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HOLY CROSS



College of the Holy Cross

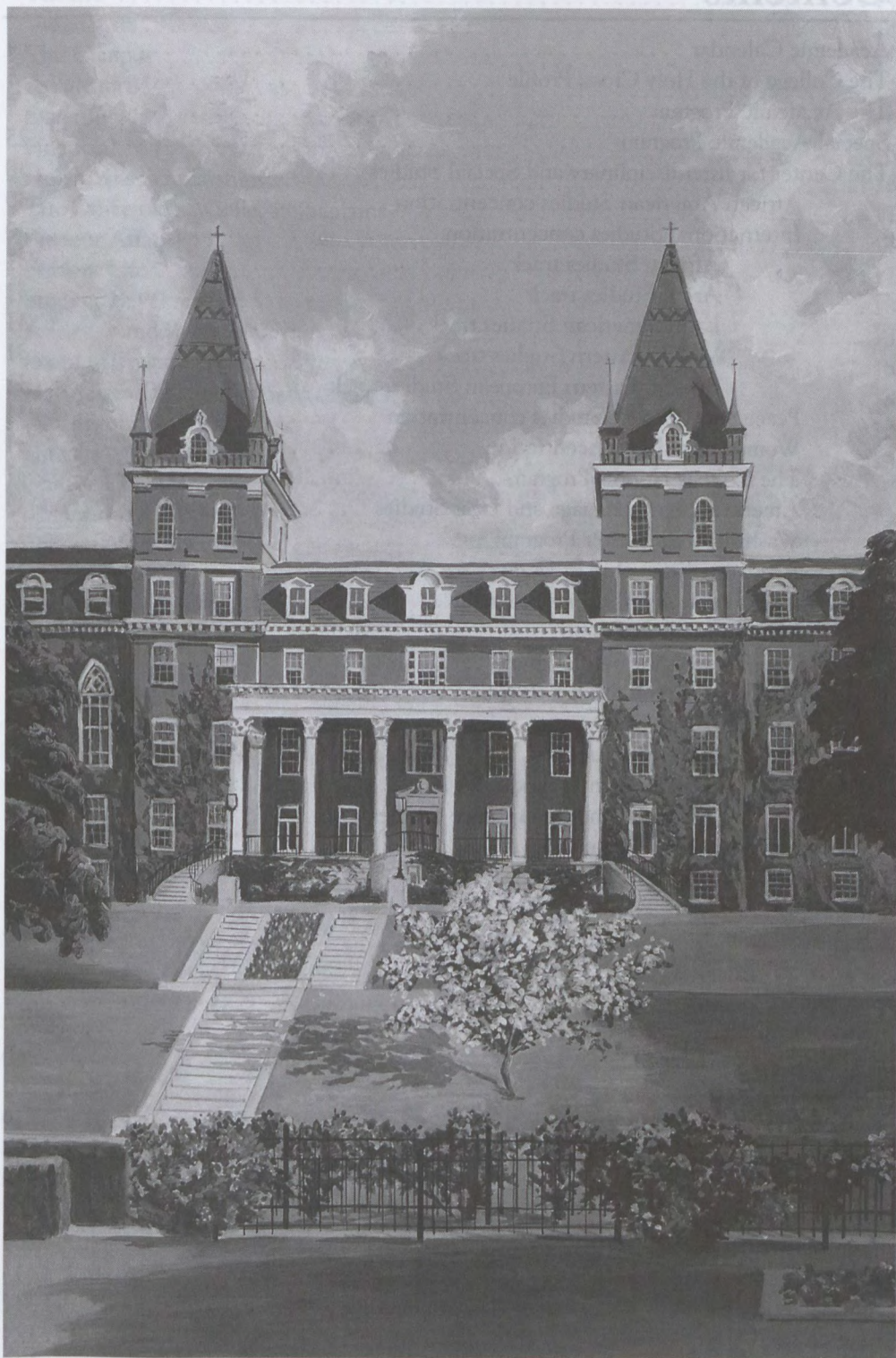
Mission Statement

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

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

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

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



Fenwick Hall, by Rev. Michael F. Ford, S.J.

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Academic Calendar 1999-2000

Fall 1999 Semester

Saturday	August 28
Sunday	August 29
Monday	August 30

First Year students arrive. Mass of the Holy Spirit
Orientation

First Year Students: A.M. Advising
P.M. Registration

Upperclass Students: 4:30 to 7:30 p.m.

Add/drop for open and non permission courses

CLASSES BEGIN

Labor Day. Classes will be held.

Last day to add/drop courses

Last day to declare a course on the pass/no pass

Parents Weekend

Parents Weekend

Parents Weekend

Columbus Day. No classes.

No classes

Last day to obtain a W

Thanksgiving recess begins after last class

Classes resume

Study period begins

Final examinations begin

Final examinations end

Tuesday	August 31
Monday	September 6
Tuesday	September 7
Friday	September 17
Friday	September 24
Saturday	September 25
Sunday	September 26
Monday	October 11
Tuesday	October 12
Tuesday	November 9
Tuesday	November 23
Monday	November 29
Tuesday	December 7
Friday	December 10
Friday	December 17

Spring 2000 Semester

Monday	January 17
Tuesday	January 18
Tuesday	January 25
Friday	February 4
Friday	March 3
Monday	March 13
Tuesday	March 28
Wednesday	April 19
Tuesday	April 25
Tuesday	May 2
Friday	May 5
Friday	May 12
Thursday	May 25
Friday	May 26

1:00 - 4:30 p.m.

Add/drop for open and non permission courses

CLASSES BEGIN

Last day to add/drop courses

Last day to declare a course on the pass/no pass

Spring vacation begins after last class

Classes resume

Last day to obtain a W

Easter recess begins after last class

Classes resume

Study period begins

Final examinations begin

Final examinations end

BACCALAUREATE EXERCISES

COMMENCEMENT

The College of the Holy Cross: Profile

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

As a Jesuit college, Holy Cross takes its place in a 450-year tradition of Catholic education that has distinguished itself for intellectual rigor, high academic standards, and religious and moral sensitivity. Academic life at Holy Cross is serious and challenging; it is also exciting. This excitement is one of discovery: students discovering new things in literature, science, the arts, mathematics, and religion; professors discovering new things through their research, in their laboratories, and in the libraries. Student-professor exchanges in the classroom, as well as in countless informal settings, are at the center of academic life at Holy Cross. Because the student body is 100 percent undergraduate and relatively small, the opportunity for individual attention is readily available. Students know their professors. Professors know and take a genuine interest in their students.

The College recognizes that its professional and talented faculty members constitute the particular ingredient that ultimately shapes the educational experience. They are widely respected in their academic specialties. Many have national reputations for their research and publications, creative performances, recordings, and exhibitions. Almost all of the nearly 250 full- and part-time faculty members hold doctoral degrees from some of the finest universities here and abroad. They conduct research supported by grants from foundations, government agencies, and private sources.

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

Holy Cross is a leader among those institutions that aspire to excellence in undergraduate education. In recent years, its leadership has been demonstrated by:

- A \$350,000 grant from the Andrew W. Mellon Foundation to implement College-wide programs in information technology.
- A grant of \$300,000 from the Davis Educational Foundation to develop a multimedia website on the art holdings of Holy Cross and the Worcester Art Museum.
- Grants totaling \$1.25 million from IBM and the Andrew W. Mellon, W.M. Keck, 3M, Charles E. Culpeper, and Arthur Vining Davis Foundations to develop a state-of-the-art Multimedia Resource Center and a guided, self-paced foreign language instruction program.
- A Kraft-Hiatt Professorship in Comparative Religion to create an endowed chair in Judaic Studies at the College of the Holy Cross and in Christian Studies at Brandeis University, and to involve the two schools in joint academic activities designed to foster mutual understanding and respect among Christians and Jews.
- A grant of \$900,000 from the National Science Foundation for renovations to enhance chemistry laboratories that support faculty research and research training.
- A grant of \$500,000 from the Kresge Foundation for the purchase of new scientific instrumentation. As part of the award, Holy Cross has established a \$2 million endowment for the modernization, replacement, and repair of its scientific equipment.
- Three grants totaling \$2.25 million from the Howard Hughes Medical Institute to support: (1) stipends for Holy Cross students in summer science research programs; (2) instrumentation for the biological psychology concentration, the biochemistry concentration, and for courses in molecular biology; (3) advanced training for Holy Cross science faculty; (4) summer and year-long retraining programs for science and mathematics teachers in the Worcester Public Schools; and (5) programs of science instruction for 6th, 7th, and 8th grade minority students from the Worcester Public Schools.

- A grant of \$443,000 from the Sherman Fairchild Foundation to replace and upgrade laboratory equipment used in teaching introductory science courses for physics and biology majors and non-majors.
- A \$500,000 challenge grant from the Davis Educational Foundation and a \$400,000 challenge grant from the Kresge Foundation for renovations to the Music Department and to convert Fenwick Chapel to the state-of-the-art John E. Brooks, S.J., Center for Music.

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

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

Founding

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

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

Today the College is a large educational complex, complete with chapel, libraries, a modern science center, classrooms, residence halls, football stadium, hockey rink, and campus activity center, spread over 174 sloping acres. It is a community of 2,700 students, half of them men and half women. Few classes exceed an enrollment of 40, and most average 22. The atmosphere this community of scholars creates is frequently described as welcoming and friendly, where students receive encouragement and support from classmates and professors.

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

Affiliations

The College of the Holy Cross is a member of, or accredited by, the following educational institutions: American Academy of Religion, American Academy in Rome, American Association of Collegiate Registrars and Admissions Officers, American Association of Higher Education, American Association of University Women, American Conference of Academic Deans, American Council of Learned Societies, American Film Federation Society, Association of Jesuit Colleges and Universities, American Council on Education, American Mathematical Society, American School of Classical Studies of Athens, American School for Oriental Research, Association of American Colleges, Association of Independent Colleges and Universities in Massachusetts, College Entrance Examination Board, College Placement Council, Consortium of Supporting Institutions of the Hebrew Union College Biblical and Archaeological School of Jerusalem, Council for Advancement and Support of Higher Education, Educational Testing Service, Institute of European Studies, Mathematical Association of America, National Association of Schools of Theatre, National Association of Student Personnel Administrators, Catholic Education Association (National and New England), National Commission on Accrediting, New England Association of Schools and Colleges, Society for Scientific Study of Religion, Sigma Xi and the Colleges of Worcester Consortium. The Holy Cross Theatre Department is an accredited institutional member of the National Association of Schools of Theatre.

The Academic Program

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

An assistant dean is assigned to each class, serving as its Class Dean. The Class Deans are responsible for monitoring the academic progress of students in their respective classes and for coordinating the College's academic advising program.

The Registrar's Office at Holy Cross maintains, interprets, and communicates academic policy and procedures to students, faculty, and the public. Services include enrollment, registration, monitoring of academic and administrative policies related to the academic record, processing transcript requests, classroom management, and auditing of student progress toward degree completion. The office also verifies student enrollment for insurance companies, veterans benefits, and loan deferments.

The Office of Academic Services & Learning Resources offers academic advising and academic support services, including assistance in learning skills and planning for a major. The office encourages Holy Cross students to take advantage of peer tutoring services (such as the Calculus Workshop, the Physics Workshop, the Spanish Workshop, and the Writer's Workshop), which are coordinated by faculty in various academic departments.

General Requirements

Holy Cross offers a curriculum leading to the Bachelor of Arts (A.B.) degree. The successful completion of 32 semester courses in eight semesters of full-time study is required for graduation.

To qualify for a degree from the College, at least one half of a student's courses, including the two full semesters of the fourth year, must be completed at the College of the Holy Cross. Students are permitted, however, to participate in the Washington Semester and Semester Away programs through the Center for Interdisciplinary and Special Studies in the first semester of their fourth year.

Each student's curriculum consists of a language requirement, distribution requirements, a major, and free electives.

Language Requirement

All students must demonstrate competence in a classical language, a modern foreign language, or American Sign Language. Competence is demonstrated in one of the following ways: scoring 600 or higher in an SAT II Subject Test in a foreign language, getting a 3 or better in an Advanced Placement Test, passing one of the qualifying examinations that are administered each semester by the Departments of Classics and Modern Languages and Literatures, or successfully completing the second semester of an intermediate-level language course while at Holy Cross. Students who intend to satisfy the language requirement by studying a language at Holy Cross are urged to complete the necessary coursework early in their academic program. Students should plan to satisfy the language requirement by the end of their second year.

NOTE: Beginning with the Class of 2004, the current language requirement will be replaced by a new, two-course distribution requirement called "Language Studies." Those students wishing to continue study of a language begun in high school will be placed at the appropriate level prior to enrolling in language courses. Those beginning study of a new language will be enrolled at the elementary level. As with the current requirement, students will be urged to complete necessary coursework early in their academic program.

Distribution Requirements

Students are required to complete successfully courses in the six areas of the curriculum described below. A total of 10 distribution courses is required. No more than two courses in any one department may be counted toward the distribution requirements.

The Arts and Literature

The arts and literature are concerned with the study and experience of aesthetic forms as expressions of meaning. Literature and the arts involve the study of both the aesthetic and creative aspects of human expression and an appreciation of the process involved.

Requirement: 1 course in the arts; 1 course in literature.

Religious and Philosophical Studies

The study of religious experience addresses the human quest for ultimate meaning as discovered in the relation of natural to supernatural, finite to infinite, temporal to eternal. The long-standing Jesuit tradition of Holy Cross gives it the freedom to advocate the educational importance of this area.

The distinctive function of philosophical studies is the rational interpretation (analysis, evaluation, synthesis) of meanings and values wherever they are found.

Requirement: 1 course each in religious and philosophical studies.

Historical Studies

Historical studies involve the description, ordering, and interpretation of the past. Through the study of what people have done and what they have become, historical studies clarify the meaning of human experience.

Requirement: 1 course.

Cross-Cultural Studies

Cross-cultural studies examine contemporary societies and cultures other than one's own. Courses in this area are intended to expand one's frame of reference by providing an awareness of the similarities and differences among the peoples of the world, as well as to foster a sense of belonging to a larger community.

Requirement: 1 course.

Social Science

The social sciences systematically investigate human behavior, social institutions and society. Their objectives are to identify, through replicable and systematic observations, general patterns of human behavior; formulate explanations for these relationships; and develop predictive models. The social sciences include anthropology, economics, political science, psychology and sociology.

Requirement: 2 courses.

Natural and Mathematical Sciences

Natural science is concerned with the systematic investigation of that part of the physical universe which is not of human design or invention. The method of investigation involves the formulation of falsifiable hypotheses that generate predictions that can be tested empirically, with the result that a large array of natural phenomena can be explained by a small number of laws and/or theories. Fundamental to this activity is the treatment of the measurement, properties, and relationships of quantities.

Mathematical science provides the tools for quantitative analysis. As an independent discipline it gives structure to abstractions of the human mind and very often provides natural science with models on which to build physical theories. Computer science is included in this distribution area as a separate field of mathematics and an indispensable tool of scientific experimentation.

Requirement: 2 courses, at least one of which is in a natural science.

Majors

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

The following majors qualify for the Bachelor of Arts degree: biology, chemistry, classics, economics, economics-accounting, English, French, German, history, mathematics, music, philosophy, physics, political science, psychology, religious studies, Russian, sociology, sociology-anthropology, Spanish, studies in European literature, theatre, visual arts: history, and visual arts: studio. Information on student-designed Multidisciplinary Majors appears in the section of the Catalog on the Center for Interdisciplinary and Special Studies. Students are expected to confirm their plans for the fulfillment of major and degree requirements with the designated faculty advisor.

Free Electives

In addition to the language requirement, distribution requirements, and a major, students pursue free electives. There are several curriculum options available at the College to assist students in organizing their free-elective program. In addition to double majors and minors, described here, students are encouraged to familiarize themselves with the academic options listed under Special Academic Programs and the Center for Interdisciplinary and Special Studies.

Double Major

A double-major is one of the curriculum options available at the College. Students desiring double-major status must receive the approval of the Chairs of the departments the student is entering, the academic advisor, and the Class Dean. An application for double-major status must receive approval no later than the preregistration period for a student's sixth semester, except in those cases where a student spends the fifth semester away from campus. In those cases, approval must be obtained prior to the completion of registration during the semester the student returns to campus. Students with double-major status are restricted to taking the minimum number of courses necessary to complete each major, or 10 courses in each major, whichever is higher.

Minors

Minors are available in a number of departments. Students are not required to have a minor field of study but are invited to consider such an option in designing their undergraduate curriculum. Typically, the minor consists of six courses, some of which are required and some of which are selected by students in consultation with an advisor. For more information on the availability of minors and the requirements for their completion, see the departmental descriptions later in the Catalog. Information on student-designed Multidisciplinary Minors appears in the section of the Catalog on the Center for Interdisciplinary and Special Studies.

Advanced Placement

Holy Cross participates in the Advanced Placement Program of the College Board. Each academic department establishes criteria for awarding placement and credit. Placement and credit awards for 1999-2000 are listed on the following page.

Granting College Credit

Holy Cross will grant college credit for courses taken in high school provided: 1) they are taken at an accredited college or university (i.e., on the campus), or 2) they are taught at the high school by a full-time faculty member of an accredited college or university, and 3) they satisfy degree requirements of the College or College-sponsored academic programs. College courses taken during high school may be used to remove deficiencies incurred during the student's enrollment at Holy Cross.

A final grade of B or better is required and the courses must be similar in rigor and content to those normally offered at Holy Cross. Complete descriptions of each course for which the student is requesting credit must be forwarded to the Class Dean. Approval for credit rests with the appropriate Department Chair at Holy Cross.

A maximum of eight semester courses will be accepted in transfer for the incoming first-year student. At the student's request these may be used to advance standing up to a maximum of two semesters. Students with transfer credit may also have the opportunity to elect upper-division courses at the discretion of the Department Chair.

10 / Academic Program

Subject		Score	Units	Placement	Distribution
Biology		5	1-1/4	Yes	Natural Science
		4	1-1/4	No	Natural Science
Classics		5	1	Yes	Literature
		4	1	Yes	Literature
		3	0	Yes	No Distribution
Economics	Micro	5	1	Yes	Social Science
		4	1	Yes	Social Science
		3	1	Yes	Social Science
	Macro	5	1	Yes	Social Science
		4	1	Yes	Social Science
		3	1	Yes	Social Science
	Statistics	5	1	Yes	Mathematical Science
		4	1	Yes	Mathematical Science
		3	1	Yes	Mathematical Science
English	Literature	5	1	No	Literature
		4	1	No	Literature
	Language & Composition	5	1	No	No Distribution
		4	1	No	No Distribution
History		5	2	Yes	Historical Studies
		4	2	Yes	Historical Studies
Mathematics	AB EXAM	5	1	Yes	Mathematical Science
		4	1	Yes	Mathematical Science
		3	1	Yes	Mathematical Science
	BC EXAM	5	2	Yes	Mathematical Science
		4	2	Yes	Mathematical Science
		3	2	Yes	Mathematical Science
Computer Science	A EXAM	5	1	Yes	Mathematical Science
		4	1	Yes	Mathematical Science
		3	1	Yes	Mathematical Science
	AB EXAM	5	2	Yes	Mathematical Science
		4	2	Yes	Mathematical Science
		3	1	Yes	Mathematical Science
Modern Languages	Language	5	1	Yes	Cross-Cultural Studies
		4	1	Yes	Cross-Cultural Studies
		3	0	Yes	No Distribution
	Literature	5	1	Yes	Literature
		4	1	Yes	Literature
		3	0	Yes	No Distribution
Physics	B EXAM	5	1	No	Natural Science
		4	1	No	Natural Science
	C EXAM Mechanics	5	1	Yes	Natural Science
		4	1	No	Natural Science
	C EXAM Electricity & Magnetism	5	1	Yes	Natural Science
		4	1	No	Natural Science
Political Science	American Politics and Government	5	0	Yes	No Distribution
	Comparative Politics and Government	5	0	Yes	No Distribution
Visual Arts		5	0	Yes	No Distribution

Early Graduation

Incoming first-year students who have received credit for four (or eight) college-level courses may request early graduation. These credits may be a combination of transfer and Advanced Placement credit, but must include at least one college course. A request for early graduation should be based on the following supportive grounds:

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

Requests for an accelerated-degree program must be submitted during the first year. Final approval will not be granted until sometime after the completion of the first year. Students should submit requests through the Office of the Class Dean. A final decision in the matter of early graduation rests with the Dean of the College.

Transfer Courses

Courses taken at other colleges and universities may be accepted in transfer: 1) if they satisfy degree requirements, that is, if they are used to remove deficiencies or to fulfill major, distribution, or language requirements; or 2) if they satisfy requirements for College-sponsored academic programs, that is, if they satisfy requirements for minors, concentrations, or the premedical program.

In addition, College policy stipulates the following:

1. Courses taken at other institutions by students currently matriculating at Holy Cross may not be used to advance class standing.
2. Transfer courses must be approved by the appropriate Department Chair.
3. Only grades of C or better, earned in courses taken at an accredited institution, will be accepted by the College.

Students who anticipate taking courses elsewhere for credit must obtain a Permit to Attend Another Institution from the Registrar.

The Advisory Program

The Class Deans are responsible for coordinating the College's academic advising program. Holy Cross provides each student with a faculty advisor who assists the student with curriculum planning and course selection. The assignment of the advisor is made in the summer prior to enrollment. Advising continues throughout the four years although the advisor may change, depending on the student's needs and the needs of the major department. Academic Services & Learning Resources provides additional academic advising for students across the College.

For further information about special academic programs and advising, please see pages [25-29].

Registration

Information and instructions concerning registration are distributed by the Office of the Registrar to all students approximately one month in advance of the beginning of each semester.

Preregistration for courses takes place in the preceding semester. Registration takes place during the first week of classes each semester. Late registration and changes of course schedule are permitted during the period designated by the Registrar. First-year students are permitted to change courses in the registration period of the fall semester only with the approval of the Class Dean. Withdrawal from a course will be permitted during the first 10 weeks of the semester with the grade of W. The W grade is not included in the calculation of the GPA.

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

Student Attendance at Class

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

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

Some professors may require an excused absence from the Class Dean. Deans can officially excuse a student's absence for compelling and verifiable reasons, including illness, a death or medical emergency in the family, a wedding in the immediate family, and participation in a college-sponsored event. To obtain an excused absence, students should notify the appropriate Class Dean, who will verify the grounds for the excused absence. Verification can be provided, with the student's permission, by the Chaplain's Office, Counseling Center, Office of the Dean of Students, Health Services, a private physician, or the student's family.

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

Students who are unable, because of religious beliefs, to attend classes or participate in any examination, study, or work requirement on a particular day shall be excused and provided with an opportunity to make up such examination, study, or work requirement, provided this does not create an unreasonable burden upon the College. No fees of any kind shall be charged for making available to students such opportunity. No adverse or prejudicial effects shall result to students because they availed themselves of these provisions. Students are asked to contact the appropriate Class Dean in advance of an absence due to religious belief.

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

Academic Honesty

The College of the Holy Cross is committed to creating an intellectual community in which all members participate in the free and uncompromising pursuit of truth. This is possible only in an atmosphere of mutual trust where the discovery and communication of truth are marked by scrupulous, unqualified honesty. Any violation of academic integrity wounds the whole community and undermines the trust upon which the communication of knowledge and truth depends. The principal violations of academic integrity are cheating, plagiarism, and collusion.

Cheating is the use or attempted use or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation. This includes data falsification, the fabrication of data or deceitful alteration of collected data included in a report.

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

Collusion is assisting or attempting to assist another student in an act of academic dishonesty.

At the beginning of each course the teacher should address the students on academic integrity and how it applies to the assignments for the course. The teacher should also make every effort, through vigilance and through the nature of the assignments, to discourage and prevent dishonesty in any form.

It is the responsibility of the student, independent of the faculty member's responsibility, to familiarize him- or herself with the details of how plagiarism is to be avoided, and the proper forms for quoting, summarizing, and paraphrasing, presented in standard handbooks (for example, *The Little Brown Handbook* and the *Harbrace College Handbook*).

The faculty member who observes or suspects academic dishonesty should first discuss the incident with the student. The very nature of the faculty-student relationship requires both that the faculty member treat the student fairly and that the student respond to the teacher's questions concerning the integrity of his or her work. If the teacher is convinced that the student is guilty of academic dishonesty he or she shall report the incident in writing to the Chair of the department and the Class Dean within a week of the instance. The Class Dean will then inform the student in writing that such a charge has been made and of his or her right to have the charge reviewed.

The request for a formal review must be written and submitted to the Class Dean within one week of the notification of the charge by the Class Dean. The written statement must include a description of the student's position concerning the charge by the teacher. The Chair of the department of the faculty member involved shall receive a copy of the student's written statement from the Class Dean. By the end of two weeks the Chair of the department and the Class Dean will investigate the charge and review the student's statement, meeting separately with the student and the faculty member involved.

If, after this review, the faculty member remains convinced that the student is guilty of academic dishonesty, within one week of the review of the student's request, he or she shall administer a zero for that assignment and his or her initial written report to the Class Dean shall be placed in the student's file until graduation, at which time it shall be removed and destroyed unless a second offense occurs. The Class Dean shall inform the student promptly of the decision made.

A second offense against academic honesty, which may be reviewed as described above, will result in dismissal from the College. Students dismissed for reasons of academic dishonesty may appeal their dismissal to the Committee on Academic Standing, as described in a subsequent section.

Written Expression

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

To achieve this end students should:

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

Similarly, faculty members should:

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

Examinations

In-Course Examinations. The number of exams a student takes in a single day should not exceed a total of two. The word exam here refers to mid-term exams and to those major in-course tests that cover several weeks' material and take a whole period or major portion of a period to administer. It does not include routine quizzes based on day-to-day assignments and lasting only part of the period.

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

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

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

Final Examinations. Final examinations are administered during the final examination period at the end of each semester. The schedule of final examinations is established by the Registrar and published during the registration period. Students should consult this schedule before making end-of-the-semester travel plans.

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

Grading System

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

There is no official College translation of percentage scores into letter grades other than the grade point multiplier defined below.

Reports of academic grades are sent to students and to their parents or guardians at the end of each semester.

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

Grade Point Multiplier	Symbol	Description
4.00	A	Excellent
3.70	A-	
3.30	B+	
3.00	B	
2.70	B-	Good
2.30	C+	
2.00	C	Satisfactory
1.70	C-	
1.30	D+	
1.00	D	
0.00	F	Low Pass
	IP	Failure
	W	In Progress
	AU	Withdrawal without Prejudice
	AB	Audit
	I	Absence from Final Examinations
	P	Incomplete
	NP	Pass
	J	No Pass (Failure)
		Grade not submitted

The grade AB is changed to F unless the absentee examination is taken at the time appointed by the Registrar. The grade of I becomes an F unless a subsequent grade is submitted to the Registrar within one week of the last day of final examinations. Exceptions to these regulations will be granted only by the appropriate Class Dean, and only upon written petition by the faculty member, or after consultation with the faculty member if, as in the case of illness, the Class Dean initiates the request.

Withdrawal from a course, with the approval of the Class Dean, after the add/drop period will be graded W during the first 10 weeks of the semester. Ordinarily students are not permitted to withdraw from a course after the 10th week. The deadline for withdrawal from a course is published by the Registrar at the beginning of each semester.

A student who, during a given semester, has not earned passing letter grades (other than P) in four courses which count toward the 32-course graduation requirement incurs a deficiency.

Grade Points. Each of the grades from A to F is assigned a multiplier, as indicated, which weights the grade in computing averages. Multiplying this weighting factor by the number of semester units assigned to the course gives the grade points earned in it.

None of the other grades in the above list carries grade-point multipliers; units associated with such grades are not used in calculating grades.

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

Only those grades earned in courses taught at Holy Cross and the Colleges of Worcester Consortium are calculated into a student's grade point average.

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

Final examinations may be returned to the student if the professor is willing and if return is feasible. However, when the final examination is not returned, it shall be retained by the professor until the end of the subsequent semester, so that a student may see and review the examination and discuss any questions concerning its evaluation. Final examinations of professors who will not be at the College in the subsequent semester (because of separation or leave) will be deposited with the Department Chair, who will make the arrangements necessary to allow students to review their final examinations. Any papers or other graded materials not returned to the student are subject to the same provisions as are indicated for final examinations.

Final Grade Review Policy. Every student has the right to a formal review of a disputed final grade. The initial attempt by a student to resolve a disputed final course grade must be made with the faculty member involved. If a student believes a satisfactory grade explanation has not been obtained from the faculty member, who is at the time teaching at the College, then the student may request a formal grade review through the appropriate Class Dean. This request for a formal review of a final course grade must be written and submitted to the appropriate Class Dean no later than the conclusion of the fifth full week of classes in the semester subsequent to the issuance of the grade.

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

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

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

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

A student request for a formal review of a final course grade issued by a faculty member who, because of leave, is not teaching at the College in the semester subsequent to the issuance of the grade must be filed in writing with the appropriate Class Dean no later than the fifth week of the

following semester. If possible, the review procedure should be concluded by the end of that semester. If the nature of the faculty member's leave makes this impossible, the review procedure should be concluded no later than the third full week of classes after the faculty member has resumed teaching responsibilities.

Honor Grades

The following criteria determine honor grades:

Dean's List

Dean's List status requires the passing of four or more courses with no failing grades during the semester and the following GPAs: First Honors: a semester GPA of 3.70 or above; and Second Honors: a semester GPA of 3.50 to 3.69.

Graduation Honors

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

In calculations of the GPA for the Dean's List or for graduation honors, only those units and quality points earned at Holy Cross and the Colleges of Worcester Consortium are included.

