of the student's major(s). Consult faculty mentor for project guidelines

### **TFMS 398/498 Off-Campus Internship (8-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. Prerequisites: Admission to the Internship Program and approval of the TFMS faculty. Credit/no credit grading. May be repeated for credit.

### **TFMS 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a TFMS faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized prior to registration in a learning contract. May be repeated for credit.

### **ILCC 101 Elementary Chinese I (4)**

An introduction to the basic structure of spoken and written Chinese for the student beginning the study of Chinese. Introduction to Chinese culture and its relation to the language.

### **ILCC 102 Elementary Chinese II (4)**

A continuation of the study of basic grammar with increased attention given to conversation skills. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCC 101 or consent of the instructor.*

### **ILCC 201 Intermediate Chinese I (4)**

A continuation of the study of grammar, with additional practice in speaking, writing and reading. *Prerequisite: ILCC 102 or consent of the instructor.* This course satisfies the Core Exploration Cultural Literacy requirement.



### **ILCC 202 Intermediate Chinese II (4)**

While continuing to study the grammatical constructions of basic Chinese, students are also introduced to reading and writing at greater levels of complexity. Prerequisite: ILCC 201 or consent of the instructor. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ILCC 355 Advanced Chinese: Chinese Culture (4)**

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

### **ILCC 356 Advanced Chinese: Chinese Culture II (4)**

China was relatively isolated until the end of the 19th century. Through essays, movies and excerpts of literary texts by Chinese intellectuals since that time, the class will study how the Chinese view themselves in the world and how they propose to resolve the tension between tradition and modernization. Grammar will be reviewed as needed. Class discussion and short papers will aim at an understanding of Chinese culture through Chinese eyes. May be repeated for credit. *Prerequisite: ILCC 202 or consent of the instructor.*

### **ILCC 362 Advanced Chinese: Introduction to Literature (4)**

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

### **ILCC 363 Topics in Chinese Literature (4)**

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

### **ILCC 493/494 St. Mary's Project (8)**

A student-initiated and student-executed project of eight credit-hours is the senior capstone experience. While the thesis can be written in English, a significant Chinese language component is expected. The project may be a research project in literary or cultural studies, a creative-expressive project involving arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task, 2) a method of approach and execution appropriate to the task, 3) adequate knowledge of the particular area of research or endeavor, 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance, and 5) the readiness to critically discuss and publicly share the results

of the project. *Prerequisites: ILCT 493; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to eight credit-hours.

### **ILCC 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

### **ILCF 101 Elementary French I (4)**

An introduction to the basic structures of spoken and written French, and an introduction to French culture through language. This course is for students beginning the study of French.

### **ILCF 102 Elementary French II (4)**

A continuation of the study of basic grammar. Increased attention is given to conversation skills and short writing assignments. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 101 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCF 201 Intermediate French I (4)**

This course will review grammatical structures studied in the first year of French and introduce new ones. It will build vocabulary through short readings and exercises. Students will integrate the formal aspect of language with personal content through the discussion of texts and issues and through the composing of short essays. Energetic student participation in class is assumed throughout the course. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 102 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCF 202 Intermediate French II (4)**

This course will continue and complete the review begun in ILCF 201 of all the basic structures of the French language. Students should be able, by the end of the course, to express themselves and their ideas indicatively, imperatively, hypothetically, in the subjunctive mood, and in all time frames. Reading and writing skills will be further developed through the introduction of increasingly challenging reading materials and more elaborate writing assignments. Steady and vigorous student participation in class will continue to be assumed. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 201 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCF 206 Introduction to Literature in French (4)**

Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be

reviewed only as needed. Written assignments will be based primarily on the readings. This course satisfies the Core Exploration Cultural Literacy requirements if not used to satisfy the Core Curriculum International Language requirement. Prerequisite: ILCF 202 or equivalent as determined by the Foreign Language Proficiency Test.

### **ILCF 355 Culture and Civilization I: Metropolitan France (4)**

A study of the structure and historical evolution of contemporary French society and culture. *Prerequisite: ILCF 206 or consent of instructor*

### **ILCF 356 Culture and Civilization II: The Francophone World (4)**

Culture and Civilization II: The Francophone World This course will address the cultural evolution and ethos of French-speaking nations outside of Europe and the unique role of non-European French-speaking societies in the modern world. *Prerequisite: ILCF 206 or consent of the instructor.*

### **ILCF 360 Advanced Grammar and Translation (4)**

In-depth study of specific grammatical and stylistic structures. Application of grammatical knowledge to the task of translating a variety of texts from French into English and from English into French. *Prerequisite: ILCF 206 or consent of the instructor.*

### **ILCF 362 Topics in French Literature I: From the Middle Ages to the French Revolution (4)**

Close study of selected major literary works from the Middle Ages to the end of the Ancien Régime. The course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "Self and Society: From the Age of Chivalry to Absolutism" and "French Theater in the 17th and 18th Centuries." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

### **ILCF 363 Topics in French Literature II: Nineteenth and Twentieth Centuries (4)**

Close study of selected major literary works from the beginning of the 19th century to the present, including those from French-speaking societies outside France. The course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "Representations of "la femme fatale" in the 19th and 20th Centuries" and "Desire in the Contemporary Novel." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

### **ILCF 364 Topics in Francophone Literature (4)**

Close study of selected major literary works from French-speaking societies outside France. This course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "Francophone Literatures of the Americas: From Québec to the Antilles" and "Literature and History: The Francophone Novel." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

### **ILCF 440 Special Topics in French or Francophone Studies in French (4)**

Advanced study of a topic, theme, problem, or major figure in French or Francophone literature and culture. Previous topics have included "French Notions of Monstrosity"; "Sexing the City: Urban Space and Subversive Sexualities" and, "French and Francophone Film and the Human Condition." May be repeated for credit. *Prerequisites: two 300-level French courses or consent of the instructor.*

### **ILCF 493/494 St. Mary's Project (1-8)**

A student-initiated and student-executed project of eight credit hours is the senior capstone experience, to be carried out in the French language. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit hours.

### **ILCF 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

### **ILCG Elementary German I (4)**

An introduction to the basic structures of spoken and written German and an introduction to German culture and its relation to the language. This course is for students beginning the study of German.

### **ILCG 102 Elementary German II (4)**

A continuation of the study of basic grammar. Increased attention given to conversation and short creative writing assignments. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. Prerequisite: ILCG 101 or equivalent as determined by the Foreign Language Proficiency Test.

### **ILCG 201 Intermediate German (4)**

Review of grammar, development of conversational skills, weekly writing assignments based on readings and class discussion. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCG 102 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCG 493/494 St. Mary's Project (1-8)**

A student-initiated and student-executed project of eight credit hours is the senior capstone experience, to be carried out in the German language. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts or a pedagogical project involving teaching applications. Also, depending on the focus of the student's coursework and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 293; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit hours.

### **ILCG 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

### **ILCS 101 Elementary Spanish I (4)**

An introduction to the basic structures of spoken and written Spanish and an introduction to Hispanic cultures as expressed in language and other cultural forms. This course is for students beginning the study of Spanish. Each section of ILCS 101 focuses on a specific culture topic.

### **ILCS 102 Elementary Spanish II (4)**

A continuation of the study of basic grammar and Hispanic cultures begun in ILCS 101, with further attention to communicative goals. Each section of ILCS 102 focuses on a specific cultural topic. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCS 101 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCS 110 Accelerated Elementary Spanish (4)**

An accelerated study of the communicative and cultural material presented in ILCS 101 and ILCS 102. Designed for students who have some prior knowledge of Spanish. Each section of

ILCS 110 focuses on a specific cultural topic. Prerequisite: Admission determined by Foreign Language Proficiency Test.

### **ILCS 201 Intermediate Spanish I (4)**

This course is the first half of the intermediate level sequence in Spanish language. Students will review and deepen their mastery of key grammatical structures studied in the first year of Spanish, and build on this foundation by studying additional structures. Emphasis will be given to developing proficiency in the use of the past tense and in developing a working use of the subjunctive mood. Particular attention will also be paid to social and historical contexts of Spanish speaking countries. Class participation will also be strongly emphasized. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. Prerequisites: ILCS 102 or 110 or equivalent as determined by the Foreign Language Proficiency Test.

### **ILCS 202 Intermediate Spanish II (4)**

This course is the second half of the intermediate level sequence in Spanish language. Students will continue to work towards mastering all grammatical structures in the indicative mood and will deepen their proficiency in the subjunctive. The continued development of reading and writing skills will also be emphasized with the incorporation of authentic readings and written research project. Class participation will continue to be strongly emphasized. This course satisfies the Core Exploration Cultural Literacy requirement if not used to satisfy the Core Curriculum International Language requirement. Prerequisite: ILCS 201 or equivalent as determined by the Foreign Language Proficiency Test.

### **ILCS 360 Advanced Writing Workshop (4)**

Close study of grammatical and stylistic structures as they apply to various writing assignments, including translations between English and Spanish. Writing assignments, grammar review and discussions in a workshop format will provide the methodology for developing each student's self-expression in Spanish, and for improving mastery of grammar and composition. As a final project, students will produce a publication of their work. Prerequisite: ILCS 202, or ILCS206, or ILCS260 or consent of the instructor.

### **ILCS 361 Indigenous Cultures in Latin America (4)**

Indigenous cultures in Latin America began to develop a rich tradition as early as two thousand years before the Christian era. These traditions led to the rise of highly complex civilizations. In certain places of Latin America, such as Guatemala, southern Mexico, and the Andean region of South America, indigenous cultures are still extant. In this course we will explore both the current realities of indigenous cultures in parts of Latin America, as well as pre-Columbian and colonial antecedents. The content of the course will vary, sometimes focusing more on historical background and at other times on contemporary conditions; at times the course may focus on a single indigenous tradition, and at others may provide a more panoramic perspective. Readings will be in Spanish. May be repeated for credit with permission of the instructor. Prerequisite: ILCS 206, ILCS260 or consent of the instructor.

### **ILCS 362 African Diaspora Cultural Expressions in Latin America (4)**

This course explores the myriad historical, cultural and artistic contributions of African culture(s) in the Diaspora to the formation of the Hispanic world – including Spain, the American mainland, and the Caribbean. May be repeated for credit with permission of the instructor. Prerequisite: ILCS 206, ILCS260 or consent of the instructor.

### **ILCS 363 Cultural Perspectives on Gender (4)**

This course focuses on cultural constructions of gender as they are represented in literature, art, film and /or social movements. Special attention will be given to individual and collective strategies to redefine traditional cultural values related to gender. We will also consider how the relationships among gender, race, and social class affect who produces national discourse and how. Artistic and social expression from different historical periods in Spanish, Latin American, and/or Latino/a cultures will be the basis of our discussions. May be repeated for credit with permission of the instructor. Prerequisite: ILCS 206, ILCS260 or consent of the instructor.

### **ILCS 365 Creating for Social Change (4)**

Historically, as well as today, there is a link between cultural production and the commitment to address social concerns in both Latin America and Spain. This course explores the ethical and aesthetic aspects of texts which have as their obvious aim the promotion of social change within the societies where they were produced. Students will study, translate, and/or create original texts that explore these aims, depending on the instructor. May be repeated for credit with permission of the instructor. Prerequisite: ILCS 206, ILCS260 or the consent of the instructor.

### **ILCS 372 Multicultural Characteristics of Early Modern Spain (4)**

This course examines the social, economic, cultural, and artistic evolution of the Iberian Peninsula from the Muslim invasion in the 8th century to the beginning of the Spanish Empire's decline in the 17th century. Selected works will be examined as manifestations, critiques and defenses of the political, social and cultural characteristics of Spain's development into the world's most powerful empire. Special attention will be given to the influence various cultures within the Peninsula, as well as Spain's contact with its colonies, had on the formation of its identity as a modern state. Prerequisite: ILCS 206, ILCS260 or consent of the instructor.

### **ILCS 440 Special Topics in Hispanic Studies (4)**

Advanced study of a topic, theme, problem, or major figure in Hispanic literature or culture. May be repeated for credit. Prerequisites: Two 300-level ILCS courses or consent of the instructor.

### **ILCS 493/494 St. Mary's Project (1-8)**

A student-initiated and student-executed project of eight credit hours is the senior capstone experience, to be carried out in Spanish. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate

knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair. NOTE: Students whose projects are to be based on material collected “in the field” while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit hours.

### **ILCS 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See “Independent Study” under “Academic Policies” section.)

### **ARTH 100 Introduction to Art History (4)**

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

### **ARTH 220 Rock, Paper, Sword: The Media of the Ancient and Medieval World (4)**

An introduction to the art of the ancient and medieval world. This course examines how different Western, Asian, and Islamic cultures approached art in these media. Exploring rock involves both architecture and sculptural representation; examining paper engages issues of two-dimensional media and the sweeping changes caused by the introduction of paper; and considering the sword includes both the production of metalwork and the artistic scope of ancient and medieval empires. The course will emphasize cultural interaction between empires, nations, and geographic regions through economic, artistic, and political exchange. Geographic areas of focus include Northern Europe and the Ancient Mediterranean, West and Central Asia, India, and the dominant powers of East Asia: China, Korea, and Japan. This course satisfies the Core Curriculum requirement in Humanities.

### **ARTH 250 Topics in Western Art History (4)**

Various topics in art history, each representing an introduction to an aspect of the discipline with a primary focus on visual culture from Europe and/or the United States. May be repeated for credit if the topic is not repetitive. For a description of each course, see the current online <a href="https://seahawks.smcm.edu/ICS/Home.jnz?portlet=Course\_Schedules&screen=Adv



anced+Course+Search&screenType=next">Schedule of Classes</a>. This course satisfies the Core Curriculum requirement in Humanities.

### **ARTH 255 Topics in Global Art History (4)**

Various topics in art history, each representing an introduction to an aspect of the discipline with a primary focus on visual culture from Africa, Asia, the Americas and/or the Islamic World. May be repeated for credit if the topic is not repetitive. For a description of each course, see the current online Schedule of Classes. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ARTH 306 Art of the United States (4)**

This course explores the art and visual culture of the United States from the American Revolution to the present day, considering the central role that artistic production and consumption played in constructing American social identities and culture. Of particular concern are the contributions of minority and marginalized groups as active agents in the development of a national culture. The course also considers issues of art and nationalism, the influence of European traditions, ideas of modernity and the modern artist in American culture, and relationships between art and material culture in American life. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, or consent of instructor.

### **ARTH 310 European Art and Global Colonialism, 1500-1850 (4)**

This course explores the intertwined histories of artistic production and global colonialism in the early modern era. In the early modern era, European developments in the practice of art coincided with an increasing interest in understanding and controlling the world. The class considers how the work of artists in this period responded to European concerns about national and imperial power, global trade, slavery, and colonialism. The course also addresses how art fueled curiosity about the natural world, developments in science and astronomy, and the relation between religious belief and civic life. In this study of European painting, architecture, and sculpture, students attend to issues of race and artistic theory, images of the colonial world, and the ways in which material culture facilitated intercultural contact between white Europeans, enslaved Africans, and indigenous colonized communities. Prerequisite is one of the following: ARTH 100; one 200-level ARTH course; or permission of instructor.

### **ARTH 314 Race and Representation (4)**

This class explores the artistic production of the African diaspora in the United States and abroad from the early modern era to the present day. Major issues of concern are colonialism and the early modern invention of race; the construction of whiteness; the visual and material culture of the transatlantic slave trade and American slavery; the role of art in both building and resisting systems of oppression; the creative production and agency of individual artists of color, including enslaved artists and artisans in the colonial and antebellum period as well as modern and contemporary artists; the concept of the Black Atlantic and the contribution of a diverse African diaspora to a global history of art and ideas; and African American art history. Depending on the instructor, the focus of the course will either be Early Modern and Colonial or Modern and Contemporary art. This course may be repeated once for credit if the topic is not

repetitive. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, or consent of instructor.

### **ARTH 316 Modern Art, 1850-1970 (4)**

A study of important developments in painting, sculpture and architecture during the modern period. The emergence of avant-garde practices and radical formal invention, the development of abstract art, relations between art and mass culture and the transformed function of the artist in modern society will be examined. Slide presentations, lectures, discussion. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course or consent of instructor.

### **ARTH 317 Contemporary Art, 1970 to Present (4)**

This course explores the conceptual foundations and creative practices of contemporary art, with particular focus on postmodern theory and practice; the emergence of alternative or non-traditional media; the influence of the women's movement and the gay/lesbian liberation movement on contemporary art; as well as globalization, community-based or collaborative processes and other aspects of creativity in the expanded contemporary field. Slide presentations, lecture, and discussion. Formerly ARTH 410. Not open to students who received credit for ARTH 410. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course or consent of instructor.

### **ARTH 350 Advanced Topics in Western Art History (4)**

Various topics in art history, each representing study of an aspect of the discipline at an advanced level with a primary focus on Europe and/or the United States. ARTH 350 may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online Schedule of Classes. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, or consent of instructor.

### **ARTH 355 Advanced Topics in Global Art History ()**

Various topics in art history, each representing study of an aspect of the discipline at an advanced level with a primary focus on Africa, Asia, the Americas and/or the Islamic World. ARTH 3xx may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online Schedule of Classes. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, or consent of instructor.

### **ARTH 382 Sexuality and Modernity (4)**

This course explores 20th century and contemporary art through changing conceptions of sexual identity. The course focuses on the visual arts as a primary means through which gender and sexuality were elaborated, negotiated, and enforced during the last 100 years, from the turn-of-the-century emergence of the "gay and lesbian individual" to ongoing shifts in conceptions of sex and gender roles. The course will consider style, content, and production contexts in diverse media, including painting, sculpture, photography, and performance. Seminar format, readings, and discussion. Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, one course in Women, Gender, and Sexuality Studies, or consent of instructor.

### **ARTH 440 Advanced Topics in Practice-Based Art History (4)**

Selected topics in art history studied at an advanced level in an applied, experiential context. Individual course topics will vary with the instructor, but will generally focus on curatorial issues, object-based research and writing, museum/visual education, arts administration or collections management. Seminar format, readings, discussion and fieldwork. This course may be repeated for credit where the topic is not repetitive. For a description of each course and its prerequisites, consult the current online Schedule of Classes

#### **ARTH 450 Advanced Seminar in Art History (4)**

Selected topics studied at an advanced level in the context of the work of an artist, art movement, or a special problem. Seminar format, readings, and discussion. This course may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online "Schedule of Classes."

#### **ARTH 470 Critical Approaches to the Analysis of Art (4)**

This course explores the production and analysis of art and has two interrelated goals. The first is to develop students' critical engagement with art, architecture, and visual culture. The second goal is to explore the historiography and methodologies that shape art historical inquiry. Organized around several major topics that have informed the ways in which art is created and interpreted, the class also provides an opportunity for specific applications of various methodological approaches through visual analyses of individual artworks. This course offers a foundation from which students can discuss and critically analyze art and visual culture as well as broader cultural movements and historical debates. Seminar format, readings, and discussion. *Prerequisite is one of the following: ARTH 100, and one additional ARTH course, or consent of instructor.*

#### **ARTH 490 Senior Experience in Art History (4)**

Advanced work in art history designed to synthesize materials from different course work within the major. Students join a 300 or 400-level art history course as the context for their senior experience. The synthesizing goal is achieved through a research paper or curatorial project that addresses the content of both the ARTH course and another selected upper-level course. Selection of the two courses must be made in consultation with and approved by the art history faculty. *Prerequisite: approval of art history faculty adviser*

#### **ARTH 493/494 St. Mary's Project in Art History (1-8)**

The St. Mary's Project in art history is an extensive independent study that focuses on art objects, theories, or issues. The project may take many forms, such as a research paper, an exhibition of selected objects presented with a catalog, or a video documenting and analyzing an architectural site or a display of public art. The work may be undertaken in conjunction with study abroad or a museum internship; or it may be focused on objects in museums in Washington, D.C., Baltimore or the St. Mary's College Fine Art Collection. In consultation with a faculty mentor, the student identifies a topic that is supported by that student's previous academic work. A formal proposal includes a statement of the substance of the project, the methodologies that will be employed, and the contribution that the project will make to the discipline of art history. The project will be presented to the College community through a means appropriate to the form of the project, such as an exhibition or a report of research

findings. The work is supervised by a faculty mentor. Prerequisite: approval of the faculty mentor and the chair of the Art and Art History Department. Project guidelines are provided by the faculty mentor.

### **ARTH 398/498 Off-Campus Internship (4-16)**

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

### **ARTH 199/299/399/499 Independent Study (1-4)**

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

### **ART 205 Introduction to Visual Thinking (4)**

This course serves as a broad introduction to visual literacy, and introduces students to the complex process of visual communication, from the mechanics of sensation and perception to the interaction of symbols, subject matter, and context. Through a series of lectures, hands-on visual projects, visiting artist presentations, and readings, students learn that their ability to derive meaning from what they see is essential in a world suffused with composed objects. By the completion of this course, students will develop their visual intelligence and begin to observe, decode, recognize, dissect, identify, experience, and understand the visual world. Counts for Arts in Core Exploration. No prerequisites.

### **ART 204 Introduction to Drawing (4)**

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

### **ART 206 Introduction to Painting (4)**

An introduction to the principles of painting and basic oil painting methods. Formal and expressive problems are explored through creative projects featuring a variety of techniques and subjects. Critiques and discussions of issues in art history and in contemporary art. This course satisfies the Core Exploration requirement in Arts.

### **ART 212 Introduction to Photography (4)**

An introduction to the principles of photography and basic photographic processes. Creative problems are explored through the use of a variety of subjects and techniques, including experiments with paper and film, manual exposure, roll-film processing, darkroom printing, and

digital retouching. Critiques and discussions of issues in art history and contemporary art. This course satisfies the Core Exploration requirement in Arts.

#### **ART 214 Introduction to Digital Media Art (4)**

An introduction to the fundamental issues, tools and techniques of digital art. Formal and creative problems are explored through the use of a variety of computer software and hardware, including screen, audio and physical media projects. Critiques of digital art and discussion of issues in contemporary digital media. This course satisfies the Core Exploration requirement in Arts.