Fifth Course

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

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

1. Registration for a fifth course takes place only after all students have been preregistered for the normal four-course program.
2. A fifth course may be used by students for enrichment purposes or for the removal of a course deficiency. In the latter case, the fifth course must be taken for a letter grade.
3. Students must have a cumulative GPA of at least 2.00 in order to register for a fifth course.
4. First-year students must obtain permission from the appropriate Class Dean before registering for a fifth course.
5. A fifth course taken for a letter grade will be included in the calculation of the cumulative average.

Pass/No Pass

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

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

1. Students who wish to take a course on a Pass/No Pass basis shall have until the third Friday of the semester to decide which of the five courses chosen during the registration period is to be taken on the Pass/No Pass basis. A special Pass/No Pass form available in the Office of the Registrar must be filled out and filed with that office during the period designated for the declaration of the Pass/No Pass option.
2. The teacher involved will know the names of all students who have registered for a course on a Pass/No Pass basis. The grades P or NP will be assigned to the students by the teacher.
3. Pass/No Pass courses do not count toward the 32 courses required for graduation.
4. Pass/No Pass courses can not be used to remove deficiencies.
5. Courses taken on a Pass/No Pass basis may be used to satisfy College language and distribution requirements.
6. Pass/No Pass courses may be taken within the student's major field but can not be used to fulfill the requirements of a major.
7. Pass/No Pass grades will not be averaged into a student's GPA but will be placed on the student's record.
8. If, during the first 10 weeks of the semester, a student withdraws from any of the four courses taken for a letter grade, a Pass/No Pass registration in the fifth course will be converted automatically to a letter-grade course registration.

Auditing Courses

Degree students may elect to audit a course only if they are registered in four other courses for credit in a semester. They must fill out the official audit form in the Registrar's Office by the end of the registration period. The audit will appear on the transcript but no academic credit will be given nor may the audit be converted later into a grade with credit. An audited course cannot fulfill distribution or language requirements.

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

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

Transcript of College Record

An official transcript of the College record will be issued by the Office of the Registrar only with the written consent of the student. Transcript requests will not be accepted by telephone. A transcript is official when it bears the impression of the Seal of the College and the signature of the Registrar of the College. The transcript fee for current students is two dollars per copy; for former students the fee is three dollars. An official transcript may be withheld by appropriate college officials in cases where a financial obligation remains.

Academic Probation

Academic Probation is not a penalty, but a warning and an opportunity for improvement. Probationary status is determined by a student's low cumulative average (GPA) at the end of the preceding semester.

As soon as students are placed on or removed from probation, they will be notified in writing by the Registrar of such action; copies of the notice will be sent to their parents or guardians and advisors.

The following rules delineate the limits of academic probationary status:

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

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

A transfer student with a GPA of 1.75 but less than 2.00 at the end of the first semester at Holy Cross will be on probation for the second semester. Thereafter, transfer students must achieve the cumulative average required of their class year.

A student who fails to maintain a cumulative 2.00 GPA at the end of all semesters after the third will be suspended in the first instance and dismissed in a subsequent instance.

Students who are eligible for suspension or dismissal because of a low cumulative GPA but whose appeal has been granted by the Committee on Academic Standing are automatically placed on probationary status.

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

Removal of Deficiency

A deficiency may be removed by Advanced Placement credit, a grade of C or better earned in a course taken at another institution approved by the appropriate Department Chair, or by enrollment in a fifth course for a letter grade. Courses taken on a Pass/No Pass or Audit basis may not be used to remove deficiencies.

Students are expected to satisfy a deficiency in the semester (or summer) immediately following the one in which it is incurred. Students who have more than one deficiency at the beginning of the second or third year or who have any outstanding deficiencies at the end of the third year may lose class standing.

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

Academic Suspension and Dismissal

A student will be suspended from the College for any of the following reasons:

1. two course failures (any combination of F or NP) in any single semester;
2. a total of six course failures (any combination of F or NP) on one's Holy Cross transcript;
3. a cumulative GPA of less than 1.75 after the second semester (end of first year), of less than 1.85 after the third semester, and of less than 2.00 after the fourth semester (end of second year) or any subsequent semester.

A transfer student will be suspended after the first semester at Holy Cross if the GPA is less than 1.75; thereafter, transfer students are subject to the limits of suspension stipulated for their class year.

Course failures will contribute to an academic suspension as outlined above, even though the deficiencies may have been removed by the transfer of credit from another institution or the use of Advanced Placement credits.

A first suspension is for one academic year. After the one-year suspension, readmission is automatic, contingent upon receipt by the Class Dean of a written request for readmission.

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

A student will also be dismissed for a second instance of academic dishonesty.

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

Voluntary Withdrawal from the College

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

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

Readmission to the College

Students who have withdrawn in good standing and who wish to be readmitted to the College must apply to the appropriate Class Dean. All materials for readmission (a letter requesting readmission, letters of recommendation, transcripts of all intervening work, statements of good standing, and other substantiating documents that the Class Dean may require) must be received by the Class Dean by July 20 for fall readmission and by December 1 for spring readmission.

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

Leave of Absence Policy

A student at the College may request permission to be absent from the campus for a period of one or two semesters. In exceptional circumstances (e.g., military service, health) the leave may be granted for a longer period of time. A leave must be renewed prior to its expiration before it can be extended, otherwise the student will be withdrawn from the College when it expires. Students anticipating a Leave of Absence should consult with the Office of Financial Aid regarding the status of loans during the period they are on leave.

A Leave of Absence is granted with the following conditions:

1. The request for a Leave of Absence ordinarily is made during the semester prior to the proposed Leave, and usually begins at the end of a regular semester. A Leave of Absence for health-related reasons may be requested at any time.
2. A student must be in good academic standing at the end of the last semester before the Leave is to begin.

3. A student is required to file in writing with the appropriate Class Dean his or her reason for requesting or renewing a Leave of Absence.
4. A student on Leave of Absence must leave the campus community and ceases to be entitled to campus activities.
5. A student on Leave, upon written notification to the appropriate Class Dean of his or her intent to return to the College, will be readmitted automatically.
6. A student will be required to pay a fee of thirty dollars (\$30) for each semester on Leave of Absence.
7. A student may not advance in class standing by taking courses at other institutions while on Leave from the College.

Academic Exceptions Policy

Students may ask for a postponement of academic responsibilities (incompletes, late withdrawals from one or more courses, or extensions) for personal and health reasons. Students request postponements from the Class Dean. The Class Dean makes a decision about the request which may include conditions which must be met in order for the student to complete courses or register for courses in a subsequent semester. These conditions are communicated to the student in writing. The Class Dean may consult with family members, health professionals, faculty members or professional staff in appropriate campus offices (e.g., Residence Life, Counseling Center, Health Services) in designating conditions and monitoring the student's compliance.

Academic accommodations are also possible under the provisions of the Americans with Disabilities Act (1990). Students requesting such accommodations are to contact the Office of Disability Services.

Involuntary Leave of Absence

Students who the College has reason to believe may harm or threaten to harm themselves or others, and who do not seek a Voluntary Leave of Absence, may be asked to leave the College involuntarily. Circumstances leading to an Involuntary Leave of Absence include but are not limited to:

1. Actions that result or might potentially result in injury to the student or others, or serious destruction of property.
2. Statements that threaten the safety of that student or that threaten the safety of others.

Before making a decision to place a student on Involuntary Leave, the Vice President for Student Affairs or a designee will investigate the incident(s), interviewing the student and/or other individuals deemed appropriate (e.g., other students, family members, health professionals).

When the Vice President for Student Affairs decides to place a student on Involuntary Leave of Absence, the reasons for the decision, the length of time for the leave, and the conditions for re-enrollment will be communicated in writing to the student and the student's Class Dean, who will notify the Registrar.

An Involuntary Leave of Absence is effective immediately and the student may be required to leave the campus immediately, even if he or she appeals the action. A student placed on Involuntary Leave of Absence is subject to all provisions of the Leave of Absence Policy of the College.

To satisfy the conditions of an Involuntary Leave of Absence, the student must present evidence to the Vice President for Student Affairs that the problem no longer precludes safe attendance at the College and that he or she is ready to resume studies. If the student is to be re-enrolled, the Vice President for Student Affairs communicates this decision to the Class Dean who notifies the Registrar.

If a campus office has been involved in recommending conditions for re-enrollment, the Vice President for Student Affairs shall consult that office in evaluating the student's request for re-enrollment. The Vice President for Student Affairs may also consult with one or more other professionals regarding the student's request and the evidence presented and may require that the student be interviewed by a professional associated with the College.

Appeal of Involuntary Leave of Absence

A student on an Involuntary Leave of Absence has 10 business days to appeal the decision.

Appeals are directed to the President of the College or a designee and must be in writing and state the reasons for the appeal and the desired resolution. The appeal will be considered within five business days of the request.

The decision of the President of the College is final.

Directory Information and Release of Information

The items listed below are designated as Directory Information and may be released at the discretion of the institution. Under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, students have the right to withhold the disclosure of any or all of the categories of Directory Information. Written notification to withhold any or all of Directory Information must be received by the Registrar by the second Friday in August of the academic year.

Directory information includes: the student's name, address, telephone listing, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

A request to withhold any or all of the above data in no way restricts internal use of the material by the College such as the release of academic information to college officials whose positions justify such release of information to them, or to college committees charged with the selection of students for College and National Honor Societies. In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the College reserves the right to disclose information about dependent students to their parents or guardians without the students' written consent.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974, as amended, gives students certain rights, consistent with the privacy of others, to review records, files, and data about them held on an official basis by the College. The Act also gives students and former students a right to challenge the content of those records, files, and data which they believe are inaccurate, misleading, or otherwise in violation of their privacy and other rights.

Individuals may request review of the records maintained about them from the appropriate offices. Any challenges to the content of the records, files, and data that cannot be resolved directly should be made in writing to the Office of the Vice President. Information about students and former students assembled prior to January 1, 1975, under promises of confidentiality, explicit or implicit, will not be made available for review by the concerned students without the written consent of the authors.

Students who believe their rights under the Family Educational Rights and Privacy Act have been violated should file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202-4605. Further information about this issue may be obtained by contacting the Office of the Vice President.

Honor Societies

(Consult the Student Handbook for complete descriptions and academic requirements.)

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

Alpha Sigma Nu — an international honor society with chapters in Jesuit colleges and universities throughout the world, which honors students who distinguish themselves in scholarship, loyalty and service.

Dobro Slovo — the National Slavic Honor Society serves as a means for recognition of academic excellence in the study of Slavic languages, literature and history.

Omicron Delta Epsilon — the national society in economics, which selects as members students

who have distinguished themselves in the study of economics.

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

Phi Beta Kappa — the national honor society of liberal arts and sciences, whose members are elected from the third and fourth-year classes primarily on the basis of broad cultural interests, scholarly achievement and good character.

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

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

Pi Mu Epsilon — the national honor society in mathematics, which promotes scholarly activity in mathematics by electing members on an honorary basis according to their proficiency in mathematics.

Psi Chi — the national honor society in psychology and an affiliate of the American Psychological Association, which seeks to nurture student involvement in psychology.

Sigma Delta Pi — the national honor society in Spanish, which honors those who seek and attain excellence in the study of the Spanish language, literature and culture.

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

Annual Awards

(Consult the Student Handbook for more thorough descriptions.)

Fourth-Year Competition

The American Institute of Chemists Foundation Award is given to an outstanding fourth-year student for a demonstrated record of ability, leadership, and professional promise.

The Pedro Arrupe Medal and Prize for Outstanding Service, awarded to a graduating man and woman whose faith in the gospel is made visible through their work for justice both at Holy Cross and beyond.

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

The Joseph C. Cahill Fund, awarded to a graduating chemistry major for excellence in chemistry.

The Frank D. Comerford Medal for excellence in public speaking.

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

The Father Flatley Medal for proficiency in philosophy.

The Rev. John W. Flavin, S.J., Award in Biology, presented to a fourth-year biology major for excellence in scientific achievement, significant humanitarian service, or contribution to the vitality of the Biology Department and the College.

The Dr. Marianthi Georgoudi Memorial Award to the outstanding psychology fourth-year student as judged by the faculty of the Psychology Department. This award is in memory of Dr. Georgoudi, who had been a member of the Holy Cross Psychology Department.

The George H. Hampsch Award for outstanding contribution to the cause of peace. This award is in memory of Dr. Hampsch, who had been a member of the Philosophy Department.

The Rev. William F. Hartigan Medal for the best essay on a subject in religion.

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

The Holy Cross Club of Worcester Prize for outstanding scholastic achievement by a Worcester-area fourth-year student.

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

The Robert Edmond Jones Award is awarded by the Theatre Department for achievement in the areas of Design and Technical Theatre.

The Edward V. Killeen Jr. Prize for general excellence in chemistry throughout the bachelor of arts premedical course.

The Rev. George A. King, S.J., Richard J. Keenan Memorial Award for proficiency in political science.

The John C. Lawlor Athletic Medal for the best student and athlete throughout the college course.

The Leonard Award for proficiency in oratory, debating or like competition. The award is given to the valedictorian of the graduating class.

The Gertrude McBrien Mathematics Prize for proficiency in mathematics.

The George B. Moran Award for scholarship and leadership in school activities.

The Nugent Gold Medal for general excellence in physics.

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

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

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

Study Abroad Independent Project Prize – The Independent Project is an integral component of the Holy Cross Study Abroad experience. It provides students with the opportunity to pursue some special interest in the local culture, whether it be history, language, folklore and crafts, religion, arts, social institutions or practices, cuisine, popular culture or the scientific study of local flora and fauna. The award is given for initiative, seriousness of purpose, and the excellence of a Study Abroad Independent Project.

The Maurizio Vannicelli Prize in Italian Studies was established in memory of Professor Vannicelli, professor of political science at Holy Cross. The prize, a gift of an anonymous 1991 alum, is given for the best essay on a theme in Italian literature or culture.

The VanHook-Vidulich Award is given to a senior for an excellent research thesis and presentation.

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

The Varsity Club Norton Prize or Medal for an outstanding athlete.

The Wall Street Journal Student Achievement Award to honor the student who has contributed most significantly in scholarship, enthusiasm, and/or service to the Economics Department.

The Women's Studies Award in recognition of excellence in Women's Studies, the development and articulation of a feminist critical consciousness, and the ability to integrate and reflect on issues of pressing concern to women.

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

Third-Year Competition

The Thomas A. Fulham Environmental Studies Prize to a third-year student in recognition of his or her work in safeguarding our physical environment.

The John D. O'Connell/Arthur Anderson Prize for Accounting Excellence. Established in 1994 to honor the distinguished service of the College's pre-eminent accounting professor. This award honors a third-year student for continuing the traditions associated with Professor John D. O'Connell: pursuit of academic excellence, demonstrated leadership in service to the community, and demonstrated interest in and commitment to the profession of public accounting.

The Rev. John F. Redican Medal for a third-year student who makes an outstanding contribution to the quality of intellectual life.

Second-Year Competition

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

The Mrs. Kate C. Power Medal for the highest ranking student in the second-year class.

First-Year and Second-Year Student Competition

The Joseph J. O'Connor Purse for debating.

First-Year Competition

The Ernest A. Golia, M.D., Book Award to a non-major first-year student for excellent performance in a Classics course.

Competition for All Students

The Academy of American Poets Prize for the best poem or group of poems submitted to the English Department.

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

The Bellarmine Gold Medal for the best historical essay on Colonial America.

The Bourgeois French Prize for the best essay submitted during the academic year on a subject relating to the culture and history of the French and their descendants in the United States.

The Nellie M. Bransfield Award for excellence in elocution among the undergraduates.

The Crompton Gold Medal for the best scientific essay or research paper submitted during the school year. Awarded on a rotating basis among the departments of biology, chemistry and physics.

The John J. Crowley Purse for the best essay on a religious, literary, historical, economic or scientific subject.

The Patrick F. Crowley Purse for proficiency in oratory and debating.

The John J. Cummings, Jr./BAI Award for the best student essay or research paper submitted annually on a subject relating to financial institutions.

The DeValera Purse for the best essay on a subject taken from Irish history.

The Fallon Debating Purse founded in 1901 by the Rev. John J. Fallon of the class of 1880.

The Flaherty Gold Medal or the best historical essay submitted during the academic year on a subject selected by the faculty.

The Edna Dwyer Grzebien Prize for a student proficient in modern languages.

The Walter Gordon Howe Award for excellence in percussion performance.

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

The William E. Leahy Award in memory of William E. Leahy of the class of 1907, to the outstanding debater in the B.J.F. Debating Society.

The Markham Memorial Prize, in memory of James and Honora Hickey Markham, is a medal and a cash award for the best essay in a competition administered by the Department of Philosophy.

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

The McMahon Historical Prizes for the best essays on the history of the Catholic Church in New England.

The Purple Purse for the student contributing the best short story to *The Purple*.

The James H. Reilly Memorial Purse for the student contributing the best poem or short story to *The Purple*.

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

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

Prestigious Awards

The Committee on Graduate Studies and Fellowships advises students applying for various prestigious awards to support post-graduate study (Beinecke, Fulbright, Goldwater, Howard Hughes, Javits, Marshall, Mellon, National Science Foundation, Rhodes, Rotary, St. Andrews Society, Truman, and Watson). Where appropriate, the Committee recommends College nominees for these awards. Materials concerning these and other awards are available from the Office of the Graduate Studies Advisor (Fenwick 224) and on the Graduate Studies web page: (<http://sterling.holycross.edu/departments/gradstudies/website/gradstud.html>).

Students should begin preparing for these competitions early in their undergraduate career. They should seek faculty assistance during the first three years to develop the necessary projects, ideas, credentials, and research initiatives that will serve as the foundations of a finished proposal. The Graduate Studies Advisor is available to meet with interested students and help them use the resources of the Graduate Studies Office to assist in determining the suitability of their ideas for proposals.

Some of the awards are directed to students in specific majors. For example, the Goldwater Scholarship is for sophomore and junior students of math and science; they are nominated by the faculty of the four departments of biology, chemistry, physics and math. The Truman Fellowship is for those interested in pursuing studies leading to any kind of public service; since this is a junior-year application, students should make their interest known to the Graduate Studies Advisor during their sophomore year. The Beinecke Scholarship, also applied for in the junior year, is for students planning graduate study in the arts, humanities, or social sciences. Students will apply for most other fellowships early in the first semester of their senior year, when they must submit a preliminary application and be interviewed by the Committee in order to receive an institutional recommendation. Faculty members are encouraged to recommend students to the attention of this Committee.

Special Academic Programs

The First-Year Program

Each year, all incoming students are invited to join the College's First-Year Program. Approximately 25 percent of the first-year class participates in the FYP. The program offers special seminars, common readings, and three to four extracurricular events that all FYP faculty and students agree to attend. FYP students enroll in one year-long seminar and three regular College courses. Since all FYP members live in the same residence hall for the year, students themselves often initiate special residence-hall discussions and co-curricular events.

Each year, the FYP courses, along with co-curricular activities, are shaped around a different question; in 1999-2000, it will be: "When self encounters others, how then shall we live?" Faculty from various disciplines teach the small FYP classes (approximately 15 students) which respond to the common theme. Professors not only introduce students to their academic disciplines, but also discuss in the classroom those events and readings that all participants share. Artificial barriers between classroom activity and the rest of life quickly collapse.

Students are admitted to the FYP solely on the basis of their interest in the program.

Concurrent Registration in the Colleges of Worcester Consortium

Admission to Holy Cross means access to the fifteen institutions of the Colleges of Worcester Consortium. Participating institutions are: Anna Maria College, Assumption College, Atlantic Union College, Becker College, Clark University, College of the Holy Cross, Fitchburg State College, Quinsigamond Community College, Mt. Wachusett Community College, Tufts University School of Veterinary Medicine, Massachusetts College of Pharmacy, Nichols College, University of Massachusetts Worcester, WPI, and Worcester State College. Through cross-registration, joint faculty appointments and curriculum projects, and other efforts, the Consortium explores ways of broadening academic programs for faculties and students as well as expanding continuing education opportunities and community service activities. In addition to these ten institutions, a group of associate organizations participates with the Consortium in providing further enrichment to college curricula. These include the American Antiquarian Society, Craft Center, International Center, New England Science Center, Old Sturbridge Village, Worcester Art Museum, Worcester Foundation for Experimental Biology, Worcester Historical Society, and the Worcester County Horticultural Society.

Normally, a Holy Cross student may enroll in one course per semester at a Consortium institution provided the course has been approved by the appropriate Department Chair, the Dean of the College, and the Registrar. In special circumstances, a student may be permitted to enroll in two Consortium courses in one semester provided that approval has been granted by the Dean of the College. Written application for this approval is filed in the Office of the Assistant Dean.

Evening and summer courses at institutions belonging to the Colleges of Worcester Consortium are not part of the concurrent registration program and will be accepted in transfer only if they satisfy degree or college-sponsored program requirements (see Transfer Courses).

A course taken at a Consortium institution must grant a minimum of three semester credits in order to be counted as one of the 32 semester courses required for graduation. Grades from courses taken through the Consortium are calculated into a student's GPA.

The College reserves the right to withhold permission to attend a Consortium institution if the calendar of the institution differs substantially from the calendar of Holy Cross, thus making it impossible for a student to complete graduation and/or course requirements by the date stipulated by the College.

The Venture Consortium

The Venture Consortium is a collaboration of six colleges and universities organized to provide alternative work and study opportunities that complement liberal arts education, emphasize social responsibility and involvement, and forge links between higher education and the community at large. Member institutions include Bates College, Brown University, Holy Cross, Franklin and Marshall, Swarthmore College, Vassar College, and Wesleyan University. Three programs, described below, are available through the Venture Consortium. Details and applications are available from the Class Dean and the Career Planning Office.

The College Venture Program: For students who wish to take a Leave of Absence from the College, the Venture Program offers a wide variety of temporary, full-time job opportunities in locations throughout the United States. Recent placements have included positions in the media, environmental agencies, social services, investment corporations, parks and recreation, public relations, social and medical research, preschool and elementary education, and many more. This program affords students financial independence during the time of their leave from undergraduate study and an opportunity to explore career areas.

Venture II: The Venture Consortium assists graduating students in finding entry-level positions in the nonprofit sector through the Venture II program. These positions are appropriate for students who are interested in establishing careers in nonprofit organizations, students who wish to explore the nonprofit sector as a career option before making a commitment, and those who would like to postpone graduate study. The bank of jobs maintained by the Consortium is extensive, updated regularly, and includes positions both in the United States and abroad.

Venture's Boston Summer: This program is available for students entering their third and fourth year. It affords students the opportunity for paid internships in the city of Boston combined with a series of events and workshops for program participants. Students accepted into the program also receive leads on housing and information about the Boston area.

Urban Education Semester: A full semester of academic credit is awarded students accepted into Venture's Urban Education Semester. This program involves the interdisciplinary and experimental study of inner-city education through the Bank Street College of Education in New York City. Students enrolled in the program combine fieldwork in New York's East Harlem public schools with coursework at the Bank Street College during the spring semester of the second or third year.

Study Abroad

Holy Cross has a highly regarded study abroad program, and qualified students wishing to extend their curricular opportunities abroad are encouraged to consider attending a select foreign university during their third year. The College currently sponsors 18 year-long programs in 12 countries, including Australia, Cameroon, China, England, France, Spain, Ireland, Italy, Japan, Mexico, Russia, and Scotland. In addition, Holy Cross students attend approved programs in Austria, Germany, Hungary, Israel, and Peru. These programs provide students with an exciting and fully credited complement to the offerings available on campus, and serve as international extensions of the College's curriculum and facilities.

Unlike many other colleges, Holy Cross does not rely on an outside program to place students; such an arrangement often can result in the American students' not being successfully integrated into the life of the foreign university. Instead, Holy Cross administrators enter into direct partnerships with officials of foreign universities. The effect is that Holy Cross students have a strong advising and support system within the foreign university, and are accepted into the host universities at the same level — and must meet the same requirements and take the same exams — as the native students.

Admission to the program is competitive. Entering students considering study abroad in their third year should continue their foreign language studies in their first year at Holy Cross. After an orientation at their foreign destinations, students are integrated into the cultural and intellectual life of their host country. Students traveling to non-English speaking nations complete their courses in the language of the region and, in most cases, live with a local family for the entire year. A student's foreign language competence is determined during an interview with the Holy Cross Study Abroad Committee. During the course of the year, students complete an independent study project.

Often involving field work, these projects provide students an opportunity to interact closely with the people and political, economic and cultural institutions of their host country.

Second-year students are eligible to apply for the Study Abroad Program. A student's application is submitted to the Study Abroad Office and reviewed by the Study Abroad Committee. Study abroad ordinarily begins in the fall semester and lasts for a full academic year. Participation in this program normally is limited to students with at least a B average (3.00 GPA) or to students with equivalent qualifications. If students intend to take courses abroad in a language other than English, they must have achieved intermediate level competency in that language before going abroad. Students should expect to be questioned in that language and to demonstrate a reasonable competence in understanding and speaking it at their interview by the Study Abroad Committee. A background of courses that includes the selected country's history, literature, fine arts, and philosophy will be viewed favorably in evaluating a student's candidacy for study abroad.

Preparation for Graduate Study

Most students continue their studies beyond college. Professional studies of medicine, law, business, and other specialized fields, various areas of academic graduate study, and newer fields such as urban affairs attract more students each year. More than half the students in recent classes began some form of graduate or professional study, often after taking a year or two after graduation to fulfill other obligations. A library in the Office of the Graduate Studies Advisor (Fenwick 224) provides information about graduate and professional studies. Catalogs of many American graduate programs and many foreign institutions are available there or on the Web. The Graduate Studies Advisor is available to inform students about the Graduate Record Examination, and special fellowship and scholarship competitions, and to facilitate the process of application. Within each of the academic departments, one faculty member is designated as the advisor or resource person concerning graduate study in that area. Holy Cross students have won Rhodes and Marshall scholarships, Watson fellowships, Fulbright grants and many other awards that have made it possible for them to pursue their personal and professional goals.

For Students Interested in the Health Professions

The Premedical and Predental Program at Holy Cross has maintained an excellent record in preparing students for entrance to professional schools. A premedical or predental student may enroll in any major program, except economics-accounting, and fulfill all the requirements for medical or dental school admission at the same time. A student should select a major which corresponds to his or her qualifications and interests and not assume that a science major is expected of premedical students. He or she is guaranteed admission to courses which fulfill the science and mathematics requirements, which are listed below. Many science majors will find that these requirements are fulfilled as they complete their major course requirements.

Chemistry – 4 semesters

Biology – 2 semesters

Mathematics – 2 semesters

Physics – 2 semesters

English – 2 semesters

All premedical and predental students must have completed successfully a secondary school course in chemistry. Admission to the program is very selective because of the large numbers of students who are interested. The College has a Premedical and Predental Advisor to assist all students planning careers in the health sciences.

For Students Interested in Law

In accordance with the current recommendations of law school faculties, Holy Cross encourages prelaw students to choose any major that suits their talents and interests. While there is no established prelaw curriculum, students are urged to include in their four years courses that develop the following skills: reading comprehension, oral and written expression, critical understanding of the human institutions and values with which the law deals, and creative thinking. Perhaps the most

important skill for prelaw students is the effective command of oral and written English. To this end courses with emphases on language composition and rhetoric are strongly recommended. At the same time, any course that trains the student to observe accurately and think objectively is invaluable. For details of law school admission as well as advice on general questions, the Prelaw Advisor should be consulted.

For Students Interested in Teacher Certification

Holy Cross has a program leading to Massachusetts state certification as a secondary-school teacher in the subject areas of Biology, Chemistry, English, French, History, Latin, Mathematics, Physics, and Spanish when completing a liberal arts degree in same academic area. A program leading to a Social Studies certificate can be achieved by majoring in Economics, Philosophy, Political Science, Psychology, Religion, and Sociology-Anthropology.

The program requires three courses in education prior to a semester in the fourth year which is devoted to a practicum or student teaching. These courses are Educational Psychology, Philosophy of Education and Methods of Teaching (Science, Mathematics, English, Languages and History). There are also two prepracticum experiences of 40 hours each prior to the fourth-year practicum. Both prepractica and the practicum occur on site in Worcester-area schools. The practicum experience counts as three courses and an accompanying seminar counts as one course in the practicum semester. Students should contact the Director of the Teacher Certification Program for further information.

For Students Interested in Graduate Schools of Business and Management

Experience has shown that a sound, rigorous liberal arts program is an excellent preparation for graduate schools of business and management. The student may major in virtually any field. Discussion with several graduate schools of business and management indicates that it is strongly advisable that a liberal arts student have, in addition to the major, one and preferably two years of economics, a course in accounting, one year in differential and integral calculus, plus a year, if possible, in applied mathematics. At least an introductory computing course is strongly recommended. The student should have developed an in-depth ability to use the English language in its written and spoken forms. While business and management schools usually do not stipulate these courses as actual requirements, they recognize them as strongly desirable.

The Five-Year BA/Master in Business Administration or BA/Master in Health Administration Option

Students may elect to participate in the Five-Year BA/MBA Program or the Five-Year BA/MHA Program jointly sponsored by Holy Cross and the Clark University Graduate School of Management. These programs make it possible to complete both the BA and MA degrees in five rather than six years. Ideally suited for economics and economics-accounting majors, the BA/MBA and the BA/MHA programs are open to all Holy Cross students.

The programs allow students to take a fifth course, tuition free, at Clark University in each semester of the third and fourth years. These courses may be applied to the MBA or MHA. In addition, as many as seven of the 19 courses required for the MBA or the MHA can be satisfied by elective courses taken during the four years at Holy Cross.

Students take the GMAT examination and apply for admission to Clark's Graduate School of Management in their third year at Holy Cross. Upon graduation, students accepted into the graduate program complete the degree requirements at Clark University. At Clark, students may choose a course of general study or may concentrate in a number of attractive specialties, including Health Care Management, Accounting, and International Management.

Additional information may be obtained from the Five-Year Program Advisor at Holy Cross.

The 3-2 Program in Engineering

Holy Cross offers a cooperative, five-year, dual-degree program for students who are interested in combining the liberal arts and sciences with engineering. Students enrolled in this program spend three years as full-time students at Holy Cross and two years as full-time students at Columbia University in New York City, Washington University in St. Louis, or Dartmouth College in Hanover, New Hampshire.

At the conclusion of this program, students receive both a bachelor of arts degree from Holy Cross and a bachelor of science degree in engineering from the appropriate institution. Students interested in this program are advised to major in mathematics or a physical science at Holy Cross since they must complete at least one year of physics, one year of chemistry, and two years of mathematics before transferring to the engineering program. They must also demonstrate proficiency in one computer language in order to properly prepare for the engineering courses.

Any student who fulfills these requirements with a B average is guaranteed admission to Columbia University or Washington University. Dartmouth does not guarantee admission to its program, but all qualified students have been accepted in the past. The student pays tuition to Holy Cross for the first three years of enrollment and to the second institution for the last two years. Students are eligible for financial aid in accordance with the financial aid policy of the institution at which the student is currently paying tuition. Both Columbia and Washington University have financial aid policies similar to Holy Cross, but Dartmouth does not offer financial aid to students during their first year at Dartmouth.

Students who wish to enter this program are not required to apply until the beginning of their third year. However, interested students are urged to consult with the 3-2 advisor as early as possible in their college career in order to properly plan their courses. Further information is available from the 3-2 Advisor.

The Center for Interdisciplinary and Special Studies

Ann Bookman, Ph.D., *Director*

Gary P. DeAngelis, Ph.D., *Associate Director*

Susan Cunningham, Ph.D., *Associate Director*

Richard E. Matlak, Ph.D., *Director, College Honors Program*

Bertram D. Ashe, Ph.D., *Director, African American Studies*

Aldo Lauria-Santiago, Ph.D., *Director, International Studies*

David J. O'Brien, Ph.D., *Loyola Professor and Director, Peace and Conflict Studies*

Carolyn Howe, Ph.D., *Director, Women's Studies*

Edward Thompson, Ph.D., *Director, Gerontology Studies Program*

Judy Freedman Fask, M.Ed., *Coordinator, American Sign Language and Deaf Studies*

Kevin Fleece, M.A., *Lecturer, American Sign Language and Deaf Studies.*

Founded in 1971, the Center for Interdisciplinary and Special Studies is responsible for promoting interdisciplinary teaching and scholarship at the College. It seeks to be a catalyst for innovation and experimentation in the curriculum through a series of academic programs and grant opportunities. The Center's programs fall into four categories: 1) interdisciplinary academic concentrations which complement departmental majors and help students address important contemporary issues with the methods and perspectives of multiple disciplines; 2) special programs which offer students and faculty opportunities to teach and study selected topics based on an interdisciplinary approach; 3) off-campus educational opportunities which link learning and living, combining rigorous academic course work with community-based internship and service opportunities; and 4) student-designed programs which reward student initiative with unique course work and independent research opportunities.

Concentrations

The Concentrations provide students with an opportunity to organize some of their electives around a coherent plan of study related to areas of social and academic significance. Concentrations in African American Studies, International Studies, Peace and Conflict Studies, and Women's Studies enable students to take five or six courses offered through CISS and a range of departments. Co-curricular events and programming make up an important part of the concentration experience. Students are expected to apply to be concentrators before the end of their third year. Concentration related courses are also available through the Worcester Consortium.

African American Studies

The African American Studies Concentration offers students an academic and experiential program in African American, Caribbean, and African subjects. The experience of African Americans in the United States provides a point of departure in the required, team-taught introductory course. Emphasis is also placed on the rich history and cultures of the peoples of Africa and the African diaspora, including study of literature, music, and the arts. The concentration's electives give students an opportunity to explore the complex nature of U.S. race relations, racial identity, and the political movements of African and African American peoples. The concentration serves as a forum for all Holy Cross students, regardless of race, to study together their diverse heritages and common concerns as Americans.

International Studies

As students prepare themselves for the complex international, interdependent world where they will spend their lives, International Studies offers students a broad avenue for discovering the cultures, histories, and languages of the world. Students concentrating in International Studies focus their courses in one particular area, such as regional studies in Africa, Asia, Latin America, the Middle East and Russia/Eastern Europe, or in Global Perspectives.

African Studies offers courses on the major trends and developments during Africa's precolonial, colonial, and post-colonial periods.

Asian Studies offers courses focusing on different regions of Asia, spanning the disciplines of economics, history, anthropology, language and literature, music, religious studies, and theater.

Latin American Studies offers students an interdisciplinary array of courses, focusing on the multiplicity of peoples and cultures in central and south America, exploring the diversity of regions and countries as well as their common cultural and historical backgrounds.

Middle Eastern Studies focuses on historical developments, political systems, cultural traditions, and religious diversity. It analyzes domestic as well as foreign policy issues.

Russian/Eastern European Studies offers students courses in history, language, literature, political science, and religious studies in an attempt to analyze the distinctive traits of Russia and its people. Classes also focus on Central and Eastern Europe.

International Studies concentrators all pursue regular majors and take the concentration as an interdisciplinary supplemental experience. Holy Cross offers a full range of modern language instruction; especially relevant to concentrators in International Studies is course work in Spanish, Chinese, and Russian. All students concentrating in International Studies complete a minimum of six courses from diverse disciplines. International Studies sponsors a wide array of co-curricular programs each semester, from guest lectures to panel discussions, films, and slide shows. Participation in these events is an integral part of completing academic work in International Studies.

Peace and Conflict Studies

The Concentration in Peace and Conflict Studies is an interdisciplinary program for students who wish to complement their major field of study with courses focused on peace and social justice. The courses offered in the concentration help students address crucial challenges of the contemporary world. Concentrators are expected to take an introductory, team-taught course; three elective courses; and complete a capstone project. The choice of electives and projects arises from the student's interests and major. The program provides students the opportunity to develop the knowledge and skills for effective citizenship in the post-cold war world.

This program sponsors the Spring Forum on War and Peace, an annual series of public panels of faculty and students addressing such topics as common security, conflict resolution, and sustainable development. These panels also encourage students to address their own personal responsibility in the quest for human dignity.

Women's Studies

The Women's Studies Concentration offers students an opportunity for the interdisciplinary study of women's experiences as it is reflected in the scholarship of the humanities, social sciences, and the sciences. Courses in the concentration teach students how the evolving field of Women's Studies is transforming thought about women, men, and society.

A concentration in Women's Studies entails a required introductory course, in which students are introduced to the multiple voices of feminism and the diverse experiences of women in the U.S. and cross-culturally. In addition, students choose three elective courses and complete the concentration with an internship, capstone seminar, or a thesis that integrates what they have learned in the field of Women's Studies. Each year the program sponsors a range of events including speakers, workshops, and films that complement and extend the work of concentrators and focus the attention of the wider community on issues of pressing concern to women.

Special Programs

The College Honors Program

The College Honors Program is one of the oldest programs providing special educational opportunities at Holy Cross. Honors students take a minimum of two special seminars designed only for them by some of the best teachers in the College. With a typical class size of eight to 10 students, the seminars provide an intensive exploration of such topics as genetic engineering, theories of feminism, the Vietnam War, and American Catholic social activism, to name just a few from recent years. At the same time depth is encouraged by the Senior Honors Thesis that each student writes

during his or her fourth year. The Thesis project allows for in-depth research, usually, but not always in the student's major field. A Faculty Advisor and one or more readers work closely with the student on the project. Just before graduation, the fourth-year Honors students present their Theses at a day-long Honors Conference.

The Third-Year and Fourth-Year Honors Colloquia comprise the third component of the Honors Program. The Honors students in each class meet for five to seven evenings each semester to share supper and stimulating programs of the students' choice. Recent Colloquia sessions have included a discussion of Cornel West's book *Race Matters*; a debate over the meaning of congressional elections; the staging by an Honors student of excerpts from plays dealing with AIDS; and a workshop on thesis writing.

Men and women join the Honors Program at the end of their second year at Holy Cross, after a rigorous application and interview process. In their third and fourth years, they are able to enjoy the three components of the Honors Program, while pursuing their other interests. As one of the highest academic honors the College can bestow, the Honors Program helps students to organize their liberal arts education at the highest level of excellence.

American Sign Language and Deaf Studies

In 1994, through the support of a grant from the 3M Foundation's VISION Program, the College introduced an American Sign Language and Deaf Studies curriculum. The program allows students to take two years of American Sign Language instruction (Elementary ASL and Intermediate ASL), a course on the Deaf experience, and use their language skills by completing an internship and concurrent seminar on working with the Deaf in a variety of settings. Students can fulfill their College language requirement by completing the intermediate level of ASL. The program also schedules a number of co-curricular events and organizes community-based volunteer programs which provide students with additional opportunities to interact with Deaf children and adults and use their signing skills.

Linking Learning and Living

Washington Semester Program

Through the Washington Semester Program, a third-year student or first semester fourth-year student can spend a semester working, studying, and carrying out research in Washington, D.C., for a full semester's academic credit. The Washington Program is designed to provide a student, regardless of major, an opportunity to 1) bring together past and current academic study with practical experience; 2) come to a better understanding of the political process and the formulation of public policy; 3) develop critical and analytical skills; and 4) pursue independent research under the guidance of a faculty sponsor. Admission to the Washington Program is highly competitive. Washington students have worked in congressional offices, research groups, federal agencies, museums, and public interest organizations.

Academic Internship Program

Academic Internships are comprised of two components: fieldwork at an internship site in Worcester or the greater Boston area and academic work in an internship seminar, such as Ethical Issues in Professional Life, Social Justice, or Legal Issues. If a seminar topic is not appropriate to the internship, tutorial work with an individual faculty sponsor may be arranged. Each student is expected to spend eight hours per week on the job and another three or four hours on the academic component. One unit of academic credit is granted for the Academic Internship. Admission is open to third and fourth-year students by application.

The Gerontology Studies Program

The Gerontology Studies Program is a cooperative arrangement among Worcester Consortium colleges and universities for students interested in the study of aging. The main elements of the program are courses, internships, research opportunities and career planning. Successful completion of the program entitles the student to a Gerontology Certificate. The program addresses the aging process, the experience of older people, and the delivery of services to the elderly. Students may

elect a wide range of courses drawing on the strengths of the Worcester Consortium in order to prepare for graduate study or for work in the field of aging.

Marshall Memorial Fund

Through a bequest of James J. Marshall and Ellen O'Connor Marshall, the College has established a fund to encourage the creative and intellectual involvement of students and faculty with the Worcester Community. Support is available for service projects or research projects on any aspect of the historical, economic, cultural, or religious life of the city of Worcester. Funds are available on a competitive basis for any project that will enhance the quality of life in Worcester and build closer ties between the College and the community.

Student-Designed Programs

The Fenwick Scholar Program

The Fenwick Scholar Program provides one of the highest academic honors the College bestows. From among third-year students nominated by their major departments, the Committee on Interdisciplinary and Special Studies together with the President, the Provost and the Dean of the College select the student(s) most worthy of this unique academic opportunity. The Scholar designs, with one or more advisors, a program of independent research or a project that will complete his or her undergraduate education in the most challenging, creative, and meaningful way. At the end of the fourth year, the Fenwick Scholar is required to give a public presentation to the college community, and to present an appropriate record of this achievement to the college library.

Multidisciplinary Studies Program

This program allows students to design their own major or minor in a field of study that lies outside the current discipline-based majors or interdisciplinary concentrations described above. The Committee on Interdisciplinary and Special Studies approves, monitors and administers all student-designed programs. These programs of study are academically rigorous and depend on a combination of significant student initiative and close interaction with faculty advisors. Conceptualizing the major or minor is the responsibility of the student and may, in some cases, be facilitated by using a faculty-designed template (see below).

➤ Student-designed Multidisciplinary Majors

A multidisciplinary major must involve at least two disciplines and fall within the competence of the College faculty. The students may present a written proposal demonstrating a coherent progression of study for the multidisciplinary major during their sophomore year and no later than the end of September in their third year. The proposal must include a statement of intellectual rationale for the proposed field of study, an outline of courses already taken, and a plan of proposed courses. Proposals are written in consultation with the Director of CISS and two faculty sponsors based in departments related to the proposed major. Faculty sponsors provide letters of support assessing the program of study. If the plan is approved, the faculty sponsors and the CISS Director will serve as an advisory committee responsible for approving changes in the major plan and giving guidance to the student undertaking the program.

Asian Studies: Students may plan an interdisciplinary major that is either regionally defined focusing for example on the history, language, arts and cultures of East, South or Southeast Asia or a major that follows a theme throughout the Asian cultural sphere, such as the religions or arts of Asia. Majors will learn about contemporary political issues of the world's most populous regions and explore the impact of Asia on the wider world.

German Studies: Students may plan a sequence of courses to develop an understanding of the cultural, social and political life of the German-speaking peoples in their historical and international context. The broad and multi-faceted world of German-speaking peoples, with their substantial contributions to music, art, philosophy and literature, provides an essential perspective on the makeup of modern European civilization.

➤ ***Student-designed Multidisciplinary Minors***

A multidisciplinary minor must also involve at least two disciplines and fall within the competence of the College faculty. Admission to this program requires a proposal similar, albeit modified, to that for the multidisciplinary major. Students may design their minor from scratch, or use a faculty-designed template as a basis for their course work and study. At the current time, there are two such templates.

Environmental Studies: Students may plan a sequence of courses to develop an understanding of environmental problems — their causes and effects, as well as their potential solutions. Using an interdisciplinary approach, they will study both the relevant natural processes and the interplay between the environment and social, economic and political institutions. They will learn how environmental policy and technology are linked to issues of wealth, poverty and social justice.

Medieval and Renaissance Studies: Students may focus a program of study on the cultural and political life of the premodern and early modern world. Spanning a period from the fourth to seventeenth centuries in Europe and the Mediterranean basin, an interdisciplinary study of this historical epoch offers a foundation for understanding the interaction of cultures and religious traditions.

Semester Away Program

Students who wish to engage in academic work not available at the College may submit proposals for a semester or academic year of study at another institution in the United States or Canada. For example, Holy Cross students have participated in the Sea Semester Program, co-sponsored by Boston University and the Woods Hole Oceanographic Institute, and studied at an Historically Black College or University. Proposals for the Semester Away Program should be submitted no later than two weeks prior to the preregistration period during which a student plans to be away from the College.

Student Grant Program

Funds are available from the Center for Interdisciplinary and Special Studies to support student research and participation in academic programs and national, regional, and state academic meetings. Travel to special libraries, archives, performances or exhibitions is also supported. Funds are awarded on a competitive basis by the Committee on Interdisciplinary and Special Studies.

Biology

Robert I. Bertin, Ph.D., *Professor and Chair*

William R. Healy, Ph.D., *Professor*

George R. Hoffmann, Ph.D., *Anthony and Renee Marlon Professor in the Sciences, Professor*

Mary Lee S. Ledbetter, Ph.D., *Professor*

Kornath Madhavan, Ph.D., *Professor*

Susan L. Berman, Ph.D., *Associate Professor*

Mary E. Morton, Ph.D., *Charles A. Dana Faculty Fellow, Associate Professor*

Peter Parsons, Ph.D., *Associate Professor*

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

Brian C.L. Shelley, Ph.D., *Assistant Professor*

Madeline Vargas, Ph.D., *Assistant Professor*

Michael J. Chapman, Ph.D., *Lecturer*

Caroline Miller, Ph.D., *Lecturer*

Edmund A. Schofield, Ph.D., *Lecturer*

Peter J. Lemay, M.S., *Senior Laboratory Supervisor*

Paul L. Lyons, M.S., *Laboratory Supervisor*

Catherine M. Dumas, M.S., *Associate Laboratory Supervisor*

The biology curriculum is designed to acquaint students with the broad scope of the biological sciences at several levels of functional organization. Its courses include molecular, cellular, organismal, ecological, and evolutionary aspects of biology. Departmental course offerings also prepare biology majors for advanced study in graduate or professional schools and for other professional opportunities. The Department believes that an informed understanding of biological principles is an important aspect of a liberal arts education, and it therefore offers diverse courses that introduce nonmajors to basic biological concepts and explore the implications of modern biology for various social and philosophical issues.

Biology majors are required to take Biology 31 and 32 (Introduction to Biology with laboratory), Biology 61 (Genetics with laboratory), and at least five other courses (three with laboratory) from the Department's total offerings. They must also complete Chemistry 1, 21, 22, 31 (all with laboratory); Mathematics 31, 32, or the equivalent (Mathematics 33, 34; Mathematics 36; or appropriate Advanced Placement); and Physics 21, 22 (both with laboratory) or the equivalent (Physics 23, 24 with laboratories). Biology students normally complete the chemistry sequence before the beginning of their third year. A student must earn the grade of C or better in Biology 31 and 32 to continue in the major.

Since study beyond the undergraduate level is typically specialized, the Department encourages a balanced approach to the discipline by requiring its majors to include among their upper-division biology courses one course from each of the following broadly defined areas: (1) molecular and cellular biology, (2) organismal biology, and (3) ecological and evolutionary biology.

In addition to formal courses, the Department offers qualified students an opportunity to conduct research (Biology 201, 202) in association with faculty members in their research laboratories. Opportunities also exist for students to pursue individual interests in faculty-directed readings courses based on biological literature (Biology 205, 206). Students in the College Honors Program must elect Biology 207, 208.

Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors. Participants take Biology 20 or 31, 101, and 102 with laboratories; Chemistry 1, 21, 22, 31, and 55; and one additional biology course with an associated biochemistry-oriented laboratory, in addition to the usual courses required of their major. Concentrators must also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Interested students should contact the chair of either department.

Biological Psychology Concentration

The Departments of Biology and Psychology jointly offer an interdisciplinary concentration that concerns the study of neuroscience and behavior. The concentration requires an understanding of various scientific fields including core areas of biology, psychology, chemistry, physics, mathematics, and computer science. Concentrators major in either biology or psychology and take courses that fulfill one of three tracks within the concentration: Behavioral Science, Organismal Neuroscience, or Molecular Neuroscience. Students are exposed to original research throughout the concentration and may elect to spend a portion of their fourth year engaged in a thesis project. Admission to the concentration is competitive and is limited to eight students per class year. Interested students should consult with the Concentration Coordinator or the Chair of the Biology or Psychology Department prior to registering for second-year courses.

Courses

Biology 14, 15 — Topics in Biology

Annually

Consideration of diverse subjects in the biological sciences. Course format and subjects vary from year to year; the specific subject matter for each course is announced at preregistration. Recently taught topics include evolution, vertebrate history, biological conservation, unseen world of microbes, reproductive biology, nutrition, biology of birds, cancer, human heredity, medical detectives, biology of aging, exercise physiology, cell wars, environmental biology, biotechnology, and genetic engineering. Intended for nonmajors. One unit each semester.

Biology 17 — Perspectives in Biology

Fall

An introduction to evolutionary theory, biology's most pervasive paradigm, and how it sheds light on the phenomenon of behavior. This course presents an approach to the study of behavior, including human behavior, alternative to those used in psychology. Topics include: genetics and its relationship to behavior, natural selection theory, origin of altruism, ultimate cause of reproductive strategies and mating systems, human phylogeny, cultural evolution, and evolutionary psychology. Preference is given to psychology majors. One unit.

Biology 20 — General Biology 1

Fall

Fundamental principles of biology studied at the molecular and cellular levels of organization. Intended for third-year premedical students majoring in subjects other than biology. Three lectures and one laboratory period. Prerequisites: introductory and organic chemistry. One and one-quarter units.

Biology 21 — General Biology 2

Spring

A continuation of Biology 20. A study of levels of biological organization from tissues to populations and the diversity of life. Three lectures and one laboratory period. Prerequisite: Biology 20. One and one-quarter units.

Biology 31 — Introduction to Biology 1

Fall

Selected topics emphasizing biological organization from molecules to ecosystems. Designed for biology majors, this course is prerequisite for upper-division courses in the Department. Three lectures and one laboratory period. One and one-quarter units.

Biology 32 — Introduction to Biology 2

Spring

A study of the structure, function, and diversity of plants and invertebrates. Three lectures and one laboratory period. Open to biology majors and prospective biology majors. One and one-quarter units.

Biology 61 — Genetics

Fall

The mechanisms of heredity and genetic analysis. Topics include Mendelian inheritance, chromosome structure and function, genetic mapping, molecular genetics, mutation, genetic regulation, and population genetics. Laboratory exercises emphasize genetic principles through experimental work with bacteria, fungi, vascular plants, and fruit flies, and interpretive studies in human genetics. Prerequisites: One semester of organic chemistry. One and one-quarter units.

Biology 66 — Cell Biology*Spring*

The structure and function of cells of higher organisms, both animal and plant, are considered along with aspects of metabolism and enzyme action. Special topics such as growth regulation or function of the immune system may be discussed according to student interest. The critical evaluation of experimental evidence is emphasized. Prerequisite: One semester of organic chemistry. Three lectures and one laboratory period. Molecular and cellular biology. One and one-quarter units.

Biology 70 — Histology*Alternate years in spring*

A study of the microscopic and submicroscopic structure of vertebrate tissues and organs. Three lectures and one laboratory period. Organismal biology. One and one-quarter units.

Biology 75 — Biological Statistics*Alternate years*

An introduction to the handling, analysis, and interpretation of biological data. Topics include descriptive statistics, probability distributions, goodness of fit tests, hypothesis testing, analysis of variance, regression, and correlation. Three lectures. Prerequisites: Biology 31, 32, a semester of college mathematics. One unit.

Biology 80 — General Ecology*Fall*

An introduction to the science of ecology. The interactions among animals and plants and their environments are considered at the levels of the individual, the population, the community, and the ecosystem. Three lectures, one laboratory period and field trips. Ecological and evolutionary biology. One and one-quarter units.

Biology 83 — The Theory of Organic Evolution*Spring*

Analysis of the historical development of the modern synthetic theory of organic evolution emphasizing Darwin's theory of natural selection and the controversies that it has generated. The implications of the concept of evolution for other sciences and the humanities are also explored. Ecological and evolutionary biology. One unit.

Biology 85 — Sociobiology*Alternate years in fall*

A comparative overview of the diversity of animal social systems. The course stresses the evolution of insect and vertebrate societies but also offers a critical evaluation of the use of sociobiology to understand our own species. Social behaviors are examined through the lens of modern evolutionary theory. Mathematical approaches (population genetics, optimality, and game theory) are discussed and applied to the evolution of social systems. Related topics are the inclusive fitness concept, altruism, parent-parent and parent-offspring interactions, and communication. Ecological and evolutionary biology. One unit.

Biology 87 — Ethology and Behavioral Ecology*Alternate years in fall*

Animal behavior outside the dynamic of societal interactions. Behaviors are examined in terms of both proximate (neuroendocrine mechanisms and simple behavioral interactions) and ultimate (evolutionary) mechanisms. Topics include methodologies, behavioral genetics, neurobiological models of behavior, communication, economic decisions, competition, and mating systems. Straightforward mathematical modeling (neural networking, games, and optimality theories) are introduced and used to examine behavior. Ecological and evolutionary biology. One unit.

Biology 90 — Animal Physiology*Spring*

A comparative approach to the functioning of cells, organs, and organisms. Major themes are homeostasis, control mechanisms, and adaptation to the environment. Topics discussed include: excitable and contractile cell physiology, energy metabolism and temperature regulation, respiration and circulation, digestion, water balance, and coordination and control of these systems by neuroendocrine mechanisms. Three lectures and one laboratory period. Prerequisites: Chemistry 1 and 31, Physics 21. Organismal biology. One and one-quarter units.

Biology 92 — Immunology*Spring*

An introduction to the science of immunology. Course content includes the basic structure of the immune system, genetics, structure and function of antibodies, immune receptors and messengers, tolerance, hypersensitivity, autoimmunity and immunodeficiency. Prerequisites: Chemistry 1 and 21. Three lectures and one laboratory period. Molecular and cellular biology. One and one-quarter units.

Biology 101 — Biochemistry 1*Fall*

A detailed study of the chemistry of biological molecules. Topics include the structural chemistry of the major classes of biological compounds, glycolysis, beta oxidation, enzymic catalysis, regulation, bioenergetics, Krebs Cycle, electron transport, and photosynthesis. Prerequisites: Chemistry 1, 21, and 22. Molecular and cellular biology. One unit.

Biology 102 — Biochemistry 2*Spring*

A continuation of Biology 101. Topics include the chemistry, enzymology and regulation of lipid, protein and carbohydrate metabolism, DNA replication, transcription, and translation. Prerequisite: Biology 101. Molecular and cellular biology. One unit.

Biology 103 — Biochemistry 1 Laboratory*Fall*

This is the laboratory course to accompany Biology 101 and introduces the students to experimental methods for the characterization of biological molecules, including enzyme purification, gel electrophoresis, column chromatography, enzyme kinetics, and the measurement of respiration and photosynthesis. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation. Prerequisite or concurrent course: Biology 101. One-half unit.

Biology 104 — Biochemistry 2 Laboratory*Spring*

This laboratory accompanies Biology 102. It introduces the students to principles and methods of molecular biology, including DNA isolation, PCR, DNA sequencing, and molecular modeling. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation. Prerequisite or concurrent course: Biology 102. One-half unit.

Biology 113 — Comparative Chordate Morphology*Fall*

The comparative anatomy of the chordate body with reference to the structure and function of the skeletal, muscular, nervous, respiratory, circulatory, digestive, urogenital, and reproductive systems. These systems will be compared among the various vertebrate groups in relation to biomechanics and evolution. Three lectures and one laboratory period. Organismal biology. One and one-quarter units.

Biology 123 — Microbiology*Fall*

A comprehensive introduction to microbiology. This course provides an overview of microorganisms, including their structure and function, growth, ecology, genetics, taxonomy, and evolution. Emphasis is placed on prokaryotes and viruses. The laboratory emphasizes both enrichment and pure culture methods, diagnostic microbiology, and physiology. Three lectures and one laboratory period. Molecular and cellular biology. One and one-quarter units.

Biology 130 — Developmental Biology*Alternate years in spring*

The development of eukaryotic organisms from a comparative point of view. Emphasis is placed on possible molecular explanations of the major events and processes of classical embryology. The emphasis in the laboratory is on the application of techniques for visualization of gene activity and the elucidation of such processes as gastrulation, regeneration, and metamorphosis. Both plants and animals are considered. Three lectures and one laboratory period. Organismal biology. One and one-quarter units.

Biology 133 — Aquatic Ecology*Fall*

A detailed introduction to freshwater ecosystems. The laboratory combines field work on two ecosystems—a lake and a stream—with laboratory work characterizing the physical and chemical environment of these ecosystems and their biological communities. Three lectures and one laboratory period. Ecological and Evolutionary Biology. One and one-quarter units.

Biology 141 — Vertebrate Endocrinology*Alternate years*

The anatomy and physiology of endocrine glands and internal secretion in representative vertebrates. Emphasis is placed on functional interrelationships of the endocrine organs, cellular effects of hormones, and hormonal mechanisms of action (receptors, second messengers, etc.). The functional morphology of the endocrine system of vertebrates is compared with that of invertebrates. Organismal biology. One unit.

Biology 151 — Cellular and Molecular Neurobiology*Fall*

The molecular and cellular mechanisms of neuronal function. Topics include structure-function relationships of voltage-gated ion channels, mechanisms of signal transduction, membrane potential, gating currents, and synaptic transmission. The laboratory emphasizes techniques in neuropharmacology, neurobiochemistry, and molecular neurobiology, including isolation and characterization of RNA. Prerequisites: Biology 20 or 31, Biology 66, Chemistry 21 and 22. Molecular and cellular biology. One and one-quarter units.

Biology 161 — Toxicology*Fall*

The science of adverse effects of chemicals on biological systems. Topics include measurements of toxicity; dose-response relationships; the absorption, distribution, metabolism, and excretion of toxicants; toxicant interactions; target organs; mutagenesis; carcinogenesis; developmental toxicology; clinical, environmental, forensic, and regulatory toxicology; and toxins. Prerequisites: Biology 31 or 20, Biology 61, Chemistry 21 and 22. Organismal biology. One unit.

Biology 172 — Epidemiology and Virology*Alternate years in spring*

The history and methodology of epidemiology including demographic studies, mortality and morbidity, experimental epidemiology, and observational studies (cohort and case-control). Emphasis is placed on evaluation of sources of error and deriving biological inferences from epidemiological studies. Part of the course focuses on human virology, including retroviruses and oncogenes.

Biology 190 — Bioethics*Alternate years in spring*

The biological background of selected ethical and social issues arising from advances in biology, and consideration of the morality and feasibility of public policy as they apply to these issues in a pluralistic society. Topics include Aristotelian ethics, environmental ethics, evolutionary ethics, control of reproduction and populations, tissue transplantation, and genetic counseling. One unit.

Biology 201, 202 — Undergraduate Research*Annually*

Individual experimental investigation and associated study of the scientific literature under the direct supervision of a member of the faculty. The number of positions is limited; students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. Prerequisite: permission of instructor. Two semesters (2 ½ units) may be counted toward the biology major; additional semesters may be taken as elective only. One and one-quarter units each semester.

Biology 203, 204 — Problems in Biology*Annually*

Courses at an advanced level on selected subjects in the biological sciences, accompanied by intensive reading of original scientific literature. Recently taught topics include microbial physiology, electrophysiology, conservation biology, vertebrate history, advanced ecology, ornithology, field botany, scanning electron microscopy, genetic engineering, and the physiology of movement. Distribution area depends on subject. One unit each semester.