#### **ART 304 Advanced Drawing (4)**

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

#### **ART 306 Advanced Painting (4)**

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

#### **ART 309 Advanced Drawing + Printmaking (4)**

An intensive studio practice that explores the intersections between direct drawing techniques and indirect drawing as practiced in printmaking. Emphasis is given to skill building in both drawing and printmaking as this serves to expand the materials and techniques, processes, and conceptual approaches employed by artists to create 2D art works. Projects are directed to develop the student's ability to work independently and explore subject matter drawn from observation and imagination in color and black and white media. Instruction provided in drawing using wet and dry media, the printmaking processes of drypoint, relief and monotype, and basic construction of books. Lecture and discussion, writing and research, studio projects and critiques. This course may be repeated once for credit. *Prerequisite: ART 204 or permission of the instructor.*

#### **ART 312 Advanced Photography (4)**

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

#### **ART 314 Advanced Digital Art (4)**

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

### **ART 307 Practicum in Art Instruction (2)**

Supervised experience in organizing, preparing, and teaching a studio art course and supervising studio lab sessions. Students are assigned to a specific art studio course and will assist the instructor. Grade evaluation will be based on attendance, preparation, teaching ability and specific tasks assigned by the instructor, such as designing a demonstration or presentation to illustrate art studio principles and practices. This course may be repeated once for credit. All expectations including the scope of student-instructor responsibilities and means of evaluation must be formalized in a learning contract prior to registration. *Prerequisites: students must be art majors and/or must obtain the consent of the instructor.* Completion of Art 307 is highly recommended for any student preparing for graduate study in art education.

### **ART 493 St. Mary's Project in Art (4)**

The St. Mary's Project in Art is a two-semester experience in which a student pursues sustained independent studio projects accompanied by written formulation of artistic concerns and research into related art and ideas. Students initiate the project, identify a clear focus in studio Art to be explored and propose a method of inquiry appropriate to the topic. A faculty mentor supervises the project research. The project must be shared with the College community through exhibition, poster presentation, or other means. Permission of the instructor.

### **ART 398/498 Off-Campus Internship (4-16)**

Off-campus experiential learning opportunity. A variety of internships can be arranged through the Career Development Center, subject to the approval of the art faculty. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning and everyday work situations. *Prerequisites: admission to the internship program and approval of the department chair.* Credit/no credit grading.

### **ART 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an art faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **ART 233 Topics in Art (4)**

Various topics presented as introductory-level courses, each focusing on a particular studio art activity. Topics may be defined in terms of techniques, medium, or subject matter. This course may be repeated for credit if the topic is not repetitive. For a description of each course, see the

current online Schedule of Classes. This course satisfies the Core Exploration requirement in Arts.

### **ART 333 Advanced Topics in Art (4)**

Various topics presented as advanced-level courses, each focusing in depth on a particular issue in studio art. Topics may be defined in terms of technique, medium, or subject matter. These courses are designed for students who have already completed introductory-level work in the area of each topic offering. This course may be repeated if the topic is not repetitive.

### **ART 339 Advanced Painting and Drawing from Life (4)**

The principles, practices, and history of painting and drawing from direct observation. Students learn advanced techniques of drawing and painting from direct observation and the conceptual framework for a variety of approaches to life painting and drawing. Studio work from the model, still life, and landscape. Critique and discussion of traditional and contemporary observational drawing and painting. *Prerequisite: one of the following art studio courses: ART 204, 205, 206, 208, 209, 212, 233, 333, or consent of instructor.*

### **ART 347 Advanced Book Arts: Text, Image, and Design (4)**

This course explores the art and function of the book by focusing on the integrated relationship between form and content using traditional and non-traditional structures and art materials. Emphasis is placed on the book as a communicative medium, the integration of text and image, and the creation of sequence, narrative and meaning through visual and textual means. Students are encouraged to explore their own poetry, prose, original and printed artwork, autobiography, and many other subjects. The course introduces bookbinding techniques, typography and communication design and basic printmaking using relief and transfer techniques. Directed and self-proposed projects, critiques and discussion. *Prerequisite: one 200 level studio art class or consent of the instructor.* Recommended: some experience with drawing and/or digital imaging is helpful but not required.

### **ART 367 Color (4)**

This applied studio based theory course explores the history of and motivations behind our use of color as it relates to art objects. It is an intermediate studio art class that integrates historical and contemporary color theory with studio art projects. Working with a variety of mixed media, students will apply what they learn to a series of studio projects. Group discussions, critiques, and written assignments will reflect class readings, fieldtrips, and lectures. *Prerequisite: one of the following art studio courses: ART 204, 205, 206, 208, 212, 214, or consent of instructor.*

### **ART 369 Art for Educators (4)**

This applied theory course explores the foundations of and current practices in art education. Students investigate the philosophies, historical movements, social issues, and curriculum foundations and their influences on the teaching of art in American educational settings including public schools, private schools, museum education, and community arts programs. This course satisfies the ELAW requirement and is cross-listed and counts towards a Democracy Studies Minor. *Prerequisite: one of the following art studio courses: ART 204, 205, 206, 208, 212, 214, or consent of instructor.*

### **ART 390 The Artist Naturalist (4)**

This course explores the world of nature from the perspective of the artist naturalist in history and in studio practice. Key figures such as Aristotle, Pliny, Robert Hooke, John James Audubon, Mark Catesby, Ernst Haeckel, Maria Sybilla Merian, and Charles Darwin provide examples of the diverse approaches to documenting and studying the natural world. In studio projects students learn drawing and painting techniques that have direct applications to illustration including the use of pencil, pen and ink, and watercolor painting. Throughout the semester each student keeps a nature journal of writing and art. Lecture and discussion, writing and research, studio projects and fieldwork. This course satisfies a Humanities Track elective in the Environmental Studies major and minor.

### **ART 425 The Artist in Context (4)**

This applied theory course explores the development of effective presentation materials by which studio artists contextualize, articulate and document the intentions of their own creative work. Course activities include learning how to write effective visual analysis and artist statements, photograph and digitally document artworks, create online portfolios and prepare a variety of professional presentation materials such as résumés and letters of application. Course work culminates with students creating their own online portfolio. This course satisfies an art theory requirement for art majors with a concentration in studio art. This course replaces ARTH 425, therefore, students who have taken ARTH 425 may not take ART 425 for credit. Prerequisite: One 300-level studio art course or consent of instructor.

### **ASIA 200 Introduction to Asian Studies (4)**

This team-taught interdisciplinary course introduces students to the civilizations of Asia and the various methods related to the study of this region and its diasporas. The course includes the study of East Asia, South Asia, and Southeast Asia, as well as cultures of the Asian diaspora in North America and around the globe. A group of five to 10 faculty members participates in this course. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ASIA 305 Chinese Cinema (4)**

This course explores the development of Chinese cinema within the context of the rapid changes that took place in China throughout the twentieth century and into the twenty-first. It traces early productions, particularly in Shanghai in the 1930s, socialist films of the Maoist era, as well as post-socialist films of the reform era. Themes explored include representations of gender and minorities, and how national identities and historical memory are constructed.

### **ASIA 493/494 St. Mary's Project in Asian Studies (1-8)**

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



### **ASIA 398/498 Off-Campus Internship (4-16)**

Off-campus experiential learning opportunity. A variety of internships can be arranged through the Career Development Center subject to the approval of the Asian Studies faculty. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning and everyday work situations. Prerequisites: Admission to the internship program and approval of the study area coordinator. Credit/No credit grading.

### **ASIA 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an Asian Studies faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration.

### **ASTR 154 Solar System Astronomy with Laboratory (4)**

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

### **ASTR 155 Stellar Astronomy and Cosmology with Laboratory (4)**

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

### **ENST 450 Seminar in Environmental Studies (4)**

Various topics in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

### **ENST 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by an environmental studies faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration.

### **ENST 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: admission to the Internship Program and approval of the environmental studies coordinator.*  
Credit/no credit grading

### **GEOL 130 Introduction to Geology (4)**

This course will explore the world of geology, both physical and historical, with emphasis on its relevance to other major disciplines. Basic principles of the geosciences will be examined and used to illustrate some of the important contributions geology has made to our knowledge and understanding of the world today. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory. Prerequisite: Successful completion of the Core Curriculum requirement in Mathematics.

### **NEUR 201 Introduction to the Neurosciences (4)**

This team-taught interdisciplinary course will introduce students to the study of neuroscience and the biological basis of behavior. Students will learn how the anatomy and cellular function of the brain and nervous system underlie thought and behavior. Students will also be exposed to the methods used to study the brain and will gain proficiency in analyzing the scientific literature and communicating scientific ideas. *Prerequisite or co-requisite(s): CHEM 101 or CHEM 105 or CHEM 106 and PSYC 101.*

### **NEUR 301/303 Seminar in the Neurosciences/Advanced Seminar in the Neurosciences (1)**

This seminar, for participants in the neurosciences minor, examines current topics in the neurosciences. Seminars include paper critiques, research proposals, outside speakers, and visits to neuroscience laboratories. Some out-of-class activities required. NEUR 303 is for participants in the neurosciences minor who have already earned credit for NEUR 301. NEUR 303 may be repeated for credit. Credit/no credit grading. *Prerequisite or co-requisite: NEUR 201*

### **NEUR 302 Directed Research in the Neurosciences (4)**

The design, execution, and presentation of the results from an original laboratory research project in the neurosciences. Small group projects encouraged. Participation in the neurosciences seminar required. This course may be repeated for credit. *Prerequisite(s): NEUR 201 and NEUR 301 or permission of instructor*

### **NEUR 199/299/399/499 Independent Study in the Neurosciences (1-4)**

This course consists of an independent research project supervised by a neurosciences faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. Credits earned from 399/499 are not eligible to fulfill upper-division credits in the neuroscience minor; students desiring a 4-credit, graded research experience should register for NEUR 302. May be repeated for credit. *Pre-requisite: NEUR 201 or permission of the instructor.*

### **WGSX 150 Introductory Topics in Women, Gender, and Sexuality Studies (2-4)**

Various topics in women, gender, and sexuality, offered at an introductory level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender and queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly.

### **WGSX 220 Women, Gender, and Sexuality Studies (4)**

This interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist, gender, and sexuality scholarship. The course will consider biological, psychological, and cultural aspects of gender and sexual identity and development as well as the links among gender, sexuality, race, and class. In this course, students will explore material and theoretical aspects of these core dimensions of human experience across time and cultures. Given the gendered dynamics of power and oppression, the history, representation, and experience of traditionally disempowered groups—women and sexual minorities—will receive special attention. Not open to students who have received credit for both WGSX 200 and WGSX 210. This course satisfies the Core Curriculum requirement in Humanities.

### **WGSX 250 Topics in Women, Gender, and Sexuality Studies (4)**

Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor

### **WGSX 350 Advanced Topics in Women, Gender, and Sexuality Studies (4)**

Various topics in women, gender, and sexuality, offered at an advanced level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor*

### **WGSX 450 Seminar in Women, Gender, and Sexuality Studies (4)**

Various topics in women, gender, and sexuality, offered at a seminar level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor*

### **WGSX 493/494 St. Mary's Project in Women, Gender, and Sexuality ( )**

This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the

project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable up to eight credit hours. *Pre- or co-requisite: approval of faculty mentor; women, gender, and sexuality studies coordinator; and department chair(s) of the student's major*

### **WGSX 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. Credit/no credit grading. *Prerequisites: Admission to the internship program and approval of the WGSX coordinator.*

### **WGSX 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a women, gender, and sexuality studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **PHEC 105 Strength Training (.5)**

Basic principles of physical conditioning through the use of weights. The training is designed to develop muscle tone. May be taken twice for credit. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 111 Beginning Swimming (1)**

Development of basic water safety skills, including rhythmic breathing techniques, elementary backstroke, and the American crawl stroke. Emphasis placed on increasing confidence to participate in activities in and around the water. Credit/no credit grading. May be taken twice for credit.

### **PHEC 112 Tennis I (1)**

Instruction in the playing form for the forehand stroke, backhand stroke, and serve. Playing rules, court etiquette, and practice sets of singles are emphasized. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 115 Badminton (.5)**

Introduction and review of the basic skills and strategies of the game. Singles and doubles are emphasized. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 118 Swimming Fitness (1)**

This course is designed to develop intermediate- and advanced-level water safety skills. Objectives include increased swimming efficiency through stroke improvement and rhythmic

breathing techniques, with special emphasis on aerobic and cross-training conditioning. May be taken twice for credit. *Prerequisite: Beginner-level swimming skills. Credit/no credit grading.*

### **PHEC 119 Martial Arts (1)**

Introduction to martial arts philosophy, using karate training in a traditional setting. May be taken twice for credit. Credit/no credit grading.

### **PHEC 120 Lawn Sports (.5)**

Students learn and play classic lawn games, including bocce and croquet. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 123 Basketball (.5)**

This course will focus on developing basic fundamentals in the game of basketball using the latest technique, training, and equipment. A major portion of the course will be spent teaching the rules and executing the fundamentals of basketball play. Most sessions will take place indoor with complementary classroom sessions as needed. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 124 Softball (.5)**

This course is for men and women and is primarily recreational in nature. Participants will learn the basic rules of the game of softball and engage in organized softball games. Students should be able to throw a softball, swing a bat and run or jog short distances. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 125 Beginning Open-Water Scuba (2)**

This half-semester, two-credit course provides students with the basic safety and training skills to qualify for scuba certification. This program follows the standards and guidelines of the Professional Association of Diving Instructors (PADI), a nationally recognized training agency. The course involves classroom and pool components and requires a final open-water assessment. Students successfully completing the course will receive Open-Water Diver scuba certification. Lab fee: \$175, and students will be required to purchase some equipment and cover costs relating to the open-water assessment such as travel, accommodation, food, etc. Prerequisites: Students must be able to swim 200 yards and tread water for 10 minutes. Certain medical conditions may be contraindicated for diving.

### **PHEC 127 Indoor Soccer (.5)**

Basic instruction for playing the game of indoor soccer and futbol. Small-sided team games will be utilized to teach the game. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 129 Beginning Yoga (1)**

To provide basic knowledge of Hatha yoga, demonstrate proper posture and form, and to develop a yoga class that encompasses all aspects of yoga with an emphasis on community.

Classes will include discussion, physical practice, and interaction through assisted and group poses.

### **PHEC 131 Basic Sailing (1)**

Fundamentals of handling and navigating the small sailboat. Emphasis is on recreational use and water safety. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 136 Recess (.5)**

This course allows students to play timeless and well-loved games that are typically enjoyed by students at recess in the grade school years. Games include kickball, tag, four square, dodgeball, wiffleball, and other games from around the world. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 151 Frisbee Golf (.5)**

Basic Frisbee golf skills are taught, along with a major emphasis on playing the game on a campus course. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 156 Team Handball (.5)**

This half-semester course will provide students with the opportunity to play a fast-paced team sport with similarities to basketball and soccer.

### **PHEC 158 Core Strength Training (.5)**

This class is designed to increase strength, endurance, balance and flexibility. This is a moderate to high intensity class that will help to increase the quality and duration of your life. Build confidence and improve your overall sense of wellness as you learn how to decrease the potential for long-term health problems. Class meets two times per week with the instructor with a mandatory third workout per week to be completed outside of class.

### **PHEC 163 Care and Prevention of Athletic Injuries (1)**

Discusses the growing area of sports medicine with a focus on both injury prevention and immediate care of the most common sports injuries. This course is ideal for students considering the fields of coaching, athletic training, and physical therapy.

### **PHEC 164 Introduction to Athletic Training (2)**

This course discusses the growing area of sports medicine, with a focus on injury prevention, assessment of athletic injuries, and immediate care for the injured athlete. This course is ideal for students considering the fields of coaching, athletic training and physical therapy.

### **PHEC 167 Self-Defense Against Sexual Assault (2)**

This course is designed to instruct people (primarily women) in their choices for preventing and defending against sexual assault, both on and off campus. A combination of lecture and physical training sessions provides instruction in situational awareness, the psychology of self-protection, and basic self-defense skills and strategies. Credit/no credit grading.

### **PHEC 168 Spinning (1)**

Students will learn a variety of techniques necessary to have a productive workout on weighted-wheel cycling bikes. They will be introduced to sprinting, standing climb, seated climb, running and recovery tactics. The class will introduce students to calculating calories burned as well as cycling cadence.

### **PHEC 169 Cross Country (.5)**

This course will consist of two cross-country/trail runs each week. The distance of the runs will vary from two to four miles depending on the course and weather conditions. Each class meeting will involve a warm-up, the run itself, a cool-down, and stretching. Class participants should have some running experience and should also be in good physical condition. Most runs will take between 30 – 45 minutes.

### **PHEC 172 Fencing (1)**

Introduction to foil fencing. Instruction in basic foil fencing actions, including stance, footwork, lunge, parry, and riposte. Offensive and defensive techniques effective in a fencing bout are introduced. History of the sport, rules, and etiquette are emphasized. Credit/no credit grading.

### **PHEC 187 Theory of Coaching (3)**

This course is designed to introduce the prospective coach to various aspects of the coaching profession. The course will provide the student with the tools necessary to identify their own coaching style and develop their personal coaching philosophy.

### **PHEC 195 Physical Metabolic Excellence (2)**

A student centered course that will be high intensity and incorporate the three areas of Wellness – Mind, Body, and Spirit. An emphasis will be placed on helping each student achieve their maximum potential through a consistent high energy workout. Students will be required to keep a daily journal as well as two term papers that will document their understanding of wellness as it relates to their personal lives, how they improve, and how the three areas interact. Credit grading

### **PHEC 203 Beginning Golf (1)**

This course explores the basic skills that are required to become proficient at the game of golf. Class takes place on campus during the first half of the semester, and trips to the driving range and a golf course occur during the second half of the semester.

### **PHEC 212 Tennis II (1)**

Emphasis is given to ground stroking consistency and depth, court coverage, the volley, introduction of the lob, and game tactics of singles and doubles play. This course meets for only half the semester. Credit/no credit grading.

### **PHEC 232 Advanced Open-Water Scuba (1)**

This course provides classroom, pool and open water training for advanced diving skills. Areas of study will include techniques of Deep diving, Night diving, Search & Recovery Diving, Underwater Navigation and Buoyancy control. The five open water dives required to complete

this PADI certification are usually held at a quarry or some other open water venue. Prerequisites: students must be certified as an Open Water diver by any recognized diver training agency and provide their own mask, snorkel, fins and wet suit boots. All other equipment will be provided with course fees or is available as a rental. Equipment should not be purchased or rented prior to the first class session. Lab fee: \$150.

### **PHEC 243 Lifeguarding (2)**

The knowledge and skills designed to save one's own life or the life of another. Major emphasis is on self-rescue skills and extension rescue. This course may be repeated for credit. Credit/no credit grading.

### **PHEC 199 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **PHEC 299 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **PHEC 399 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **PHEC 499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **PHEC 177 Intermediate Yoga (1)**

Take your yoga practice to the next level. Explore the deeper aspects and benefits of yoga through chanting, meditation, journaling, and a series of postures and flows. Emphasis is on breath-work and developing your own personal practice. Journal writing is an essential element of this personal journey and is required for your participation. Yoga mats and props are provided; a water bottle and small towel are recommended. Personal blankets, eye masks, and cushions are optional. Credit/no credit (1 Credit per half-semester)

### **PHEC 159 Kickball (.5)**



Remember playing kickball at recess? This course will allow you to relive those days while having fun and enjoying a co-ed recreational sport. Credit/no credit grading, meets twice a week for half the semester.

### **PHEC 140 Cardio Fitness (.5)**

The course is designed to improve cardiovascular and pulmonary fitness levels in students. Students will learn how to properly use the cardio equipment in the ARC and set up a consistent workout program. The course will also allow the student to improve muscle tone and reduce tension and anxiety. Secondary outcomes will be improved quality of life as well as increase the students overall level of wellness.

### **PHEC 181 Indoor Baseball (.5)**

The course is designed to cover the basic fielding, throwing and hitting fundamentals associated with baseball.

### **PHEC 184 Wellness for Life (.5)**

This course provides the student an opportunity to study fitness and wellness as they actually participate in different types of exercise protocols and assessments. There is no prerequisite for this course so students are not expected to be in shape or know how to use the fitness center equipment.

### **SCIE 316 Nutrition (4)**

A general examination of nutritional science which will include the detailed study of carbohydrates, fats, proteins, water, vitamins and minerals, and their importance in human development. Important nutritional problems and methods of assessing nutritional status will be presented. Individual papers will be assigned. *Prerequisites: BIOL 106 and CHEM 106*

### **SCIE 398/498 Off-Campus Internship (4-16)**

A variety of off-campus learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. Credit/no credit grading. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and natural science committee.*

### **SCIE 199 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **SCIE 299 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for

accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **SCIE 399 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **SCIE 499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. See "Independent Study" under "Academic Policies" section.

### **RELG 110 Introduction to the Study of Religions (4)**

An introduction to the interdisciplinary and comparative study of religions, intended to address the need for religious literacy in today's globalized context. Students will study multiple traditions that can range from world religions (such as Buddhism, Christianity, and Islam) and indigenous and regionally specific traditions (such as Native American, Japanese, and African religions). Key religious elements to be studied can include religious experience, doctrine, practices, mythology, notions of the divine, and religious art. Specific content and approach will vary by semester and instructor. This course satisfies the Core Curriculum requirement in Humanities.