Biology 205, 206 — Directed Reading*Annually*

An in-depth literature study of a topic of interest to the student under the tutorial supervision of a member of the faculty. Prerequisite: permission of instructor. One unit each semester.

Biology 207, 208 — Honors Research*Annually*

Individual experimental investigation and associated study of the scientific literature under the direct supervision of a faculty member. Students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. Open to Honors Program students only. One and one-quarter units each semester.

Biology 213, 214 — Problems in Biology: Laboratory

This is a laboratory course that accompanies Problems in Biology (Biology 203, 204) in semesters in which it is offered with a laboratory component. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation. Corequisite: Biology 203, 204. Distribution area depends on subject. One-quarter unit.

Chemistry

Paul D. McMaster, Ph.D., *Professor*

Robert W. Ricci, Ph.D., *Professor*

Timothy P. Curran, Ph.D., *Associate Professor*

Richard S. Herrick, Ph.D., *Associate Professor and Chair*

Ronald M. Jarret, Ph.D., *Associate Professor*

Michael G. McGrath, Ph.D., *Associate Professor*

Frank Vellaccio, Ph.D., *Associate Professor and Acting President*

Deborah J. Campbell, Ph.D., *Assistant Professor*

Glenn C. Jones, Jr., Ph.D., *Assistant Professor*

Chase C. Smith, Ph.D., *Assistant Professor*

Ramona S. Taylor, Ph.D., *Assistant Professor*

Jane M. Van Doren, Ph.D., *Assistant Professor*

Victoria Gershenson, B.A., *Laboratory Supervisor*

Lisa P. Nestor, M.A., *Laboratory Supervisor*

Jamie L. New, M.S., *Laboratory Supervisor*

The Department of Chemistry (<http://www.holycross.edu/departments/chemistry>) is numbered among the nation's top producers of chemistry graduates certified by the American Chemical Society. The curriculum combines a solid background in fundamental principles and theories of chemistry with hands-on experience using state-of-the-art laboratory equipment. Introductory courses in general (Chemistry 1 and 31) and organic chemistry (Chemistry 21 and 22) are based on a guided-inquiry approach. Fundamental concepts are first encountered in the laboratory; lecture sessions are used to discuss and elaborate on the laboratory experience. First-year chemistry and biology majors should take Chemistry 1 and 21 in their first year, followed by Chemistry 22 and 31 in the second year. Premedical students can start the same sequence in either their first or second year.

It is strongly recommended that students with a grade below C in Chemistry 1 do not continue in the traditional chemistry sequence (see Chemistry 10). A student must obtain a grade of C or better in Chemistry 21 to continue in Chemistry 22. Furthermore, an average grade of C or better in Chemistry is required to continue as a chemistry major or minor.

The department strives to improve the verbal and written communication skills of students by emphasizing the importance of clarity in laboratory reports and oral seminars (required of all students who elect to do research). The required courses have been carefully chosen to reflect these goals while allowing considerable latitude in the choice of elective courses. With the permission of the Chair of the Department, a student may substitute an upper division course in physics, biology, or mathematics for one chemistry elective.

The Chemistry Department offers qualified students an opportunity to conduct research (Chemistry 106 and 108) in association with faculty members for academic credit. Also, a limited number of summer research positions with monetary stipends are usually available on a competitive basis. No academic credit is given for summer research. Undergraduate research is strongly recommended for those majors interested in attending graduate school for an advanced degree in chemistry.

The Chemistry Major

All chemistry majors are required to take at least 10 chemistry courses. These must include: Atoms and Molecules, Organic 1, Organic 2, Introduction to Equilibrium and Reactivity, Instrumental Chemistry and Analytical Methods 1, Physical Chemistry 1, Physical Chemistry 2, and Advanced Inorganic Chemistry. Advanced laboratory courses (Analytical Methods 2 and Physical Chemistry Labs 1 and 2) are required and must be taken as overload courses. They do not count toward the 32 courses required for graduation. Chemistry majors must also take two semesters of General Physics with lab, (usually during their second year) and Calculus through Math 32, 34 or 36. Students are strongly encouraged to take Math 41 in preparation for Physical Chemistry.

The Chemistry Minor

The chemistry minor is designed to give students exposure to each of the traditional chemistry disciplines. The chemistry minor consists of seven required courses: Atoms and Molecules, Organic 1, Organic 2, Introduction to Equilibrium and Reactivity, Instrumental Chemistry/Analytical Methods 1, Physical Chemistry 1 and Inorganic Chemistry. The prerequisites for Physical Chemistry 1 are Math 32, 34, or 36 and two semesters of General Physics with lab. Students may not enroll in the minor prior to the second semester of their second year.

Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors. Participants take Biology 20 or 31, 101 and 102 with laboratories; Chemistry 1, 21, 22, 31 and 55; and one additional biology course with an associated biochemistry-oriented laboratory, in addition to the usual courses required of their major. Concentrators also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Interested students should contact the chair of either department.

Courses

Chemistry 01 — Atoms and Molecules: Their Structure and Properties

Fall

This introductory course leads students to explore in depth the scientific method through the formulation and testing of hypotheses in the laboratory. Laboratory experiments (using modern instrumentation) lead students to discover basic principles, i.e., stoichiometric relationships, electronic configuration and molecular structure. Lectures will explain and expand upon laboratory results. This course is suitable for students seeking to satisfy the science distribution requirements. It is also the first course in the sequence for science majors and premedical students. One and one-half units.

Chemistry 10 — Methods of Chemistry

Annually

This course is designed to reinforce problem solving methods that are used in Atoms and Molecules, Organic 1, Organic 2, and Introduction to Equilibrium and Reactivity. The quantitative aspects of chemistry are emphasized. This course is not a prerequisite for any other chemistry course but will be helpful for those with a limited background in the sciences who plan to complete the four-semester introductory chemistry sequence (Chem 1, 21, 22, and 31). One unit.

Chemistry 21 — Organic Chemistry 1

Spring

A study of organic compounds from two points of view: the chemistry of the functional groups and modern structural theory and reaction mechanisms. The chemistry of aliphatic hydrocarbons, alkenes, alkynes, benzene, and alkyl halides is introduced in a discovery mode. Radical substitution, addition and elimination mechanisms are studied in detail. Emphasis is placed on stereochemistry. One four-hour laboratory session per week is included. Students learn various techniques of separation, purification, and identification (chemical and spectroscopic) of organic compounds in the laboratory. There is an emphasis on one-step synthetic conversions which introduce the reactions to be studied in the lecture course. Prerequisite: Chemistry 1. One and one-half units.

Chemistry 22 — Organic Chemistry 2

Fall

A continuation of Chemistry 21. Alcohols, ethers, aldehydes, ketones, amines, carboxylic acids and their derivatives are studied. Nucleophilic substitution, acyl transfer and carbonyl condensation reactions are developed. The mechanistic implications and synthetic applications of these organic reactions are evaluated. One four-hour "discovery" laboratory session per week is included. Microscale synthetic techniques are included. Prerequisite: Minimum of C in Chemistry 21. One and one-half units.

Chemistry 31 — Introduction to Equilibrium and Reactivity*Spring*

The course introduces students to the basic principles of Physical Chemistry. Laboratory experiments lead students to discover concepts including gas laws, chemical equilibria, heats of reaction, buffer capacity, and chemical kinetics. Lectures explain or expand upon lab results. Prerequisites: Chemistry 21, 22 (or permission of Chair); one semester of college calculus is a prerequisite. One and one-half units.

Chemistry 41 — Environmental Chemistry*Every third year*

The course investigates the chemistry and physics of our environment through case studies of current environmental problems and the strategies being considered to solve or reduce the problems. One unit.

Chemistry 43 — Chemistry: Bane or Boon*Alternate years*

An elective for non-science majors that examines the impact of chemistry, both good and bad, on our lifestyles and well being. Among topics discussed are dyes, polymers, food additives, fuels, detergents, drugs and agricultural chemicals. Several of the major environmental disasters, i.e., Bhopal, Chernoble, Love Canal, are examined. Prerequisites: High School chemistry or permission of the instructor. One unit.

Chemistry 55, 56 — Physical Chemistry 1 and 2*Annually*

A study of the basic concepts, principles and methods of physical chemistry. Topics covered include molecular-kinetic theory, thermodynamics, structure and properties of solutions, electrochemistry, quantum theory, kinetics and transport processes. Courses in integral and differential calculus and introductory physics are prerequisites. One unit each semester.

Chemistry 57, 58 — Physical Chemistry Laboratory 1 and 2*Spring, fall*

This laboratory course is designed to complement Physical Chemistry 55, 56 and to encourage ability in research. In the laboratory students test the more important physical and chemical laws and in doing so acquire the habit of exact chemical techniques and quantitative interpretation. Experiments in spectroscopy, thermochemistry, electrochemistry, colligative properties, chemical and phase equilibria, kinetics and inorganic synthesis are performed. One four-hour laboratory per week. Overload. One-half unit each semester.

Chemistry 66 — Instrumental Chemistry/Analytical Methods 1*Fall*

The application of instrumentation to chemical research and analysis has had a dramatic impact on the field of chemistry. As chemists, we must understand how instrumentation works in order to exploit its capabilities. This course focuses on spectroscopic, chromatographic and electrochemical methods of analysis. Laboratory and lecture material is supplemented with readings from the current chemical literature. When the student finishes this course he or she should be able to understand how and/or why instruments are designed to operate according to certain specific criteria and make intelligent choices among several possible ways of solving an analytical problem. Furthermore, the student should have confidence in his/her ability to work with modern chemical instrumentation.

Chemistry 68 — Analytical Methods 2*Spring*

A continuation of Chemistry 66. In this laboratory students continue to acquire first-hand experience with modern analytical instrumentation and develop their problem-solving skills. Students use their new knowledge of instrumentation and analytical method development to design targeted experiments. The final project is a multiple-week, open-ended, student designed research project. One four hour laboratory per week. Overload. One-half unit.

Chemistry 101 — Advanced Inorganic Chemistry*Spring*

Group theory and modern theories of bonding are used to discuss structural and dynamic features of inorganic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organometallic chemistry are studied with emphasis on catalysis of organic reactions. The role of inorganic chemistry in biological systems is also explored. One unit.

Chemistry 102 — Advanced Organic Chemistry*Alternate years*

Topics of interest from the current organic literature are discussed. Topics chosen in the past have been oxidations, photochemistry, organometallic chemistry, Woodward-Hoffmann Rules, configurational and conformational analysis and the chemistry of phosphorous, boron and sulfur. Prerequisite: Chemistry 56. One unit.

Chemistry 103 — Advanced Physical Chemistry*Alternate years*

The course aims to acquaint the student with selected topics in physical chemistry. The course material will change yearly, depending upon the need of the students and direction of the professor. Topics included in the past have been Molecular Orbital Theory and Woodward-Hoffmann rules; statistical mechanics; biophysical chemistry, thermodynamics, enzyme kinetics, diffusion and sedimentation, molecular spectroscopy and light scattering; and group theory and its chemical consequences. One unit.

Chemistry 104 — Synthetic Organic Chemistry*Alternate years*

The course covers a selection of modern synthetic methods and reagents used in organic chemistry. Topics to be presented are oxidations, reductions, organometallic reaction, addition and elimination reactions, protecting group strategies, functional group interconversions, and enolated condensations. The course will slowly build upon each of the individual methods discussed to ultimately demonstrate their combined use in the synthesis of complex organic molecules.

Chemistry 105, 106 — General Research 1 and 2*Fall, spring*

This involves an original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. The culmination of all research projects will be a report in the form of a journal article, as well as a presentation to be given during the Spring semester. Students will be required to attend the weekly department seminar program (Fall and Spring). Chemistry 105 is the first course of the consecutive two-semester research experience. It carries no course credit; it is taken as an overload, on an "in-progress" basis. A grade will be given upon completion of Chemistry 106, which carries one and one-half units. Satisfactory completion of Chemistry 105 is a prerequisite for Chemistry 106. Each course is by permission only. Interested third year and fourth year students are invited to apply early in the Fall semester. The candidate's academic record will be reviewed to determine if the student could reasonably benefit from such a program.

Chemistry 107, 108 — Honors Research I and II*Fall, spring*

This program builds on the experiences gained in Chemistry 105 and 106. Honors research provides the opportunity for further in-depth investigations. The culmination of all research projects will be a thesis to be defended before the chemistry faculty during the Spring semester. Students will be required to attend the weekly departmental seminars program (Fall and Spring). Chemistry 107 is the first course of the consecutive two-semester honors research experience. It carries no course credit; it is taken as an overload, on an "in-progress" basis. A grade will be given upon completion of Chemistry 108, which carries one and one-half units. Chemistry 108 can not be counted toward the required minimum number of chemistry courses. Satisfactory completion of Chemistry 107 is a prerequisite for Chemistry 108. Participants must maintain an overall GPA of 3.0 and a minimum of a grade B in major courses. Both Chemistry 107 and 108 are by permission only. Interested fourth year students are invited to apply early in the Fall semester. The departmental honors committee will review the candidate's academic record to date, with particular attention given to performance in the prerequisite courses: Chemistry 105 and 106.

Chemistry 109 — Spectroscopy*Alternate years*

This course focuses on chemical structure identification through the interpretation of spectroscopic data. With a concentration on organic molecules, Mass, Vibrational (IR and Raman), and Magnetic Resonance (NMR and EPR) spectra are analyzed. There is an emphasis on NMR spectroscopy (including an introduction to modern multipulse techniques) to elucidate molecular structure. The course is conducted with a problem-solving approach and student participation is expected. Prerequisite: Chemistry 22. One unit.

Chemistry 110 — Bioorganic Chemistry*Alternate years*

This course focuses on chemistry of the major biochemical macromolecules: carbohydrates, proteins and nucleic acids. Topics discussed include structure determination and enzyme mechanisms relevant to chemical reactions involving these macromolecules. In addition, through the use of student presentations, the chemistry underlying the interaction of medicinal agents with these macromolecules is explored. Prerequisite: Chemistry 22. One unit.

Chemistry 111 — Bioinorganic Chemistry*Every third year*

This course will be organized around the important biological proteins, enzymes and other biological systems that utilize metal ions. An important goal will be to explain their functional/positional importance based on the chemistry at the metal center(s). Topics will include bioinorganic systems such as photosynthesis, hemoglobin/myoglobin and other iron proteins, copper proteins, and the biochemistry of zinc. Current research efforts in the field will be discussed to demonstrate the dynamic nature of the subject. Prerequisite: Chemistry 101. One unit.

Chemistry 113 — Atmospheric Chemistry*Alternate years*

This course will examine the complex chemistry of earth's atmosphere through case studies of current environmental problems including global warming, stratospheric ozone depletion, air pollution, and acid rain. The course will emphasize problem solving through active classroom discussion and assignments. Understanding, analysis and evaluation of both the technical and popular literature pertaining to these problems (and potential solutions) will be stressed. Prerequisite: Chemistry 55. One unit.

Chemistry 115 — Advanced Analytical Chemistry*Alternate years*

This course focuses on recently developed instrumental methods and how these methods can be combined to solve contemporary problems in the analytical sciences. For example, a variety of analytical techniques are needed to study surfaces and surface chemical reactions. The course includes active classroom discussion of the physical principles, strengths and weaknesses of each technique, along with practical examples of its use and application. Students use the current literature to explore newly-developed analytical techniques and their applications. The course concludes with student presentations on current topics in the chemical literature. One unit.

Classics

Thomas R. Martin, Ph.D., Jeremiah W. O'Connor Jr. Chair in the Classics, Professor

Blaise Nagy, Ph.D., Professor and Chair

Ann G. Batchelder, Ph.D., Associate Professor

John D. B. Hamilton, Ph.D., Associate Professor

Kenneth F. Happe, Ph.D., Associate Professor

D. Neel Smith, Ph.D., Associate Professor

William J. Ziobro, Ph.D., Associate Professor

Nancy E. Andrews, Ph.D., Assistant Professor

Ellen E. Perry, Ph.D., Assistant Professor

Nina C. Coppolino, Ph.D., Assistant Professor

Edward J. Vodoklys, S.J., Ph.D., Senior Lecturer

Mark E. Landon, Ph.D., Lecturer

George R. Ryan, Ph.D., Ph.D., Visiting Assistant Professor

The curriculum of the Classics Department affords students the opportunity to study the Greek and Roman sources of Western culture. Courses are available in Greek and Latin at the introductory, intermediate, and advanced levels. For the major and nonmajor alike, there are offerings in Greek and Roman history, politics, philosophy, religion, mythology, and literature — none of which presupposes any knowledge of the ancient languages. With two archaeologists on its staff, the department can offer courses in Mediterranean Archaeology at various levels, from beginning to advanced. The overall aim of the department is to enhance the cultural development and the language skills of all its students through a variety of instructional methods, including the Perseus

Project, a digital library that is focused on ancient Greece. The current faculty includes two of the principal designers of the Project, with the result that Perseus is used more widely in the curriculum at Holy Cross than at any other college or university. Other important resources, such as the Thesaurus Linguae Graecae, are available for students over the Holy Cross electronic network.

For the student who chooses classics as a major, the department offers a wide selection of courses, seminars, and tutorials that provide a liberal and comprehensive view of the ancient world through first-hand contact with the Greek and Roman authors. The program for majors is designed to develop as rapidly as possible a command of the classical languages, to introduce the student to the techniques of textual and historical analyses, and to survey the Greek and Roman worlds through literary and archaeological evidence. The classics major thus acquires a familiarity with the subtleties and intricacies of inflected languages, an ability for creative expression through the accurate translation of prose and poetry, and a critical knowledge of those texts and institutions which are the roots of Western civilization. In addition, the classroom experience can be enhanced by participation in study-abroad programs (in Rome and elsewhere), to which the department subscribes. Recent classics majors have pursued advanced degrees at several of the finest institutions of higher learning in the country, as well as careers in journalism, law, business, medicine and banking, among others.

A minimum of 10 courses is required for a major in classics; these can be distributed among Latin, Greek and other courses in classical studies which are appropriate to a student's primary interests. To satisfy the minimum requirements of the classics major, a student will typically take at least one semester of an author-level course in one of the two languages and advance through the intermediate level in the other. Normally, majors take no fewer than eight courses in the original languages (courses listed under Greek and Latin). Adjustments to the language requirements can be approved by the chair of the department.

The department offers two merit scholarships annually — the Henry Bean Classics Scholarships — to incoming students with distinguished academic records who plan to major in the classics at Holy Cross. A recipient of a Henry Bean Classics Scholarship is granted full tuition, independent of need. The scholarship is renewable annually, provided that the student maintains a strong academic record and continues to be a highly visible classics major. Candidates should address inquiries to Chair, Classics Department, College of the Holy Cross, Worcester, MA 01610. The application deadline is February 1.

Courses

Latin

Latin 1, 2 — Introduction to Latin 1, 2

Annually

A grammar course introducing the student to the Latin language and its literature. One unit each semester.

Latin 5 — Intensive Introduction to Latin

Spring

Latin grammar and a limited amount of reading for students with no previous training in Latin with a view toward preparing the student for Intermediate Latin after only one semester. One unit.

Latin 13, 14 — Intermediate Latin 1, 2

Annually

For students who have completed two years of precollege Latin or Latin 1 and 2, or 5. This course includes a brief grammar review and selected readings from Latin authors. One unit each semester.

*Latin 115, 116 — Readings in Latin

Annually

A survey of Latin Literature from its early remains to the Silver Age. Selected authors are read in the original with analysis and discussion of each text. One unit each semester.

Latin 120 — Sallust and Livy

Every third year

Extensive readings from the works of Sallust and Livy. Study of the sources and methods of Roman historiography. One unit.

Latin 121 — Tacitus, Major and Minor Works

Every third year

Concentrates on the *Annales* of Tacitus. Consideration is given to the *Historiae*, *Agricola* and *Germania*. One unit.

Latin 122 — Cicero's Speeches

Every third year

Selected orations of Cicero are read in the original. Emphasis is placed on rhetorical analysis and interpretation of historical and political developments of the first century B.C. One unit.

Latin 123 — Roman Letter Writers

Every third year

Selected letters of Cicero and Pliny are read in the original Latin. Supplementary reading of selected Senecan letters in English. Historical background. Development of letter writing as a literary form. One unit.

Latin 124 — Juvenal

Every third year

A detailed study of selected satires of Juvenal. Although emphasis is placed on the literary analysis of satire, some attention also is given to Juvenal's opera as a source of understanding of first century A.D. Rome. One unit.

Latin 125 — Petronius

Every third year

A textual analysis of the *Satyricon* and its reflection of the reign of Nero and the social, religious, and political developments in the first century A.D. Selections from Seneca and Suetonius are considered as well as the influence of Petronius on later literature and art. One unit.

Latin 134 — Lucretius

Every third year

An extensive examination of the poetic and philosophic message of Lucretius' Epicurean gospel, the *De rerum natura*. One unit.

Latin 135 — Seneca

Every third year

A study of Roman Stoicism through examination of selected letters and dialogues of Seneca. One Senecan tragedy is included, with attention to the author's use of drama as a vehicle for philosophical indoctrination. One unit.

Latin 136 — Cicero's Philosophical Works

Every third year

A study of Cicero's position in the Graeco-Roman philosophical tradition through an intensive examination of selections from his essays. One unit.

Latin 143 — Horace

Every third year

Selected poems from the four books of *Odes* are read in the original. Emphasis is placed on literary analysis and interpretation. In addition, students read a sampling of Horace's other poetic works in the original. One unit.

Latin 144 — Catullus

Every third year

A literary study and analysis of all the poems of Catullus. One unit.

Latin 150 — Early Christian Literature

Every third year

Reading in the original of selected works from the Patristic period. Cross registered with Religious Studies 275. One unit.

Latin 158 — Vergil: *Aeneid*

Every third year

A study of Vergil's epic with emphasis on its literary artistry. Six books of the poem are read in the original Latin. One unit.

Latin 159 — Vergil: *Eclogues* and *Georgics*

Every third year

The development of pastoral and agricultural poetry, as exemplified in Vergil's two poetic masterpieces, *Eclogues* and *Georgics*. One unit.

Latin 163 — Roman Comedy

Every third year

Selected plays of Plautus and Terence read in Latin combined with a study of Greek sources of Roman comedy. One unit.

Latin 166 — Ovid's *Metamorphoses*

Every third year

A close examination of the literary artistry of a number of individual stories in the *Metamorphoses*. One unit.

Latin 167 — Elegiac

Every third year

A study of the elegiac tradition in the Roman poetry of Propertius, Tibullus and Ovid. Special emphasis is placed on the conventions of the love elegy. One unit.

Latin 301, 302 — Tutorial Seminar

Annually

Designed for selected students with approval of the professor and Department Chair. This work may be done for one or two semesters (one or two units of credit) and takes the form of either a survey of selected authors or a specialized study of a single author, genre, theme or period. One unit each semester.

Greek**Greek 1, 2 — Introduction to Greek 1, 2**

Annually

A first course in Greek language involving a systematic investigation of Attic or Homeric Greek through a logical and intensive study of grammar, syntax, and vocabulary. One unit each semester.

Greek 5 — Intensive Introduction to Greek

Spring

Greek grammar, covered in one semester, and a limited amount of reading at the end of the course, with a view toward preparing the student for Intermediate Greek. One unit.

Greek 13, 14 — Intermediate Greek 1, 2

Annually

Readings and textual study of Greek prose and poetry. Offered mainly for students who have completed Greek 1 and 2 or 5, or have had two years of precollege Greek. One unit each semester.

Greek 126 — Plato: Selected Dialogues

Every third year

A study of selected Platonic Dialogues. One unit.

Greek 130 — Greek Lyric Poetry

Every third year

A survey in the original Greek of the major writers of drinking and fighting songs, of political and personal songs, and of sports and love songs from about 650 B.C. to 450 B.C. Knowledge (at least through English translation) of Homer, Hesiod and the Homeric Hymns is presumed. One unit.

Greek 132 — Homer

Every third year

A reading of selected books of the Iliad and/or Odyssey with special attention to their literary value as well as to problems of oral composition, metrics, linguistics, authorship and text history. One unit.

Greek 138 — Plutarch

Every third year

Translation and textual analysis of extensive selections from Plutarch's *Parallel Lives*. Emphasis centers around the moralizing and anecdotal character of Plutarchian biography and Plutarch's concepts of virtue (*arete*) and the statesman (*politikos*). Outside readings in English from Plutarch's *Lives* and *Moralia* and from Suetonius' *Lives of Twelve Caesars*. One unit.

Greek 140 — Herodotus

Every third year

An examination of selected passages from Herodotus' account of the Persian Wars. One unit.

Greek 141 — Thucydides

Every third year

An in-depth survey of Thucydides' History of the Peloponnesian War. Extensive sections of historical and literary significance are read in the original Greek. One unit.

Greek 150 — Hesiod/Homeric Hymns

Every third year

A study of the Greek text of Hesiod, the Theogony, the Works and Days, the Shield and the important fragments. Also the corpus of the Homeric Hymns. Background material of Greek religion in the archaic age and the social and economic condition of Greek peasant life is discussed. One unit.

Greek 151 — Attic Orators

Every third year

Selected speeches from the Attic Orators such as Antiphon, Andocides, Lysias and/or Demosthenes are read in the original, combined with a rhetorical analysis and a study of the historical and political events of the late fifth and fourth centuries B.C. One unit.

Greek 152 — Patristic Greek*Every third year*

From the first four centuries of the Church's literature, a special author or group of authors are studied in detail with special attention to the political, religious and literary context of the period. One unit.

Greek 154 — New Testament Greek*Every third year*

Readings from the original Greek text of various New Testament books. Emphasis is on translation, paying attention to differences between authors as well as differences from Attic Greek. Historical situation and theology will be discussed in the course of translation. Cross registered in the Department of Religious Studies as Religious Studies 152. One unit.

Greek 160 — Aeschylus*Every third year*

A detailed study of the *Agamemnon* and other dramas of Aeschylus in the original. One unit.

Greek 161 — Sophocles*Every third year*

The text of the *Life of Sophocles* and selected plays; investigation of the origin of the Greek theatre and its physical structure; extensive investigation of twentieth century literary criticism of Sophocles. One unit.

Greek 162 — Euripides*Every third year*

An analysis of two plays in Greek, with special attention to Euripides' dramatic technique. One unit.

Greek 163 — Aristophanes*Every third year*

Selected plays are read in the original. Historical backgrounds, literary interpretation and study of the genre, comedy, are emphasized. One unit.

Greek 164 — Pausanias*Every third year*

Pausanias' *Guide to Greece* is a unique, eyewitness description of Greece in the second century. Selections from all ten books of Pausanias in Greek are read. One Unit.

Greek 301, 302 — Tutorial Seminar*Annually*

Designed for selected students with approval of the professor and Department Chair. This work may be done for one or two semesters (one or two units of credit) in the form of either a survey of selected authors or a specialized study of a single author or period. One unit each semester.

Classics (In English)**Classics 127 — Ancient Greek Literature and Society***Fall*

An integrated study of the literature, cultural achievements, history, and society of Classical Greece from the time of Homer to the age of Plato. One unit.

Classics 128 — Ancient Roman Literature and Society*Spring*

Study of Roman literature and civilization from approximately 200 B.C. to A.D. 130, which traces Rome's journey from flourishing Republic, through the trauma of revolution, to the reigns of the emperors. One unit.

Classics 131 — Classical America*Fall, spring*

A study of the influences of the classical tradition on the educational system, the political philosophy, and the art and architecture of early America. One unit.

Classics 134 — Greek and Roman Epic*Alternate years*

Readings in Homer, Apollonius, and Vergil. One unit.

Classics 135 — Greek Literature to 480 B.C.*Every third year*

A study of the beginnings of Greek literature via *The Iliad* and *The Odyssey*, Hesiod's *Works and Days* and *Theogony*, the *Homeric Hymns*, the Greek lyric and elegiac poets and Herodotus. Ancient readings are balanced by parallels in modern literature and both are illustrated with slides and films. One unit.

Classics 137 — Greek Myths in Literature*Fall, spring*

Comparison of classical and modern versions of several ancient Greek myths. The relationships between myth and literature are considered, as well as reasons why these myths have endured through the centuries. Emphasis is on dramatic versions of the myths; narrative poetry and other genres such as music and cinema may also be explored. One unit.

Classics 139 — Classical Comics*Alternate years*

An examination of the comedies of Aristophanes, Menander, Plautus and Terence, with attention to the development of comedy in the ancient world and a consideration of its political and cultural context. One unit.

Classics 140 — Introduction to Classical Archaeology*Fall, spring*

An introduction to the discipline of archaeology thorough a survey of important remains from the Greco-Roman world. The course pays special attention to how archaeology relates to other approaches to the study of the classical world (history, art history, classical studies). Cross registered in the Department of Visual Arts as Visual Arts History 242. One unit.

Classics 141 — The Archaeology of Egypt*Every third year*

This course investigates ancient Egypt with a view to providing a basic background to that culture's architectural and artistic monuments as well as to objects that teach us about daily life in ancient Egypt. Specific themes and topics will include the history and monuments of ancient Egypt; burial and notions of the afterlife; religion and the gods; the principles of Egyptian art; daily life, and changing notions of kingship and authority over time. The course will cover the Predynastic period through the early development of Christianity. Special attention will be paid to interactions between Egypt and the rest of the Mediterranean world, including Greece and Rome. Cross registered in the Department of Visual Arts as Visual Arts History 246 One unit.

Classics 142 — Ancient Coins*Every third year*

This course considers a series of problems illustrating different ways that coins inform us about ancient society, including coins as evidence for the ancient economy, coinage and the development of portraiture in art, coins as propaganda devices, and how coins differ from other archaeological and historical source material. Topics will range chronologically from the invention of coinage in the seventh century B.C. to the reforms of the Roman emperor Diocletian in the third century A.D. Cross registered in the Department of Visual Arts as Visual Arts History 248. One unit.

Classics 146 — Roman Letter Writers*Every third year*

A study of three distinct types of Latin epistolography, as exemplified in the letters of Cicero, Seneca and Pliny. One unit.

Classics 151 — Mythology*Fall, spring*

An exploration of the significance of myths, their meanings and functions in the cultures of Greece and Rome. Special attention is given to more recent developments in the study of myths and their relation to rituals and folk tales. Babylonian, Egyptian, Hindu and American Indian mythology may be used for comparative purposes. One unit.

Classics 157 — History of Greece*Fall*

A study of Greek history from the beginnings to the death of Alexander. Great emphasis is placed on a close analysis of the primary sources, many of which are now accessible through computer technology. Cross-registered in the Department of History as History 31. One unit.

Classics 158 — History of Rome*Spring*

A survey of Roman civilization from the Regal period to the early Empire, with a special focus on the political and social forces that led to the establishment of the Principate. The course will concentrate on the sources for this period: the historians, inscriptions, and monuments. Cross-registered in the Department of History as History 33. One unit.

Classics 159 — Decline and Fall of the Roman Empire*Fall*

A survey of Roman imperial civilization from the first to the sixth century. The course will concentrate on the sources for this period: the historians, inscriptions, monuments, and coins. Cross-registered in the Department of History as History 34. One unit.

Classics 160 — Ancient Biography Every third year
The development of the biographical genre among the Greeks and Romans. Close scrutiny of selected Lives composed by the Greek Plutarch and the Roman Suetonius. One unit.

Classics 161 — Athenian Democracy Fall
An analysis of the institutions, literature, and political thought inspired by the democracy of fifth and fourth century Athens. One unit.

Classics 162 — Ancient Science Every third year
A study of the goals, methods and subject matter of Greco-Roman science. This course pays special attention to how science relates to the broader social, religious and intellectual context of the ancient world. One unit.

Classics 163 — Hellenistic History Spring
Topics covered include the shift of power from Greek city-states to Macedonian kingdoms; effects of the conquests of Alexander the Great; the cultural interaction between Greece, Egypt, and the Near East; and the rise of Rome to world power. Cross-registered in the Department of History as History 32. One unit.

Classics 173 — The Art of Ancient Rhetoric Every third year
The course attempts to study the effect of oratory or public speaking from the judicial and legislative system of Ancient Greece and Republican Rome as well as upon other verbal arts. One unit.

Classics 181 — Roman Family and Home Every third year
This course examines the institution of the Roman family as well as the houses and apartments in which families lived. Specific topics to be covered include the power of the father (*patria potestas*); the role of women as wives, mothers, educators and political assets; childhood and education in the Roman world; the family life of slaves and freed slaves; public and private spaces in the ancient house, and the use of the house to showcase the achievements and personalities of individual family members. Material culture — ancient houses and apartment buildings as well as their decoration and furniture — will comprise a significant component of this course. One unit.

Classics 192 — Ancient Sanctuaries and Religion Every third year
A detailed study of the archaeological remains from ancient sanctuaries. The buildings and monuments are studied in connection with other evidence for religious behavior in the different ancient cultures. The emphasis is on the cults and shrines of Ancient Greece and Rome but, in different years, the ancient Near East and Egypt also are considered. Cross-registered in the Department of Visual Arts as Visual Arts History 297. One unit.

Classics 217 — Seminar in Greek Drama Every third year
Intensive reading of texts (in translation) of selected Greek plays dealing with a common theme, e.g., the House of Atreus. Reading and discussion of critical literature. Study of the archaeology and staging technique of Greek theatre. For nonmajors only. One unit.

Classics 220, 221 — Classical Theatre Seminar Alternate years
A study of the beginnings of theatre for beginners in theatre; this course leads to both the Ancient Greek theatre and to the modern theatre and their actual practices backstage and on. An ancient play is closely perused in class and then performed by members of the seminar for the general public. The influence of that play on later European drama is also explored. One unit each semester.

Classics 301, 302 — Tutorial Seminar Annually
Designed for selected students with approval of the professor and Chair. Particular areas of classical civilization and/or literature may be studied for one or two semesters. One unit each semester.

Economics

John R. Carter, Ph.D., *Professor*
 John F. O'Connell, Ph.D., *Professor*
 David J. Schap, Ph.D., *Professor*
 Charles H. Anderton, Ph.D., *Associate Professor*
 Nancy R. Baldiga, C.P.A., M.S.T., *Associate Professor*
 David K.W. Chu, Ph.D., *Associate Professor*
 Thomas R. Gottschang, Ph.D., *Associate Professor and Chair*
 George Kosicki, Ph.D., *Associate Professor*
 John D. O'Connell, M.B.A., C.P.A., *Associate Professor*
 Kolleen J. Rask, Ph.D., *Associate Professor*
 Nicolas Sanchez, Ph.D., *Associate Professor*
 Scott Sandstrom, M.S., J.D., C.P.A., *Associate Professor*
 Miles B. Cahill, Ph.D., *Assistant Professor*
 Jill L. Dupree, Ph.D., *Assistant Professor*
 Katherine A. Kiel, Ph.D., *Assistant Professor*
 Francis E. Raymond, Ph.D., *Visiting Assistant Professor*
 Kevin J. Deedy, M.B.A., C.P.A., *Lecturer*

The Economics Department offers majors in two distinct subject areas: economics and economics-accounting. Also offered is a select honors program. The number of students permitted in the economics-accounting major is limited. Students may apply for this major during the admission process or subsequently in the spring of their first or second year. Introductory and intermediate-level courses are also available for nonmajors. Members of the Department are dedicated teachers who value the opportunity at Holy Cross to interact closely with their students. They are also productive scholars, whose research has been published in leading economics and accounting periodicals.

The Economics Major

Economics can be defined as the study of how people allocate scarce resources among competing ends. It can also be understood as a particular way of thinking distinguished by its axioms, concepts, and organizing principles. In terms of both subject matter and methodology, economics provides important and powerful insights into the human experience. Completion of the major can serve as preparation for graduate study, or it can provide a strong background for any one of a large number of careers, particularly those in business, law, medicine, and government.

The economics major is designed to provide students with the theory and methodology required to analyze a wide range of economic issues. The minimum requirement for the major is nine semester courses in economics. Five of the courses in economics are specified and cover principles (2 semesters), intermediate theory (2 semesters), and statistics. The remaining courses are electives that apply and/or extend the previous learning to an array of more specialized topics, including, for example, development, monetary theory, international trade and finance, economics of law, and human resource economics. The principles and statistics requirements can be satisfied by advanced placement, but majors must still complete at least nine economics courses. The maximum number of courses in the department which may be taken by an economics major is 14. Because mathematics plays an important role in economics, majors are required to take one year of college calculus or its equivalent. The calculus requirement may be fulfilled by advanced placement or the successful completion of a semester course (e.g., Mathematics 36) having as a prerequisite one semester of calculus or its equivalent.

The normal order of courses for a student majoring in economics is: Mathematics 25 and 26 (Calculus) and Economics 11 and 12 (Principles) during the first year; Economics 155 and 156 (Microeconomics and Macroeconomics) and Economics 149 (Statistics) during the second year; anywhere from a minimum of four to a maximum of nine economics electives taken during the second through fourth years. At least three of the economics electives must be upper-level courses having as prerequisites Economics 155 (Microeconomics), Economics 156 (Macroeconomics), or

both. These courses are numbered between 201 and 269. For students interested in advanced study in economics, it is recommended that Mathematics 31 and 32 (Analysis) be substituted for Mathematics 25 and 26. Further, it is recommended that Economics 206 (Econometrics), Economics 213 (Mathematics for Economists), and additional courses in mathematics and computer science be taken.

The Economics-Accounting Major

Accounting is often referred to as the language of business. It has been defined broadly as the process of identifying, measuring, and communicating economic information. Because sound decisions based on reliable information are essential for the efficient allocation of resources, accounting plays an important role in our economic system. Each year the largest accounting firms visit Holy Cross to recruit majors for employment opportunities in public accounting. Although most majors choose to start their careers in public accounting, the curriculum is sufficiently broad to permit careers with government, private, and nonprofit institutions.

The economics-accounting major is designed to allow students the benefits of a liberal arts education while providing a core accounting curriculum for students interested in becoming certified public accountants. Educational requirements for professional certification vary by state, with many states requiring additional courses beyond the four year bachelor's degree. Faculty advisors will help students develop a program to meet these requirements.

Required courses in the major include accounting principles (2 semesters), intermediate accounting (2 semesters), managerial and advanced accounting, income taxes, auditing, business law (2 semesters), statistics, economics principles (2 semesters), and college calculus (2 semesters). Also required is a minimum of one and a maximum of three electives. The maximum number of courses in the department which may be taken by an economics-accounting major is 16, unless advanced placement has been achieved in Principles of Economics (Economics 11 or 12) or Statistics (149). Advanced placement in economics or statistics may be used to satisfy those specific requirements for the economics-accounting major, in which case the allowed maximum number of courses in the department is reduced accordingly.

The normal order of courses for a student majoring in economics-accounting is: Mathematics 25 and 26 (Calculus) and Economics-Accounting 71 and 72 (Principles of Financial Accounting) during the first year; Economics-Accounting 177 and 178 (Intermediate Financial Accounting) and Economics 11 and 12 (Principles) during the second year; Economics-Accounting 291 (Auditing), 292 (Federal Income Taxes), Economics 149 (Statistics), and one elective in the third year; and Economics-Accounting 287 and 288 (Business Law), 289 (Managerial Accounting), 290 (Advanced Accounting) and additional electives during the fourth year.

Departmental Honors Program

This program is limited to four third-year and four fourth-year economics majors. Students apply for the program as first semester third-year students and must complete Economics 149, 155 and 156 by the end of that semester to be eligible for the program. During the second semester of both the third and fourth years honors students participate in a methodology seminar; during the first semester of the fourth year the thesis is written under the direction of a faculty advisor. The honors course sequence is: Economics 360 (Research Methods 1) during spring of the third year; Economics 362 (Directed Research) during fall of the fourth year; and Economics 361 (Research Methods 2) during spring of the fourth year.

Economics 360 (Research Methodology 1) is a one-unit course that counts as the equivalent of a lower-level economics elective. Economics 361 (Research Methodology 2) is a half-unit overload which may be taken pass/no pass. Economics 362 (Directed Research) counts as the equivalent of an upper-level economics elective.

The Economics Minor

The economics minor is designed to provide students with a coherently structured, substantive introduction to the discipline. The minor allows a student majoring in another field to add a strong foundation in economics, even if the interest in economics is not discovered until the second or

third year. The minimum requirement for the minor is six semester courses in economics and a year of college calculus or its equivalent. The economics minor sequence is Economics 11 and 12 (Principles), Economics 155 (Microeconomics), Economics 149 or Economics 156 (Statistics or Macroeconomics), and two economics electives. At least one elective must have Microeconomics or Macroeconomics as a prerequisite. Advanced placement credits in economics or statistics can satisfy specific course requirements, but may not be used towards fulfillment of the minimum total of six courses for the minor.

Students who have completed statistics in other departments are required to take Economics 156 (Macro). Students who take Economics 156 to complete the minor are not permitted to take Economics 117 (Money and Banking); they are directed to Economics 212 (Monetary Theory) instead. Students majoring in Economics-Accounting and students enrolled in double majors in other departments of the College are not eligible for the minor. Courses taken on an audit or pass/no pass basis do not satisfy the requirements of the minor.

Non-majors

The Department strongly recommends that the full-year sequence of Principles of Economics be taken, especially if the student plans to take additional economics courses, all of which require the sequence as a prerequisite. Students may begin with either Economics 11 (Principles of Macroeconomics) or Economics 12 (Principles of Microeconomics). The student desiring only a one-semester overview of economics is advised to take Economics 11.

Non-majors seeking an introduction to accounting may take either the first semester or both semesters of the sequence Economics-Accounting 81, 82 (Principles of Financial Accounting).

Courses

Economics Courses

Economics 11, 12 — Principles of Economics

Annually

Develops principles which explain the operation of the economy and suggest alternative policy solutions to contemporary economic problems. Principles of Macroeconomics (fall) develops the principles of national income analysis, money, economic growth and international trade. Principles of Microeconomics (spring) covers principles governing commodity and resource pricing under different market conditions and the distribution of income. May be taken in either order. One unit each semester.

Economics 115 — Economic History of the United States

Fall

Investigates the development of the American economy from colonial days to the present. Special emphasis is placed on the long-run historical perspective on current issues, such as the government debt, migration, and international markets. Prerequisites: Economics 11, 12. One unit.

Economics 117 — Money and Banking

Alternate years

Economic analysis and modeling techniques are used to better understand the workings of the financial system. Some of the topics include financial assets and markets, asset demand and portfolio choice, asset pricing, banking theory, banking and financial market regulations, money demand and supply, monetary policy, interest and exchange rate determination, and the effect of the financial system on the macroeconomy. Closed to Economics majors. Economics minors cannot take both Economics 117 Money and Banking and Economics 156 Macroeconomics. Prerequisites: Economics 11, 12. One unit.

Economics 118 — Urban Economics

Alternate years

Applies economic tools to study the complex problems of the urban community. Attention is focused on an increased understanding of the emerging policy issues facing cities. Special emphasis is given to the location and growth of cities, the interaction of poverty and urban housing and labor markets, and policy options to encourage urban development. Prerequisites: Economics 11, 12. One unit.

Economics 121 — Economic Development of Modern China*Alternate years*

Aims to provide the student with a sophisticated understanding of economic development in the People's Republic of China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949. Prerequisites: Economics 11, 12, or permission. One unit.

Economics 124 — Economics of Natural Resources*Fall*

Shows how natural resources and the environment can be analyzed from an economic perspective. Presents the basic concepts of environmental economics and develops the analytical and policy tools used in environmental economics. Considers the problems of air pollution, water pollution, and solid and hazardous waste management; what causes them and how they can be reduced. Current topics such as global warming, amendments to the Clean Air Act, and international environmental issues will be discussed. Prerequisites: Economics 11, 12. One unit.

Economics 126 — Operations Research*Alternate years*

Acquaints the student with decision-making, the application of mathematical and statistical techniques to economic and business problems. Emphasizes the optimization of an objective, subject to constraints upon available action. Linear optimization models are treated in-depth. Prerequisites: Economics 11, 12. One unit.

Economics 127 — Economics, Ethics and Religion*Alternate years*

Explores ethical and religious perspectives on economics. Topics include ethical and religious presuppositions, the development of economics as a social science, ethics and religion in the history of economic thought, capitalist/socialist debates, income distribution and poverty, discrimination, family economics and stewardship, and pastoral letters related to economics and religion. Prerequisites: Economics 11, 12. One unit.

Economics 149 — Statistics*Fall, spring*

An introduction to statistical methods emphasizing the statistical tools most frequently used in economic analysis. Topics include descriptive statistics, probability theory, random variables and their probability distributions, estimation, hypothesis testing, and linear regression analysis. Prerequisites: Economics 11, 12. One unit.

Economics 155 — Microeconomics*Fall, spring*

Analyzes the economic behavior of households and firms and their interrelations within the market. Price and resource allocations in the following market structures are considered: pure competition, monopolistic competition, oligopoly, monopoly, and monopsony. The course concludes with a discussion of general equilibrium and its welfare implications. Prerequisites: Mathematics 25, 26, or the equivalent; Economics 11, 12. One unit.

Economics 156 — Macroeconomics*Fall, spring*

Studies aggregate economic behavior as determined by interactions between the product, financial, and labor markets. The variables focused upon are the general levels of prices, of national income, and of employment. Applications of the theory are made and policy inferences are drawn with respect to employment and price stability, growth and development, trade and the global economy. Prerequisites: Mathematics 25, 26, or the equivalent; Economics 11, 12. One unit.

Economics 202 — Industrial Organization and Public Policy*Spring*

Studies the theoretical and empirical relationships between market structure, conduct and performance in American industry. The knowledge gained is used to evaluate U.S. antitrust policy. A number of industry case studies and landmark court decisions are read. Prerequisite: Economics 155. One unit.

Economics 203 — Economics of Human Resources*Spring*

Analyzes the labor market in light of recent developments in economic theory. The following areas are explored: labor supply studies, human capital theory, and marginal productivity theory. Interference with the market through legislation, discrimination and labor unions and the interactions between the labor market and other sectors of the economy are considered. Prerequisite: Economics 155. One unit.

Economics 204 — Law and Economics*Fall*

Examines the relative efficiency of alternative legal arrangements using microeconomics as the basic investigative tool. The core of the course consists of a thorough analysis of the common law. Special emphasis is given to the areas of property, contract, liability, and criminal law. Prerequisite: Economics 155. One unit.

Economics 205 — Economic Growth and Development*Annually*

Examines the theoretical and institutional factors influencing economic growth. Attention is given to various models of economic growth, the relation between social, political and economic institutions and the pattern of economic growth, the optimal public policy mix for economic growth and special problems of growth faced by the developing nations. Prerequisites: Economics 155, 156. One unit.

Economics 206 — Econometrics*Fall*

This course studies statistical methods used to estimate and test economic models. After a review of basic probability and statistics, the method of ordinary least squares regression is examined in detail. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity, and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. A quantitative research paper is required. Prerequisites: Economics 149, 155, and 156. One unit.

Economics 207 — Theory of International Trade*Annually*

Examines the causes and consequences of the trade of goods and services among nations. Attention is given to the principle of comparative advantage, the Ricardian model of trade, the factor endowments theory of trade, the specific factors model, new theories of trade, the causes and consequences of trade restrictions, economic growth and trade, international factor movements, and economic integration. Prerequisites: Economics 155, 156. One unit.

Economics 208 — International Monetary Theory and Policy*Annually*

Examines the financial and macroeconomic relations among nations. Attention is given to foreign exchange markets in the short run and in the long run, balance of payments accounting, interest rate adjustments and covered interest arbitrage, the choice of currency regimes, the international monetary system, and multinational corporation risk management. Prerequisites: Economics 155, 156. One unit.

Economics 209 — Comparative Economic Systems*Fall*

The first segment develops an analytical framework for the comparison of economic systems. In the second segment this framework is used to examine and compare the economic systems of various countries including the United States, Germany, France, Japan, China, the former Soviet Union and other East European states. Prerequisites: Economics 155, 156. One unit.

Economics 210 — Experimental Microeconomics*Spring*

This course emphasizes the interplay between theoretical models and laboratory observation in the development of microeconomics. Topics might include experimental methods, preference and choice, risk and uncertainty, expected utility maximization, game theory, industrial organization, search, bargaining, auctions, asset markets, asymmetric information, public goods, and voting. A number of classroom experiments are conducted. Prerequisites: Economics 149, 155. One and one-quarter units.

Economics 212 — Monetary Theory*Fall*

This course builds a model of the financial sector of the economy, uses it to gain an understanding of the workings of the financial system, and makes predictions of the effects of events on the financial system and economy as a whole. A particular emphasis is placed on understanding the workings of the Federal Reserve System and monetary policy. Thus, this course provides an understanding of the role and measurement of money; the theories of money demand and money supply; the workings of the banking system; interest rate determination; how prices of stocks, bonds, and other assets are determined; and the place the financial system has in the macroeconomy. Prerequisites: Economics 155, 156. One unit.

Economics 213 — Mathematics for Economists*Fall*

The object of the course is to augment the mathematical backgrounds of students interested in pursuing a more quantitative approach to economics and business. Emphasis is on linear systems, matrix algebra, differential vector calculus, and optimization. Topics may also include game theory, integral calculus, and dynamic analysis. Mathematical methods are illustrated with various economic applications. Prerequisites: Economics 155, 156. One unit.

Economics 216 — Economics of Peace, Conflict, and Defense*Spring*

Economic principles are applied to the study of international and regional conflicts and predator/prey relationships in an economy. Topics include war, conflict resolution, arms races, arms control, ethnic conflict, terrorism, the arms trade, defense industry issues, and attack/defense behavior in the economic realm. Prerequisite: Economics 155. One unit.

Economics 300 — Directed Readings in Economics*Annually*

A program in reading and research in a specific topic open to majors with a minimum GPA of 3.25. Permission of the instructor is required. One unit.

Economics 360 — Research Methodology Seminar 1*Spring*

This is a Department honors seminar that examines the methodology used by economists. Students learn what the economist does by examining specific economic studies. The steps involved in undertaking research and alternative methodological approaches are treated. A high level of student participation is expected. By the end of the seminar the students settle upon topics that they will research in the fourth year and write a prospectus. One unit.

Economics 361 — Research Methodology Seminar 2*Spring*

This is the same as Economics 360. Fourth-year honors students participate for a second time in the seminar by presenting their completed research projects and by serving as resource persons for other honors students. Prerequisites: Economics 360, 362. One-half unit.

Economics 362 — Honors Directed Research*Fall*

Honors students undertake a research project under the direction of a Department faculty member. The results of this endeavor are presented in the form of a thesis. The course counts toward the major as the equivalent of an upper-level economics elective. Prerequisite: Economics 360. One unit.

Economics-Accounting Courses**Economics-Accounting 71, 72 — Principles of Financial Accounting***Annually*

A study of the fundamental principles of accounting for proprietorships and corporations, and of the basic theory underlying these principles. The course also considers the managerial uses of accounting data in such areas as credit and investment decisions, choice of financing, expansion or contraction of operations, and establishment of dividend policy. Intended for accounting majors only. One unit each semester.

Economics-Accounting 81, 82 — Principles of Financial Accounting*Annually*

Same as Economics-Accounting 71, 72. Intended for students other than accounting majors. One unit each semester.

Economics-Accounting 175 — Corporation Finance*Fall, spring*

Topics include management of assets, tax factors in business decisions, the various sources of capital, both short- and long-term, financing with debt versus financing with equity, the roles of the investment banker and the securities exchange, the expansion and growth of business firms, and the treatment of financially distressed business firms. Prerequisites: Economics 11, 12. One unit.

Economics-Accounting 177, 178 — Intermediate Financial Accounting*Annually*

This course offers a thorough study of the proper valuation of assets, liabilities, and stockholder's equity, and the related problems of the proper matching of revenues and expenses. Emphasis is given to the preparation, analysis and interpretation of financial statements. The first semester includes a half-unit computer lab. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One and a half units fall semester; one unit spring semester.

Economics-Accounting 270 — Governmental and Nonprofit Accounting *Spring*
 Develops the basic tenets and processes of accounting in the context of nonprofit organizations. Actual financial statements are analyzed for various kinds of nonprofit organizations, including government, health care institutions, colleges and universities, and charities. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One unit.

Economics-Accounting 287, 288 — Business Law (Based on the Uniform Commercial Code) *Annually*
 Required of all students majoring in accounting. Includes contracts, agency, sales, negotiable instruments, the legal aspect of business associations, insurance and property, both real and personal. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One unit each semester.

Economics-Accounting 289 — Managerial Accounting *Fall*
 An introductory study of basic cost accounting principles, practices, and procedures, with a special emphasis on job order costs, process costs, standard cost, and estimated costs; managerial control through the use of cost accounting data and procedures; and special applications of cost accounting procedures. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One unit.

Economics-Accounting 290 — Advanced Accounting *Spring*
 Covers advanced problems relating to partnership formation, operation, and liquidation; a study of corporate business combinations and consolidated financial statements under the pooling and purchase accounting concepts; and other accounting topics such as installment sales, consignments, branch accounting, bankruptcy and corporate reorganizations. Prerequisites: Economics-Accounting 177, 178. One unit.

Economics-Accounting 291 — Auditing *Spring*
 Considers the theory and practice of auditing, including professional ethics, professional standards and procedures, and the legal environment in which the auditor functions. Emphasis is placed on the audit process as students gain an understanding of how to plan, design and execute an audit. Other topics include internal control, the nature of evidential matter and the auditor's reporting responsibilities. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One unit.

Economics-Accounting 292 — Federal Income Taxation *Fall*
 A study of the federal income tax laws as they relate to individuals, partnerships, and corporations, with special emphasis on tax planning. Consideration is also given to the history of the federal income tax, various proposals for tax reform, and the use of tax policy to achieve economic and social objectives. Prerequisites: Economics-Accounting 71, 72 or 81, 82. One unit.

Education

Joseph H. Maguire, M.A., Associate Professor and Chair and Assistant Dean

David J. Lizotte, M.A., Director of the Teacher Certification Program and Lecturer

Denis J. Cleary, M.A., Lecturer

John P. Collins, Ph.D., Lecturer

Harold F. Smith, Cand. Ed.D., W.E.B. DuBois Fellow, Visiting Instructor

Suzanne C. Kelly, M.Ed., Facilitator of the Pre-practica and Practica, Burncoat Senior High School

Assistant Adjunct Lecturers: Thomas G. Bostock, Burncoat Senior High School; Suzanne C.

Kelly, Burncoat Senior High School; Lorraine Tegan, Shrewsbury High School; Judith

Whitmore, Shrewsbury High School

Cooperating Practitioners (from Burncoat Senior High School): John Borci, Thomas G. Bostock, John W. Chiras, Diane Cummings, Thomas Davis, John Foley, William Foley, Thomas Gibbons, Kathleen A. Hoey, Carlos Lugo, Patricia M. Markley, Mary J. Murphy, John McGuirk, Edward C. Nelson, Vera G. Novick, Ann Ritzel, Jessica Vellaccio, Paul Villatico

Professional Liaison: Suzanne C. Kelly, Burncoat Senior High School.

The Department of Education offers courses in education intended to introduce students to the concerns and issues of secondary education. Students majoring in Biology, Chemistry, English, French, History, Latin, Mathematics, Physics, one of the Social Studies or Spanish, may prepare to become state-certified teachers of those subjects. To undertake the program leading to certification, students should begin by taking Education Psychology no later than their second year. During first or second year, students make written application to the program, admission to which is selective.

Courses

Courses Toward Certification

Education 20 — First Pre-Practicum — Teaching

Fall, spring

A 40-hour, on-site period of observation and work in the public school. No credit.

Education 22 — Second Pre-Practicum — Teaching

Fall, spring

A 40-hour, on-site period of observation and work in the public school. No credit.

Education 67 — Educational Psychology

Fall, spring

The student is introduced to relationships existing between psychology and education. Growth and development, the nature of the learner, measurement and evaluation, motivation, the teaching-learning process, and the role of the teacher are studied. New and innovative approaches to education will be discussed. One unit.

Education 68 — Philosophy of Education

Fall

This course is designed as an introduction to educational theories. The range of concern includes: education in nature and society, education in the school, education in the United States and ultimate questions in the theory and practice of education. One unit.

Education 75-01 — Principles and Methods of Teaching Secondary History and Social Studies

Spring

The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Methodological and curriculum questions specific to the discipline will be illustrated and discussed. One unit.

Education 75-02 — Principles and Methods of Teaching Secondary Mathematics

Spring

The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Methodological and curriculum questions specific to the discipline will be illustrated and discussed. One unit.

Education 75-03 — Principles and Methods of Teaching Secondary English

Spring

The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Methodological and curriculum questions specific to the discipline will be illustrated and discussed. One unit.

Education 75-04 — Principles and Methods of Teaching Secondary Languages

Spring

The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Methodological and curriculum questions specific to the discipline will be illustrated and discussed. One unit.

Education 75-05 — Principles and Methods of Teaching Secondary Science

Spring

The student will study and demonstrate various teaching methods. Questions concerning the secondary school curriculum, discipline and motivation, instructional materials and secondary school goals and principles are also pursued. Methodological and curriculum questions specific to the discipline will be illustrated and discussed. One unit.

Education 81 — The Middle School*Spring*

This course is limited to those in the Teacher Certification Program. When taken with the rest of the program, it leads to Massachusetts certification as a middle school teacher. The middle school student, curriculum and other issues are covered. One unit.

Education 220 — Practicum — Secondary School Teaching*Fall, spring*

A full-time practicum experience of supervised teaching in the high school. Three units.

Education 230 — Seminar in Teaching*Fall, spring*

A seminar to accompany Education 220, Practicum, Secondary School Teaching. It will cover issues arising in the practicum experience, as well as special needs education, multiculturalism, the adolescent and other topics. One unit.

Other Courses**Education 62 — Principles of Guidance***Fall, every second year*

Students are introduced to a consideration of basic issues of concern in the helping relationship. It explores these issues by readings, writing and discussion. Among the areas of study are death, violence, loneliness, intimacy and hope. One unit.

Education 111 — Teaching International Studies*Fall, spring*

In this class, seniors or juniors who have studied abroad develop activity-based-lessons about their study abroad countries and present them as "International Ambassadors" in Worcester's elementary schools. The class includes a weekly seminar which focuses on lesson development and presentation techniques, and weekly presentations in elementary schools totaling 3-4 hours each week. This class is appropriate for students who have studied abroad and wish to share the excitement of living and learning overseas with elementary school children. It is open to all study abroad participants and requires no previous teaching experience.

Education 200 — Multicultural Issues in Education (Special Topics in Education)*Spring*

In this interactive, introductory course participants will explore multicultural issues in education through the lens of culture, power, status, and individual meaning-making. Using readings, writing, lecture, film, dialogue, class exercises, presentations, and personal self-exploration, students will study themselves and other people through contexts of the social, cultural, and psychological networks from which we all come. Students will consider the implications of gender, race, class, ethnicity, and sexual orientation as it impacts on our understanding and ability to communicate effectively with people who are different from ourselves. One unit.

Education 202 — Tutorial*By arrangement*

Tutorial and research projects designed by students and faculty members.

Admission determined by evaluation of proposal. One unit.

Note: There is a willingness and commitment on the part of the departmental faculty to encourage students preparing to serve as teachers in private as well as public secondary schools, and, in particular, to assist students preparing to teach religion. Adjustments in course readings and assignments will be made to assist the student interested in the teaching of religion, especially in Education 67.