### **RELG 210 Biblical Foundations (4)**

This course introduces students to the academic study of the Bible, both the Hebrew Bible/Old Testament and the Greek Bible/New Testament. It focuses on research skills and methods to interpret Biblical texts in different cultural, religious and political settings. As sacred scripture of Judaism and Christianity, this course also aims to introduce these two religious traditions as seen through their foundational texts. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

### **RELG 220 Introduction to Islam (4)**

Islam is the second largest religion in the world, and soon will be the second in the United States. This course will familiarize students with the diversity of religious beliefs and practices in Islam, not only as a religion but as a civilization that is part of the contemporary world. Themes to be discussed include the birth and expansion of Islam from the Arabian peninsula to North Africa, Europe, Central Asia, and the U.S., the life and message of the prophet Muhammad, the Quran, Islamic law, Sunni and Shiite branches of Islam, Islamic mysticism (Sufism), and Islam's relationship with other religions. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

### **RELG 221 Islamic Civilizations (4)**

This course is designed to introduce students to the key factors shaping life in the Islamic world and to provide exposure to the rich cultural diversity that marks it. It serves as an introduction to the study of Islamic religion, history, politics, and arts, with emphasis on the contributions of the Islamic world to modern science and learning. Discussions will be based on fiction, poetry, and film in addition to academic materials. This course satisfies the Core Exploration Cultural Literacy requirement.

### **RELG 231 Religions of Ancient India (4)**

An historical and thematic introduction to ancient Indian civilization in its major religious forms. Students will study Hinduism, Jainism, Buddhism, Sikhism, and Islam, as these have given shape to distinctive ways of life in India. Students will read historical studies, religious and philosophic texts, examine forms of devotion and ritual, recount the stories of major religious figures (human and divine), and encounter distinctive forms of religious expression through the arts. This course satisfies the Core Exploration Cultural Literacy requirement.

### **RELG 301 Death and Dying (4)**

The first section of this course examines the morality of death in Western technological cultures, where the dying are hidden and the dying process is shaped by medical technology and legal deliberations. In a second step students look at various conceptions of the continuity of life beyond death, as well as death and mourning rituals in the Western, Eastern and African religious and philosophical traditions. Students in this class will engage in value questions and critical thinking about fundamental life experiences. This course has no prerequisites but students have to be at least in their second year of college.

### **RELG 314 Islamic Empires in the Medieval and Early Modern Eras (4)**

This class is a general survey that introduces Islamic political thought as manifested by the Islamic states of medieval and early-modern times. It examines Islamic notions of law, state and authority that emerged as a response to current political developments such as the Umayyad and Abbasid caliphates, the extinction of the caliphate by the Mongols in 1258 and the political fragmentation that followed, and finally the rise of the so-called Gunpowder Empires. The survey will focus mainly on the Ottoman Empire, but also explore the interactions between the Ottoman, Safavid, and Mughal Empires.

### **RELG 318 Feminism and Religion (4)**

An introduction to feminist critiques and reclamations of religion. Major feminist thinkers from the Jewish, Christian, and Muslim traditions will be discussed as they revise the central theological concepts of God, revelation, morality, and community.

### **RELG 328 Topics in Religion and Psychology (4)**

Advanced studies of diverse topics and thinkers at the interface of religion and psychology. Topics to be explored include "Religion, Healing and Mental Illness," "Religion and Neuroscience," "Possession, Ecstasy and Divine Madness," "Religious Life and Family Systems," "Psychology of Mysticism," "Religion and the Imagination" and "Faith, Morality and Human Development." Thinkers and theories include William James and phenomenology, Carl Jung and

archetypal psychology, Ana-Maria Rizzuto and object relations theory, Heinz Kohut and self psychology. This course may be repeated for credit where the topic is not repetitive.

### **RELG 350 Religion, Politics, and Modernity in the Muslim World (4)**

Introduces students to the diversity of the Muslim world and its early-modern and modern history, focusing especially (but not exclusively) on the Middle East and North Africa. This history is intertwined with the history of Europe and North America, which constitutes an integral part of our survey. Includes brief overview of the origins and development of the Islam, followed by an examination of the relations between Islamic communities and the West since the colonial period. Topics of focus may vary each semester, but often include discussions of European colonialism and imperialism, Muslim responses to post-colonialism and U.S. foreign policy, democratization of politics, popular protests, pluralism, religious violence, human rights, and gender justice.

### **RELG 351 East Asian Philosophies: Confucianism, Daoism, & Zen (4)**

A systematic study of the major schools of thought in China and Japan, including Confucianism, Daoism, Buddhism, and Shinto, as well as works by contemporary Japanese philosophers. Particular attention will be paid to the historical development of East Asian thought and its contemporary relevance. Cross-listed as PHIL351. Students may receive credit for either course, but not both.

### **RELG 352 South Asian Philosophies: Hinduism, Buddhism, & Islam (4)**

An intensive and extensive study of the history, beliefs, and practices of Hinduism, Indian Buddhism, Jainism, and Islam, as reflected in their canonical texts, with special reference to the Vedic scriptures, Upanishads, Bhagavad-Gita, early Buddhist sutras, and philosophical writings. The interplay between philosophical and theological concerns will be studied, and the contemporary relevance of the tradition will be examined. Cross-listed as PHIL352. Students may receive credit for either course, but not both.

### **RELG 355 Women, Gender, and Politics in the Muslim World (4)**

Practices like veiling, female circumcision, and honor killings that are central to Western representations of Muslim women are also contested issues throughout the Muslim world. This course examines various debates about Islam and women, and explores the interplay of religious, historical, cultural, political, legal, and economic factors in shaping Muslim women's lives across the globe. Topics of focus may vary each semester, but often include European colonialism and the politics of studying Muslim women; changing ideological and political trends about women and society; the Islamic legal heritage and problems in reforming Islamic law; gender jihad and activism; women and revolutions; and dilemmas faced by Muslim women in asserting themselves as legitimate voices in the contemporary global world.

### **RELG 380 Topics in Religious Studies (4)**

This course is an intensive study of a theme, thinker, topic or problem in religious studies. The topic chosen may vary from semester to semester. This course may be repeated for credit where the topic is not repetitive.

### **RELG 307 Classroom Assistantship in Religious Studies (1-4)**

Supervised experience in the understanding and explanation of religious concepts and methods. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular class time, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general College guidelines. Students eligible for classroom assistantships must have a minimum GPA of 2.5, be of junior or senior standing, or must have completed two courses of 200-level or above work in religious studies. May be repeated for a total of eight credits, but a maximum of four credit hours of such work may be applied toward fulfillment of the student's major requirements.

### **RELG 492 SMP Proseminar (1)**

Meeting approximately five times during the semester preceding the initiation of the St. Mary's Project (SMP), the SMP Proseminar is designed to aid the student in producing an informed proposal for an SMP that meets the requirements of the College and the Department of Philosophy and Religious Studies. The SMP proposals are then circulated to the faculty in the department for the purpose of assigning students to mentors to begin the SMPs. Successful completion of the proseminar is measured by the student developing a SMP proposal acceptable to the departmental faculty. This is a one-credit prerequisite for registering for RELG 493. (Note: Students who expect to be away from the College during the spring of their junior year have two options: either (a) complete the work for the SMP Proseminar in the fall prior to departure, or (b) be in regular contact during the spring with the faculty of the department, in order to complete and submit an acceptable SMP proposal by the same due date governing those on campus.) Credit/no credit grading.

### **RELG 493/494 St. Mary's Project in Religious Studies (1-8)**

The student-initiated project will draw on and develop the understanding, analytic skills, and creativity of the student's previous academic work. The project may assume many forms, including cooperative efforts. The student will identify an area to be explored and articulate a method of inquiry or style of presentation appropriate to the subject matter. The project will also exhibit a student's reflection on the social context, body of pertinent literature, or the conceptual framework to which it is a contribution. It will be presented to the College community in a form agreed upon by both the student and his or her mentor. The subject of the project may be within religious studies or involve religious studies in cross-disciplinary study areas. The work is to be supervised by a faculty mentor. With the approval of the department chair, this requirement may be satisfied by a St. Mary's Project in another discipline or cross-disciplinary area. Prerequisite: Completion of RELG 492; approval of the faculty mentor and the department chair.

### **RELG 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a religious studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **INTL 125 Andean Study Tour ( )**

This study tour is intended to immerse students in Andean culture in a way that reflects the cross-disciplinary nature of Latin American Studies. Therefore, the itinerary and coursework introduce students to the Andean region through multiple disciplinary lenses, including art history, history, environmental studies, political science, anthropology, archaeology, and literature. The general itinerary explores a variety of locations from the ancient cities of the Inca, to the city of Cusco, to contemporary villages in Chincero and Pisac. Offered every other year during the summer.

### **INTL 225 Andean Study Tour**

This study tour is intended to immerse students in Andean culture in a way that reflects the cross-disciplinary nature of Latin American Studies. Therefore, the itinerary and coursework introduce students to the Andean region through multiple disciplinary lenses, including art history, history, environmental studies, political science, anthropology, archaeology, and literature. The general itinerary explores a variety of locations from the ancient cities of the Inca, to the city of Cusco, to contemporary villages in Chincero and Pisac. Offered every other year during the summer.

### **INTL 325 Andean Study Tour ()**

This study tour is intended to immerse students in Andean culture in a way that reflects the cross-disciplinary nature of Latin American Studies. Therefore, the itinerary and coursework introduce students to the Andean region through multiple disciplinary lenses, including art history, history, environmental studies, political science, anthropology, archaeology, and literature. The general itinerary explores a variety of locations from the ancient cities of the Inca, to the city of Cusco, to contemporary villages in Chincero and Pisac. Offered every other year during the summer.

### **INTL 425 Andean Study Tour ()**

This study tour is intended to immerse students in Andean culture in a way that reflects the cross-disciplinary nature of Latin American Studies. Therefore, the itinerary and coursework introduce students to the Andean region through multiple disciplinary lenses, including art history, history, environmental studies, political science, anthropology, archaeology, and literature. The general itinerary explores a variety of locations from the ancient cities of the Inca, to the city of Cusco, to contemporary villages in Chincero and Pisac. Offered every other year during the summer.

### **INTL 130 Greece: The Greece Study Tour ()**

This program, led by a College faculty member, will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

### **INTL 230 Greece: The Greece Study Tour ()**

This program, led by a College faculty member, will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening

seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

### **INTL 330 Greece: The Greece Study Tour ()**

This program, led by a College faculty member, will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

### **INTL 430 Greece: The Greece Study Tour ()**

This program, led by a College faculty member, will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

### **INTL 140 India Study Tour (1-8)**

Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but including study of the history and circumstances of Tibetan Buddhists in India. Offered every other year during the summer.

### **INTL 240 India Study Tour (1-8)**

Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but including study of the history and circumstances of Tibetan Buddhists in India. Offered every other year during the summer.

### **INTL 440 India Study Tour (1-8)**

Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but including study of the history and circumstances of Tibetan Buddhists in India. Offered every other year during the summer.

### **INTL 150 London Theatre Study Tour (1-4)**

The focus of this study tour is the performing arts in London, with opportunities included for other museum and site visits. Tickets to a number of performances are included as part of the study tour cost. Usually offered every year during winter break or spring break.

#### **INTL 250 London Theatre Study Tour (1-4)**

The focus of this study tour is the performing arts in London, with opportunities included for other museum and site visits. Tickets to a number of performances are included as part of the study tour cost. Usually offered every year during winter break or spring break.

#### **INTL 350 London Theatre Study Tour (1-4)**

The focus of this study tour is the performing arts in London, with opportunities included for other museum and site visits. Tickets to a number of performances are included as part of the study tour cost. Usually offered every year during winter break or spring break.

#### **INTL 450 London Theatre Study Tour (1-4)**

The focus of this study tour is the performing arts in London, with opportunities included for other museum and site visits. Tickets to a number of performances are included as part of the study tour cost. Usually offered every year during winter break or spring break.

#### **INTL 160 Thailand Study Tour (1-8)**

Past offerings of this study tour have focused on the impact of globalization on Thai society, ranging from language, to business, education, the environment, gender roles, and religion. Offered every other year during the summer.

#### **INTL 260 Thailand Study Tour (1-8)**

Past offerings of this study tour have focused on the impact of globalization on Thai society, ranging from language, to business, education, the environment, gender roles, and religion. Offered every other year during the summer.

#### **INTL 360 Thailand Study Tour (1-8)**

Past offerings of this study tour have focused on the impact of globalization on Thai society, ranging from language, to business, education, the environment, gender roles, and religion. Offered every other year during the summer.

#### **INTL 460 Thailand Study Tour (1-8)**

Past offerings of this study tour have focused on the impact of globalization on Thai society, ranging from language, to business, education, the environment, gender roles, and religion. Offered every other year during the summer.

#### **MUSC 112 Music as Communication (4)**

Designed for all students, this course will explore the way that music functions as a form of communication, bringing perspectives from a broad range of disciplines, including music theory, music history, ethnomusicology, philosophy, psychology, and aesthetics. Topics will include



aspects of music composition and notation. Observations will be applied to a broad range of music. This course has no prerequisites, and fulfills the Core Exploration requirement in Arts.

### **MUSC 201 Sight Singing and Dictation I (1)**

Elements of pitch and rhythmic training from the recognition and performance standpoint. Includes rhythmic and melodic sight singing and dictation (one- and two-part) with keyboard harmony. These courses must be taken in sequence.

### **MUSC 202 Sight Singing and Dictation II (1)**

Elements of pitch and rhythmic training from the recognition and performance standpoint. Includes rhythmic and melodic sight singing and dictation (one- and two-part) with keyboard harmony. These courses must be taken in sequence. *Prerequisite for MUSC 202: MUSC 201*

### **MUSC 203 Music Theory I (3)**

Review of such fundamentals as notation, intervals, scales, key signatures, chord construction, and study of Western common practice harmony. MUSC 203 (with co-requisite MUSC 201) fulfills the Core Exploration requirement in Arts. Co-requisite for MUSC 203: MUSC 201; *Prerequisite for MUSC 204: MUSC 203; Co-requisite for MUSC 204: MUSC 202*

### **MUSC 204 Music Theory II (3)**

Review of such fundamentals as notation, intervals, scales, key signatures, chord construction, and study of Western common practice harmony. MUSC 203 (with co-requisite MUSC 201) fulfills the Core Curriculum requirement in Arts. Co-requisite for MUSC 203: MUSC 201; *Prerequisite for MUSC 204: MUSC 203; Co-requisite for MUSC 204: MUSC 202*

### **MUSC 205 The Story of Music (4)**

The development of western music, from antiquity to the present day, encompassing both classical and popular styles. Ability to read music is not necessary. This course satisfies the Core Curriculum requirement in Humanities.

### **MUSC 318 Music History Survey I (4)**

A study of the development of music in the Western world from classical antiquity to 1750. *Prerequisites: Ability to read music plus completion of MUSC 203 (or its equivalent) are required.*

### **MUSC 319 Music History Survey II (4)**

A continuation of MUSC 318 encompassing music from 1750 to 1900. *Prerequisites: Ability to read music plus completion of MUSC 204 (or its equivalent) are required.*

### **MUSC 216 Introduction to the World's Music (4)**

Designed for the general student, this course serves as an introduction to music and musical practices around the world. This course addresses the challenge of listening to unfamiliar sounds as "music" and explores the relationship between music and society. This course satisfies the Core Exploration Cultural Literacy requirement.

### **MUSC 217 The Jazz Makers (4)**

This course, designed for the general student, traces jazz from its historical roots, and then follows its development to present day practices. The focus is on the artists and social issues that shape the idiom, using recordings, videos, films, and transcribed solos. The ability to read music is helpful but not essential for successful participation. The format is lecture/discussion. This course satisfies the Core Curriculum requirement in Humanities.

### **MUSC 303 Music Theory III (3)**

Study of the theory of 19th-century music, with exercises in writing and analysis. *Prerequisites: Successful completion of MUSC 202 and 204 or consent of the instructor; Co-requisite: MUSC 309*

### **MUSC 304 Music Theory IV (3)**

Study of the theory of 20th-century music, with exercises in writing and analysis. *Prerequisites: Successful completion of MUSC 303, MUSC 309, and the Core Curriculum requirement in mathematics or consent of the instructor; Co-requisite: MUSC 311*

### **MUSC 309 Sight Singing and Dictation III (1)**

Continuation of study of materials begun in MUSC 201 and 202. Drills in sight singing, melodic and harmonic dictation (diatonic, chromatic, atonal), reading music in all clefs. *Prerequisites: Successful completion of MUSC 202 and 204 or consent of the instructor.*

### **MUSC 311 Sight Singing and Dictation IV (1)**

Continuation of study of materials begun in MUSC 201 and 202. Drills in sight singing, melodic and harmonic dictation (diatonic, chromatic, atonal), reading music in all clefs. *Prerequisites: Successful completion of MUSC 202 and 204 or consent of the instructor.*

### **MUSC 320 Music History Survey III (4)**

A continuation of MUSC 319 encompassing music from 1900 through to the present day. *Prerequisites: Ability to read music plus completion of MUSC 303 (or its equivalent) are required.*

### **MUSC 221 Topics in Music History (4)**

Specialized studies in western music history. May be repeated for credit if the topic is different. Check the online Schedule of Classes for topics and prerequisites. This course satisfies the Core Curriculum requirement in Humanities.

### **MUSC 223 Topics in Ethnomusicology (4)**

Ethnomusicology may be defined as the anthropology of music; it thus encompasses all of the world's music and emphasizes the relation between music and other aspects of culture. The topics covered may include a specific regional tradition, a musical genre viewed cross-culturally, the methodologies of ethnomusicology, or a musical topic viewed from an ethnomusicological perspective. May be repeated for credit if the topic is different. Check the online Schedule of Classes for topics and prerequisites. This course satisfies the Core Exploration Cultural Literacy requirement.

### **MUSC 332 Form and Analysis (4)**

A detailed study of musical forms (sonata, concerto, and rondo), and an introduction to advanced analytic techniques and the writing of formal musical analysis. Prerequisite: MUSC 303 or consent of the instructor.

### **MUSC 340 Orchestration and Arranging (4)**

Study of the problems encountered when writing for orchestral instruments alone or in combination. The course will focus on writing and arranging for orchestra, both to provide practical experience in writing and arranging, and to enhance score-reading abilities. Prerequisite: MUSC 203 or consent of the instructor.

### **MUSC 342 Counterpoint (4)**

A study of species and tonal counterpoint, with written exercises and analytical projects. Prerequisite: MUSC 303 or consent of the instructor.

### **MUSC 360 Choral and Instrumental Conducting (4)**

Study of beat patterns, baton techniques, and rehearsal techniques using critical score analysis of choral and instrumental literature. Class functions as its own performing laboratory.

### **MUSC 365 Diction for Singers 2**

Designed for singers, this survey course introduces singers to the International Phonetic Alphabet and its use; the rules of correct pronunciation in English, Italian, German, French, and Spanish lyric (sung) diction; and the use of diction as an interpretive tool. *Prerequisite: Music major status, or permission of the instructor*

### **MUSC 493 St. Mary's Project (4)**

This seminar will examine performance and scholarship. The aim of the seminar will be to guide students as a group as they begin the design, preparation, and execution of a project that contains both musical performance and a research component (see MUSC 494). Students should request guidelines for projects from the music chair at the beginning of the junior year. *Prerequisites: MUSC320, and MUSC 304 or 332, or consent of the instructor.*

### **MUSC 494 St. Mary's Project (4)**

Guided by a faculty mentor designated by the Music Department chair, students will design, prepare, and execute a project that features performance and research. Typically, the performance will be a public, full-length recital, but other options are possible. The research component normally will consist of a paper on a topic related to the public performance and that demonstrates the student's ability in music history or theory. The project must demonstrate methodological competence. It must draw on and extend knowledge, skills of analysis, and creative achievement developed through previous academic work. It must include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. *Prerequisites: MUSC 493 and approval of the proposed project by the music faculty*

### **MUSC 195/295/395/495 Guided Reading in Music (1-2)**

Coherently organized readings under the guidance of a music faculty member in an area of special interest to the student. A reading list and means of evaluation must be formalized in a learning contract prior to registration. *Prerequisites: MUSC 303 and MUSC 211, consent of the instructor, and learning contract filed in the Office of the Registrar*

### **MUSC 197/297/397/497 Directed Research in Music (104)**

Under the direct supervision of a music faculty member, a student undertakes a research project. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit hours of directed research in music (397 or 497 only) may be applied to major requirements in music. May be repeated for credit. *Prerequisites: Consent of the instructor, and learning contract filed in the Office of the Registrar*

### **MUSC 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair.* (See "Internships" under "Academic Policies" section.) Credit/no credit grading.

### **MUSC 199/299/399/499 Independent Study (1-4)**

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

### **AADS 214 Africa and the African Diaspora (4)**

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

### **DMST 490 Seminar in Civic Engagement (2)**

This course will provide students with an overview of the major issues of democratization. This two-credit course represents the capstone class for the minor in democracy studies. *Prerequisite: Permission of the instructor*

### **DMST 493/494 St. Mary's Project in Democracy Studies (1-8)**

This project, which takes many forms, draws on and extends knowledge and skills of analysis and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentation or other means. This course is repeatable up to eight credit hours. *Pre- or co-requisite: Approval of faculty mentor, democracy studies coordinator and the department chair(s) of the student's major*

#### **DMST 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a democracy studies faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration.

#### **DMST 398/498 Off-Campus Internship (4-16)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is a individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. Prerequisites: admission to the internship program and approval of the democracy studies coordinator. Credit/no credit grading.

#### **MUST 200 Introduction to Museum Studies (4)**

This course considers museums—their history, social context, and their challenges—in the 21st century. The format is seminar-style, based on case studies, field trips, readings, and a class project. Using an interdisciplinary approach, the course examines the roles that a broad range of museum types play in society: the diversity of collections, exhibitions, and interpretation techniques; management and marketing challenges; visitor behavior and learning; virtual museums; and museum ethics, law, and controversies. This course satisfies the Core Curriculum requirement in Humanities.

#### **MUST 300 Museum Education (4)**

This course introduces students to the history, theory, and practice of educational programming at institutions that preserve and interpret public resources, such as museums, zoos, archives, and parks. Examples for study will be drawn from a wide variety of these institutions, and will include programs designed for learners from pre-school to adults. Through lectures, readings, assignments, discussion, and field trips, students will cover program development, implementation, and evaluation, building the practical skills and critical thinking required to be a creative, engaging, and effective educator in this growing field.