English

Patricia L. Bizzell, Ph.D., *Professor*
 Robert K. Cording, Ph.D., *Professor*
 Maurice A. G racht, Ph.D., *Stephen J. Prior Professor of Humanities*
 Thomas M.C. Lawler, Ph.D., *Professor*
 Richard E. Matlak, Ph.D., *Professor*
 B. Eugene McCarthy, Ph.D., *Professor*
 Christopher Merrill, M.A., *William H.P. Jenks Chair in Contemporary American Letters,*
Visiting Professor
 Eve Shelnutt, M.F.A., *Professor*
 Patrick J. Ireland, Ph.D., *Associate Professor*
 James M. Kee, Ph.D., *Associate Professor and Chair*
 William R. Morse, Ph.D., *Associate Professor*
 Philip C. Rule, S.J., Ph.D., *Associate Professor*
 Sarah Stanbury, Ph.D., *Associate Professor*
 Susan Elizabeth Sweeney, Ph.D., *Associate Professor*
 Helen M. Whall, Ph.D., *Associate Professor*
 John H. Wilson, Ph.D., *Associate Professor*
 Bertram D. Ashe, Ph.D., *Assistant Professor*
 Sarah Luria, Ph.D., *Assistant Professor*
 James J. Miracky, S.J., Ph.D., *Assistant Professor*
 Lee Oser, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*
 Margaret Wong, Ph.D., *Assistant Professor*
 Janet G. Casey, Ph.D., *Visiting Assistant Professor*
 Dana Luciano, Ph.D., *Visiting Assistant Professor*
 Danielle Price, Ph.D., *Visiting Assistant Professor*
 Jasna R. Shannon, Ph.D., *Visiting Assistant Professor and Director of Writing Programs*
 Christopher Jane Corkery, B.A., *Lecturer*
 Scott-Morgan Straker, Cand. Ph.D., *Lecturer*

The study of English is fundamental to a liberal education. It deals not only with literary works of the imagination — poems, plays, novels, short stories, non-fiction — but also with the use of language as a means of communication. The English Department offers the student the opportunity to develop an appreciation of literature and a sensitivity to literary techniques and language and to increase mastery of written expression. Courses in the department help students to become better readers, writers, and even speakers, and thus have the added benefit of preparing students for graduate study in law, medicine, business, education and other professional fields that value effective communication.

English majors take 10 literature or writing courses above the first-year level. First-year majors will be enrolled in two semesters of Critical Reading and Writing designated for majors. Students who declare English their major anytime after their first semester must take Critical Reading and Writing 1 (English 20) as a prerequisite to further pursuit of the major. All English majors are required to take four 100-level courses from among the following seven surveys in British and American literature: Medieval, Renaissance, 18th-century British, 19th-century British, 19th-century American, 20th-century British, and 20th-century American. At least two of the surveys that the student elects must be prior to the nineteenth century. The purpose of all of these surveys is: (1) to provide a formal grounding in the many forms literature has taken over time; (2) to introduce the student to the cultural and historical issues that shape literary responses to their times; and (3) to continue with development of close reading and analytical writing skills begun in the first-year courses in Critical Reading and Writing.

The remaining six courses required for the major can come from any of the upper-division courses listed below, including courses that are approved for Study Abroad and tutorials and honors theses devoted to British or American literature.

The Department recommends that majors take their 100-level area requirements before 200-level courses and advanced seminars. Ideally, they will be completed by the end of the second year.

If the student intends to study abroad in a non-English speaking country in the junior year, it is particularly important that the surveys be completed in the sophomore year. If the student is in the Teacher Certification Program, which requires a full semester of the senior year, it is also necessary to take all of the requirements for the major by the end of the first term of the senior year.

Each semester the English Department offers approximately 25 upper-division courses for majors. Some are organized in terms of historical periods of English and American literature (Medieval Women Writers, Restoration and 18th-century Literature, Early American Literature, African-American Literary Tradition); some are organized according to literary type (Modern Drama, 19th-Century Novel); and some are by author (Chaucer, Dickens, Shakespeare, Frost/Bishop); others are arranged thematically (Tragic View, Nature/Poetry); some deal with aesthetics and criticism (Feminist Literary Theory and Criticism); and others concentrate upon the art of writing (Composition, Creative Writing: Poetry and Fiction, and Expository Writing).

The English Department Honors Program is designed for selected members of the senior class who have demonstrated excellence and an aptitude for independent research in their studies of English or American literature. Candidates for honors in English, who are admitted to the program in their junior year, must take a course in literary theory and a seminar, in addition to writing a two-semester senior English honors thesis. Admission to honors is by invited application to the English Honors Committee in the junior year. Students may be members of both the College Honors Program and the English Honors Program. Such students need write only one English thesis for both programs.

Tutorials, seminars, and lecture courses on special topics are also offered, as well as a range of courses cross-listed with the College's concentrations in Women's Studies, African-American Studies, Peace and Conflict Studies, and International Studies.

The Nu Chi chapter of Sigma Tau Delta, the national English honor society, was established in 1987. Eligible English majors are elected to membership and actively engage in the promotion of English studies.

Courses

First-Year Courses

English 10 — Composition

Fall, spring

Devoted to improving the student's writing through frequent revisions. Intensive work during the semester concentrates on the student's own writing, which is examined in class and in conference with the instructor. Class size limited to 10 students. One unit.

English 20 — Critical Reading and Writing: Poetry

Fall, spring

Identifies and examines prosodic and figurative elements of poetry as well as the historical context of poems of various periods, authors, and kinds. Equal emphasis falls on the student's production of critical essays, which logically organize and persuasively present responses to the poems from a close reading. Required of all English majors. One unit.

English 30 — Critical Reading and Writing: Fiction

Spring

The topics are the elements of fiction: narrative structures, various aspects of style, and point of view. This course is also devoted to the writing of student essays on the literature. One unit.

Upper-Division Courses

English 100 — Basic Creative Writing

Annually

This is an introductory course in the techniques and practice of writing short stories, poetry, and the personal essay. No previous experience in writing in these genres is required. Class size limited to 12 students. One unit.

English 190 — Medieval Literature Survey

Fall and/or spring

Covers the major genres of medieval Continental and English literature, beginning with the early epic tradition and proceeding to the great religious and secular texts of the 12th through 14th centuries. One unit.

- English 191 — Renaissance Literature Survey** *Fall and/or spring*
Covers significant texts from representative genres of the 16th and 17th centuries: philosophical dialogue, pastoral, lyric, literary criticism, tragedy, epic, and essay. One unit.
- English 192 — 18th-Century Literature Survey** *Fall and/or spring*
Covers the variety of literature from 1660 to the end of the 18th century, with a focus on the major genres of drama, lyric poetry, the novel, and prose satire in social, political, religious, philosophical, and aesthetic contexts. One unit.
- English 193 — 19th-Century American Literature Survey** *Fall and/or spring*
Covers poetry, prose essays, short stories, and novels that reflect the scope of this century's engagement with issues of race, gender, Transcendentalism, science and technology, and the Civil War and its aftermath. One unit.
- English 194 — 19th-Century British Literature Survey** *Fall and/or spring*
Covers the major poetry, drama, fiction, and prose of the Romantic and Victorian periods in the religious, political, scientific, and aesthetic contexts of a century of revolutions that shook the foundations of Western Civilization. One unit.
- English 195 — 20th-Century American Literature Survey** *Fall and/or spring*
A study of the major genres of the 20th century in the context of literary and cultural developments. One unit.
- English 196 — 20th-Century British Literature Survey** *Fall and/or spring*
Covers the poetry, short story, drama, essay, and novels of 20th-century England and Ireland, especially as responses to industrialism, imperialism, urbanization, war, and changing paradigms of the self. One unit.
- English 200 — Masterpieces of British Literature** *Fall, spring*
A study of selected major works of British Literature. Non-majors only. One unit.
- English 201 — Masterpieces of American Literature** *Fall, spring*
A study of selected major works of American Literature. Non-majors only. One unit.
- English 205 — Expository Writing** *Fall, spring*
Intensive reading and writing of expository essays to develop the student's authorial voice and style. A section of Expository Writing will be devoted each term to students for whom English is a second language or who come from a diverse or multicultural background. Permission of instructor required. Class size limited to 12. One unit.
- English 213 — Middle English Literature** *Spring*
A course which develops the student's ability to deal directly with Middle English texts. Works read include Chaucer's *Troilus and Criseyde*, *Piers Plowman*, and a selection of romances, lyrics, and other 13th and 14th century texts. One unit.
- English 214 — Chaucer** *Annually*
A reading and critical discussion of the complete Middle English text of *The Canterbury Tales* and selected minor poems. One unit.
- English 219 — Medieval and Renaissance Drama** *Annually*
A study of the English drama from its medieval beginnings through the Renaissance. Included are mystery and morality plays and works of such Renaissance dramatists as Kyd, Marlowe, Jonson, Tourner, Webster, and Ford. One unit.
- English 220 — 16th-Century Renaissance Literature** *Every third year*
A study of 16th century prose and poetry in Europe and England. Included are works of Petrarch, Castiglione, More, Wyatt, Sydney, and Spenser. One unit.
- English 221 — 17th-Century Renaissance Literature** *Fall*
Concentrates primarily on the poetry of the period, including works of Jonson, Donne, Herrick, Carew, Herbert, Vaughan, Marvell, and Milton. One unit.
- English 222 — Epic and Romance** *Every third year*
A study of Spenser's *Faerie Queene* in context of the classical and Italian models which influenced it, Virgil's *Aeneid*, Ariosto's *Orlando Furioso*, and Tasso's *Gerusalemme Liberata*. One unit.

English 223 — Ovid in the Renaissance

Every third year

A study of Ovid's Latin epic, the *Metamorphoses*, and its influence upon English Renaissance works by Shakespeare, Spenser, Marlowe, and Milton. One unit.

English 224 — Milton

Every third year

A study of Milton's early poems, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, and selections from the prose. One unit.

English 227 — Shakespeare's Elizabethan Drama

Every third year

A study of those plays Shakespeare wrote during the reign of Elizabeth I. While the focus of the course is Shakespeare's mastery of the history play and comedy, his experiments with tragedy are also considered. Special attention is given to the nature of Elizabethan theater and to those cultural and political influences which helped shape the playwright's response to his world. One unit.

English 228 — Shakespeare's Jacobean Drama

Every third year

A study of the major works Shakespeare wrote during the reign of James I, especially his great tragedies and his experiments in romance drama. The course places those works in the context of Jacobean cultural and political history. One unit.

English 229 — Shakespeare

Fall, spring

A one-semester survey of the major works of Shakespeare, focusing on individual texts as representative of the stages in his dramatic development, with some discussion of Shakespearean stage techniques. One section each for majors and non-majors. One unit.

English 230 — Restoration and 18th-Century Literature

Fall

A study of the major English writers from the time of the Restoration until the publication of Lyrical Ballads, including Dryden, Pope, Swift, and Johnson. One unit.

English 236 — 18th-Century Novel

Every third year

A close examination of the novel as formal prose narrative. Novels by Defoe, Fielding, Richardson, Smollet, the Gothic novelists, Sterne, and Austen are considered in detail with collateral readings. One unit.

English 237 — 18th-Century Poetry

Every third year

This course attends to the development of 18th-century English poetry from the canonical Augustans, Dryden, Pope, Swift, Anne Finch and Lady Montagu through the mid-century and later work of Gray, Collins, the Wartons, Smart, Cowper, Charlotte Smith, Joanna Baillie and Anna Seward, ending with Blake's lyrics. One unit.

English 239 — Restoration and 18th-Century Drama

Spring

A survey of English drama from Dryden to Sheridan, including heroic drama, Restoration comedy, sentimental developments of the 18th century, and the re-emergence of laughing comedy. One unit.

English 240 — Milton and Blake

Every third year

The course begins with a close study of Milton's poetry, the development of his epic plans and visionary poetic, to *Paradise Lost* and *Paradise Regained*, then continues with a close study of the poems of William Blake from "Songs of Innocence" and "Experience" to his visionary texts, treating his relation to Milton and his own times. One unit.

English 241 — British Literature, 1780-1830

Fall

A study of the major writers of the Romantic movement — Edmund Burke, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Coleridge, Mary Shelley, Percy Shelley, Byron, Keats, Hazlitt, Lamb, and DeQuincey. One unit.

English 243 — British Women Writers: 1780-1860

Every third year

Novels, poetry, and prose writings by women writing during and after the Romantic Movement — Frances Burney, Jane Austen, the Brontës, Mary Wollstonecraft, Elizabeth Barrett Browning, and others. One unit.

English 244 — 19th-Century Bildungsroman

Every third year

The so-called novel of education — about the growth and development of a central character. Close readings of novels by Austen, Dickens, Eliot, Hardy, Butler, Wells, Chopin, Glasgow, and others. One unit.

English 245 — Major Victorians*Every third year*

A study of works by major poets such as Tennyson, Browning, Arnold, and Hopkins, and essayists such as Mill, Ruskin, and Carlyle, to examine some of the cultural developments which define Victorianism. One unit.

English 246 — 19th-Century Novels*Every third year*

A close examination of the British novel in the 19th century, including novels by Thackeray, Dickens, the Brontes, George Eliot, and Hardy. One unit.

English 247 — Dickens's World*Every third year*

A study of Dickens's development as the major novelist of Victorian England through analyses of works from his Early, Middle, and Late periods: *Oliver Twist*, *Dombey and Son*, *David Copperfield*, *Hard Times*, *A Tale of Two Cities*, *Great Expectations*, and *Our Mutual Friend*. One unit.

English 250 — Early American Literature*Every third year*

A study of the development of cultural contact between Native Americans and Europeans, the Puritan experiment, and the founding of the nation from 1600-1830. One unit.

English 251 — American Renaissance*Every third year*

A study of the American Renaissance through selected prose and poetry of Poe, Emerson, Thoreau, Whitman, Hawthorne, and Melville. One unit.

English 252 — American Realism*Alternate years*

A study of the rise of variant expressions of realism, its evolution into naturalism, the revival of local color and the flowering of regionalism, all in response to the changing American scene through immigration, segregation, business, technology and other forces between the Civil War and World War I. One unit.

English 253 — 19th-Century American Women Writers*Every third year*

This course studies various genres in which 19th-century women engaged restrictive definitions of woman's sphere. One unit.

English 256 — American Novel to 1900*Every third year*

A survey of selected works of major American writers of fiction before 1900, including Brown, Cooper, Hawthorne, Melville, Twain, Simms, Howells, Stowe, Crane, and James. One unit.

English 257 — Modern American Poetry*Every third year*

A close analysis of the development of American poetry from the early 20th century up to the contemporary period, including such poets as Pound, Eliot, Williams, Crane, Frost, Stevens, and others. One unit.

English 258 — Modern American Novel*Spring*

A study of the emergence of Modernism and other currents in the American novel from 1900 to the contemporary period. One unit.

English 259 — Southern Literature*Every third year*

A study of the writers of the so-called Southern Renaissance that began in the 1920's because of Old and New South tensions, including such figures as Faulkner, Penn Warren, Welty, Tate, Ransom, Styron, Flannery O'Connor, and Tennessee Williams. One unit.

English 260 — Poetry & Religion/The European Tradition*Every third year*

A course that explores the relation between poetry and religion in Dante, Milton, Goethe, Blake, and Hopkins; other authors may include Theresa of Avila, John of the Cross, Tennyson, C. Rossetti, Auden, R.S. Thomas, Jennings, Hill, Heaney, and Murray. One unit.

English 261 — Poetry & Religion/The American Tradition*Every third year*

A course that explores the relation between poetry and religion in Poe, Emerson, Whitman, Dickinson, Eliot, Merton, Snyder, Wilbur, and Hayden. Various biblical, Hindu, Buddhist, and gnostic readings will be examined. Other authors may include W. James, Pound, Ginsberg, C. Wright, and Warren. One unit.

English 262 — T. S. Eliot*Every third year*

A close study of Eliot's poetry, criticism, and drama, including unpublished and lesser known writings. One unit.

Every third year

English 263 — Joyce

A close study of Joyce's modernist epic novel *Ulysses* as an experimental narrative; preceded by a close reading of *Portrait of the Artist as a Young Man* or *Dubliners*. One unit.

English 265 — Modern British Poetry

Every third year

A study of the major British poets in the first half of the 20th century, including Hardy, the Georgians, the Imagists, Lawrence, Yeats, Eliot, Auden, and Dylan Thomas. One unit.

English 266 — Modern British Novel

Alternate years

A study of developments in the British novel from 1900-1950, with an emphasis on Modernist texts, through an examination of works by novelists such as Forster, Joyce, Woolf, Lawrence, Rhys, Greene, and Waugh. One unit.

English 268 — African-American Literature

Annually

A survey of representative American Black literature from slave narratives to contemporary writing, with a thematic emphasis, such as the continuing impact of slavery on African-American experience. One unit.

English 269 — Modern Drama

Alternate years

A study of developments in drama from 1890 to 1960 in England, America, and on the Continent through an examination of selected works of such playwrights as Ibsen, Chekhov, Shaw, Pirandello, O'Neill, Brecht, Williams, and Beckett. One unit.

English 270 — Tragic View

Every third year

A study of the theory of tragedy in dramatic and nondramatic literature. Readings in Greek tragedians, Latin and Continental, as well as English and American literature. One unit.

English 271 — Detective Fiction

Alternate years

The course traces detective fiction from its 19th-century beginnings (Poe, Doyle) to the British Golden Age (Christie, Sayers), and recent metaphysical parodies of the genre (Pynchon, Auster). One unit.

English 272 — Contemporary African-American Literature and Culture

Annually

An examination of post-civil rights movement novels, poetry, nonfiction, art, film, and music from the perspective of Trey Ellis's "New Black Aesthetic." Compares Spike Lee, Jean-Michel Basquiat, Lisa Jones, Paul Beatty, Living Colour, and Terry McMillan to previous literary and political movements in African-American culture. One unit.

English 275 — Nature/Poetry

Every third year

A reading of natural history essays from the 18th to 20th century with emphasis on our problematic relationship to nature and the roots of that problem in scientific thinking and the arrogance of humanism. One unit.

English 276 — Contemporary Fiction

Every third year

An examination of recent developments in fiction through study of selected works of present-day writers. One unit.

English 277 — Contemporary Poetry

Annually

A examination of recent developments in poetry through study of selected works of present-day writers. One unit.

English 279 — Contemporary Drama

Every third year

A study of developments in Anglo-American drama from 1960 to the present through the work of playwrights such as Beckett, Shepard, Mamet, Wasserstein, Norman, Hare, Churchill, Wilson, Fugard, Shange, and Kushner. One unit.

English 281 — Rhetoric

Every third year

A consideration of rhetorical theory in the classical texts of Plato and Aristotle, an analysis of some famous examples of persuasive eloquence, and the student's own exercise of persuasive speech on subjects of public concern. One unit.

English 283 — Feminist Literary Theory

Annually

Readings in major directions in 20th-century feminist literary theory, with study of works by writers such as Charlotte Bronte, Chopin, Gilman, Woolf, Atwood, and Morrison. Theory may address

such issues as gendered reading and writing, representation of the body and sexuality, gender/race/class, feminism and ideology. One unit.

English 284 — Literary Criticism

Alternate years

A study of the aims and procedures of literary criticism and of representative approaches, both ancient and modern. Selected readings from influential critics from Plato and Aristotle to the late 20th century, with application to literary works. One unit.

English 285 — Contemporary Literary Criticism

Alternate years

The course introduces students to some of the major positions in modern and contemporary literary criticism: the "old" and "new" historicisms, formalism, reader-response criticism, structuralism, hermeneutics, deconstruction, critique of ideology, and cultural studies. Seeks to clarify literary criticism's place among the contemporary disciplines. One unit.

English 286 — Advanced Creative Writing/Pedagogy

Annually

Instruction in teaching creative writing in the public schools, enhancing credentials. Seven hours per week practicum open to English and Education majors. Permission of instructor. Class size limited to 12. One unit.

English 287 — Composition Theory and Pedagogy

Annually

This course investigates how people learn to write, and how they can be helped to write better. Topics include individual composing processes, academic discourse constraints, and cultural influences on writing. This by-permission course is required for all students who wish to become peer tutors in the Holy Cross Writer's Workshop. One unit.

English 288 — Creative Writing/Poetry

Annually

The study of the form and technique of poetry, with emphasis on regular creative work and practical criticism of the student's own thinking. Permission of instructor required. Class size limited to 12. One unit.

English 289 — Creative Writing/Fiction

Annually

Intensive reading and writing of short stories, in a workshop format combined with lectures on form, language, finding material for fiction, and other matters. CRAW 1 or 2 is prerequisite. Permission of instructor required. Class size limited to 12. One unit.

English 290 — Special Topics in English

Fall, spring

The study of a special problem or topic in literature or language, or a body of literature outside present course listings. Representative examples include: Renaissance Love Lyric, Arthurian Tradition, Contemporary Women Writers, Renaissance Women Writers, Nineteenth-Century Novel & Crime, Frost/Stevens. One unit.

Advanced Courses

English 300 — Tutorials and Independent Study Projects

Fall, spring

Permission of the instructor and/or the Department Chair ordinarily required for such courses.

English 301-306 — Seminars

Annually

Advanced seminars are classes with prerequisites that offer the student an opportunity to pursue an ambitious independent project and to take more responsibility for class experience. Some recent advanced courses have been: Book as Text/Object, Keats and Wordsworth, Medieval East Anglia, Austen: Fiction to Film, Shakespeare's Romances, Literary Constructions of Romantic Love, Forgotten Language: The Art of Nature Writing, and Slavery & the Literary Imagination. One unit.

English 307, 308 — English Honors Thesis

Annually

Two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the English Honors Committee. Two units.

English 320 — Advanced Creative Writing/Poetry

Every third year

For students who have taken Creative Writing/Poetry who want to refine their skills. Workshop format, with lectures and readings. Permission of instructor required. Class size limited to 12. One unit.

English 325 — Advanced Creative Writing/Fiction

Every third year

For students who have taken Creative Writing/Fiction who want to refine their skills. Workshop format, with lectures and readings. Permission of instructor required. Class size limited to 12. One unit.

History

Ross W. Beales, Jr., Ph.D., *Professor*
 Robert L. Brandfon, Ph.D., *Professor*
 James T. Flynn, Ph.D., *Professor*
 William A. Green, Ph.D., *Professor*
 Anthony J. Kuzniewski, S.J., Ph.D., *Professor*
 Theresa M. McBride, Ph.D., *Professor*
 David J. O'Brien, Ph.D., *Loyola Professor of Roman Catholic Studies*
 James F. Powers, Ph.D., *Professor*
 Karen Turner, Ph.D., *Professor*
 John B. Anderson, M.A., *Associate Professor and Chair*
 Lorraine C. Attreed, Ph.D., *Associate Professor*
 Noel D. Cary, Ph.D., *Associate Professor*
 Vincent A. Lapomarda, S.J., Ph.D., *Associate Professor*
 Aldo Lauria-Santiago, Ph.D., *Associate Professor*
 Mark E. Lincicome, Ph.D., *Associate Professor*
 Thomas Worcester, S.J., Ph.D., *Assistant Professor*
 Michael R. West, Cand. Ph.D., *Instructor*
 Patricia A. Halpin, Cand. Ph.D., *Lecturer*

The History Department offers a wide range of studies dealing with most of the world's major civilizations. There are few prerequisites, but students should select courses that are chronologically compatible. For those beginning a serious study of history, the department has designed entry-level courses, History 1 through History 16. Courses numbered 30 or above are considered intermediate and/or upper-level in difficulty. Students taking these courses are generally expected to enter them with a firm grasp of fundamental historical facts and concepts.

Majors in history must take a minimum of 10 courses. First-year courses count toward that total; advanced-placement credits do not. Two entry-level courses must be chosen from among the following: Rise of the Christian West to AD 1000 (History 11); Emerging Europe, 1000-1500 (History 12); Europe: Renaissance to Napoleon, 1500-1815 (History 13); and Europe: Napoleon to the Cold War, 1800-1990 (History 14). Majors also must take two United States history courses from those numbered above 30 and at least one course in the history of Africa, Asia, the Middle East, or Latin America. Majors must take at least two courses in the department in which the principal chronological content falls between the beginning of the Christian era and 1750. Courses in the history of the Americas do not fulfill this requirement. Some courses (e.g., History 11) fulfill two requirements. Entry-level requirements are ordinarily fulfilled by the end of the second year. Fourth-year history majors will not be admitted to entry-level courses in European history except under extraordinary circumstances and only with special permission from the Department Chair. First-year students are restricted to one history course a semester; upper-class students should limit their schedules to two history courses per semester. All majors are strongly encouraged to include non-Western courses in their program.

Students who have scored four or above in their Advanced Placement test in American history are exempted from the entry-level American history courses. History majors with Advanced Placement credits in American history must take two American history courses numbered above 30. Students who have scored four or above in their Advanced Placement test in European history are exempted from the entry-level European history requirements, but they are required to take a minimum of two upper-level European history courses.

History is among the most encompassing academic disciplines. It is informed by economics, sociology, political science, and international relations; it embraces the arts and literature; and it is sensitive to developments in the basic sciences. Historians study the process of change over time. All aspects of human experience are of interest to historians; consequently the expertise and vision of each member of the History Department will vary according to his or her special orientation. History majors should seek academic encounter with professors having different interpretive approaches. Most importantly, majors should select courses carefully in related disciplines to expand their historical insights and to acquire critical tools that will enhance their ability to pursue serious historical scholarship.

Students considering application to Holy Cross as history majors are strongly advised to pursue foreign language study in high school.

The Department of History offers the opportunity for fourth-year students to be nominated for the History Honors Program. Students aspiring to graduate with Honors in History are required to take an advanced seminar or colloquium and to work closely with a member of the history faculty on a major research thesis. The Department Honors Program will enrich and inform a student's course of studies at Holy Cross, particularly the quality and direction of a student's major in history. The program involves significant commitment and work, offers the intellectual rewards of independent research and original writing, and recognizes outstanding achievement.

Courses

History 1, 2 — American Themes

Annually

An introduction to history as a mode of intellectual inquiry, this is an intensive reading, writing, and discussion course which is limited to 24 students. Sections are conducted in small groups of no more than 12 students. This course seeks to develop a sense of history through an in-depth study of selected topics and themes in American history. Emphasis is on student participation and the development of critical thinking. Readings involve some textual analysis, and there are frequent short papers. First year students only. One unit each semester.

History 3 — Perspectives on Asia: "Traditional" East Asia

Fall

This course focuses on selected themes in the civilizations of Asia from the earliest times through the 19th century. It will examine the philosophical, political, religious and artistic traditions of these great cultures, and how those traditions changed over time. Creative literature, films, field trips, lectures and discussions will be used. One unit.

History 4 — Perspectives on Asia: Modern Transformations

Fall

The course focuses on historical and cultural movements in the Asian countries. This is a team taught course and themes will vary according to the interests and expertise of the Asian Studies faculty. Creative literature, anthropological accounts, journalists' reports, films and guest lecturers will be used to gain a multi-layered perspective of these complex societies. One unit.

History 5 — History of Latin America 1: Colonial Period

Fall

Surveys Latin American history from pre-Columbian to modern times emphasizing native cultures the "discovery" of the New World; European conquest and the creation of colonial societies in the Americas; race, gender and class relations; the functioning of the imperial system; the formation of a peasantry; and the wars of independence. One unit.

History 6 — History of Latin America 2: National Period

Spring

Surveys 19th and 20th century Latin America, focusing on six countries in Latin America. Topics considered are the formation of nation-states, the military, development and modernization, the Catholic church and liberation theology, social and political movements for reform or revolution, slavery and race relations, social history of the workers and peasants, and inter-American relations. One unit.

History 7 — Origins of Japanese Culture

Alternate years in fall

Surveys the development of Japanese social and political institutions, religion, art, and literature from prehistory to A.D. 1600. Particular attention is paid to the relationship between cultural and political change. Students also learn how archeological discoveries, painting, sculpture, poetry, fiction, and performing arts are used to study history.

History 9 — Ancient Civilization 1: Near East & Greece

Fall

An examination of the history of the Ancient Near East, Egypt, and Greece from the fourth millennium through the fourth century B.C. The evolution of ancient humanity from prehistoric origins through the growth of ancient empires will be studied and compared with the very different model presented by Greek civilization through the death of Alexander the Great. One unit.

History 10 — Ancient Civilization 2: Roman Republic & Empire

Spring

An examination of the growth and evolution of Rome from a city-state republic to its mastery of a Mediterranean empire. The course concludes with the restructuring of the Empire by Diocletian and Constantine, and the patristic synthesis of Christian and pagan cultures. One unit.

History 11 — The Rise of the Christian West to A.D. 1000*Fall, spring*

Western history from the later Roman period to the formation of Europe in the 11th century. Covers political, religious, economic, social, artistic and legal developments in the fusion of Roman and Christian civilization, the disintegration of the Western Roman empire in the face of barbarian invasions, relations with the Byzantine Eastern Empire, the impact of Islam, rural and urban life, the Carolingian revival, and the impact of new peoples on the European scene. One unit.

History 12 — Emerging Europe, 1000-1500*Fall, spring*

The emergence of Europe in the 11th century to the era of the Renaissance. Covers political, religious, economic, social, artistic and legal developments in the formation of European states and territorial monarchy, European frontier expansion, urban growth, the evolution of Romanesque and Gothic styles, and the conflict of church and state. One unit.

History 13 — Europe from the Renaissance to Napoleon: 1500-1815*Fall, spring*

Social, cultural, religious, economic, and political developments in Europe from the Renaissance to the Fall of Napoleon. Special emphasis is given to the Protestant and Catholic Reformations, the evolution of monarchical power, the rise of European overseas empires, the scientific revolution, the Enlightenment, the French Revolution, and the rise and fall of Napoleon Bonaparte. One unit.