#### **MUST 390 Topics in Museum Studies ()**

This course provides analysis of substantive issues in museum studies. Topics will vary each semester the course is offered and reflect current interests of students and the instructor. May be repeated for credit if the topic is not duplicated. For a description of each course, see the current Schedule of Classes.

### **MUST 398/498 Museum Studies Internship (4)**

Internships provide direct hands-on and academic experience in a museum or related environment selected by the student. An internship must be pre-approved by the program coordinator prior to registration and formalized in a learning contract. Faculty Mentors should be current or former steering committee members. The internship may be undertaken in a nearby institution, but further afield, or abroad as well.

### **MUSA 170 Beginning Class Instruction in Guitar (1)**

Basic skills, including music reading, positions, and techniques. Opportunity for individual advancement through use of solo and duet literature. Open to beginning students only. Music 170 (Guitar Class) and Music 176 (Voice Class) satisfy the teacher education methods requirements in the areas of guitar and voice respectively. An additional fee must be paid for these classes. (See "Expenses and Financial Aid" section.)

### **MUSA 173 Beginning Class Instruction in Piano (1)**

Basic skills, including music reading, positions, and techniques. Opportunity for individual advancement through use of solo and duet literature. Open to beginning students only. Music 170 (Guitar Class) and Music 176 (Voice Class) satisfy the teacher education methods requirements in the areas of guitar and voice respectively. An additional fee must be paid for these classes. (See "Expenses and Financial Aid" section.)

### **MUSA 174 Beginning Class Instruction in Piano II (1)**

Basic skills, including music reading, positions, and techniques. Opportunity for individual advancement through use of solo and duet literature. Open to beginning students only. Music 170 (Guitar Class) and Music 176 (Voice Class) satisfy the teacher education methods requirements in the areas of guitar and voice respectively. An additional fee must be paid for these classes. (See "Expenses and Financial Aid" section.)

### **MUSA 176 Beginning Class Instruction in Voice (1)**

Basic skills, including music reading, positions, and techniques. Opportunity for individual advancement through use of solo and duet literature. Open to beginning students only. Music 170 (Guitar Class) and Music 176 (Voice Class) satisfy the teacher education methods requirements in the areas of guitar and voice respectively. An additional fee must be paid for these classes. (See "Expenses and Financial Aid" section.)

### **MUSA 180/480 Choir Ensemble (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 182/482 Chamber Singers (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 185/485 Wind Ensemble (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 186/486 Jazz Ensemble (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by audition.

### **MUSA 187/487 Chamber Ensembles (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 189/489 Orchestra (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 190/490 Piano Accompanist (1)**

Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 200 Concert Attendance (0)**

A co-requisite course with any private music instruction. Music majors will be required to attend eight concerts per semester. Non-music majors will be required to attend four concerts per semester. Each concert designated as acceptable towards satisfying the requirement will have an attendance sheet at the door for the students to sign as they arrive and leave. Acceptable concerts include student recitals in which one performs. Exceptions are the ensemble concerts, for which the performers do not receive attendance credit.

### **MUSA 206 Class Wind Methods (1)**

Designed primarily for music education students; includes group study, performance, and the teaching of voice and various instruments.

### **MUSA 207 Class Brass Methods (1)**

Designed primarily for music education students; includes group study, performance, and the teaching of voice and various instruments.

### **MUSA 208 Class String Methods (1)**

Designed primarily for music education students; includes group study, performance, and the teaching of voice and various instruments.

### **MUSA 209 Class Percussion Methods (1)**

Designed primarily for music education students; includes group study, performance, and the teaching of voice and various instruments.

### **MUSA 273 Intermediate Class Piano (1)**

Continuation of MUSA 174, designed particularly to help music majors pass the piano proficiency requirement, or to provide further instruction in piano to any student not advanced enough to enroll in MUSA 284/384. Instructor may, at his or her discretion, meet students individually, in groups, or as a class. An additional fee must be paid for this class. (See "Expenses and Financial Aid" section.) This course is repeatable for credit.

### **MUSA 280/380 Private Instruction in Guitar (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See "Expenses and Financial Aid" section.) *Co-requisite for all: MUSA 200.*

### **MUSA 281/381 Private Instruction in Piano (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See "Expenses and Financial Aid" section.) *Co-requisite for all: MUSA 200*

### **MUSA 284/384 Private Instruction in Brass (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See "Expenses and Financial Aid" section.) *Co-requisite: MUSA 200.*

### **MUSA 285/385 Private Instruction in Strings (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See "Expenses and Financial Aid" section.) *Co-requisite: MUSA 200*

### **MUSA 286/386 Private Instruction in Voice (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See "Expenses and Financial Aid" section.) *Co-requisite: MUSA 200.*

### **MUSA 287/387 Private Instruction in Percussion (1)**



Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor. An additional fee must be paid for private instruction. (See “Expenses and Financial Aid” section.) *Co-requisite: MUSA 200.*

### **MUSA 288 Private Instruction in Woodwind (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by audition. An additional fee must be paid for private instruction. See Expenses and Financial Aid section. *Co-requisite: MUSA 200.*

### **MUSA 288/388 Private Instruction in Woodwinds (1)**

Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment is by permission of the instructor.. An additional fee must be paid for private instruction. (See “Expenses and Financial Aid” section.) *Co-requisite: MUSA 200*

### **MUSA 289/389 Private Instruction: Composition (1)**

Study of basic compositional techniques leading to the creation of original works for various performing media. Juniors and seniors will receive upper-division credit. May be repeated for credit. An additional fee must be paid for private instruction. (See “Expenses and Financial Aid” section.) *Prerequisite: Consent of the instructor*

### **PPOL 408 Studies in Public Policy (4)**

This 400-level seminar represents a capstone experience for students majoring or taking courses in public policy. Its focus may change depending upon the instructor or students’ interests. Topics may include federal, state, or local public policy, comparative public policy, or international policy, as well as specific areas such as the environment, health, social welfare, or taxation policy. Students majoring in public policy may fulfill the senior experience requirement with this course. This course is cross-listed as POSC 408. “Studies in Public Policy” and may be used to meet the senior experience requirement in political science as well.

### **PPOL 493/494 St. Mary’s Project in Public Policy (1-8)**

The St. Mary’s Project in public policy is a two-semester experience. The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. During the first semester a student initiates his or her project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. A faculty mentor supervises the project research. Students will complete the project in the second semester under the direction of the faculty mentor. The project should demonstrate the student’s ability to undertake research in an area of public policy, to analyze the patterns of interaction among the political actors as appropriate, and to present the results of the research to the College community in a cogent and meaningful manner. Eight credit hours of this course satisfy the requirement for a St. Mary’s Project. With the approval of the public policy coordinator, this requirement may be satisfied by completing eight credit hours of the St. Mary’s Project in any discipline or cross-disciplinary study area.

### **BIOL 380 Topics in Biology (2-4)**

An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture only. Taught according to student demand and staff availability. Some topics may have prerequisites. Check the online Schedule of Classes for possible pre-requisites.

### **CHEM 480 Topics in Chemistry (2-4)**

A thorough investigation of a specialized area of chemistry. Topics are selected by the faculty according to student interest. Course may be repeated for credit if the topic is not repetitive. Prerequisite: Topics prerequisites will be listed on a case by case basis.

### **ECON 102 Principles of Microeconomics (4)**

This course introduces the study of the functioning of market economies, with emphasis on the United States, including such topics as supply and demand analysis and economic policy. Additional topics covered are an introduction to how households and businesses interact in the marketplace as consumers, producers, and workers. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **ECON 103 Principles of Macroeconomics (4)**

This course introduces the study of the functioning of market economies, with emphasis on the United States, including such topics as supply and demand analysis and economic policy. Additional topics covered are an introduction to the study of economic performance of the national economy as measured by employment, national income, inflation, and growth. This course satisfies the Core Exploration requirement in Social and Behavioral Sciences.

### **EDUC 140/240/340/440 Special Topics in Educational Studies (1-4)**

An examination of a special area of educational studies. The course will explore concepts and applications relevant to the selected area. Course content varies from semester to semester. May be repeated for credit if topics are different. *Prerequisite: Permission of the instructor.*

### **ENST 493/494 St. Mary's Project in Environmental Studies (1-8)**

This project, which may take many forms, draws on and extends knowledge, skills of analysis and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentation, or other means. This course is repeatable up to eight credit hours. Pre- or co-requisite: completion of study area in environmental studies. Approval of faculty mentor, environmental studies coordinator and the department chair(s) of the student's major.

### **HIST 330 20th Century Eastern Europe: The Road to Freedom (4)**

The history of Eastern Europe is crucial to understanding Europe in the 20th century. This class will focus on the lands of Poland, Hungary, and the Czechs and Slovaks and their troubled but ultimately triumphant century. We begin with a review of the old regimes in Eastern Europe and the multi-national empires that held sway there (particularly the Romanov and Hapsburg empires). The bulk of the class follows the development of nations and nationalism following World War I, the imposition of fascism and communism, national rebellions and the overthrow of communism, and the establishment of democratic regimes.

### **ILAS 206 Introduction to Latin American Literature in Translation (4)**

This course introduces literary expression in 19th- and 20th-century Latin America and is meant for students not necessarily familiar with the region or its languages. While incorporating film, essays, art and basic historical background, the course focuses on short stories, poems, plays and novels from various countries, including the United States, in order to familiarize students with a variety of genres and periods. Since the course is in English, we will also address issues of translation. The course may offer a particular focus of particular relevance to the region, depending on the professor. Topics covered may include national identity; gender and sexuality; experimental representations of reality; ethnicity and social class; religion; memory and history. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ILAS 310 The Latino/a Experience in the United States (4)**

There has been a long and sometimes conflict-laden relationship between the United States and its Spanish-speaking neighbors to the south. This relationship has become even more important as the world has become more global and multi-cultural in nature. According to the last U.S. census, the Latino/a population in the United States is the largest minority group in the country. This is by no means a minor social event in the history of the American continent. This course is an interdisciplinary introduction to the study of Americans of Latino descent in the United States across time and space. The course concentrates on two main issues: 1) the past and current social situation and cultural expressions of these groups within U.S. society; and 2) the construction of the terms "Hispanic" and "Latino/a" as labels used to represent a diverse ethnic/cultural constituency. The course uses an array of interdisciplinary readings and other materials from the fields of history, political science, anthropology, sociology, literature and cultural studies.

### **ILAS 340 Social Change and Musical Expression in Latin America (4)**

This course focuses on the relationship between social change and musical expression in Latin America. Special importance will be given to how music either resists or contributes to the formation of local and national identities within various developing democracies. Specific examples of Latin American social and political cultures will be studied with a focus on the production and interpretation of music during crucial historical moments. Various styles, genres, and artists will be analyzed with an emphasis on their cultural significance during moments of political, social and cultural transition in Latin America.

### **ILAS 350 Latin American Cinema (4)**

This course will analyze various contemporary Latin American films with an emphasis on how each one reflects or rejects its particular social, political, and cultural context. Special attention

will be paid to how each work engages the balance between what may be perceived as the traditional characteristics of a particular local identity and the changes of that identity due to economic, political and cultural fluctuations. The representation of gender, race, class and identity in each film will be emphasized.

### **ILAS 493/494 St. Mary's Project (8)**

A student-initiated and student-executed project of eight credit hours is the senior capstone experience. While the thesis can be written in English, a significant Spanish language component is expected. The project may be a research project in literary or cultural studies, a creative-expressive project involving arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task, 2) a method of approach and execution appropriate to the task, 3) adequate knowledge of the particular area of research or endeavor, 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance, and 5) the readiness to critically discuss and publicly share the results of the project. Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair. NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to eight credit hours.

### **ILAS 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration.

### **ILCT 106 Introduction to World Literature (4)**

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

### **ILCT 293 Introduction to Cultural Studies (2)**

This course must be taken as a pre- or co-requisite to the first 300-level course in ILCC/ILCF/ILCG/or ILCS by those students planning to major in international languages and cultures; students planning to fulfill the requirements for a minor in one of the languages, or to take upper-level courses in one of the language concentrations, should consult with a faculty adviser in international languages and cultures to determine whether and when it would be

appropriate to take this course. This course introduces students to recent scholarship in the area of cultural studies theory. Students will be exposed to a variety of approaches to textual analysis, be it the text of books found within an established literary tradition, the text of expressions within popular culture, or the text of a given social experience in its broadest sense. Students will learn how to use the insights generated by the discipline of cultural studies to better understand and comment about the cultures that they study within the curriculum in the Chinese, French, German, Latin American Studies and Spanish concentrations. By comparison and contrast, students will also come to a better understanding of how U.S. society fits within a globalized cultural context.

### **ILCT 300 Introduction to Linguistics (4)**

This course will study the principles governing language structure and its use. Both formal and applied aspects of linguistics theory will be considered. On the formal side, the sound, word and sentence structure will be studied. On the applied side, first- and second-language acquisition, historical, social, computer- and neuro-linguistics will be considered. Data will be drawn from both English and other languages. This course satisfies a math requirement for teacher certification in foreign languages.

### **ILCT 301 French and Francophone Studies in Translation (4)**

The study of major works in the French-speaking literary traditions of Europe, Africa, or the Americas; or the study of basic philosophical, moral, social and political dilemmas of French-speaking societies. May be repeated for credit.

### **ILCT 302 German Studies in Translation (4)**

The study of major works in the German-speaking literary traditions of Europe, or the study of basic philosophical, moral, social and political dilemmas of German-speaking societies. May be repeated for credit.

### **ILCT 303 Hispanic Studies in Translation (4)**

Study of major works in the Spanish-speaking literary traditions of Europe and the Americas, or the study of basic philosophical, moral, social and political dilemmas of Spanish-speaking societies. May be repeated for credit.

### **ILCT393 St. Mary's Project Workshop (2)**

This course must be taken prior to the term in which the student begins his or her St. Mary's Project. The St. Mary's Project Workshop prepares students for their St. Mary's Project in international languages and cultures by teaching them how to frame a project and by stimulating independent and creative activity. Students will learn to relate their scholarly and creative interests to major issues in their fields and to the linguistic and cultural traditions represented in the department. Students will have an opportunity to explore the possibilities for St. Mary's Projects within the major: literary analysis, cultural analysis, pedagogical application, linguistic study, translation, creative writing. They will also be guided to write a proposal for their St. Mary's Projects. Visitors from inside and outside the College will discuss their critical and/or artistic work with the seminar participants and serve as models. Prerequisite: Advanced knowledge of a foreign language and junior standing or consent of the instructor.

### **ILCT 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **DBSP 101 Academic and Leadership Seminar I (2)**

This course examines the transition to the honors college through critical study on academic culture, liberal arts education, regional history, theories of ethnic identity development, critical and creative thinking and a review of study skills and campus resources. Each student participates in an approved diversity experience.

### **DBSP 102 Academic and Leadership Seminar II (2)**

This course explores the nature of leadership, styles of leadership and how leadership and power intersect with each other and with service. Each student participates in a service project during the semester and presents their findings to the St. Mary's community at the end of the semester. Participation on DBSP 101 is preferred but not required.

### **DBSP 301 DeSousa-Brent Mentor (2)**

This course is designed for two student for each section of DBSP 101. Students serve as mentors and learning assistants for both the summer program and the fall seminar. They act as role models for scholars and serve as resource persons both in and out of class. Specifically, DeSousa-Brent Mentors assist with adjustment issues to college and to college-level work. They will assist with individual conferencing, provide guidance for presentations and diversity projects, read the seminar course material, read articles on teaching first-year students, and maintain journals throughout the semester. A reflection paper on the experiences with the course, the concepts of teaching and learning in relation to their role and the benefits of the seminar to students will serve as the culminating project. *Prerequisites: DBSP 101, DBSP 102, and successful completion of the application process.*

### **DBSP 302 DeSousa-Brent Mentor (2)**

This course is designed for two student for each section of DBSP 102. Students serve as mentors and learning assistants for the spring seminar. They act as role models and serve as a resource persons both in and out of class. Specifically, DeSousa-Brent Mentors continue to monitor the academic progress of students in their section. They assist with conferencing, plan and participate in program activities, coordinate panelists for panel discussions, design a service project for the course or approve individual service projects, read course material, and maintain journals throughout the semester. A reflection paper on what they have learned about leadership (including leadership of their peers), their experiences of and beliefs concerning intersections of leadership, power and service. *Prerequisites: DBSP 101, DBSP 102 and successful completion of the application process.*

### **PSYC 197/297/397/497 Directed Research in Psychology (1-4)**

A laboratory or field research experience under the direct supervision of a faculty member. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. For 397 and 497 only, a maximum of four graded credit hours, completed as 2 credit or 4 credit experiences, may be applied to the upper level elective major requirement. This course may be repeated for credit. Prerequisite: Learning contract filed in the Office of the Registrar.

### **SCIE 199/299/399/499 Independent Study (1-4)**

This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration.

### **SOCI 355 Demography (4)**

This course is a study of the dynamics of population growth and demographic issues. Topics include childbearing, death, migration, and policies of population control. Prerequisite SOCI 201

### **INTL 340 India Study Tour (1-8)**

Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but including study of the history and circumstances of Tibetan Buddhists in India. Offered every other year during the summer.

### **EDUC 500 Practicum in Teaching At-Risk Students (3)**

Interns will be placed in one of the public school settings made available during the summer for students at-risk for academic difficulty. This placement is used as a site to practice observation and reflection skills that will be explicitly taught and assessed in other co-requisite courses. Prerequisite: admission to the MAT program.

### **EDUC 510 The Teacher as Researcher: Diverse & Underperforming Learners (2)**

In this course, students identify and synthesize current research on effective teaching behaviors, practices, and strategies as it relates to the educational experience of students with diverse racial, socioeconomic, linguistic, and ability backgrounds. Students are guided to identify and develop mechanisms for practically addressing the needs of underserved students. Students will explore these issues through the lens of the work they complete in their Practicum for At-Risk students and through study of the policies that inform education in public schools. Prerequisite: admission to the MAT program.

### **EDUC 530 Instructional Design: The Curriculum Planning Process, Part I (2)**

Interns will develop the ability to articulate “enduring understandings” (what we want students to know or be able to do) and “essential questions.” They will be given an overview of the processes required for gathering evidence to assess students’ existing knowledge base and

skill levels, for then planning strategies to help students develop required knowledge and skills – including the use of national, state, and local outcomes/standards documents. During this first summer session, class sessions will focus on gathering evidence, which dovetails with the practicum and their other classes. *Prerequisite: admission to the MAT program.*

### **EDUC 540 An Introduction to Classroom Management (1)**

The focus in this course will be on the establishment of the classroom environment (rules, routines and procedures which research has shown are crucial to success); how to establish a pattern of consistency in management and disciplinary practices; how to act like the leader in the classroom; and debriefing about what works and what does not as based on experiences in the practicum. *Prerequisite: Admission to the MAT program.*

### **EDUC 600 Internship in Public Schools, Part I (2)**

Students intern in an elementary, middle, or high school. During their time in the schools, students engage in structured observations, work with individual children and small groups of students as directed by their mentor teachers, and develop comfort and skill in working with whole classrooms of students. *Co-requisite: EDUC 601*

### **EDUC 610 The Teacher as Researcher: Assessment & Data-Driven Decision-Making (3)**

This course assists students in using research-based practices to design, implement and interpret various student assessments of learning and to understand the current assessment mandates in public schools. Students are guided in the processes involved in the interpretation of standardized test data, the use of this data for instructional decision-making purposes, and how such data can inform action research initiatives. Students will also develop expertise on commercial assessment and evaluation devices that are used to monitor student learning in the public school environment. *Prerequisite: EDUC 510.*

### **EDUC 620 Technology in the Classroom (3)**

This course focuses on integrating technology into the Pre-K-12 classroom. Learners will follow a best-practices approach to designing instruction that integrates a variety of technologies, from hardware-driven (e.g., interactive whiteboards, filming), to web or application-based technologies (e.g., digital stories, webquests, screencasting, communication tools) in both ethical and inclusive ways. Interns' learning is aligned to the Maryland Teacher Technology Standards, and principles developed by the New Teacher Assessment and Support Consortium (INTASC). *Prerequisite: admission to the MAT program.*

### **EDEL 660 Literacy Methods and Materials for Teaching Reading (6)**

This six-credit block of courses integrating concepts of children's literature, literacy development, and materials for teaching reading with concepts of literacy instruction more broadly. Students examine the developmental nature of literacy, exploring issues surrounding the development of phonemic awareness, issues of phonics, comprehension, fluency, and vocabulary, while exploring appropriate methods and materials used for teaching students in the elementary classroom to become literate as readers and writers of diverse kinds of texts, as speakers, as listeners and thinkers. Other issues include attention to using textbooks and



tradebooks, research on motivation, family literacy, and effect of gender and culture on literacy development. Opportunity is provided to engage in, and analyze, actual and simulated classroom instruction. This course fulfills a Maryland certification requirement in the teaching of reading. *Prerequisites: EDUC 530 and EDUC 540.*

### **EDEL 670 Teaching Content Grades PreK-6 (4)**

This course, required for ELEM and ECE certification seekers, begins the examination of the instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also introduces the concepts of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

### **EDUC 660 Teaching Vocal Music to Children and Adolescents (3)**

Participants examine instructional methods and materials used for teaching and conducting vocal music with young children and adolescents, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies for making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisites: EDUC 530 and EDUC 540.*

### **EDUC 661 Teaching Art to Children (3)**

Participants examine instructional methods and materials used for teaching art to children, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and artistic products. *Prerequisites: EDUC 530 and EDUC 540.*

### **EDUC 662 Teaching Theater to Children (3)**

Participants examine instructional methods and materials used for teaching theater arts to children, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisites: EDUC 530 and 540.4*

### **EDUC 663 Teaching World Languages to Children (3)**

Participants examine instructional methods and materials used for teaching world languages to children, issues of assessment and differentiation of instruction, and considerations of the role of the target language, grammar, and vocabulary for developing proficiency in another language. Opportunity is provided to engage in, and analyze, instructional practices/models for language teaching. *Prerequisites: EDUC 530 and 540.*

### **EDUC 670 Content Investigations for Secondary and K-12 Teachers (3)**

Interns will research content standards available for both teachers and students in their disciplines. They will assess their existing knowledge base using these standards to determine gaps, and they will create an action plan for developing stronger content knowledge in those areas of perceived weakness. Individuals will fulfill their action plans, developing annotated

bibliographies, writing book reviews, conducting interviews with content area experts, and generating lesson plans that reflect their deepening content understanding. *Prerequisites: EDUC 530 and 540.*

### **EDUC 700 Internship in Public Schools, Part II (6)**

All interns complete a full-time internship from January through May in Professional Development Schools. During this time they gradually assume full responsibility for assessing student needs, planning for instruction, implementing lessons, and evaluating student learning. They engage in structured observation tasks, in self-reflection, and in peer-coaching. Additionally, they collect documentation of their movement towards program goals, including INTASC and technology standards, for their electronic portfolios. *Prerequisite: EDUC 600.*

### **EDUC 701 Seminar in Public Schools, Part II (1)**

In this seminar, interns meet once a week during their full-time internship to collaborate with their peers, under faculty supervision, in reflection upon what they are learning about themselves, schools, students, teaching, learning, and the politics of education. Additionally, they collect documentation of their movement towards program goals, including INTASC and technology standards, for their electronic portfolios. *Prerequisite: EDUC 601; Co-requisite EDUC 700.*

### **The Teacher as Researcher: Action Research Design**

Using the principles of action research, this course assists students in developing a series of research questions to explore in relation to the internship setting and the goals of the site's school improvement plan. Students will prepare a research plan to answer these questions in the tradition of action research; they will carry out this research while in their full-time internship. Students will regularly reflect on the value of the data collection process and obstacles they may find themselves facing in the process, and to revise and redirect their project goals and procedures as necessary based on the realities of their classroom experiences. *Prerequisite: EDUC 610.*

### **EDUC 711 The Teacher as Researcher, Action Research Analysis (2)**

In this final component of the "Teacher as Researcher" sequence, students focus on analyzing data from their field experience, putting the data into context at the classroom, school, local, state and national levels, reflecting on the research process and its importance to their professional development, and communicating the results of their research projects to the larger professional community. *Prerequisite: EDUC 710.*

### **EDUC 730 Instructional Design: The Curriculum Planning Process, Part II (1)**

Interns reflect on the implementation of instruction in terms of the curricular planning process as they assume full-time responsibility for their assigned classrooms, completing units of instruction that are designed to meet student needs as determined by data-driving determinations, national/state/local standards, and technology mandates. *Prerequisites: EDUC 530, 600.*

### **EDEL 760 Literacy Assessment (3)**

This course is designed to provide participants with an overview of the range of assessment strategies available to professional educators concerned with determining how well an individual student is developing in the area of literacy, including reading, writing, speaking, and listening. Participants will be introduced to a variety of techniques, both formal and informal, both standardized and teacher-made, and will be asked to apply them in their public school settings in an effort to better plan literacy instruction for all their students, regardless of ability and experience levels. This course fills a Maryland State Department of Education requirement in the area of reading.

### **EDEL 770 Teaching Content Grades PreK-8 Part II (4)**

This course, required for ELEM and ECE certification seekers, extends and deepens the examination of instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also develops further the concept of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

### **EDEC 770 Issues, Methods and Materials in Early Childhood Education (3)**

This course extends on the problems, issues, curriculum, and methods for elementary education to apply to children in early childhood settings, taking into account their developmental natures and needs. The course will: 1) offer the knowledge and skill base necessary for adapting curriculum and methods of the young child and for creating developmentally appropriate educational environments and experiences; 2) provide a structured mechanism for receiving training and experiences to enhance understanding of teaching young children; and 3) allow for the integration and application of prior educational experience to the educational needs of young children. This course is required for ECE certification seekers.

### **EDUC 760 Teaching Instrumental Music to Children and Adolescents (3)**

Participants examine instructional methods and materials used for teaching and conducting instrumental music with young children and adolescents, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies for making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. Prerequisite: EDUC 660.

### **EDUC 761 Teaching Art to Adolescents (3)**

Participants examine instructional methods and materials used for teaching art to middle and high school students, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and artistic products. *Prerequisite: EDUC 661.*

### **EDUC 762 Teaching Theater to Adolescents (3)**

Participants examine instructional methods and materials used for teaching theater arts to middle and high school students, the realities of directing theatrical productions at the middle

and high school level, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisite: EDUC 662.*

### **EDUC 763 Teaching World Languages to Adolescents (3)**

Participants examine instructional methods and materials used for teaching world languages to children, issues of assessment and differentiation of instruction, and considerations of the role of the target language, grammar, and vocabulary for developing proficiency in another language. Opportunity is provided to engage in, and analyze, instructional practices/models for language teaching. *Prerequisite: EDUC 663.*

### **EDUC 780 Problems and Issues in Teaching Content Area Literacy in Secondary and K-12 Classrooms (3)**

This course allows participants to determine strategies for helping middle and high school students who have reading difficulties to develop as readers, and for helping all students become more adept at the literacy tasks demanded of them within specific content areas. Participants will apply strategies, both teaching and assessment techniques, directly within public school settings, and will investigate the research and theory related to current issues in this field. Fulfills Maryland State Department of Education reading course requirement for Literacy in the Content Area, part II. *Prerequisite: EDUC 386.*

### **EDUC 790 Graduate Topics in Educational Studies (1-4)**

A graduate-level examination of a specific area of educational studies. The course will explore research, and application relevant to the selected area. Course content varies from semester to semester. May be repeated for credit if topics are different. *Prerequisite: permission of the instructor.*

### **MUSC 201 Sight Singing and Dictation I (1)**

Elements of pitch and rhythmic training from the recognition and performance standpoint. Includes rhythmic and melodic sight singing and dictation (one- and two-part) with keyboard harmony. These courses must be taken in sequence. *Prerequisite for MUSC 202: MUSC 201.*

### **MUSC 202 Sight Singing and Dictation II (1)**

Elements of pitch and rhythmic training from the recognition and performance standpoint. Includes rhythmic and melodic sight singing and dictation (one- and two-part) with keyboard harmony. These courses must be taken in sequence. *Prerequisite: MUSC 201.*

### **TFMS 281 London Study Tour (4)**

An on-site study tour in London and Stratford-upon-Avon of contemporary British theater, including tours of museums, theaters, and historical sites whose relevance to British culture and arts will help broaden students' understanding and appreciation of theater practice. Coursework includes four pre-departure seminars, attendance while in London of five theater performances, and completion of a journal. Additionally, students enrolled in the course will be required to submit one pre-departure essay as well as their choice from the following while abroad: 1)

response papers on four of the five theater productions in London; or, 2) response papers on three of the London productions plus one independently viewed theater piece, one historic site, or one museum attended. One of the response papers will consist of a mini-research project. This course satisfies the Core Curriculum requirement of Experiencing the Liberal Arts in the World (ELAW) provided that the student enrolls concurrently in both the study tour (TFMS 281) for four credit hours and in CORE 350 for zero credit hours. *Prerequisite for ELAW: GPA of 2.5 or higher.* Please note: This course may be used to satisfy the Core Curriculum requirement in Arts if not being taken to satisfy ELAW.

### **RELG 211 Speaking of God: Introduction to Theology (4)**

Introduces students to major twentieth-century theological and religious thinkers as they wrestle with some or all of the following questions: Who or what is God? Why do good people suffer? How are salvation, redemption, liberation envisioned in the modern world? What constitutes a religious community? How do different religious faiths relate to each other, the secular world and the natural environment? This course satisfies the Core Curriculum requirement in Humanities.

### **RELG 303 Religion and Ecology (4)**

This course examines the intersection of religion and ecology and traces contemporary discussions of world religions' teachings about "creation," "nature," "earth," and the "body" in light of the current global environmental crisis. Which religious belief and value systems contribute to exploitation and contempt for the natural world? Which religious principles and practices enhance protection and reverence for creation and the material world? How have thinkers and activists from various religious traditions responded to the paradigm shifts mandated by ecological thinking? This course exposes students to the fields of comparative religions, theology, ethics, and ecology as we probe how religious world views impact social practices, and how changing environmental, political, and economic practices impact religious belief systems.

### **RELG 331 Topics in South Asian Traditions (4)**

An exploration of a particular aspect of South Asian religion, such as a religious movement, body of literature, religious figure, or practice. Sample topics include: "Yoga and Asceticism," "Gods, Goddesses, and God: Hindu Devotionalism," "Tibetan Buddhism in India," "Ecstasy and Divine Madness in the South Asian Traditions," and "Hindus in America." This course may be repeated for credit where the topic is not repetitive.

### **PHIL 381 Happiness and Meaning (4)**

In this course, students will examine some philosophical views of the notions of happiness and of meaning with a view to formulating their own such views. Sources both classical and contemporary will be used, as will materials from such disciplines as economics, psychology, and religion.

### **PHIL 382 Meditation and the Mind**

This course will explore the practice of meditation, with special attention being paid to its effects on cognition, affectivity, neurobiology, etc., and what these changes ultimately tell us

about the mind. We will investigate meditation from the standpoints of first-hand practice, classical Asian and East Asian religio-philosophical texts, phenomenology, and via relevant contemporary empirical research in the brain sciences. Topics will include: focused awareness vs. open presence vs. affective meditative approaches; the cognitive, emotional, moral, and existential effects of meditative experience; contemplative education; the use of meditation in prison, and the metaphysical issues associated with questions of consciousness. Each seminar meeting will begin with a 20-30 min. meditation practice, for which a meditation pillow, or zafu, is required.

### **BIOL 313 Computing For Biologists (4)**

Biological data is getting more expansive with every passing year, making it necessary to develop new computational approaches to gather, sort, analyze, and visualize data. This course will survey a variety of computational approaches used in the analysis of biological data. Specifically designed for students with little-to-no experience writing computer code, this course will introduce students to working in a UNIX-like environment, to a variety of scripting languages (Python, R, bash), and to the creation and use of databases. This course will be laboratory intensive with many lecture periods being used as laboratory periods and will also survey recent primary literature that applies computational approaches to fundamental questions in ecology, genetics, and evolutionary biology. *Pre-requisite: BIOL270, or permission of instructor.*

### **BIOL 400 Genomics (4)**

This course will survey recent advances in genomics including: transmission of genetic information, the structure of the genome and its components (genes, regulatory elements, microRNAs, etc), the evolution of genomes, the relationship between genomes and phenotypes including molecular population genomics, transcriptomics, and proteomics. The lab will focus on the use of state-of-the-art sequencing data to understand genomes and their architecture. The course will be laboratory-intensive with many lecture periods being used as laboratory periods. *Pre-requisite: BIOL271 and BIOL270L, or CHEM420 or permission of instructor.*

### **HIST 314 Islamic Empires in the Medieval and Early Modern Eras (4)**

This class is a general survey that introduces Islamic political thought as manifested by the Islamic states of medieval and early-modern times. It examines Islamic notions of law, state and authority that emerged as a response to current political developments such as the Umayyad and Abbasid caliphates, the extinction of the caliphate by the Mongols in 1258 and the political fragmentation that followed, and finally the rise of the so-called Gunpowder Empires. The survey will focus mainly on the Ottoman Empire, but also explore the interactions between the Ottoman, Safavid, and Mughal Empires. *Prerequisite: One course in HIST or one course in RELG, or consent of the instructor.* Cross-listed as RELG314.

### **HIST 357 Women, Gender, and Politics in the Muslim world (4)**

Practices like veiling, female circumcision, and honor killings that are central to Western representations of Muslim women are also contested issues throughout the Muslim world. This course examines various debates about Islam and women, and explores the interplay of religious, historical, cultural, political, legal, and economic factors in shaping Muslim women's lives across the globe. Topics of focus may vary each semester, but often include European

colonialism and the politics of studying Muslim women; changing ideological and political trends about women and society; the Islamic legal heritage and problems in reforming Islamic law; gender jihad and activism; women and revolutions; and dilemmas faced by Muslim women in asserting themselves as legitimate voices in the contemporary global world. *Prerequisite: one course in RELG, WGSX, or consent of the instructor.* Cross-listed as RELG355.

### **ART 239 Painting and Drawing from Life (4)**

The principles, practices, and history of painting and drawing from direct observation. Students learn beginning techniques of drawing and painting from direct observation and the conceptual framework for a variety of approaches to life painting and drawing. Subject matter relies heavily on the human figure, still life, and nature. Critique and discussion of traditional and contemporary observational drawing and painting. This course may be repeated once for credit. This course satisfies the Core Exploration requirement in Arts.

### **ART 269 Community Arts (4)**

This course explores the foundations of and current practices in community arts. Students will learn about pedagogical issues encompassed in community art outreach and how practitioners seek to provide meaningful art programs to diverse audiences. Students will learn about the mission, goals, and funding for arts organizations at the local, state, and national level. Students will participate in multiple art projects on and off campus that engage the community through a variety of media. There are no prerequisites for this course. This course satisfies the Core Exploration requirement in Arts.

### **ANTH 387 Classroom Assistantship in Anthropology (2)**

Supervised experience in the understanding, explanation and demonstration of anthropological concepts and practice. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular class time, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general college guidelines. Students eligible for classroom assistantships must have a minimum GPA of 3.0, be of junior or senior standing or must have completed two courses of 200-level or above work in anthropology, and must have successfully completed the course which they will assist. May be repeated for a total of eight credits, but does not contribute to the minimum credit requirement for the major. Applications need the written support of a faculty member and must be submitted to the department chair.

### **MUSA 473 Alba, Italy program (2)**

Participation at the Alba International Music Festival, a two-week intensive musical experience involving the study of European music in a European environment. Singers will rehearse and perform with the St. Mary's College Chamber Singers. Instrumentalists will rehearse and perform chamber music and sit in with various professional ensembles. All students attend daily concerts and numerous master classes. Students in composition will have private lessons and daily composition master classes. This course may be repeated for credit.

### **HIST 224 Introduction to Historical Methods and Skills (4)**

Historical Methods serves as an introductory course to the discipline of History. Students will be introduced to and will get a chance to practice the skills of historical reading and thinking, the techniques of historical research, the steps involved in organizing and structuring an argument and a research essay, and the conventions of historical writing. The development of these skills will culminate in the creation and presentation of a research paper. This course is recommended for students in their early stages of their college careers.

### **ENST 382 GIS Applications (4)**

This interdisciplinary course teaches the students how to apply geographic information systems (GIS) to solve geographic problems. The course covers how GIS can be applied in multiple disciplines including biology, environmental studies, archaeology, anthropology, economics, and sociology, and meets the Environmental Studies program requirements. It covers basic GIS theory including vector and raster GIS data formats, global positioning system (GPS), projections and coordinate systems, tabular and geospatial analysis, and accuracy issues. The laboratory portion of the course gives students hands on experience using ArcGIS to create and manage GIS data, collect GPS data, perform geospatial analyses, and create cartographically sound maps. A semester project enables students to learn how to design, perform, and document results of a GIS project.

### **ENST 100 Introduction to Environmental Studies (4)**

This course introduces students to Environmental Studies, an interdisciplinary field examining the complex relationship between people and their environments. We will explore how natural and cultural forces interact to form our ecosystems, our experiences, and our imaginations. Analyzing evidence, arguments, and concepts from across multiple disciplines, we will examine important environmental issues past and present, as well as efforts to understand and to address those issues. ENST100 is a survey of theoretical frameworks and analytical techniques from scientific, artistic, economic, political, historical, and philosophical perspectives on the environment. Consequently, our focus is as much on concepts and critical thinking as on content. By providing students with the opportunity to interact with peers and learn about abundant environmental opportunities at St. Mary's College and beyond, the course also fosters community and environmental citizenship. This course satisfies the requirement for the ENST Minor of ENST 233 Environmental Perspectives. Students who have taken ENST 280 may not take this course.

### **ENST 245 Topics in Environmental Studies (4)**

Various topics in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. Subjects may include climate change adaptation and resilience, environmental justice, green technology and biomimicry, food systems, or environmental history. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

### **ENST 250 Environmental Science (4)**



Environmental science is a multidisciplinary study of the environmental and environmental problems. It relies on integrating traditional fields of biology, chemistry, and physics to create an understanding of dynamic environmental systems. *The prerequisite is successful completion of any of the following: BIOL 101, BIOL 105, BIOL 106, CHEM 101, CHEM 103, CHEM 106, PHYS 103, PHYS 104, PHYS 105, PHYS 121, PHYS 122, PHYS 141, PHYS 151 or PHYS 152.*

#### **ENST 275 Topics in Environmental Humanities (4)**

Various topics for the Environmental Humanities track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. Prerequisites: see course description.

#### **ENST 285 Topics in Environmental Policy & Social Sciences (4)**

Various topics for the Environmental Policy and Social Sciences track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. Prerequisites: see course description.

#### **ENST 295 Topics in Environmental Science (4)**

Various topics for the Environmental Sciences track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. Prerequisites: see course description.

#### **ENST 375 Advanced Topics in Environmental Humanities (4)**

Various advanced topics for the Environmental Humanities track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

#### **ENST 385 Advanced Topics in Environmental Policy & Social Sciences (4)**

Various advanced topics for the Environmental Policy and Social Sciences track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

### **ENST 395 Advanced Topics in Environmental Science (4)**

Various advanced topics for the Environmental Sciences track in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

### **ENST 345 Advanced Topics in Environmental Studies (4)**

Various topics in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. Subjects may include climate change adaptation and resilience, environmental justice, green technology and biomimicry, food systems, or environmental history. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online Schedule of Classes. *Prerequisites: see course description.*

### **ENST 390 Applied Sustainability Practicum (4)**

This course carefully considers sustainability. Class sessions will combine seminar style discussion of classic and cutting edge readings in the history, contemporary context, and challenge of global environmental issues with hands-on workshops to advance student-initiated local projects in critical environmental topics. Students will work independently and in groups on research, writing assignments, presentations, creative projects, and a web presence focused on interdisciplinary solutions to pressing environmental issues. Suitable subjects include energy management, food systems, social justice, conservation ecology, campus sustainability, natural disasters and resilience, climate change adaptation, and other student interests. Students will develop important skills in self-directed learning, build partnerships across campus and the community, and engage in applied problem-solving. Pre-requisites: ENST 100, ENST 233, ENST 280, or permission of instructor.

### **ENST 490 Environmental Keystone Seminar (4)**

This seminar provides upper-level Environmental Studies majors with a forum for synthesizing insights from multiple disciplines to reflect on the philosophical and pragmatic underpinnings of environmental citizenship. This course prepares students for the SMP. Students will integrate the work of leading environmental thinkers to identify which theories and techniques are appropriate for addressing particular environmental questions. In preparation to enter the workforce, advance new knowledge, and foster cultural understanding and cooperation, the seminar will incorporate the ethical principles of effective communication and explore how to manage uncertainty in environmental decision-making. We will ask critical questions about contributing to the common good in local, national, and global communities. This course is open to ENST majors. *Prerequisite: ENST 100 and junior level standing or permission of the instructor.*

### **SOCI 302 Medical Sociology (4)**

The primary objectives of medical sociology are to explain how particular societal arrangements affect the types and distribution of health, disease, and medical care. This course will show that the organization of the medical care system and its responses to demands for services are historical, specific, and inseparable from other issues. Medical sociology as a field of study strives to be independent of the medical profession, taking the profession's medical values, assumptions, and perspectives as data for study and analysis. *Prerequisite: SOCI 101 or instructor's permission.*

### **RELG 232 Religions of Modern India (4)**

An historical and thematic introduction to modern Indian civilization in its major religious forms. The course moves from the British colonial period through independence, the creation of Pakistan, and up to the present. Specific themes can include the religious and political thought of Mohandas Gandhi, Hindu nationalism, inter-religious violence, issues surrounding gender and caste, modern spiritual leaders, popular saints and devotionalism, Indian religions in diaspora, the Dalai Lama and Tibetan Buddhism in India. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ANTH 377 Archaeological Field Study (6)**

This course will expose students to a range of archaeological field techniques ranging from Phase I survey to Phase III excavations. Students will participate in all aspects of site excavation, documentation, artifact processing and initial field cataloging. This experience will culminate in a preliminary site report that will be given to the property owner and other stakeholders. The field program will occur either in the United States, its territories, or abroad depending on the instructor's current research program.

### **EDUC 331 Behavior and Related Disorders (4)**

This course will explore three particular types of exceptional needs that influence an individual's behavior: Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, and Emotional/Behavioral Disorders. In addition, this course will consider how these needs can manifest in the classroom and other learning contexts and the ways in which teachers may respond to those needs. There will be some consideration of the long-term influence of these disorders on the individual's life. This course cannot be used to fulfill the special education pre-requisite for the MAT. *Pre-requisite: PSYC 101.*

### **PHYS 350 Physics Research Experience & Presentation (0)**

In order to complete a physics major with a concentration in applied physics, as described in the requirements for the major, students must complete an approved research experience and present their research in public. This course is a co-requisite for the fourth credit of upper-level Directed Research in Physics (PHYS 397/497) or for other approved research experiences. It is not required when a student undertakes a St. Mary's Project. Students will receive a grade of "Pass" or "Fail." Requires permission of the instructor.

### **MUSC 316 Arts Administration: The Business Behind the Curtain (4)**

This course provides an overview of the industries that form the foundation and provide the delivery of the arts to the public. Topics include: Non-profit 501c3s, Grants, Boards, Artist

Management, Marketing, Publicity, Fundraising, Administrative Structure, Publishing, Recording, Unions, Arts Councils, the NEA, Project Development, and Audience Engagement and Building. With special guest speakers.