History 14 — Europe from Napoleon to the End of the Cold War: 1815-1990*Fall, spring*

European history from the end of the French Revolution to the collapse of communism in Europe: industrialization, the rise of liberalism and nationalism, the revolutions of 1848, the creation of national states in Italy and Germany, evolution of a consumer culture, European imperialism in Asia and Africa, art and culture of the 19th and 20th centuries, World War I, the rise of Bolshevism, fascism and Nazism, World War II, the history of the Cold War, the formation of the European Union, the collapse of communism in Eastern Europe, and the breakup of the Soviet Union. One unit.

History 31 — History of Greece*Fall*

A study of Greek history from the beginnings to the death of Alexander. Great emphasis is placed on a close analysis of the primary sources, many of which are now accessible through computer technology. Cross-registered in the Department of Classics as Classics 157. One unit.

History 33 — History of the Roman Republic*Spring*

A survey of Roman civilization from the Regal period to the early Empire, with a special focus on the political and social forces that led to the establishment of the Principate. The course will concentrate on the sources for this period: the historians, inscriptions, and monuments. Cross-registered in the Department of Classics as Classics 158. One unit.

History 34 — Decline and Fall of the Roman Empire*Fall*

A survey of Roman imperial civilization from the 1st to the 6th century, A.D. The course will concentrate on the sources for this period: the historians, inscriptions, monuments, and coins. Cross-registered in the Department of Classics as Classics 159. One unit.

History 43 — The Later Middle Ages*Every third year in spring*

A survey of Europe from the late 13th through the late 15th centuries, organized both topically and chronologically. Topics include: kingship and government, warfare, church and lay piety, society and family, economy, and philosophy and education. One unit.

History 45 — 12th-Century Renaissance**(Formerly The 12th-Century Renaissance I)***Alternate years in fall*

The first European creative surge, covering from the later 11th century to the mid-12th century. Emphasis given to European expansion and the Crusades, the struggle between the Church and the emerging institutional monarchies, the intellectual revival, and the fruition of Romanesque art and architecture. One unit.

History 46 — The Rise of the Gothic**(Formerly The 12th-Century Renaissance II)***Alternate years in spring*

The extension of the 12th-century Renaissance from the mid-12th century to the early 13th century. Emphasis given to the struggle between the Church and the emerging institutional monarchies, the mature development of the Papacy, the invention of representative government, the intellectual revival, and the emergence of Gothic art and architecture. One unit.

History 47 — Renaissance Europe*Alternate years in fall*

Surveys the significant intellectual, cultural, social and political developments across Europe, beginning with the achievements of Dante and the early Italian Renaissance, continuing with the political and artistic expressions of the Italian city-states, and tracing the spread of Renaissance influences to northern Europe through the early 16th century. One unit.

History 48 — Reformation Europe*Alternate years in spring*

The most significant political, intellectual, and religious developments of the Protestant and Catholic Reformation movements in 16th and 17th century Europe. One unit.

History 49 — The Papacy in the Modern World*Annually*

Examining the evolution of the papacy from the Renaissance to the present, this course considers the various roles played by the popes, not only in church government, but also in the arts, in politics and diplomacy, and in international advocacy of peace and justice. Cross-registered in the Department of Religious Studies as RELS-096. One unit.

History 53 — 20th-Century Europe: 1890-1939*Alternate years in fall*

From the high point of European global power and cultural influence, Europe descended into an era of world war, dictatorship, popular extremist ideologies, and unprecedented mass murder. Topics include: the pre-1914 "belle époque," the origins and nature of World War I, the Russian Revolution, the Versailles peace settlement, the "crisis of democracy" and the rise of fascism, the Italian, German and Soviet dictatorships, the Spanish Civil War, appeasement, and the origins of World War II. One unit.

History 54 — Europe and the Superpowers: 1939-1991*Alternate years in spring*

World War II, the Holocaust, science and government, Cold War, the division of Europe, the revival of west-European democracy, de-Nazification, post-Stalin Russia, decolonization, the economic miracle, European integration, Berlin crises, Christian democracy, Gaullism, the sixties, the Prague Spring, Ostpolitik, the Green movement, perestroika, and the collapse of communism. One unit.

History 70 — The West and the Wider World, 800-1500*Alternate years*

This course explores the origins of the explosive growth of the European West toward the non-European world from the later Carolingian Age until the voyages of discovery in the era of Columbus. It seeks to integrate the many sectors of European expansion in the five centuries before Columbus looking for the common factors and forces at work driving this aggressive growth. One unit.

History 71 — The West and the Wider World, 1500-1650*Alternate years*

The course examines why, among the world's great civilizations, Latin Christian Europe achieved a global hegemony in the early modern era. Principal attention is given to the growth of technical and geographical knowledge, to Portuguese discoveries in the Atlantic and Indian Oceans, to Spanish conquest of America, to Dutch imperium in the East Indies, and to the beginning of Anglo-French penetration of North America and the Caribbean. Readings will consider the biological and environmental consequences of European discoveries and conquests. One unit.

History 72 — Europe and the Western World Hegemony, 1650-1815*Alternate years in spring*

Concentrates on political, social, and economic developments in Western and Central Europe: the development of modern monarchies, the transition to capitalism, and the beginnings of European industrialization. The competitive interaction of European states provides a framework for studying the growth of vast mercantile empires in the Americas, the evolution of slave based plantation colonies, and the extension of European hegemony in Asia. One unit.

History 85 — The American Social Gospel*Alternate years*

Examines the response of Catholic and Protestant churches in the United States to the problems of industrial society. The heart of the course will be the writings of the major Christian theologians and the statements of the major denominations. This is a course in American intellectual and social history, locating the development of Christian social and political thought in the context of the problems posed by rapid economic expansion, trade unionism and socialism, urbanization, poverty, racism and war. One unit.

History 86 — Catholicism, Capitalism and Democracy*Alternate years*

The history of the Catholic Church from the French Revolution through the second Vatican Council. Particular attention is directed to the development of Catholic social and political thought and to church inspired social movements. The themes of the course arise from the Catholic encounter with democracy, capitalism and socialism. Participants become familiar with the major Catholic figures of the last two centuries. One unit.

History 87 — Catholicism in the United States*Annually*

A historical examination of the development of the Catholic Church and its people in the U.S. Particular attention will be devoted to issues of church and society as they have developed since the 19th century. Cross-registered in the Department of Religious Studies as Religious Studies 88. One unit.

History 88 — Issues in American Catholic History*Alternate years*

Problems in contemporary American Catholicism examined in a historical context. Examples of such problems are church and state, episcopal collegiality, parish life and ministry, war and peace, and Catholic social action. The goal of the course is to become capable of participating in intelligent public dialogue on matters of significance within the church. Completion of Catholicism in the United States or permission of the instructor is required. Cross-registered in the Department of Religious Studies as Religious Studies 89. One unit.

History 95 — Great Leaders*Alternate years*

A biographical study of leadership on the international scene as reflected in the persons who have shaped the social, political, intellectual, religious, and economic history of the 20th century. One unit.

History 99 — Comparative Women's History*Annually*

This course explores women's experience in Europe and the U.S. in an era which was constantly reinventing womanhood. Themes include the idea of equality, the New Woman, education, sexuality, ethnic migration, the creation of the welfare state, nationalism and imperialism, and women's work. This course will enrich students' understanding of the diversity of women's experience in Europe and the U.S. in the period since 1850. One unit.

History 101 — Colonial America*Fall*

The exploration, settlement, and development of North America from the late 16th to the mid-18th century. Special emphasis: comparative analysis of the backgrounds, goals, and accomplishments of the original colonists; social structure, economic development, and religious life; immigration and white servitude; slavery; Indian-white relations; and development of the British imperial system. One unit.

History 102 — The Age of the American Revolution, 1763-1815*Spring*

The American Revolution and independence in the context of Anglo-American ideas and institutions. Special emphasis: imperial reorganization after the Seven Years' War; colonial resistance and loyalty; revolutionary ideology; social and political consequences of the Revolution; Confederation and Constitution; political parties under Washington, Adams, and Jefferson; and impact of the French Revolution and Napoleonic Wars on the U.S. One unit.

History 103 — The Age of Jackson: 1815-1860*Alternate years in fall*

American life and politics between the time of the Founding Fathers and the Civil War. Emphasis will be given to Jackson's role as a national hero and political leader; constitutional issues; political and economic developments; continental expansion; antebellum literature, social life, and reform; and the breakup of the Jacksonian consensus as a prelude to the Civil War. One unit.

History 104 — Lincoln and His Legacy, 1860-1900*Alternate years in spring*

American life and politics from the Civil War to the end of the 19th century. Emphasis will be given to Lincoln's leadership and vision, the proximate causes and military progress of the Civil War, "Reconstruction" of the former Confederate states, the impact of the industrial revolution on American society, the consequences of federal efforts to settle the trans-Mississippi West, Populism, and other political developments. One unit.

History 105, 106 — U.S. in the 20th Century*Annually*

A study of the salient political, social, economic, and cultural developments in the history of the U.S. from the beginning of the 20th century to the recent past. One unit each semester.

History 107 — 19th-Century U.S. Diplomacy*Fall*

A study of the foundations and development of American diplomacy to the turn of the 20th century, with an emphasis on the American presidents and their secretaries of states. One unit.

History 108 — 20th-Century U.S. Diplomacy*Spring*

A study of the foreign policies and relations of the U.S. with respect to the nations of the Americas, Europe, Asia, the Middle East, and Africa, with an emphasis on the American presidents and their secretaries of state from the turn of the century to the present. One unit.

History 109, 110 — Problems in American Political History*Annually*

A two-semester course which deals with a number of issues in American political history. The first semester deals with nineteenth century issues and the second semester those of the 20th century. Typical issues would include the rise of a party system, the development of a political opposition, and the nature of political culture. One unit each semester.

History 111, 112 — American Social and Intellectual History*Alternate years*

An interdisciplinary examination of the political, economic, religious, social, and cultural development of the American mind from the discovery of America to the present. One unit each semester.

History 113 — Economic History of the United States*Fall*

This course investigates the development of the American economy from colonial days to the present. Special emphasis is placed on the pattern of economic growth, in particular the interplay of economic principles and institutional forces shaping the transition from an agricultural to an industrialized economy. Prerequisites: Economics 11, 12. Cross-registered in the Department of Economics as Economics 115. One unit.

History 115 — The Idea of American History*Alternate years*

In this course writings of the major American historians are examined in terms of the sources and development of their thought and the uses which Americans made of their ideas. Historiography thus takes the form of intellectual history, and the objective is to become familiar with a most important expression of American national self-consciousness. One unit.

History 116 — American Religious History*Alternate years*

A study of the American religious experience from colonial times to the present with an emphasis on the major religions, persons, institutions, and movements. (Cross-registered in the Department of Religious Studies as Religious Studies 105.) One unit.

History 117, 118 — Family in American History*Annually*

A study of the history of the American family. The first semester deals with the family in America from the English background of colonization in the 16th and 17th centuries to the middle of the 19th century. The second semester covers the mid-19th century to the present. One unit each semester.

History 119, 120 — African-American History*Annually*

The first semester, 1619-1865, explores the passages from Africa to America, and from slavery to freedom. The course will examine in detail 1) the origins of American slavery, and the role of racism and racial ideology, combining with democracy to form America's "peculiar institution;" 2) the plantation system in maturity; 3) slave resistance and abolitionism; 4) the Civil War and emancipation. The second semester, 1865 to present, explores the problem and promise of freedom, reconstruction, the triumphs of white supremacy, segregation and Booker T. Washington. The course will trace the movement of African Americans through the Great Migration, the Harlem Renaissance, down through to the time of the Civil Rights era. One unit each semester.

History 121 — American Urban History*Alternate years*

A study of the role of cities in American life and thought from the colonial period to the present, with emphasis on the popular experience of city life, the evolution of municipal government, the organization of urban space, the emergence of suburbs and inner city ghettos, and visions of the ideal city in the United States. One unit.

History 127 — American Immigration to 1882*Alternate years in fall*

A survey of immigration from the colonial period to the era of the Civil War. Topics include colonial immigration and the emergence of an American identity; 19th-century immigration from Ireland, Germany, Scandinavia, and China; 19th-century nativism; Asian immigration, and the Chinese Exclusion Act of 1882. One unit.

History 128 — American Immigration Since 1882*Alternate years in spring*

A survey of immigration since the era of the Civil War. Topics include new immigration from southern and eastern Europe, the growth of sentiment for immigration restriction, assimilation in the wake of the National Origins Act of 1924, refugee immigrants, Hispanic-American and Asian immigrants, and immigration legislation since 1945. One unit.

History 129 — Mexico Since Independence*Alternate years in fall*

This course will introduce students to the national history of Mexico (1820s-1980s). The themes we will consider include the formation and experience of peasants, workers, elites and middle sectors, the formation of the Mexican nation-state, foreign intervention and internal instability, development and industrialization, popular political participation, labor history, agrarian reform, state involvement in the economy, the rise and decline of the PRI, relations with the U.S., and struggles for democracy, economic rights, and social justice. One unit.

History 131 — Medieval England to 1216*Alternate years in fall*

Examines the political, social, legal and economic developments in England and the Celtic fringe from the prehistoric period, through the Roman and Anglo-Saxon invasions, into the Norman and Angevin eras, ending in 1216 with Magna Carta and the death of King John. Topics include the Romanization of Britain, the growth of Christianity, the roles of medieval women and minority groups, crime and violence. One unit.

History 132 — Medieval England: 1216-1485*Alternate years in spring*

Political, legal, social, and economic development in England and the Celtic fringe from 1216 and the reign of Henry III to the death of Richard III in 1485. Covers the growth of English common law and Parliament, especially during the reign of Edward I 1272-1307; agriculture and society, particularly during the years of demographic expansion in the 13th century and contraction after the Black Death; disturbances of the Hundred Years' War, the Wars of the Roses, and the role of crime and violence in medieval society. One unit.

History 133 — Latino History, North and South*Alternate years in fall*

This course introduces students to the emerging field of United States Latino history. While the course emphasizes the intersection of U.S. and Latin American national histories, the migration process, and the formation of communities within the United States, it also examines the experience of Latinos in the U.S. through inter-disciplinary themes that include ethnicity, poverty and social mobility, identity, popular culture, and politics — all in historical perspective. Readings will stress the experiences of people from Puerto Rico, Mexico/U.S. Southwest, Dominican Republic, Cuba, and Central America. One unit.

History 134 — Central America and the Hispanic Caribbean*Alternate years in spring*

This course examines the history of Central America and the Hispanic Caribbean (Cuba, Puerto Rico, Dominican Republic) since the early 19th century. It is organized around the concept of national political histories — that is, the formation of independent states after centuries of Spanish colonial rule. Within this framework we will also examine aspects of the social history and economic development of the region, including the study of land and labor systems, gender relations, race and ethnicity, community and class formation, military dictatorship revolutionary movements, and transitions to electoral democracy. One unit.

History 137 — Tudor England: 1485-1603*Every three years in spring*

This course examines the political, constitutional, social and cultural developments in England from the accession of Henry VII in 1485 until the death of Elizabeth in 1603. Covers changes in the nature of monarchical government, the role of Parliament, the English Reformation, Northern Renaissance humanism, and the settlement of Elizabeth. Social and economic changes as they affected family life, the role of women, and urban growth will be emphasized. One unit.

History 139 — Great Powers and World Imperialism, 1815-1914*Alternate years in fall*

This course examines the political, economic, and technological evolution of the great states of Europe and North America as a basis for studying the territorial expansion of those states in the wider world. The ideological formulations of imperialism, including concepts of cultural and racial hierarchy, will be treated. Chief attention will be given to the British Empire. Political competition,

alliances, and alignments among the great states will be examined in detail, particularly the relentless march from crisis to crisis until Europe's world imperium was shattered in the First World War. One unit.

History 140 — Demise of the European World Empires

Alternate years in spring

This course charts the rise of the Third World. It examines the development of colonial nationalism in Europe's African and Asian empires, particularly those of France and Britain. The structure of imperial regimes will be studied in detail, as will the impact of those regimes upon the political, social, economic, religious, intellectual, and cultural lives of colonial peoples. Special attention will be given to the achievement of political independence in India and to colonial wars in Indo-China, Algeria, Congo (Zaire), and Kenya during the 1950s and 1960s. The course will conclude with a retrospective analysis of developments in the Third World since the end of the European era. One unit.

History 143 — Medieval Spain

Alternate years in fall

The historical evolution of the peoples of the Iberian Peninsula from their Roman experience to the creation of Spain as a political entity at the end of the 15th century. Emphasis is placed on political, social, economic, religious and artistic development, and the influence of the Visigothic and Muslim invasions and the Reconquest on the shaping of Luso-Hispania. One unit.

History 144 — Modern Spain

Alternate years in spring

The development of Spain from its creation of the first world empire in the 16th and 17th centuries, through its imperial decline and revitalization in the Enlightenment, its Napoleonic experience, the evolution of the constitutional monarchy in the 19th century, and the struggle of political ideologies leading the Spanish Civil War in the 20th century. A survey of Franco and Post-Franco Spain concludes the course. One unit.

History 149 — Poland and Ireland: Origins to 1815

Alternate years in fall

Comparative study of Polish and Irish nations, designed to illuminate the development of the West. 1) Origins to Renaissance and Reformation. 2) 17th century conquests. 3) Rise and defeat of democratic revolutions. Poland and Ireland were the frontiers, eastern and western, of Western Christendom and experienced in special ways the main developments of the West, from medieval origins to the late 18th century age of democratic revolutions, when the Partitions of Poland and the Act of Union ended the political independence of both. One unit.

History 150 — Poland and Ireland since 1815

Alternate years in spring

Comparative study of Polish and Irish nations, designed to illuminate the process by which traditional societies became modern: 1) Rise of modern nationalism to 1850; 2) "Organic Work" in Poland and "Home Rule" in Ireland, 1850-1922; and 3) The trials of independent small nations in 20th century. Poland and Ireland began the 19th century agrarian, Catholic, and dependent parts of multi-national empires. In the 20th century, both became independent nation states after century long struggle from economic, ideological, and social, as well as political, change. Both experienced special difficulties of small nations' efforts to achieve meaningful independence in the 20th century. One unit.

History 151 — History of Russia to 1905

Alternate years in fall

This course studies three main stages in the history of Russia: 1) the development of civilization in Russia from origins to 1700; 2) the building of a westernized Russian empire, 1700 to 1855; and 3) the era of Great Reforms to the onset of the Revolutions, 1855 to 1905. One unit.

History 152 — 20th-Century Russia

Alternate years in spring

This course studies the main stages in Russia's 20th-century experience: 1) the Russian Revolutions, 1905-1921; 2) the development of a new order, the Soviet Union, 1921-1941; 3) World War II and the Soviet super power, 1941-79; and 4) stagnation and the end of Soviet Union, since 1979. One unit.

History 153 — Soviet Political Development

(Cross-listed with Political Science 255) Please refer to the description from the department that offers this course, Political Science.

History 154 — Soviet and Russian Politics/1953-Present

(Cross-listed with Political Science 256) Please refer to the description from the department that offers this course, Political Science.

History 155 — Introduction to Russian Studies*Alternate years in fall*

An interdisciplinary study of Russian civilization, offered every other year. The course covers a theme (such as Russia and the West or the Russian Revolution), using the methodologies of literature, history and political science. Required of Russian Studies majors and open to others. Cross-registered in the Department of Political Science as Political Science 256 and in the Department of Modern Languages and Literatures as Russian 251. One unit.

History 159 — Environmental History*Spring*

Beginning with the early civilizations of Mesopotamia, the Mediterranean, and North China, this course integrates human experience with the natural order. It examines changing ratios of humans to the land and of humans to other species. Attention is given to the impact of the transfer of plants, animals, and diseases between the hemispheres after 1492. The course considers aesthetics — how perceptions of nature have differed over time among diverse peoples — and it examines the rise of environmentalism and environmentalist politics in the 19th and 20th centuries. Case studies will concentrate upon environmental crises in the contemporary world. One unit.

History 160 — The Reformation in Germany*Alternate years*

This course focuses on the Reformation in the German-speaking countries by examining the interplay of intellectual, social and political forces that brought about profound changes in the sixteenth century. Topics discussed include: Martin Luther's evangelical thrust, humanism and the Reformation, Erasmus and Luther, the radical wing (Munzer and Karlstadt), the Anabaptists, the Imperial Knights' Revolt, the Peasants' War, the Reformation in the cities, Zwingli in Zurich, Calvin and the Calvinists, art as visual propaganda, Catholic reform and the Counter-Reformation, the legacy of the Reformation, the rise of the territorial states. One unit.

History 161 — Germany from Metternich to Hitler*Alternate years in fall*

Late to unify, late to industrialize, and late to acquire democratic institutions, Germany had to cope with all three processes at once, with tragic consequences for human rights and international order. This course analyzes the trends and circumstances in German and European history that came together to produce Nazism. This course also explores the presence of diversity and the alternative pathways in German history that help explain postwar developments. Topics include religious tension and prejudice (Catholics, Protestants, and Jews), Prusso-Austrian duality, the German confederation, the revolution of 1848, German national liberalism, Bismarckian unification, the development of imperial Germany under the Kaisers, German socialism, World War I, the revolution of 1918, the Weimar Republic, the Third Reich, and the Holocaust. One unit.

History 162 — Germany from Dictatorship to Democracy*Alternate years in spring*

In Western Germany after World War II, a people that once had followed Hitler now produced perhaps the most stable democracy in Europe. At the same time, eastern Germans lived under a new dictatorship that lasted more than three times as long as Hitler's. What is the place of the two postwar Germanies in the broader context of German and European history? To what degree were the two German states a product of their shared past, and to what degree were they products of the Cold War? What are the implications for reunified Germany? This course explores these questions by examining the history of democracy, dictatorship, political ideology, and social change in modern Germany. Topics include: German liberalism, socialism, and political Catholicism before the Nazi era; the legacy of Nazism; the Allied occupation; de-Nazification, the Cold War, and the partition of Germany; Communism, Christian Democracy, and Social Democracy; the Adenauer era, the Berlin crises, and the economic miracle; German-German relations and the Ostpolitik of Chancellor Willy Brandt; protest politics, Euromissiles, and the Green movement; the collapse of East Germany; and Germany since reunification. One unit.

History 167 — Modern Italy*Fall*

Italy has a distinguished past, but its political unification occurred only in 1861. This course will analyze the process of unification, the social and cultural life of 19th-century Italy, the deep divisions between the north and the south, Italy's role in both world wars, Fascism and resistance to Fascism, the postwar economic miracle and the politics of the postwar era through the formation of the European Union. One unit.

History 169 — Fascist Italy and Vichy France*Spring*

This course focuses on the nature of resistance to the Fascism in Italy and the French State under Vichy France, and provides the opportunity for more advanced study of Italian and French history to students already familiar with the general history of modern France or modern Italy or those with an interest in the period of the Holocaust and World War II. The course provides an overview of the emergence of politicized intellectuals out of the opposition to fascism in Italy and France, and the shaping of the postwar political generation by the experience of war and the resistance to fascism by reading the works of Carlo Levi, Ignazio Silone, Primo Levi, Albert Camus, Marguerite Duras, Jean Paul Sartre and Simone de Beauvoir. One unit.

History 172 — Medieval France*Alternate years in spring*

This course examines the political, social, and cultural developments in France from Roman Gaul to the reign of Louis XI. Stress will be placed on the institutional development of the state, the vital role of Christianity in the religious, political and intellectual life of France, the evolution of social life and social classes, and the rich artistic and architectural heritage of this era in French history. One unit.

History 174 — Early Modern France, 1515-1750*Alternate years in fall*

From the Reformation to the Enlightenment, France was at the center of European political changes. This course will study the politics, religion, society, and culture of early modern France from the reign of Francis I to the decline of the Old Regime. One unit.

History 175 — French Revolution and Napoleon*Fall*

From the Enlightenment to the Revolutions of 1789 and 1830 and the Second Republic of 1848, the 19th century in France contains the source of much of European and western civilization. The focus is on the history of the French Revolution, its causes and effects and the historical controversy which continues to surround almost every aspect of the Enlightenment and the Revolution; but the course also includes the transition to an industrial economy, the evolution of new social classes, designs for social change, and literary and artistic movements. One unit.

History 176 — Modern France*Spring*

This course is designed to deepen students' understanding of the role France has played as the self-appointed arbiter of European culture, and France's contributions to intellectual, religious, literary and artistic movements. A second theme is France's ongoing relationship to the rest of the world as France developed and then lost its far-flung empire from New Caledonia to West Africa. Most importantly, students should come to appreciate France's central role in the movement toward European unity since World War II. One unit.

History 178 — African History to 1885*Fall*

This course examines African history and culture from its earliest times to the advent to colonialism in 1885. It focuses on the early migrations, state formations, trade, cultural interaction, the spread of Islam, slavery, and early European contact. While lectures and assigned readings will be the basis for information, films will be used occasionally to provide more insight on the subject. One unit.

History 179 — African History Since 1885*Spring*

This course examines African history and culture from 1885 to the present, focusing largely on the colonial period and its impact on African culture, the socioeconomic structure, women, and development. It discusses the rise of national liberation movements, neocolonialism, and settler colonialism. Films will be used to enhance the subject. One unit.

History 181 — Imperial China*Alternate years in fall*

This course surveys Chinese history and culture from the classical period through the last empire. We will follow several themes throughout the class that will demonstrate how the tradition changes and remains intact in some instances in response to social and economic changes. Films, biographies, historical and philosophical writings, and western interpretations of events and personalities will offer students a variety of perspectives. One unit.

History 182 — Revolutionary China*Alternate years in spring*

This course introduces students to events, personalities, and concepts of particular significance for understanding China's 20th century history. It covers the period from 1911 through the present in some detail through a variety of documentary sources, interpretive accounts, and literature. One unit.

History 183 — Economic Development of Modern China*Alternate years in spring*

The goal of this course is to provide the student with a sophisticated understanding of economic development in the People's Republic of China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949. Prerequisites: Economics 11, 12, or permission. One unit.

History 185 — Japan under the Tokugawa Shoguns*Fall*

This course examines the political, social, economic, intellectual, and cultural history of Japan between the late 16th and mid-19th centuries, coinciding with the political rise and fall of the Tokugawa shogunate. In the process, orthodox historiographical interpretations of this period as the early modern precursor to Japan's rapid modernization during the late 19th and 20th centuries will be reconsidered, along with the viability of conventional terms like early modern and modern for historical analysis. One unit.

History 186 — Modern Japan*Spring*

This course is divided into two parts. Part One offers a diachronic overview of early-modern and modern Japanese history from the 17th century to the present. It serves as general background for a more detailed, synchronic examination of the dilemmas of modernization in Part Two, which focuses on the period between the 1860s and the 1930s. Topics for consideration include: industrialization and economic change; law and politics; education, religion, and the state; diplomacy and war; and cultural currents. One unit.

History 187 — Japan Since World War II*Fall*

This course examines the political, economic, social, intellectual, and cultural history of Japan since 1945. Some comparisons will be made with the prewar period, in order to place these developments within a broader historical context. Topics to be discussed include: individual, community and state; religion, education and socialization; gender relations; industrial development and its consequences; Japan and the global community; and postwar interpretations of Japanese history. One unit.

History 188 — The Pacific War*Spring*

This course examines the origins, conduct, impact, and legacy of the Pacific War. While the primary focus is on the years between the Manchurian Incident of 1931 and Japan's surrender to the Allied Forces in September 1945, attention is also given to the period between 1868 and 1930, when Japan came of age as a modern imperialist nation competing with the Western colonial powers for power, territory, and influence in East and Southeast Asia — as well as to the legacy of the war in the years since 1945. One unit.

History 189 — The Warrior Tradition in Japan*Alternate years in fall*

The course uses the theme of the warrior tradition to examine important trends in Japanese society from the medieval period through the present. A major goal of the course is to examine how the West has viewed the samurai as well as how Japanese perceptions of the warrior have changed over time. The course concludes with an evaluation of the importance of the warrior ethic in contemporary Japanese business and politics. One unit.

The following seminars and colloquia are offered each semester as needed. The tutorials are offered as requested.

History 201 — Seminar in American History

An intensive research oriented study, limited to 12 participants. One unit.

History 202 — Seminar in Latin American History

An intensive research oriented study, limited to 12 participants. One unit.

History 203 — Seminar in Pre-Modern History

An intensive research oriented study, limited to 12 participants. One unit.

History 204 — Seminar in Modern History

An intensive research oriented study, limited to 12 participants. One unit.

History 205 — Seminar in Asian History

An intensive research oriented study, limited to 12 participants. One unit.

History 206 — Seminar in Historiography

An intensive research oriented study, limited to 12 participants. One unit.

History 207 — Tutorial

Reading of selected sources, with individual written reports and discussion, under the direction of a member of the Department. Students enrolled in a tutorial must receive the approval of the Instructor. One unit.

History 208 — Tutorial

Reading of selected sources, with individual written reports and discussion, under the direction of a member of the Department. Students enrolled in a tutorial must receive the approval of the Instructor. (This is not a continuation of 207.) One unit.

History 209 — Colloquium

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic selected by the instructor. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 210 — Colloquium

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic selected by the instructor. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. (This is not a continuation of 209.) One unit.

History 211 — Colloquium in American History

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic in American History. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 212 — Colloquium in Latin American History

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic in Latin American History. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 213 — Colloquium in Pre-Modern History

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic in Pre-Modern History. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 214 — Colloquium in Modern History

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic in Modern History. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 215 — Colloquium in Asian History

Limited to an enrollment of 12 students, this course emphasizes reading, discussion, and writing on a topic in Asian History. Three places are reserved for non-majors; preference will be given to students who have not already taken a colloquium. One unit.