### **EDEL 670 Teaching Content Grades PreK-6 (4)**

This course, required for ELEM and ECE certification seekers, begins the examination of the instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also introduces concept of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

### **MTSC 301 Introduction to Materials Science (4)**

This introductory course provides the basis for combining fundamental concepts learned in general chemistry and physics. Students will investigate the relationship between a material's nanoscale structure and its macroscale properties, including fundamental optical, electronic, magnetic and mechanical properties of metals, semiconductors, biomolecules and polymers. *Prerequisites: CHEM 106 PHYS 142*

### **MTSC 302 Directed Research in Materials Science (4)**

The design, execution, and presentation of the results from an original laboratory research project in materials science or nanotechnology. This course may be repeated for credit. *Prerequisite(s): CHEM 103 and PHYS 141 or 151, or permission of instructor*

### **MTSC 199/299/399/499 Independent Study in Materials Science (1-4)**

This course consists of an independent creative or research project designed by the student and supervisor. The nature of the project, the schedule for accomplishment and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

### **SOCI 323 Entrepreneurship (4)**

Entrepreneurs are the engines of the economy, captains of business and leaders of social change. This course applies a sociological approach focusing on recruitment patterns and formation processes of entrepreneurship. Students have the opportunity to create a business plan and present it in the Hawk Nest Competition. *Prerequisite: SOCI 101.*

### **EDEL 760 Literacy Assessment (3)**

This course is designed to provide participants with an overview of the range of assessment strategies available to professional educators concerned with determining how well an individual student is developing in the area of literacy, including reading, writing, speaking, and listening. Participants will be introduced to a variety of techniques, both formal and informal, both standardized and teacher-made, and will be asked to apply them in their public school settings in an effort to better plan literacy instruction for all their students, regardless of ability

and experience levels. This course fills a Maryland State Department requirement in the area of reading.

### **EDEL 770 Teaching Content Grades PreK-8 Part II (4)**

This course, required for ELEM and ECE certification seekers, extends and deepens the examination of instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also develops further the concept of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

### **EDEC 770 Issues, Methods, and Materials in early Childhood Education (3)**

This course extends on the problems, issues, curriculum, and methods for elementary education to apply to children in early childhood settings, taking into account their developmental natures and needs. The course will: 1) offer the knowledge and skill base necessary for adapting curriculum and methods of the young child and for creating developmentally appropriate educational environments and experiences; 2) provide a structured mechanism for receiving training and experiences to enhance understanding of teaching young children; and 3) allow for the integration and application of prior educational experience to the educational needs of young children. This course is required for ECE certification seekers.

### **EDSC 760/762/763/764 Secondary/Methods Courses Part II (3)**

EDSC 760. Teaching English in Middle and Secondary Schools (3) EDSC 762. Teaching Math in Middle and Secondary Schools (3) EDSC 763. Teaching Science in Middle and Secondary Schools (3) EDSC 764. Teaching Social Studies in Middle and Secondary Schools (3) Each of the above courses (EDSC 760/764) focuses on the advanced study of pedagogical strategies, both generic and contentspecific, as well as further investigation of instructional materials for effectively teaching the designated subject in middle and high school classrooms. Issues of assessment, equity, and differentiation will be emphasized. Class members will practice a variety of effective instructional techniques in simulations and in their field placements, and will also continue the study of generic issues of classroom management and discipline issues. *Prerequisite: The appropriate course from EDSC 660/664.*

### **ENST 265 Earth Systems (4)**

This course in Earth Systems explains the geology of the Earth in the context of the natural environment. The course covers basics of the solid Earth (rocks, minerals, volcanoes, and earthquakes); surface systems (biosphere and weathering), fluid systems (surface water, oceans, groundwater, atmosphere; and the dynamic Earth (plate tectonics, energy transfer, and climate change). It discusses how the physical characteristics of the Earth and human interactions impact environmental change, global warming, and other issues. The course includes a laboratory providing hands on experience with the subject matter. This course satisfies elective credit in the Environmental Science track for the ENST major and minor. This course satisfies the Core Exploration requirement in the Natural Sciences with Laboratory.

### **ILCS 260 Composition for Cultural Analysis (4)**

Students will develop proficiency in critical thought through the reading, viewing, and analytical discussion of major genres and styles of cultural materials selected from the Spanish-speaking world. Particular attention will be paid to the social and historical context of the cultural materials. Written compositions will be the vehicle for applying analytical skills, reviewing grammar, and preparing for advanced level work in Spanish. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCS 202 or equivalent as determined by the Foreign Language Proficiency Test.*

### **ILCS 373 The Invention of Latin America (4)**

The notion of Latin America arose from experiences of colonialism and postcolonialism, and as such, is a notion that has been invented and reinvented from the outside and also from within. This course examines those inventions and reinventions in creative expressions and social actions from the independence wars of the nineteenth century to the mid-twentieth century. Special consideration will be given to particular national discourses, especially in relation to race, class, gender, anti-colonialism, and revolution, and to the concept of modernity in Latin America that is problematized by highly uneven social and economic development. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206, ILCS 260, or consent of the instructor.*

### **ILCS 374 Latin America and Globalization (4)**

Globalization first described economic developments and has now broadened to encompass ideas about cultural phenomena and global relationships of power in the current era. The socio-political changes since the 1970s in Latin America have created a re-evaluation of popular cultures, of political participation, and of regional and national identities by many writers, artists, and activists. This course explores these ideas from Latin American perspectives through literature and other cultural expressions. *Prerequisite: ILCS 206, ILCS 260, or consent of the instructor.*

### **ILCS 390 Spanish in the Community (4)**

This is a community-based-learning course conducted entirely in Spanish in the classroom and in English and/or Spanish in the community. The heart of the course is approximately 15 hours of work tutoring elementary school children from Spanish-speaking families in St. Mary's County. Other activities to support the Spanish-speaking community might arise depending on need, such as helping at local events, translating, working with other community partners, or tutoring English to Spanish-speaking adults. Class time has the purpose of contextualizing students' experience in the community and deepening their self-reflection and collaboration with community partners. In-class topics include topic-specific vocabulary, perspectives on and from the Latina/o community and Latin America about education and immigration, concepts of community citizenship, local and national immigrant communities from Latin America, and current events in immigration. This course satisfies the core curriculum requirement in ELAW. *Prerequisite: ILCS 206, or ILCS 260, or ILCS 360, or consent of the instructor.*

MUSA 184/484 Jazz Combo (1)

Experience in small performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment is by permission of the instructor.

### **MUSA 492 Opera Scenes Class (1)**

Opera Scenes Class is designed for the student of singing interested in the various elements which comprise the preparation and performance of opera scenes. The class will treat such issues as text and musical interpretation, characterization, blocking, movement and scenic elements. Students will be cast in various scenes appropriate to their development and will present their work in a public performance at the conclusion of the semester. Enrollment is by audition.

### **MATH 444 Mathematical Modeling (4)**

The course provides a systematic approach to mathematical modeling, including construction and analysis of continuous and discrete mathematical models inspired by real life problems. Existing models and their mathematical concepts (such as Statistics, Differential Equations and Stochastic Processes) are studied. Using examples from a variety of fields such as physics, biology, engineering and economics, students will learn how to develop and use mathematical models of realworld systems. Prerequisite: MATH 312 or the permission of the instructor.

### **POSC 371 American Political Thought I (4)**

This course introduces students to the ruling ideas, theories and trends of American political thought, pre- Civil War. Upon completion of this course, students will be familiar with the major thinkers and eras in American political thought, and how they compare and contrast with one another.

### **POSC 374 American Political Thought II (4)**

This course introduces students to the ruling ideas, theories and trends of American political thought, post- Civil War. Upon completion of this course, students will be familiar with the major thinkers and eras in American political thought, and how they compare and contrast with one another.

### **POSC 376 Mexican Politics (4)**

This course is a survey of contemporary Mexican politics. Emphasis is on recent economic and social changes and their impact on Mexico's political system. Topics include one-party rule, economic and political reforms, the emergence of opposition politics, and democratization. The primary objective of this course is to explore and understand the political, social, and economic changes that have transpired in Mexico in an effort to understand future changes in the country. More broadly, the study of contemporary Mexican politics is used as a tool to understand similar processes occurring around the world.

### **POSC 382 Latin American Politics (4)**

This course is a survey of contemporary Latin American politics. Emphasis is on recent economic and social changes and their impact on the political systems across Latin America. Topics include economic development, regime change, the armed forces, human rights,

democratization, electoral integrity, political parties, crime and violence, and U.S.-Latin American relations. The primary objective of this course is to explore and understand the political, social, and economic changes that have transpired across Latin America in an effort to understand future changes in the region. More broadly, the study of contemporary Latin American

### **POSC 383 The Politics of Protest (4)**

Protest deals with collective political behavior that is outside institutional politics, and includes activities such as demonstrations and strikes. These activities are outside regular channels of access to the government, even in democratic societies. However, even though they are often used by citizens to press for redress of grievances, they do not often get adequate attention in the discipline. This course provides students with a theoretical framework that can help them make sense of such political activities, and as such, the class helps to supplement their political science education by expanding the kinds of political phenomena that students can understand and explain.

### **POSC 387 Contemporary Political Thought (4)**

This course will introduce students to many of the approaches and ideas in the contemporary era of political philosophy. We will seek to assess how, and why, these thinkers' notions of key concepts in political theory such as power, morality, justice, liberty, equality, democracy, revolution, inclusion, diversity, and others, have influenced, or not influenced, our current political language and culture? How does contemporary political theory as a whole reflect, and/or differ from, both modern and ancient political theories and approaches?

### **POPSC 391 Feminist Political Thought (4)**

This course introduces students to contemporary feminist political theory, and its preceding history. By directing attention to the role of women and gender in some central areas of political theory, feminist political theorists have challenged, modified, and expanded our understandings of fundamental political concepts.

### **POSC 395 Maryland Student Legislature (1)**

Students must join in the Maryland Student Legislature program. Additionally, students must attend the Spring Interim Assembly as well as the Annual Session of the Maryland Student Legislature. Sponsor at least two pieces of legislation, one at the Maryland Student Legislature Spring Interim Assembly and one at the Maryland Student Legislature Annual Session.

### **POSC 396 Model United Nations (1)**

Enrollment open only to members of the St. Mary's College of MD Model United Nations Club who plan to attend conference.

### **POSC 430 Welfare Politics (4)**

This course exposes students to the comparative study of welfare politics. It explores the various types of welfare benefits that exist and which types different states choose to primarily provide for their citizens. The course covers factors that explain the emergence of different welfare states, as well as the implications of public welfare for poverty, inequality, and immigration and for specific demographics such as youth, the elderly and women. It explores



the politics of welfare in the United States, Western Europe, Asia, Eastern Europe, Latin America and Africa.

### **PSYC280 Counseling Theories and Method (4)**

An introduction to the major theoretical models of counseling, the methods of counseling, and their current applications and modalities. The course also provides students with an understanding of ethical and professional issues in the field. This course satisfies the “Health & Counseling” Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.

### **ENGL 284 Literature in History I: Before 1800 (4)**

The purpose of this course is to explore the relationship between literature and its cultural and historical contexts with the methodological premise that literature both reflects and helps to shape the culture in which it is written. How do literary texts grapple with and even intervene in central political, religious, and cultural questions and debates? How are prevailing cultural values and beliefs embedded in and challenged by literature? While attending to questions of genre, authorship, and historical and cultural context, the course may consist of selected readings of early Western literature chosen from its beginnings in the Homeric epics, Greek tragedies, and the Hebrew Testament; through major works of Christian culture in the Middle Ages, such as Chaucer’s *Canterbury Tales* and Dante’s *Divine Comedy*; to the revival of classical learning in the Renaissance, embodied in the work of such authors as William Shakespeare and John Milton; through authors of the Enlightenment including Jonathan Swift, Alexander Pope, and Benjamin Franklin. The course may examine classical and Biblical works in translation, as well as works originally written in English. Always, however, this course will explore something of what early literature in the West tells us about changing notions of the spiritual and the material, of the relationship between self and society, of heroism, faith, love and redemption—and the relationship of these ideals to our world today. Different topics include “Troy through Time”; “Britain’s Greatest Hits, from *Beowulf* to *Gulliver’s Travels*”; “Epic Journeys: Middle Ages to the Renaissance”; and “Authors and Authority from the Middle Ages through the Protestant Reformation.” Formerly ENGL 281; not open to students who have received credit for ENGL 281 unless permission granted by the department chair. This course satisfies the Core Curriculum requirement in Humanities. *Prerequisite or co-requisite: English 102, CORE 101, or CORE 301*

### **ENGL 285 Literature in History II: After 1800 (4)**

This purpose of this course is to explore the relationship between literature and its cultural and historical contexts with the methodological premise that literature both reflects and helps to shape the culture in which it is written. Focused on the relationship between literature and history after the eighteenth century, this course will explore the formulation and development of the post-Enlightenment subject. How we might ask, did the notion of this kind of “individual” as a social, political, cultural, and economic subject get articulated and evolve over time? After the political and philosophical upheavals of the post-Enlightenment era, England and America began to define simultaneously connected and different identities while also engaging in a more self-conscious literary and philosophical dialogue. Versions of this course may subsequently explore Romantic engagement with the emergence of these identities in an increasingly secular,

industrial, and multicultural world with such authors as William Blake, William Godwin, William Wordsworth, Maria Edgeworth, Mary and Percy Shelley, Emily Bronte, Elizabeth Barrett Browning, Alfred, Lord Tennyson and Christina Rossetti in Britain and Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, and Emily Dickinson in America. These courses may also explore how artists made a radical break with nineteenth-century traditions by investigating the innovative strategies of artists like T.S. Eliot, Virginia Woolf, and William Faulkner, who represented modern consciousness and subjectivity through stylistic dislocation and fragmentation. Other topics in this class may examine later twentieth-century and early twenty-first-century writers such as Doris Lessing, Toni Morrison, Derek Walcott, and Zadie Smith, who complicated these modernist innovations by exploring the human condition in an age characterized by the rise of mass and visual culture, the threat of atomic destruction, the disintegration of colonial empires, increasingly pressing issues of ethnic and national identity, and the rise of terrorism and global conflict. Not open to students who have received credit for ENGL 282 or ENGL 283 unless permission granted by the department chair. This course satisfies the Core Curriculum requirement in Humanities. *Prerequisite or co-requisite: English 102, CORE 101, or CORE 301.*

### **ARTH 223 Introduction to Latin American Art (4)**

An introduction to the art and architecture of Latin American from the pre-Columbian period to the present day. Topics include the culture and creative production of the Maya, Inca, and Aztec people; the role of art and material culture as a tool of colonization and religious conversion, as well as a form of colonial resistance; the rise of national independence movements and an art academy; the role of art and visual culture in the evolving construction of native and national histories in the twentieth century; and the relationship between contemporary art and Latinx identity in the present day. The course will especially emphasize the interaction between indigenous traditions and memory, and imported styles and ideas. Geographic areas of focus will include Spanish-speaking North, Central, and South America, including present-day Argentina, Cuba, Mexico, Peru, the US-Mexico border, and Venezuela. This course satisfies the Core Exploration Cultural Literacy requirement.

### **ARTH 333 Colonial Art Across the Americas (4)**

This course explores the intertwined histories of American colonialism through the lens of art and material culture, from Christopher Columbus's arrival in the Caribbean in 1492 to Haitian independence in 1804. Crossing the cultural and political borders that traditionally divide studies of art in North and South America, this class considers how objects were a site for cultural negotiation between the many peoples and empires crossing the continent. Of particular concern are the agency and contributions of Native American and African colonial actors. Examining a wide range of works including paintings, maps, architecture and the decorative arts, the course considers how artists blended European and indigenous styles, material, and techniques to create hybrid objects of the New World. The course will also focus on a recent history of exhibiting and interpreting colonial art in the museum setting. In emphasizing the movement of objects across time and space, students discover the entangled and multicultural history that distinguishes the early Americas. *Prerequisite is one of the following: ARTH 100, one 200-level ARTH course, or consent of instructor.*

### **EDUC 386 Literacy in the Content Areas for Secondary Teachers: Part I (4)**

This course is designed to introduce and analyze strategies for developing the ability of secondary school students to learn from print sources and text materials in content area classrooms across the curriculum. While the focus of these strategies is on reading comprehension and vocabulary development, we consider other best practices and theory based on continuing research in the field. Topics covered include purposes for reading and writing, literacy assessment for data driven instructional decisions, differentiated instruction, and the examination of language and culture in the classroom as related to debates and policy about identity, dialects, equality, and Standard/Mainstream English. This course is a prerequisite for secondary and k12 candidates to the MAT and fulfills a Maryland certification requirement in the teaching of reading for secondary and K-12 teachers.

### **PHYS 391 Astrophysics (4)**

An introduction to the physics of the stars, including stellar structure, the theory of the main sequence and the Hertzsprung-Russell diagram, stellar birth, and the endstages of stellar life (white dwarfs, neutron stars and black holes.) We also examine planetary formation, detection of exoplanets, and the physics of extraterrestrial life. *Prerequisites: PHYS152 or PHYS142*

### **PHYS 392 Cosmology (4)**

An introduction to the study of cosmology, featuring the Consensus Model of the Inflationary Big Bang theory. The course covers the history of the universe including cosmic microwave background, Big Bang nucleosynthesis, evidence for inflation, dark matter and dark energy and their roles in the evolution of the universe. We also explore the history of scientific and pre-scientific models for the beginning and end of the Universe. *Prerequisites: PHYS152 or PHYS142*

### **ENGL 391 The Word in the World (4)**

This course will offer students the opportunity to study literature, or to hone their craft in creative or expository writing, while also engaging them with a community beyond the college campus. Content and focus will vary from section to section, but might include Cultural Journalism, Books that Cook: Serving Suggestions, or Literature and Literacy. This course, when taken in conjunction with Core350, will satisfy the Experiencing the Liberal Arts in the World requirement of the Core Curriculum. This course may be repeated for credit if the topic is not repetitive. *Prerequisite: Engl102, Core101, or Core301.*

### **RELG 322 American Muslims and Social Justice (4)**

An interactive course that introduces students to the experiences and perspectives of various Muslim communities and identities in the US. Students explore the ways in which Muslims have lived and practiced Islam at the intersections of (American) life since their arrival, as well as how Islam itself has been understood, explained, and distorted in the American public sphere at various moments in history. Topics include Muslim engagement in various national and global justice movements such as the Civil Rights Movement, #BlackLivesMatter and Women's March in Washington, DC., as well as Islamophobia as racism. Course materials may include documentaries, popular media, films, music, literary texts, digital media, and museum visits.

### **COSC 360 Introduction to Data Science (4)**

This course serves as an introduction to the programming and data analysis techniques required for data science. Topics include: basic data science tools and techniques, data acquisition and analysis, basic predictive modelling, and ethics in data science. Not open to students who have received credit for COSC 480 – Data Science or COSC 481 - Introduction to Data Science. *Prerequisites: COSC 251 or permission of the instructor.*

### **COSC 381 Coding Interview Practicum (1)**

This course provides an opportunity for students to practice for the “Coding Interview” used by many employers as part of their interviewing process. In a “Coding Interview” the interviewee talks through their process of solving a small but challenging programming problem while writing the solution in a programming language on a whiteboard. This course may be repeated for credit. *Prerequisite: COSC 201.*

### **COSC 401/402 Software Startup Simulator Capstone (4)**

This course will have students work in large teams to create programming solutions for campus and/or local non-profit customers. Students will get the experience of working with a customer in a large team setting that simulates a real world software development team. Activities will include professional development from interview skills to leadership training, software design and engineering, as well as software development, quality assurance and documentation. *Prerequisite: COSC 201; and MATH 200 or MATH 281.*

### **COSC 435 Acceleration (4)**

This course will study the tools, techniques and architectures to provide hardware acceleration of software. Topics include: high-level synthesis, register transfer level descriptions and synthesis, gate and transistor level descriptions, finite state machines, systolic arrays and pipeline architectures. Both Field Programmable Gate Array (FPGA) and custom integrated circuit approaches will be covered. In addition to the application of Electronic Design Automation (EDA) tools, the algorithms they use will be described. *Prerequisites: COSC 230 or permission of instructor.*

### **COSC Advanced Data Science and Visualization (4)**

This course serves as an advanced exploration into the programming and data visualization techniques required for data science. Topics include: advanced inference and predictive modelling, data mining, data visualization, and ethics in data science. The course will include a major team project that will involve all aspects of the data science sequence. *Prerequisite: COSC 360 or permission of the instructor.*

### **ILAS 210 Latin American Cultural Studies (4)**

This course defines Cultural Studies from a Latin American perspective and examines its contribution to the continuing reinvention of Latin America and enhancement of intellectual exchanges and debates between Latin America and the Western World. It also examines how Latin American Cultural Studies addresses colonialism and postcolonial theories. The course operates with a broad understanding of culture, one that encompasses literatures, languages, political discourses, social movements, indigenous perspectives on colonialism and modernity, as well as different cultural production practices such as film, music, plastic art, theater and

performance. Since Cultural Studies leads us to understand the politics of culture beyond the borders of disciplines, students in this course will experience a strong interdisciplinary approach to different practices and events through which culture either strengthens or counters structures of power.

### **MUSC 233 Music of Latin America (4)**

This course, designed for the general student, explores some of the enormous body of music that comes under the designation of Latin American Music. Many of us have some ideas about it (salsa rhythms, tango, mariachi), but there is a wealth of genres and styles, aesthetic ideas and spiritual connections, that make up this vast repertoire. We will use readings, listening assignments and films to gain an understanding of these musics. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Cultural Literacy requirement.

### **MUSC 232 Music of the Silk Road (4)**

Designed for the general student, this course explores the music cultures of the lands of the legendary Silk Road: those routes taken by traders between Venice and Japan from the time of the Middle Ages and later. Songs, instruments, dances, and ideas about music travel, both now and in the past, and act as agents of change in the way a culture makes its music. This course will be an exploration of those melodies, modes, instruments, dances, philosophies and aesthetics that make up the music cultures of several places on the Silk Road: Japan, Korea, China, India, Central Asia, the Middle East, and Venice and the West. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Cultural Literacy requirement.

### **MUSC 231 Gender and Music (4)**

Designed for the general student, this course considers how gender influences music. From how we speak and write about music, to how we perform it and support it, issues of gender invade and inform our knowledge and enjoyment of music. We will explore such things as how gender influences discussions of music, affects both performer and audience, renders or removes power, and confuses expectations of voice. We will consider both classical and popular music, past and present. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Cultural Literacy requirement.

### **MUSC 230 Literature and Opera (4)**

This course, designed for the general student, examines how the same story can be told in many different ways: just as when a movie is made from a book, when a composer creates an opera from a literary work he must make decisions about what to keep, to discard, and to change. We will first consider several different literary works, and then discover what happens when they are retold as operas, considering what is gained, lost, and changed in these musical retellings. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Humanities requirement.

### **MUSC 229 Film Music (4)**

Music in films is not just an accompaniment, but an essential part of the experience. The music can heighten our emotions, create atmosphere, explain actions, and do an endless amount of other work on behalf of the narrative. Designed for the general student, this course will examine film music to understand some of the many ways that it is used, beginning with basic information about films and their music. The works we will study cover a century of film making, beginning in the early th-century and ending with current cinema. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Humanities requirement.

### **MUSC 228 Music and Art (4)**

This course will examine the relationship between music and the visual arts from three fundamental perspectives. Firstly, it will study the ways in which music has been influenced by art or has invoked a visual quality. Secondly, it will investigate the manner in which art has responded to music or has deliberately aimed for a “musical” quality. Finally, it will consider some of the means by which music and art have worked together. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Humanities requirement.

### **MUSC 227 Music and Myth (4)**

Since before the dawn of recorded history, when humanity recounted its most time-honored tales in song, music and myth have gone hand in hand. This course will explore a relatively recent instance of this – the Germanic and Scandinavian myths revolving around the concept of a ring of power, as interpreted by the nineteenth-century composer Richard Wagner in his monumental four-opera cycle *The Ring of the Nibelung*, one of the most ambitious artistic projects of all time. Also to be studied are two striking examples of its influence: J. R. R. Tolkien's *The Lord of the Rings* and George Lucas' *Star Wars*. No prerequisites: the ability to read music is not necessary. This course satisfies the Core Exploration Humanities requirement.

### **ARTH 307 Classroom Assistantship in Art History (1-4)**

Supervised experience in the understanding and explanation of art history disciplinary concepts and reasoning. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular class time, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general college guidelines. Students eligible for classroom assistantships must have a minimum GPA of 2.5, be of junior or senior standing or must have completed two courses of 300-level or above work in art history. May be repeated for a total of eight credits but a maximum of four credit hours of such work may be applied toward fulfillment of the student's major requirements.

### **ECON 197/297/397/497 Directed Research in Economics (1-4)**

Under the direct supervision of a faculty member, a student participates in economic research. A learning contract that specifies the student's role in the research process, including specific responsibilities and learning outcomes, must be filed with the Office of the Registrar. To qualify for upper-level credit student responsibilities must include consequential analysis. A maximum of four credit hours of directed research in economics (397 or 497 only) may be

applied to major requirements in economics. May be repeated for credit. Prerequisites: Learning contract filed in the Office of the Registrar, ECON 253

### **HIST 388 Ancient Egypt (4)**

This course will examine ancient Egyptian history and culture, beginning in prehistoric and predynastic Egypt and concluding with the decline of ancient Egypt under the dominance of foreign rulers. The primary focus will be on the periods of Egypt's greatest stability and independence, from the pyramid builders of the Old Kingdom through the rise and fall of the imperialistic New Kingdom. Themes under examination include: ancient Egyptian art, architecture, literature, and religion; ideologies of kingship; gender roles; changing notions of Egyptian (and non-Egyptian) identity; Egypt's position between Africa, Asia, and the Mediterranean; trade and diplomacy in the Mediterranean, ancient Near East, and Africa; and the growth and decline of political and cultural systems.

### **HIST 389 The Ancient Near East (4)**

The history of the ancient Near East features many firsts of civilization, some of which include the Neolithic Revolution, metallurgy, writing, literature, empire, urban life, public monuments, legal codes, monotheism, and international trade networks. This course will focus on the core of the ancient Near Eastern territory, Mesopotamia and West Asia (what is today Iraq, Syria, Lebanon, Israel, Palestine, Jordan, and Turkey). In addition to an examination of the historical, political, and cultural developments of the region, this course will confront the difficulty inherent in studying the ancient Near East. While important first-hand records are extant, historians must also consult sources written hundreds of years after the events they record or must interpret mythic texts or no texts at all, but iconographic or archaeological materials. Researching the ancient Near East is further complicated by military conflict and cultural destruction that have accompanied this region, from the advent of civilization through to today. Thus this course also examines fundamental issues of epistemology and methodology in the process of studying this influential past.

### **ART 223 Printmaking I: Traditional and Contemporary Techniques (4)**

This course is a broad introduction to traditional and contemporary printing methods such as relief, collograph, stencils, transfer and photocopy techniques, and explores the use of recycled materials through collage-based works. Survey of historical and current approaches to the art of printmaking. Assigned readings, lectures and discussion, technical demonstration with experimentation and practice. Students develop studio projects that explore a diversity of subject matters using the visual languages of representation to abstraction. No prerequisite. This course satisfies the Core Curriculum requirement in the Arts.

### **ART 224 Printmaking II: Intermedia Works on Paper (4)**

This course introduces contemporary imaging methods and explores historical and experimental approaches to the art of printmaking. Introduces the relationship of traditional printmaking techniques (intaglio, monotype and other unique print methods) with related techniques in drawing (ink, marker, pastel, scratchboard, charcoal) and painting (oil, acrylic and watercolor). Assigned readings, lectures and discussion, technical demonstration with experimentation and practice. Students develop studio projects that explore a diversity of

subject matters using the visual languages of representation to abstraction. No prerequisite. This course satisfies the Core Curriculum requirement in the Arts.

### **ART 240 Landscape Drawing and Painting (4)**

This course introduces the principles, practices, and history of landscape painting and drawing. Students learn beginning techniques of drawing and painting from direct observation, and the conceptual framework for a variety of approaches to visual landscape theory. Critique, discussions center around skills, concepts, and context embedded in traditional and contemporary landscape painting and drawing. Students work primarily on-site, within the landscape of the College and surrounding community. This class satisfies the Core Curriculum requirement for Arts. This course satisfies a Humanities Track elective for the ENST major and minor.

### **ART 430 Capstone 1: Creative Practices in Art (4)**

Capstone 1 is the culminating advanced-level studio art course in the Art major in which students create and present a cohesive body of independent, self-proposed and self-generated studio art work carried out within a seminar context. Throughout the course, students also produce reflective and research-based writing that analyzes, synthesizes and articulates knowledge of the field of art and art making that contextualizes the student's creative art works. The seminar's collaborative framework and integrated set of experiences directs the student's production of creative art work, which includes assigned readings and discussion, research and writing, oral presentation, and group and individual critiques with faculty and visiting artists. The skills and abilities needed to successfully engage in the self-reflective and self-generating art making for this course have been introduced and practiced through assignments in previous courses taken at the 200 and 300-levels in the Art major. Personal accountability and effective work habits are developed through the effective combination of process and product in each student's self-proposed studio art works. The semester culminates in a group gallery exhibition and related written materials through which process students show evidence of their learned skills to leverage the strengths of others to achieve common goals, and organize, prioritize and delegate work. In order to accomplish these course goals, students are expected to show good progress throughout the semester, maintain regular studio work schedule outside of seminar meeting times and fully participate in all seminar meetings. To facilitate the ambition and focus required of advanced-level work, each student will be provided with and will be expected to effectively make use of assigned studio spaces in the department's communal senior studios in the Art Annex. *Pre-requisites: Successful completion of all the following courses, as specified, with a C- or higher; Four courses - ART 205, ARTH 100, and at least TWO of the following upper-level courses: ART 304, 306, 309, 311, 312, 314, 333, 339, 346, 347, 367, 369, 390*

### **ART 431 Capstone 2: Professional Practices in Art (4)**

Capstone 2 focuses on contemporary art issues in the context of a student's studio artwork & interests in tandem with a broad exploration of diverse career and professional development in the arts. This course prioritizes contemporary art research, self-reflection, and documentation of a student's creative art practice completed in Capstone 1 and other self-generated art works. Based on studio art-making completed in previous or other concurrent ART courses, this course does not require or expect the creation of new art works. The seminar is



collaborative and cooperative, with topics, activities, and discussions geared to prepare for life and career after graduation. Students will learn to identify and articulate how the skills, strengths, knowledge, and experiences gained in the Capstone 1 and 2 are relevant to their career goals and professional growth. Capstone 2 culminates with a poster presentation with related web-based documentation, and the delivery of a coherent and creative oral presentation that explains, documents and contextualizes the student's creative practice.

**Seminar activities focus on the practical application of short-term and long-term career goals and planning to include; photographic and written documentation of art works, development of written artist statements, understanding of intellectual property rights and the business of art, preparation of resumés and cover letters, portfolio development for careers in diverse art-related fields appropriate to exhibitions, websites, online registries, grants and residencies, internships, jobs, graduate school, and other arts opportunities including how to create artist communities at the College and after graduation. Invited seminar speakers include SMCM faculty, visiting artists and critics, representatives from graduate programs, and SMCM alumni working in the arts in many capacities to include some or all of the following; art education, marketing and communication design, nonprofit and for-profit arts organizations, museums, alternative spaces and galleries, self-owned businesses in art, and public and private commission work. Prerequisite or Corequisite: ART 430. Capstone 1 with a C- or higher.**

#### **ART 197/297/397/497 Directed Research in Art (1-4)**

Under the direct supervision of a faculty member, a student participates in research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit hours of directed research in chemistry or biochemistry (397 or 497 only) may be applied to major requirements in chemistry. May be repeated for credit. Prerequisite: Learning contract filed in the Office of the Registrar.

#### **HIST 300 History Topics (4)**

General topics in history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

#### **ILCG 260 Workshop on Topics of German Culture in Global Context**

This course is taught as a workshop organized around aspects of German culture that are of particular relevance at the time the course is offered, and of their global ramifications. Previous topics have included The Refugee Situation in Germany and Europe (Spring 2016), Protest Movements Past and Present (Spring 2017), Erinnerungskultur – Aspects of Collective Memory, Remembrance and Commemoration (Spring 2018). The course culminates in a project (play, exhibit, documentary, public reading...), designed and executed by students in ILCG 260, ILCG 360 and ILCG 460 to share what they learned about their topic with the campus community and to invite dialogue. By the end of the semester, students will have expanded their vocabulary to describe aspects of German culture and compare them with parallel aspects of American culture. They will be able to access a wide range of traditional and digital media and summarize the information texts contain. They will be able to present information in German, both orally and in writing. Prerequisite: ILCG 202, or equivalent as determined by the Foreign Language Proficiency Test, or instructor permission.

#### **ILCG 360 Workshop on Topics of German Culture in Global Context II (4)**

This course is taught as a workshop organized around aspects of German culture that are of particular relevance at the time the course is offered, and of their global ramifications. Previous topics have included The Refugee Situation in Germany and Europe (Spring 2016), Protest Movements Past and Present (Spring 2017), Erinnerungskultur –Aspects of Collective Memory, Remembrance and Commemoration. By the end of the semester, students will have expanded their vocabulary and their mastery of German syntax to analyze aspects of German culture and articulate their own views. They will also be able to place contemporary issues in an historical context. They will be able to access a wide range of traditional and digital media and critically evaluate the information they obtain through them. The course culminates in a project (play, exhibit, documentary, public reading...), designed and executed by students in ILCG 260, ILCG 360 and ILCG 460 to share what they learned about their topic with the campus community and to invite dialogue. May be repeated for credit. *Prerequisite: ILCG 260.*

### **ILCG 460 Workshop on Topics of German Culture in Global Context III (4)**

This rendition of the workshop is reserved for students returning from study abroad. Students coming back from Heidelberg are expected to bring nuance to class discussions by contributing insights from lived experience and from looking at their own culture from the outside. They are expected to play a leading role in class discussions around the format and execution of the project. *Prerequisite: academic study abroad in Germany.*

### **CORE 101 The First Year Seminar (4)**

This Core Seminar serves as the gateway course to the honors college and encourages students to engage deeply with an intellectual topic through exercising the four fundamental liberal arts skills (critical thinking, information literacy, written expression, and oral expression). Seminars are not meant to be introductions to disciplines, nor are they merely orientations to the campus or clinics on study skills. Rather, they focus on a question, an issue, or a group of texts, on which students will write, speak, research, and think critically. Sections of CORE 101 vary by topic.

### **CORE 301 Inquiry in the Liberal Arts (4)**

This course, designed for students transferring to St. Mary's College of Maryland with more than 24 credits, focuses on the four fundamental liberal arts skills (critical thinking, information literacy, written expression and oral expression) and emphasize their importance for a broad grounding in the liberal arts. These Seminars are not meant to be introductions to disciplines. Rather, they focus on a question, an issue, or a group of texts, on which students will write, speak, research and think critically. Sections of CORE 301 vary by topic.

### **CORE 401 Peer Mentoring Practicum (3)**

Undergraduate students who have completed their Core Seminar may apply to be peer mentors for a Core Seminar. In addition to attending the seminar section to which they are assigned, peer mentors will attend regular practicum meetings designed to address issues related to mentoring, ethics in teaching, and teaching and learning theories, as well as issues related to facilitating discussion and helping students develop and hone the four fundamental liberal arts skills. Credit/no credit grading. May not be repeated for credit. *Prerequisites: CORE 101 or 301*

and a minimum 2.5 GPA. Students must apply to be considered for the Peer Mentoring Practicum.

### **CORE 402 Advanced Peer Mentoring Practicum (3)**

Undergraduate students who have completed the Peer Mentoring Practicum may apply to peer mentor again and take the Advanced Peer Mentoring Practicum. Students in the Advanced Practicum further develop their understanding of how to support students making the transition to St. Mary's College, and they provide expertise to new peer mentors. May be repeated once for credit. Credit/no credit grading. Prerequisites: CORE 101 or 301 and a minimum 2.5 GPA. Students must apply to be considered for the Peer Mentoring Practicum.

### **CORE-P 101 Career Networking and Navigation (1)**

In CORE-P 101, students will chart their plan for career and leadership development in college by preparing a portfolio. Students will reflect on their personal values, interests, and abilities by bringing a career-focused lens to these activities; in so doing, they will develop the ability to communicate the professional value of their experiences orally and in writing-- including through resume development. Through these and a series of professional development activities, students will prepare to present themselves and their interests in professional settings. At the conclusion of the course, actionable next steps will be recorded in the portfolio.

### **CORE-P 102 Career Networking and Navigation II (1)**

CORE-P 102 builds upon the fundamentals of CORE-P 101 by furthering students' career exploration through structured opportunities for reflection and self examination. Using tools such as Strengths Finder, students will identify their talents as well as the skills they need to pursue their professional interests; they will also make connections among their interests, skills, talents, and values. All CORE-P 102 students use these insights in informational interviews and in activities that identify meaningful summer employment. Students also learn how to get-- and make the most of-- an internship. To support such efforts, students learn how to customize their resumes and prepare for interviews based on what they know of the position. *Prerequisite: CORE-P 101.*

### **CORE-P 201 The Honors College Externship (2)**

In CORE-P 201, students extend the professional preparation provided by CORE-P 101 and 102 through structured work site experiences. The course begins with classroom discussions of group dynamics and ethical decision-making in professional settings; students then proceed to site placements that connect to their individual professional interests. Once these site placements begin, classroom discussions shift to provide opportunities for students to reflect on their experiences and initiate a project related to their work site. Through these projects, students develop a working knowledge of taking a project from beginning to end; simultaneously, written reflections and in-class discussions allow students to track their own growth-- that is, the impact of their site experience on how they understand their professional goals and preparation. *Prerequisite: CORE-P 102.*

### **CORE-P 301 Closing the Gap (.5)**

CORE-P 301 is the final CORE class in the Professional Literacy Pathway, which explores professional life within a chosen discipline. Students will be provided with tools, techniques, and exercises to identify their current capabilities, career options, and future educational opportunities. As students work through the course, they will become more informed and effective at identifying, pursuing, and securing career options in their chosen areas of interest.  
*Prerequisite: CORE-P 201.*

### **HIST 495 History Capstone Seminar (4)**

The purpose of this class is to complete the newly required capstone project in History. It will provide a structure for student support to complete their projects and to present them to the public. Students will complete a 30-page research paper on a topic of their choice. This class will meet four times over the course of the semester, with individual student meetings on an as-needed basis. First class/organizing session Progress report the day after annotated bibliographies are due Progress report the week before first drafts are due Final presentation

### **MUSC 234 Composing with Computers (2)**

An overview of the possibilities opened to people seeking to create music through digital technology. The course will include an introduction to music sequencing, the creation and use of loops and sampled sounds, and digital sound editing, all of these applied to music creation. May be repeated once for credit. This course, if taken twice, fulfills the Core Curriculum requirement in the Arts.

### **MUSC 235 Computer Music Notation (2)**

An introduction to music notation using computer software programs. The course is designed as a logical partner with MUSC 203, Music Theory I. Formerly offered as part of MUSC 310. Students who have completed MUSC 301 have satisfied this music major requirement and are not eligible for this course. *Prerequisite: demonstrated ability to read music.*

### **MATH 490 Senior Topics Seminar in Mathematics (4)**

The Senior Topics Seminar is a capstone course for the Mathematics major centered around an in-depth study of an important field and/or open question in mathematics. Each seminar will have a small number of students who will work together to investigate an advanced topic that builds on their prior mathematics courses. Every student in the course will generate, either in a group or individually, two final products from the seminar: a public presentation in a form designated by the instructor, and a written report on the work to be kept by the department for the benefit of future students. A detailed topic description will be available in the online Schedule of Classes before registration. May be repeated for credit if the topic is not repetitive.  
*Prerequisite: Consent of the instructor.*

### **EDUC 650 Inclusion in the School and Community (3)**

This 3-credit course will consider the perception of disability in a variety of settings. Of primary consideration is how schools and the community at large acknowledges and responds to the needs of people with disabilities so that they can be full members of school and community. Additionally, the course will address how to meet the instructional, social, and emotional needs

of special education students in the general education classroom including strategies for providing modifications, accommodations, and specially-designed instruction.

### **EDUC 655 Intellectual and Developmental Disabilities (3)**

This 3-credit course is an examination of intellectual and other developmental disabilities, such as Down syndrome, Fragile X syndrome, and others. Discusses identification, treatment, education, classroom interventions, and social supports with an end toward understanding intellectual and developmental disabilities as both biological and social phenomena.

### **EDUC 750 Special Education Methods, Assessment, and IEP Writing (3)**

This 3-credit course provides an introduction to assessment and data-based decision making. Students will be introduced to special education assessment procedures and how the results of those assessments are used to design IEP goals and objectives and plan classroom instruction and research-based interventions for students with educational disabilities.

### **EDUC 755 Collaboration, Communication, and Conflict Resolution: Considerations for Special Education (3)**

This 3-credit course provides an introduction to the knowledge and skills needed for working as part of a multidisciplinary team providing services and support for individuals with special needs and their families. Students will consider the relationships between the child, family, community, and educators. Topics studied will include advocacy, problem-solving, and collaboration along with parenting styles, family and community lifestyles, and current family life issues. Effective listening and speaking methods in parent/teacher conferences will be addressed along with effective means of communication and conflict resolution.

### **SOCI 315 Environmental Sociology (4)**

This course explores the relationship between human societies and the natural environment. The course will review the history of natural resource use, pollution resulting from human activity, the limits that environments have placed on societies, the impact of human production and consumption on the environment, and social movements motivated by concern for the environment.

### **PHIL 215 Systems of Logic (4)**

Development of philosophical writing and reasoning skills, including knowledge of logical concepts, their relations, and their expression in formal notation and informal argumentation. Systems to be studied include the propositional calculus and natural deduction. The relations of these systems to the syntax and semantics of natural language will be examined, with an emphasis on application of logical reasoning to arguments in philosophical and non-philosophical writing. Students will construct their own logical arguments in a term paper that incorporates library research and demonstrates appropriate use of secondary sources.

### **POSC 450 St. Mary's Washington Program (8)**

This program offers students the opportunity to intern in Washington DC, learn about policymaking, and receive mentoring from a St. Mary's alumni. The coursework focuses on the policymaking process and how different actors seek to push various solutions to political

problems in the United States. The course examines the influence and importance of Congress, the executive, courts, business, non-profits, and the media. Combining coursework and the internship, students will gain theoretical and practical knowledge of the policymaking process. Students apply for the program in January and are selected by the directors. *Prerequisite: POSC 100 or consent of the instructor.*

### **MRNE 110 Introduction to Marine Science (4)**

The oceans cover more than 70% of the Earth's surface and play a vital role in regulating climate and supporting life. Students in this course are introduced to the physical, biological, geological, and chemical concepts, structures, and functions of marine ecosystems to include tropic, Arctic, coastal, and deep ocean environments.

### **MRNE 220 Physical Oceanography (4)**

An overview of physical oceanography, including seawater properties, coastal and ocean circulation, waves, and tides. Students will explore the theory and applications of these physical processes as well as how they are observed and quantified. *Prerequisites: PHYS 122 or PHYS 142 or PHYS 152.*

### **MRNE 181 Lower-Level Marine Science Transfer Course (1-4)**

This course number is for students transferring lower-level marine science courses from other institutions when the course does not directly translate to an existing SMCM course code due to either credit value or topic. Students seeking approval for this course must send a copy of the transfer course description and syllabus to the program chair.

### **MRNE 307 Student Assistantship (1)**

This course provides a credit-based experience for classroom and laboratory assistants. The student assistants will attend their assigned classes or labs, hold review sessions, assist professor with lab preparation and other in-class assignments, among other duties. This course will follow the general college policies for classroom assistantship courses. This course may be repeated once. *Prerequisites: Permission of the instructor, minimum 3.0 GPA and at least 8 credits of 300- level or above in Marine Science coursework.*

### **MRNE 320 Quantitative Methods (4)**

Methods and approaches to wrangling, analyzing, and visualizing large datasets using the R computing environment. An emphasis will be placed on coastal and oceanographic datasets. Lecture sessions will primarily include discussion and hands-on coding exercises. No programming experience required. *Prerequisite: MRNE 110 and either MATH 221 or BIOL 311 or permission of the instructor.*

### **ENST 320 Quantitative Methods (4)**

Methods and approaches to wrangling, analyzing, and visualizing large datasets using the R computing environment. An emphasis will be placed on coastal and oceanographic datasets. Lecture sessions will primarily include discussion and hands-on coding exercises. No programming experience required. *Prerequisite: MRNE 110 and either MATH 221 or BIOL 311 or permission of the instructor.*

### **BIOL 339 Ecology of Marine Plants (4)**

Principles of population, community, and ecosystem ecology as they apply to aquatic plants. An emphasis will be placed on natural and human effects on aquatic plant structure, growth, and distribution. *Prerequisites: MRNE 110 and BIOL 106.*

### **MRNE 339 Ecology of Marine Plants (4)**

Principles of population, community, and ecosystem ecology as they apply to aquatic plants. An emphasis will be placed on natural and human effects on aquatic plant structure, growth, and distribution. *Prerequisites: MRNE 110 and BIOL 106.*

### **BIOL 342 Plankton Ecology (4)**

An in-depth examination of the taxonomic and functional groups of planktonic organisms (bacteria, protista, and metazoa), including morphology, physiology, ecology, and community structure. The laboratory will include current methods of research. *Prerequisites: MRNE 110 and BIOL 106.*

### **MRNE 342 Plankton Ecology (4)**

An in-depth examination of the taxonomic and functional groups of planktonic organisms (bacteria, protista, and metazoa), including morphology, physiology, ecology, and community structure. The laboratory will include current methods of research. *Prerequisites: MRNE 110 and BIOL 106.*

### **BIOL 344 Marine Microbiology (4)**

An introduction to the diverse set of microorganisms that inhabit ocean and estuarine systems. Diversity, physiology, metabolism, ecology, and survival of marine microorganisms will be the overall focus of the course. Both microbes that are beneficial and detrimental to marine system will be discussed. Methods used to collect and analyze marine microorganisms will be utilized in the laboratory portion of the course. *Prerequisites: Biol270, Chem106*

### **BIOL 344 Marine Microbiology (4)**

An introduction to the diverse set of microorganisms that inhabit ocean and estuarine systems. Diversity, physiology, metabolism, ecology, and survival of marine microorganisms will be the overall focus of the course. Both microbes that are beneficial and detrimental to marine system will be discussed. Methods used to collect and analyze marine microorganisms will be utilized in the laboratory portion of the course. *Prerequisites: Biol270, Chem106*

### **ENST 365 Marine Environmental Toxicology (4)**

An overview of toxicology within the scope of aquatic environments will be covered. Students will learn how to describe chemical and biological baselines of aquatic systems, and how to study the qualitative and quantitative aspects of toxicology from the local environments to organisms to molecular levels. In addition, students will utilize environmental databases to predict the entry path of contaminants into aquatic systems and the toxic consequences. *Prerequisites: CHEM 106, BIOL 311/MATH 221, BIOL 106, and MRNE 110.*

### **MRNE 365 Marine Environmental Toxicology (4)**

An overview of toxicology within the scope of aquatic environments will be covered. Students will learn how to describe chemical and biological baselines of aquatic systems, and how to study the qualitative and quantitative aspects of toxicology from the local environments to organisms to molecular levels. In addition, students will utilize environmental databases to predict the entry path of contaminants into aquatic systems and the toxic consequences.

*Prerequisites: CHEM 106, BIOL 311/MATH 221, BIOL 106, and MRNE 110.*

### **MRNE 383 Biological Oceanography (4)**

An examination of major patterns and processes in the ocean's pelagic and benthic ecosystems, emphasizing analysis of mechanisms controlling production and abundances of organisms, from plankton to fish. Introduces the interdisciplinary study of effects of anthropogenically induced changes in climate on organisms, ecosystem processes, and biogeochemical cycles. The laboratory will include a combination of field experiences and quantitative examinations of real oceanographic data sets. Lecture and laboratory.

*Prerequisites: MRNE 110, BIOL 106.*

### **ENST 392 Field Research Methods (4)**

Methods of sampling and analyzing physical, chemical, and biological properties of the air, water, and earth. An emphasis will be placed on research question formulation and sampling design. By the end of the course, students will be able to independently develop a field study, collect and analyze field data, and present their findings in a written report. We will focus on our local estuarine environment, although the general research process covered can be applied to any system. *Prerequisites: Any two of the following: MRNE 110, BIOL 105, BIOL 106, CHEM 106, ENST 250.*

### **MRNE 392 Field Research Methods (4)**

Methods of sampling and analyzing physical, chemical, and biological properties of the air, water, and earth. An emphasis will be placed on research question formulation and sampling design. By the end of the course, students will be able to independently develop a field study, collect and analyze field data, and present their findings in a written report. We will focus on our local estuarine environment, although the general research process covered can be applied to any system. *Prerequisites: Any two of the following: MRNE 110, BIOL 105, BIOL 106, CHEM 106, ENST 250.*

### **ENST 393 Coastal Ecosystem Management (4)**

An in-depth examination of the Chesapeake Bay ecosystem as well as the principles and practices of adaptive ecosystem management. Students will explore the physical, chemical, geological, and biological components of estuaries and how science informs ecosystem restoration efforts. They will also gain hands-on experience deploying ecosystem management tools, including environmental monitoring and ecosystem simulation modeling. *Prerequisites: Any two of the following: MRNE 110, BIOL 105, BIOL 106, CHEM 106, ENST 250.*

### **MRNE 397 Directed Research in Marine Science (1-4)**



Under the direct supervision of a faculty member, a student participates in laboratory or field research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit hours of directed research in marine science may be applied to major requirements. May be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

### **MRNW 398 Off-Campus Internship (4)**

A variety of off-campus experiential learning opportunities can be arranged through the Career Development Center. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and the department chair. Credit/no credit grading.*

### **MRNE 399 Marine Science Independent Study (1-4)**

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

### **MRNE 480 Topics in Marine Science (4)**

An investigation of a specialized area of marine science not normally covered in the marine science curriculum. Topics will be selected by the marine science faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Taught according to student demand and staff availability.

### **MRNE 490 Marine Science Capstone (4)**

A capstone experience in which students design, execute, and report on a marine science research project. Provides students with the opportunity to synthesize knowledge and skills developed through their marine science learning experiences. *Prerequisites: MRNE 110, MRNE 220, and BIOL 383/MRNE 383. MRNE 220 and BIOL 383/MRNE 383 can be taken as corequisites.*

### **MRNE 493/494 Marine Science SMP 1 and 2 (1-8)**

The project, which may take many forms, draws on and extends knowledge, skills of analysis and creative achievement developed through previous academic work. In consultation with a faculty mentor, the student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. Students will be responsible for proposing a project NLT February 1 of the student's junior year. The proposal must gain the approval and support of 18 the marine science faculty. The project should include a reflection on the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable for up to eight credit hours. Consult faculty mentor for project proposal guidelines. *Prerequisites: Proposal approval of faculty mentor and program chair, MRNE 110, MRNE 220, and BIOL 383/MRNE 383. MRNE494 requires the prerequisite of MRNE 493.*

### **MRNE 481 Upper-Level Marine Science Topics with Laboratory (4)**

An investigation of a specialized area of marine science not normally covered in the marine science curriculum. Topics will be selected by the marine science faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture and laboratory. Taught according to student demand and staff availability.

### **MRNE 482 Upper-Level Marine Science Transfer Course (1-4)**

This course number is for students transferring upper-level marine science courses from other institutions when the course does not directly translate to an existing SMCM course code due to either credit value or topic. Students seeking approval for this course must send a copy of the transfer course description and syllabus to the program chair.

### **BIOL 307 Laboratory Teaching Assistant (2)**

Supervised experience in organizing, preparing, and teaching biology laboratories. Students are assigned to a specific biology course and will assist the instructor in one laboratory section each week. Grade evaluation will be based on attendance, preparation, teaching ability and specific tasks assigned by the instructor, such as designing a demonstration or experiment to illustrate a biological principle. May be repeated for credit. This course does not count towards the biology major or minor requirements. Students must obtain consent of the instructor.

### **BIOL 381 Topics in Biology with Laboratory (4)**

An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture and laboratory. Taught according to student demand and staff availability. Some topics may have prerequisites. Check the online for possible prerequisites.

### **BIOL 481 Topics in Biology with Laboratory (4)**

An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture and laboratory. Taught according to student demand and staff availability. Some topics may have prerequisites. Check the online Schedule of Classes for possible prerequisites.

### **ART 213 Book Arts: Text, Image, and Design (4A)**

This course is ideal for students with interdisciplinary interests who want to create books and explore self-publishing ideas with diverse subjects related to any major and minor at the College. No previous art experience is needed. Students will learn basic book design techniques and principles that can be applied to create print media documentation for use in future capstone and other independent projects. All students are encouraged to explore their own poetry, prose, original and printed artwork, autobiography, and many other subjects. This course explores the art and function of the book by focusing on the integrated relationship between

form and content using traditional and non-traditional structures and art materials. Emphasis is placed on the book as a communicative medium, the integration of text and image, and the creation of sequence, narrative and meaning through visual and textual means. The course introduces bookbinding techniques, typography and communication design and basic printmaking using relief and transfer techniques. Studio sessions, lecture and discussion, group and individual feedback and critiques. No prerequisite.

### **ART 211 Portrait Photography: Identity and Social Justice (4)**

This course is a comprehensive exploration of portraiture through photography. Students will learn how to create portraits both in the studio and on location with professional strobe lights and digital retouching tools. Through studio projects, assigned readings, and critiques, students will examine how portrait photographs not just record one's likeness, but also communicate critical issues of identity, such as gender, politics, class, and race. The course will also examine how portraiture photography has been used to perpetuate biases and social injustices through history, and in turn, students will explore using the same medium to advocate for a more equitable and just future. No Prerequisites.

### **ART 247 Introduction to Animation (4)**

This studio course will introduce students to the tools of a contemporary animation workflow, through projects that incorporate traditional methods with digital imaging and software applications. Students will learn basic principles of animation, storyboarding, character creation, sound design, and more. The course emphasizes the development of an experimental art practice. Lectures, readings, and screenings will introduce students to the history and principles of animation, and facilitate the exploration of form, method, and content in the artistic use of technology. Prerequisites: None

### **ART 311 Advanced Portrait Photography: Identity and Social Justice (4)**

This course is a comprehensive exploration of portraiture through photography. Students will learn how to create portraits both in the studio and on location with professional strobe lights and digital retouching tools. Through studio projects, assigned readings, and critiques, students will examine how portrait photographs not just record one's likeness, but also communicate critical issues of identity, such as gender, politics, class, and race. The course will also examine how portraiture photography has been used to perpetuate biases and social injustices through history, and in turn, students will explore using the same medium to advocate for a more equitable and just future. Studio sessions, directed and self-proposed projects at the advanced level that build on previous art course experiences, lecture and discussion, group and individual feedback and critiques. *Prerequisite: ART 212, or Art 211 or by permission of the instructor.*

### **ART 346 Advanced Animation (4)**

This course will build upon the skills and concepts introduced in Introduction to Animation, through an intensive, project-driven studio practice. Students will gain experience in advanced principles of animation, pre-production, and methods of aesthetic expression and communication in time-based art production. Lectures, readings, screenings, and discussions will deepen students' understanding of the issues central to contemporary animation, and facilitate the exploration of form, method, and content in the artistic use of

technology. *Prerequisites: ART 214: Introduction to Digital Media Art or ART 246: Introduction to Animation (previously ART 233: Topics in Art: Animation).*

### **PSYC 204 Psychological Research, Analysis, and Writing I (4)**

The first course in a two-course sequence to enhance knowledge of various research designs and data analyses, sharpen digital literacy skills and capabilities for critical thinking, and develop professional written and oral communication skills. This course covers research ethics, descriptive and correlational research design, data collection, qualitative analyses, and quantitative analyses that are conducted with statistical software. Students will learn foundational skills in the design, analysis, evaluation, and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the department chair.*

### **PSYC 206 Psychological Research, Analysis, and Writing II (4)**

The second course in a two-course sequence to enhance knowledge of various research designs and data analyses, sharpen digital literacy skills and capabilities for critical thinking, and develop professional written and oral communication skills. This course reviews critical concepts from PSYC 204 and expands coverage to experimental design with data collection and quantitative analyses that are conducted with statistical software. Students will learn foundational skills in the design, analysis, evaluation, and communication of psychological research. This course serves as the prerequisite for 300-level psychology laboratory courses. *Prerequisite: PSYC 204 with a grade of C- or better or with permission of the department chair.*

### **PSYC 236 Topics in Biological and Sensory Processes (4)**

Survey of contemporary knowledge and issues within behavioral, cognitive, or systems neuroscience. Topics vary by semester but may include the brain's role in perception, motivation, emotional processing, consciousness, mental illness, sexual behavior, thinking, memory, or learning. This course satisfies the "Biological & Sensory Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

### **PSYC 310 Scientific Writing and Professional Development (4)**

An examination of select research topics in psychology based on the instructor's expertise. Each student will prepare a written literature review and oral presentation of a question connected to the semester's topic. The connections between information analysis and synthesis, written and oral expression, and career readiness will be highlighted. This course emphasizes developing skills in evaluating psychological research, designing empirical projects, and communicating psychological research. This course satisfies the LEAD P301 Curriculum requirement. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Students may co-enroll in PSYC 206 and PSYC 310 with consent of the department chair.

### **PSYC 365 Laboratory Seminar in Culture and Community (4)**

The scientific analysis of theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; and sexual orientation and gender diversity (LGBTQ+ issues). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the "Culture & Community" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 364 without consent of the department chair.

### **PSYC 211 Topics in Development and Learning (4)**

Survey of contemporary knowledge and issues within development and/or learning. Topics vary by semester but may include developmental topics such as adolescence; adulthood and aging; or socioemotional development and/or psychology of learning topics such as adaptation; classical and instrumental conditioning; motivation; or stimulus control. This course satisfies the "Development & Learning" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

### **PSYC 221 Cognitive Psychology (4)**

An examination of the mental processes that are involved in attention, perception, memory, thinking, decision making, language, and more. This course satisfies the "Social & Cognitive Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 222 Topics in Social and Cognitive Processes (4)**

Survey of contemporary knowledge and issues within cognitive and/or social psychology. Topics vary by semester but may include social topics such as person perception, group behavior, attitude formation, attraction, stereotypes, social influence, aggression and other psychological aspects of social interaction and/or cognitive topics such as attention, perception, memory, thinking, decision making, or language. This course satisfies the "Social & Cognitive Processes" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 263 Multicultural Psychology (4)**

This course introduces students to a multicultural perspective on behavior and psychological processes associated with sociocultural diversity. It aims to increase multicultural competency with respect to awareness, knowledge, and skills, and to facilitate students' understanding of social justice in their personal and professional lives. The course utilizes theories and research from multicultural psychology addressing topics such as: differences in worldviews, social identities (e.g., gender, race, sexual orientation), acculturation process, power, privilege, and oppression. This course satisfies the "Culture & Community" Breadth Area. Students will

learn foundational skills in the evaluation and communication of psychological research.  
*Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

### **PSYC 264 Topics in Culture and Community (4)**

Survey of contemporary knowledge and issues within the development of the discipline of psychology and applications of psychology to society. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; sexual orientation and gender diversity (LGBTQ+ issues); psychology in the news; drugs and society; history of psychology; and/or history of neuroscience. This course satisfies the "Culture & Community" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor*

### **PSYC 282 Topics in Health and Counseling (4)**

Survey of contemporary knowledge and issues in health and human behavior. Topics vary by semester but may include health topics such as stress and coping and health promotion and communication and/or counseling topics such as a particular theoretical orientation; use of assessment in psychotherapy; legal, ethical, and professional issues in the field; and vocational psychology and career counseling. This course satisfies the "Health & Counseling" Breadth Area. Students will learn foundational skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.*

### **PSYC 307 Classroom Assistantship in Psychology (2-4)**

A supervised experience for classroom teaching assistants. Students will meet with the instructor, attend appropriate classes, assist with assignments, and may hold review sessions. This course is repeatable for up to a total of eight credits. Credit/no credit grading. *Prerequisites: Permission of the instructor, minimum 2.50 GPA, and completion of at least eight credits of 200-level or above coursework in Psychology*

### **PSYC 321 Laboratory Seminar in Learning Theory (4)**

The scientific analysis of topics in learning theory utilizing laws of conditioning. Topics vary by semester but may include connections between learning theory and eating, addiction, motivation, and/or adaptive behavior in humans and non-humans. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the "Development & Learning" Breadth Area. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.* Not open to students who have received credit for PSYC 320 without consent of the department chair.

### **PSYC 323 Laboratory Seminar in Biological and Sensory Processes (4)**

The scientific analysis of topics in biological and sensory processes. Topics vary by semester but may include perception, sensory systems, mood disorders, learning and memory, addiction, and neurodegenerative disorders. This course emphasizes developing skills in evaluating

psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Biological & Sensory Processes” Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better or with permission of the instructor. Not open to students who have received credit for PSYC 322 without consent of the department chair.

### **PSYC 325 Laboratory Seminar in Cognitive Psychology (4)**

The scientific analysis of topics in cognition. Topics vary by semester but may include perceptual processes, attention, memory, categorization, critical thinking, and decision making. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Social & Cognitive Processes” Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 324 without consent of the department chair.

### **PSYC 332 Laboratory Seminar in Developmental Psychology (4)**

The scientific analysis of topics in human development. Topics vary by semester but may include adolescence, adulthood & aging, and socioemotional development. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Development & Learning” Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 330 without consent of the department chair.

### **PSYC 341 Laboratory Seminar in Social Psychology (4)**

The scientific analysis of human behavior in a social context. Topics vary by semester but may include self and self-regulation, stereotyping and prejudice, attitudes/persuasion, interpersonal interactions, social influence, and social perception/cognition. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the “Social & Cognitive Processes” Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who.

### **PSYC 364 Culture and Community plus Laboratory (5)**

The scientific analysis of current theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change; ethnic minority psychology; and sexual orientation and gender diversity (LGBTQ+ issues). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. Lecture and laboratory. This course satisfies the “Culture & Community” Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303

*with a grade of C- or better.* Not open to students who have received credit for PSYC 365 without consent of the department chair.

### **PSYC 371 Laboratory Seminar in Health and Counseling (4)**

The scientific analysis of theoretical and applied topics in health and counseling psychology. Topics vary by semester but may include health promotion and communication, psychology of food and drink, motivation and emotion, psychotherapy process, multicultural counseling competence, or stress management. This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and communicating the results of psychological research. This course satisfies the "Health & Counseling" Breadth Area. Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better. Not open to students who have received credit for PSYC 370 without consent of the department chair.

### **PSYC 396 Collaborative Research in Psychology (4)**

A research experience under the direct supervision of a faculty member. In this course, students will engage in an in-depth investigation of a psychological research question. Students will participate in multiple aspects of the research process (e.g., literature review, hypothesis generation, study design, data collection, coding, data analysis, report writing, presentation). This course emphasizes developing skills in evaluating psychological research, designing and executing empirical projects, analyzing and interpreting research outcomes, and/or communicating the results of psychological research. This course may be applied to the upper level elective major requirement. May be repeated for credit. *Prerequisite: PSYC 206 with a grade of C- or better or PSYC 303 with a grade of C- or better.*

### **PSYC 431 Infant and Child Development (4)**

A comprehensive examination of physical, cognitive, social, and emotional development from conception through the beginning of adolescence. Special consideration is given to contexts of development (e.g., family, school, peers). Theoretical approaches to child development and empirical and methodological issues in developmental research are considered. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the "Development & Learning" Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.* Not open to students who have received credit for PSYC 331.

### **PSYC 456 Psychology of Gender (4)**

A general introduction to the psychology of gender. Topics covered may include psychological development of gender through the lifespan; gender differences and gender-associated personality, abilities, and behaviors; and gender as it relates to power and status, language, imagery, relationships, work, violence, mental health, and feminist therapy. Discussion of gender will incorporate intersectional identities (e.g., race, culture, sexual orientation) and gender identity outside of the gender binary. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the "Culture & Community" Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.* Not open to students who have received credit for PSYC 356.



### **PSYC 475 Psychopathology (4)**

An exploration of perspectives on psychological disorders with emphasis on major diagnostic categories and criteria. The course examines individual and sociocultural factors related to the causes and treatment of psychopathology. Students will refine skills in the evaluation and communication of psychological research. This course satisfies the "Health & Counseling" Breadth Area. *Prerequisite: PSYC 101 with a grade of C- or better or with permission of the instructor.* Not open to students who have received credit for PSYC 375.

### **PSYC 487 Advanced Topics in Culture and Community (4)**

An in-depth examination of a particular topic related to the theoretical and applied topics in culture and community. Topics vary by semester but may include psychology of climate change, ethnic minority psychology, sexual orientation and gender diversity (LGBTQ+) issues in psychology, psychology in the news, drugs & society, history of psychology, and history of neuroscience. Students will refine skills in the evaluation and communication of psychological research. This course may be repeated for credit if topics are different. This course satisfies the "Culture & Community" Breadth Area. *Prerequisite: PSYC 204 with a grade of C- or better, PSYC 301 with a grade of C- or better, or with permission of the instructor.*