History 220, 221 — Fourth-Year Thesis

Annually

An individual, student-designed, professor-directed, major research project. Usually available only to outstanding fourth-year majors. A lengthy final paper and public presentation are expected. Students engaged in a thesis may be nominated for Honors in History. Two units.

Mathematics and Computer Science

Thomas E. Cecil, Ph.D., *Professor*

Peter Perkins, Ph.D., *Professor*

John T. Anderson, Ph.D., *Associate Professor*

David B. Damiano, Ph.D., *Associate Professor*

Alisa DeStefano, Ph.D., *Associate Professor*

Margaret N. Freije, Ph.D., *Associate Professor and Assistant Dean*

Deirdre Haskell, Ph.D., *Associate Professor*

John B. Little III, Ph.D., *Associate Professor and Chair*

Melvin C. Tews, Ph.D., *Associate Professor*

Laurie A. Smith King, Ph.D., *Assistant Professor*

Maria M. Morrill, Ph.D., *Assistant Professor*

Edward J. Soares, Ph.D., *Assistant Professor*

John Brevik, Ph.D., *Visiting Assistant Professor*

Louis H. Kalikow, Ph.D., *Visiting Assistant Professor*

Stephen E. Taylor, Ph.D., *Visiting Assistant Professor*

The primary goal of the programs in mathematics and computer science at Holy Cross is to enable students to become active participants in the study of fundamental and dynamic areas of human endeavor. The inherent structure and beauty of mathematics is at the core of all mathematical inquiry. Mathematics is also the language of the sciences and social sciences, and in our increasingly technology-driven society, it is becoming part of our daily public discourse. Computing has become an indispensable tool for scientific and mathematical experimentation. The academic discipline of computer science also includes the study of algorithms, data structures, and their realization in software and hardware systems. It addresses the fundamental questions: What is computable in principle? and What tasks are algorithmically feasible? Thus the programs in mathematics and computer science are both informed by other disciplines and seek out ways that mathematics and computing have an impact on the world at large. In this context the department works toward helping students to become knowledgeable and sophisticated learners, able to think and work independently and in concert with their peers.

The department offers a major in mathematics and a new minor in computer science open to students majoring in any department. The requirements for the mathematics major are listed first followed by those for the computer science minor. Computing courses do not count toward the maximum number of courses which may be taken in one department for mathematics majors. Mathematics majors will be able to minor in computer science, and the mathematics major/computer science minor combination will replace the concentration in computer science offered previously. However, mathematics majors in the Class of 2000 can still graduate with the concentration in computer science in the mathematics major as described in previous catalogues. Students who wish to pursue this option should consult with the department chair.

Mathematics majors normally begin their studies with the three-semester sequence Mathematics 31, 32, 41, a solid grounding in the differential and integral calculus of functions of one and several variables. Students may also begin the major with Intensive Calculus for the Physical and Life Sciences (Mathematics 33, 34), which is designed for the student with a demonstrated interest in mathematics, the sciences or medicine, but who requires additional class time to make the transition to college-level mathematics; or with Advanced Placement Calculus (Mathematics 36), which is designed for the student with a year of high school calculus or advanced placement credit in calculus.

The major must also take the two-semester sequence Algebraic Structures and Linear Algebra (Mathematics 43, 44) and Principles of Analysis (Mathematics 42) in preparation for more advanced courses. Including these basic courses, the major is required to take a minimum of ten semester courses, four of which must be numbered above 100 and must include a full-year course chosen from the general offerings in algebra, analysis, geometry and topology, and applied mathematics.

Students are encouraged to take advantage of the close student-faculty contact afforded by upper-division seminars, independent study projects, and departmental honors, which permit students to explore topics of mutual interest to students and faculty that are not part of the regular

course offerings. Also, throughout the curriculum, in courses and in independent work, students are able to explore and utilize the growing relationship between mathematics and computing.

The computer science minor requirements will include seven courses in total: Two dealing with mathematical foundations and five in computer science. The mathematics requirements will be one course in calculus — either Mathematics 25, Mathematics 31, Mathematics 33, Mathematics 36, or advanced placement credit. Prospective computer science minors satisfying this requirement with Mathematics 25, Mathematics 31, or Mathematics 33 are strongly encouraged to continue with the second semester course Mathematics 26, Mathematics 32, or Mathematics 34 as appropriate. In addition, computer science minors will be required to take a new course, Computer Science 55 (Discrete Structures), offered for the first time in Spring 2000, dealing with the discrete mathematical foundations of the subject. Mathematics 43 (Algebraic Structures) may be substituted for Discrete Structures with the approval of the department chair. The required computer science courses will be the Computer Science 61, 62 (Techniques of Programming — Data Structures) sequence, Computer Science 181 (Introduction to Computer Systems and Organization), and two additional 100-level courses in computer science.

Interested students also may take advanced courses in computer science at WPI and Clark University through the cross-registration program of the Worcester Consortium. Facilities available for study and research in mathematics are excellent. The O'Callahan Science Library in the Swords Science Center and the College's extensive major computing facilities are described elsewhere in the Catalog. In addition, computer science and mathematics students will have the opportunity to use the Department's PC laboratory in the lower-division courses and network of Sun workstations in upper-division courses.

Students who are interested in teaching mathematics at the secondary school level and wish to undertake the College program leading to certification, should consult with the Department Chair and with the Chair of the Department of Education early in the sophomore year. Students who are interested in majoring in mathematics and participating in the 3-2 Program in Engineering should consult with the director of that program and the Chair of the Department.

Advanced Placement

Students who earned 1 unit of advanced placement credit in mathematics and who wish to continue in mathematics will be placed in Mathematics 36, Advanced Placement Calculus. This course is also recommended for students who have successfully completed a year of calculus in high school but did not take an advanced placement test or did not receive advanced placement credit. Successful completion of Mathematics 36 fulfills any college requirement for a full year of calculus. Students who earn two units of advanced placement credit in mathematics and wish to continue in mathematics will be placed in Mathematics 41, Multivariable Calculus and may also consider enrolling in Mathematics 43, Algebraic Structures.

Students who earned AP credit and choose to enroll in Mathematics 25, 31, or 33 will forfeit all of the AP credit. Students who earned two units of AP credit and choose to enroll in Mathematics 36 will lose one unit of credit.

Departmental Honors Program

The program has two levels of distinction, Honors and High Honors. Each requires that the student develop a solid foundation in the core areas of real analysis and algebra and that the student build on this foundation by taking a full complement of courses within the department. High Honors is distinguished from Honors by the successful completion of a fourth-year honors thesis. Any questions concerning the program should be directed to the Departmental Honors Program Director or the Department Chair.

Course Requirements for Honors. Seven courses numbered above 100. These seven must include three semesters of Abstract Algebra and/or Real and Abstract Analysis, two seminar courses, and at least two full-year courses.

Course Requirements for High Honors. Eight courses numbered above 100. These eight must include two semesters of Abstract Algebra, two semesters of Real and Abstract Analysis, and at least three Seminar courses, two of which must be either the Seminar in Algebra or the Seminar in Analysis.

Exceptions to some of the course requirements for either Honors or High Honors may be possible, for example, for students who participate in the Study Abroad Program. Students considering this Honors Program should consult with the Departmental Honors Program director before leaving for Study Abroad concerning any modifications of these requirements.

GPA Requirements for Honors and High Honors. The average GPA for mathematics courses above the level of 31, 32 must be at least 3.40 at the end of the fall semester of the fourth year.

Fourth-Year Honors Presentation. During the fourth year all Honors majors must give an oral presentation open to the department and majors on an important problem or result. This may be related to their coursework but it is not intended to duplicate material normally in the curriculum. Neither is this intended to be a large-scale project. The goal is to insure a certain degree of mathematical literacy among the Honors majors.

Fourth-Year Honors Thesis for High Honors. This is a large project extending over the course of the fourth year. This can either consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. This project should entail a significant amount of problem solving. It will culminate in an oral presentation during the spring term of the fourth year, which will be accompanied by a written report of the year's work. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis unless the thesis work is done as part of the student's participation in a departmental seminar. In the latter case, no extra credit will be given above the credit for the seminar itself.

Courses

Mathematics Courses

Mathematics 10 — Topics in Mathematics

Fall, spring

Consideration of diverse subjects in mathematics. Course content varies from semester to semester with specific subject matter for each course announced at preregistration. Designed for non-majors who wish to study mathematics other than calculus. One unit.

Mathematics 25, 26 — Calculus for the Social Sciences 1, 2

Annually

A two-semester introduction to the calculus of one and several variables primarily intended for students majoring in Economics. Topics discussed include elementary linear and matrix algebra, differentiation and integration of real valued functions of one real variable, techniques of integration and differentiation, max-min problems and improper integrals. A brief introduction is given to functions of several variables including applications to constrained optimization problems. This is a terminal sequence; students planning to take more than two semesters of mathematics should enroll in Mathematics 31, 32. One unit each semester.

Mathematics 31, 32 — Calculus for the Physical and Life Sciences 1, 2

Annually

Considers the calculus of real-valued functions of one variable for students who are planning further coursework in mathematics or a major in the sciences. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. The course will make regular use of calculators or computers and will consider a variety of applications to the sciences and social sciences. In the first semester, the concepts of limit, continuity, derivative and integral are developed and applied to algebraic, logarithmic, exponential and trigonometric functions. The second term focuses on the theory and applications of integration, Taylor polynomials and Taylor series, and ordinary differential equations.

This course is the prerequisite for Mathematics 41, 42. This course meets four hours per week. One and one-quarter units each semester.

Mathematics 33, 34 — Intensive Calculus for the Physical and Life Sciences 1, 2

Annually

This sequence is an intensive version of Mathematics 31, 32 that is designed for students with an interest in pursuing a major in mathematics, the sciences or premed and, require more class time to make the transition to college-level mathematics. See the description of Mathematics 31, 32 for the course content. This course meets five hours per week. One and one-quarter units each semester.

Mathematics 36 — Advanced Placement Calculus*Fall*

This course is a one semester version of Mathematics 31, 32 for those students who have either received one unit of advanced placement credit in calculus or who have taken a year of calculus in high school. See the description of Mathematics 31, 32 for the course content. This course meets four hours per week. One and one-quarter units.

Mathematics 41 — Multivariable Calculus*Fall, spring*

A study of the calculus of functions of several variables. The course concerns the theory and applications of differentiation and integration of functions of several variables, vector fields, line integrals, Green's theorem. Prerequisite: Mathematics 32, 34, 36 or the equivalent. This course meets four hours per week. One and one-quarter units.

Mathematics 42 — Principles of Analysis*Fall, spring*

An in-depth study of the theory of the calculus of functions of one variable. Topics include sequences, series, continuity, differentiability, the extreme value theorem, the mean value theorem, Riemann integration, and the fundamental theorem of calculus. Prerequisite: Mathematics 41. One unit.

Mathematics 43 — Algebraic Structures*Fall*

An introduction to the primary structures in abstract algebra — groups, rings and fields — and the corresponding concept of homomorphism for each of these structures. Emphasis will be placed on using the language of sets, relations, equivalence relations and functions, and developing techniques of proof, including elementary logic and mathematical induction. One unit.

Mathematics 44 — Linear Algebra*Spring*

Designed to acquaint students with the basic techniques of linear algebra. Topics include matrices, vector spaces, subspaces, linear transformations, bilinear forms, determinants, eigenvalue theory, and the finite dimensional spectral theorem. Applications and additional topics are included as time permits. One unit.

Mathematics 101 — Topics in Geometry*Alternate years in fall*

Centers on some area of geometry other than differential geometry. Possible topics include Euclidean and non-Euclidean geometry, projective geometry, the geometry of transformation groups, and the elementary geometry of algebraic curves. Geometry and Topology. One unit.

Mathematics 102 — Differential Geometry*Alternate years in fall*

A first course in the differential geometry of curves and surfaces for students who have completed Mathematics 42 and a semester course in linear algebra. Topics include the Frenet-Serret formulas, smooth surfaces in 3-space, fundamental forms, differentiable manifolds, vector fields, connections, and a brief introduction to Riemannian geometry. Geometry and Topology. One unit.

Mathematics 104 — Ordinary Differential Equations*Alternate years in spring*

Linear differential equations are studied; basic existence theorems are proved; equations with constant coefficients and series methods are treated in detail. Topics in non-linear systems are discussed, including existence and uniqueness theorems, series methods, and stability theory with an introduction to Lyapunov's direct methods. Applied Mathematics. One unit.

Mathematics 143 — Complex Analysis*Alternate years in spring*

The fundamentals of complex analysis. Topics include the complex number system, analytic functions, the Cauchy-Riemann equations, Cauchy's integral theorem, Cauchy's integral formula, Taylor series, Laurent series, the calculus of residues and conformal mapping. Analysis. One unit.

Mathematics 151, 152 — Abstract Algebra*Alternate years*

An in-depth study of the structure of groups, rings and fields. Depending on the instructor, applications to Galois theory, number theory, geometry, topology, physics, etc., are presented. Algebra. One unit each semester.

Mathematics 153 — Mathematical Models*Alternate years*

Content may vary somewhat year to year, but in general the topics are selected from the modeling of discrete phenomena. After a brief introduction to the concept of modeling, such topics as linear programming, game theory, graph theory, network flows and combinatorics are studied. Applied Mathematics. One unit.

Mathematics 157 — Combinatorics*Alternate years*

A breadth-first introduction to the subject that discusses a representative sampling of combinatorial problems and general techniques for solving them, including a selection of counting techniques, techniques for existence questions, and a variety of examples. Examples may include partitions, graphs and trees, graph traversals, tournaments, graph coloring and chromatic polynomials, magic squares, Latin rectangles and squares, and combinatorial block designs. One unit.

Mathematics 161, 162 — Real and Abstract Analysis*Alternate years*

Topological ideas are introduced through a treatment of metric space topology. After the study of open, closed, compact and connected spaces with emphasis on their behavior under continuous mappings, selected topics from functional analysis are considered. These include \limsup and \liminf , relation of uniform convergence to differentiation and integration, and the Stone Weierstrass approximation theorem. The second semester topics include an introduction to Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Analysis. One unit each semester.

Mathematics 163 — Topics in Topology*Alternate years in spring*

Considers various aspects of topology of surfaces and solids, including orientability, the Euler number, and the fundamental group. One of the goals of the course is the topological classification of surfaces. Geometry and Topology. One unit.

Mathematics 171, 172 — Methods of Numerical Analysis*Alternate years*

The numerical solution of problems using computers. Considerable time is devoted to selecting the appropriate algorithm for a given problem and analyzing the resulting numerical errors. Includes such topics as error analysis of computer arithmetic, approximation of functions, solution of linear and nonlinear equations, numerical integration, numerical solution of ordinary and partial differential equations, the fast Fourier transform, and the Monte Carlo method. Analysis/Applied Mathematics. One unit each semester.

Mathematics 173, 174 — Principles and Techniques of Applied Mathematics*Alternate years*

Provides an understanding of a wide spectrum of phenomena through the use of mathematical ideas, abstractions, and techniques. Topics included are ordinary differential equations, the heat equation, eigenvalue problems, partial differential equations, Poisson's theorem and examples, calculus of variations, Fourier analysis, and the inversion problem of Fourier series. Applied Mathematics. One unit each semester.

Mathematics 175, 176 — Probability and Statistics*Alternate years*

Provides an introduction to the theory and applications of probability and statistics. Topics in probability theory include both continuous and discrete distributions, conditional probability, random variables, expectation, and the Central Limit Theorem. Topics in statistics include maximum likelihood estimation, the sampling distributions of estimators, hypothesis testing, regression analysis, and an introduction to the analysis of variance. Analysis/Applied Mathematics. One unit each semester.

Mathematics 201, 202 — Seminar*Annually*

Provides an opportunity for individual and group investigation of topics not covered in ordinary course work. Active participation on the part of the students is normally required. The subject matter varies to suit individual students and is often related to the research activity of the professor. Examples of areas of study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. One unit each semester.

Mathematics 295, 296 — Mathematics Honors Thesis*Annually*

This is a large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the Department. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a departmental seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, a student may earn one unit in each semester of the fourth year for completion of the thesis with permission of the Department Chair.

Mathematics 300 — Directed Reading*Fall, spring*

This is an independent reading project for upper division students. Normally this will be on a topic that is not covered by the regular course offerings. Permission of the instructor and/or Department Chair is required for this course. One unit.

Computer Science Courses**Computer Science 50 — Introduction to Computer Science***Fall, spring*

This course is a survey of the science and art of computing. The first half of the course is an introduction to computer programming using the programming language PASCAL. Emphasis is placed upon language-independent topics such as structured programming, good programming style, the use of subprograms, and algorithm construction in general. The second half of the course explores how computers are built, how they operate, and what their fundamental limitations are. A portion of the course will be devoted to technical and ethical risks, problems, and disasters. One unit.

Computer Science 55 — Discrete Structures*Offered for the first time in spring 2000*

An introduction to the discrete mathematical structures that form the basis of computer science: sets, mappings, relations, Boolean algebras and propositional logic, graphs and trees. Additional topics include induction and recursion, counting techniques, and probability. One unit.

Computer Science 61 — Techniques of Programming*Fall*

An intensive introduction to object-oriented programming in C++ for students considering further course work in computing. It is expected that most of the class will continue with CSCI 62, Data Structures. One unit.

Computer Science 62 — Data Structures*Spring*

Standard data structures such as stacks, lists, trees and graphs are introduced. Algorithms and techniques for sorting, searching, graph traversal, hashing and recursion are discussed. Analysis of algorithms and special topics are covered as time allows. One unit.

Computer Science 181 — Introduction to Computer Systems and Organization*Annually*

Fundamental topics related to the design and operation of a modern computing system, including basic logic design, microcode, assembly language, program segmentation and linking, memory management, and multi-tasking. One unit.

Computer Science 182 — Principles of Programming Languages*Alternate years*

Discusses principles for designing and implementing programming languages reflecting a variety of programming styles. Specific topics include language syntax methods of processing a program, establishing the run-time environment of the program and programming language paradigms (especially the procedural functional, logic and object-oriented paradigms). One unit.

Computer Science 183 — Theory of Computation*Alternate years*

Basic aspects of regular and context-free languages, propositional and predicate calculus, automata theory and computational complexity. One unit.

Computer Science 184 — Topics in Computer Science*Alternate years*

This course gives the student a chance to see the principles introduced in earlier courses applied in specific areas, and it gives faculty an opportunity to teach material of special interest to them. The most likely topics are artificial intelligence, compiler design, operating systems, database systems, graphics, advanced theory of computation, and analysis of algorithms. One unit.

Computer Science 295, 296 — Computer Science Honors Thesis*Annually*

See the description for Mathematics 295, 296.

Computer Science 300 — Directed Reading*Fall, spring*

This is an independent reading project for upper division students. Normally this will be on a topic that is not covered by the regular course offerings. Permission of the instructor and/or Department Chair is required for this course. One unit.

Modern Languages and Literatures

Isabel Alvarez-Borland, Ph.D., *Professor*
 Eckhard Bernstein, Ph.D., *Professor*
 Theodore P. Fraser, Ph.D., *Professor*
 Normand J. Lamoureux, Ph.D., *Professor*
 Amy Singleton Adams, Ph.D., *Associate Professor*
 Charles A. Baker, Ph.D., *Associate Professor*
 M. Estrella Cibreiro-Couce, Ph.D., *Associate Professor*
 John T. Cull, Ph.D., *Associate Professor*
 Laurence Enjolras, Ph.D., *Associate Professor*
 Lionel P. Honoré, S.J., Ph.D., *Associate Professor*
 George N. Kostich, Ph.D., *Associate Professor*
 Claudia Ross, Ph.D., *Associate Professor*
 Constance G. Schick, Ph.D., *Associate Professor and Chair*
 Cynthia Stone, Ph.D., *Associate Professor*
 Jorge H. Valdés, Ph.D., *Associate Professor*
 Susan Amatangelo, Ph.D., *Assistant Professor*
 Francisco Gago-Jover, Ph.D., *Assistant Professor*
 Margarita Halpine, Ph.D., *Visiting Assistant Professor*
 Helen Roberts, Ph.D., *Visiting Assistant Professor*
 Damian Rubino, Ph.D., *Visiting Assistant Professor*
 Juliette Petion, Cand. Ph.D., *Visiting Assistant Professor*
 E. Michael Papio, Ph.D., *Assistant Professor*
 Kristina Sazaki, Ph.D., *Assistant Professor*
 Miguel Cabañas, Cand. Ph.D., *Instructor*
 Jutta Arend, Ph.D., *Senior Lecturer*
 Esther L. Levine, M.A., *Lecturer*
 Joan Weber, M.A., *Lecturer*
 Walter Zampieri, Cand. Ph.D., *Lecturer*
 Ambroise Kom, Ph.D., *Eleanor Howard O'Leary Chair, Visiting Professor*
 Elizabeth O'Connell-Inman, Cand. Ph.D., *Visiting Instructor*
 Karen K. Sweetland-Dion, Cand. Ph.D., *Visiting Instructor*

The courses offered by the Department of Modern Languages and Literatures provide a rich means for the intellectual and aesthetic development of Holy Cross students through the study of foreign languages, literatures, and cultures. Foreign languages lie at the very heart of the broader liberal arts curriculum. While they are an integral and essential part of such international concentrations as Asian Studies, German Studies, Latin-American Studies and Russian/Eastern Studies, they play a key role in the multicultural dimension of all majors and concentrations.

The Department offers courses in Chinese, French, German, Italian, Russian, and Spanish. Major programs, consisting of at least 10 semester courses on the intermediate level or above, are offered in French, German, and Russian. The Spanish major consists of at least 10 semester courses on the Composition and Conversation level or above. Minor programs are offered in French, German, and Russian. These allow a student majoring in another field to add a strong cross-cultural foundation to that area of concentration. Students are assigned their own advisor within the department to make them aware of the College's many academic opportunities and help them devise their individual curriculum. They are encouraged to enrich and broaden their major programs by taking additional courses drawn from a wide range of humanistic and professionally oriented areas. Classroom instruction in the languages is complemented by small-group practice with native foreign-language assistants and through the use of state-of-the-art facilities in the Multimedia Resource Center. Co-curricular activities are provided by language tables, language clubs, honor societies, film series, lectures and cultural outings.

The Department also offers a major program in European Literature. Courses are conducted in English and employ translated texts. The program is designed to introduce students to the best and most representative works of the major cultures of the Continent. Students are expected to devel-

op a sufficient competence in at least one of the national languages to assure direct contact with the original texts.

All students, and modern-language majors in particular, are encouraged to avail themselves of study abroad opportunities. The College has its own programs at sites in France, Italy, Mexico and Spain, and actively promotes student participation in major study abroad programs all over the world.

Courses

American Sign Language and Deaf Studies

This curriculum is described under the Center for Interdisciplinary and Special Studies.

Chinese

Chinese 11, 12 — Elementary Chinese 1, 2

Annually

An introduction to spoken Mandarin and written Chinese. Emphasis is placed on oral and written communication skills. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

Chinese 21, 22 — Intermediate Chinese 1, 2

Annually

Continued focus on the development of oral and written communication skills. Emphasis on the consolidation of basic skills and the development of speaking and reading fluency. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

Chinese 31, 32 — Third Year Chinese 1, 2

Annually

Continued focus on the development of written and spoken communication skills, including an introduction to formal, literary Chinese. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

Chinese 41, 42 — Fourth Year Chinese 1, 2

Annually

The study and discussion of authentic Chinese texts. Emphasis on the building of oral and written fluency in Chinese. For students who have completed Chinese 32 or the equivalent. One unit each semester.

French

French major requirements: a minimum of 10 courses at the intermediate level or above, including the following:

- French 111 (Composition and Conversation)
- French 117 (Introduction to French Literature)
- one course in French culture
- one French literature course from Middle Ages, Renaissance, 17th century or 18th century
- one French literature course from 19th or 20th century

At least two courses must be taken in the fourth year.

Majors are urged to seriously consider spending their third year at one of Holy Cross' two sites in France, the University of Bourgogne in Dijon or the University of Strasbourg.

French minor requirements: a minimum of 6 courses in French, at the intermediate level or above. Required course for the minor: FREN-111 Composition and Conversation. All other courses above FREN-111 normally approved for the major would qualify for the minor, with prerequisites applying as stipulated. French courses taken in the Study Abroad programs would be counted toward the minor; however, minors who spend their third year abroad will be required to take at least three courses at Holy Cross including one in their fourth year.

French 11, 12 — Elementary French 1, 2

Annually

The aim of this course, designed for students with no previous study of French, is the acquisition of a basic speaking, reading, and writing knowledge of idiomatic French. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

French 21, 22 — Intermediate French 1, 2

Annually

A review of the fundamentals of the language supplemented by reading of literary and cultural material and by practice in oral expression. For students who have completed French 12. Four class hours weekly and laboratory practice. One unit each semester.

French 111 — Composition and Conversation

Fall

Designed for the student who wishes to gain proficiency in oral and written French. Emphasis is placed on developing correctness and fluency in everyday situations. Regular methods of instruction include dictation, phonetic transcriptions, discussions, debates, compositions and lab exercises. Required for French majors and recommended for first-year students with advanced placement. Prerequisite: French 22 or the equivalent. Conducted in French. One unit.

French 117 — Introduction to French Literature

Spring

An introduction to literary genres as well as to approaches to the analysis and interpretation of texts. Prerequisite: French 111. Conducted in French. One unit.

French 119 — Contemporary France

Spring

This course focuses on current issues in contemporary France. Politics, society, the arts, domestic and international affairs, education, the media, feminism, etc., are among the topics analyzed and discussed. Prerequisite: French 111. Conducted in French. One unit.

French 121 — Francophonie

Alternate years

A general introduction to the cultures outside France — in particular, those of America and Africa — that identify themselves as Francophone. Colonialism and post/neo-colonialism, the creation of new cultural identities and expressions from ethnic diversity, linguistic "variants" and marginalizations are among the topics analyzed and discussed. Prerequisite: French 117. Conducted in French. One unit.

French 201 — Advanced Composition and Conversation

Annually

A course designed for students who have completed French 111 or its equivalent. Intensive practice of the four language skills. Conducted in French. One unit.

French 203 — Syntax

Alternate years

An appreciation of the structure of the French sentence through two types of analyses: analyse grammaticale and analyse logique. Prerequisite: French 111 or 201. Conducted in French. One unit.

French 205 — Survey of French Literature I: the Middle Ages to 1800

Alternate years

A survey of the literary movements and an introduction to the major works and authors of the Middle Ages, the Renaissance, the 17th and the 18th centuries. Prerequisite: French 117. Conducted in French. One unit.

French 206 — Survey of French Literature II: the 19th and 20th Centuries

Alternate years

A survey of the literary movements and an introduction to the major works and authors of the 19th and 20th centuries. Prerequisite: French 117. Conducted in French. One unit.

French 211 — Seminar: French Poetry

Alternate years

A critical study of French prosody and poetic practice with an analysis of poetical works drawn from Villon to the present. Conducted in French. One unit.

French 213 — French Literature from the Middle Ages to the Renaissance

Alternate years

A critical study of the major works and authors of the Middle Ages (including La Chanson de Roland, Chrétien de Troyes, Le Roman de Renart, La Farce de Maître Pathelin, Villon), and the major poets and prose writers of the Renaissance (including Rabelais, Du Bellay, Ronsard, Montaigne). Conducted in French. One unit.

French 215 — The Classical Theater and Its Aftermath

Alternate years

Representative dramatic works of the 17th and 18th centuries are studied against the backgrounds of the dramatic theory from which they spring. The plays of Corneille, Molière and Racine are featured. Conducted in French. One unit.

French 217 — 18th-Century French Literature

Alternate years

The course is an examination of the literature of the period as it relates to the changing social, intellectual and literary values that led to the French Revolution and its consequences. Authors treated include Beaumarchais, Saint-Pierre, Laclos, Lesage, Marivaux, Prévost, Montesquieu, Rousseau, Diderot, Sedaine, Voltaire. Conducted in French. One unit.

French 219 — 19th-Century Novel

Alternate years

A close examination of the French novel from 1800 to 1900, including such authors as Constant, Stendhal, Balzac, Flaubert, Maupassant, Huysmans, and Zola. Conducted in French. One unit.

French 221 — 20th-Century Theater

Alternate years

The major trends and theories in the theater of this century are considered. The reading begins with examples of important 19th-century plays and continues to the modern period. Authors treated include Giraudoux, Beckett, Ionesco. Conducted in French. One unit.

French 223 — 20th-Century Novel

Alternate years

This course will explore the major literary movements which have marked the century up to the present. Authors studied include Gide, Proust, Sartre, Collette, Camus, Breton, De Beauvoir, Beckett, Robbe-Grillet, Sarraute, Duras, Hyvrard, Modiano, Sollers, Wittig, Roche. Conducted in French. One unit.

French 241, 242 — Special Topics

Alternate years

A special course offered either semester for the study of a literary genre, form, theme or problem. Conducted in French. One unit.

French 244 — Thème et Version

Alternate years

Through the translation of selected passages, this course seeks to teach students to write with precision and clarity in both French and English. Prerequisite: French 111 or 201. Conducted in French. One unit.

French 291, 292 — Third-Year Tutorial

By arrangement

Eligible third-year students may elect one or both of these courses with the permission of the Department Chair. Tutorials are normally offered only to students who have previously taken all other advanced courses offered in a given semester. One unit each semester.

French 293, 294 — Fourth-Year Tutorial

By arrangement

Eligible fourth-year students may elect one or both of these courses with the permission of the Department Chair. Tutorials are normally offered only to students who have previously taken all other advanced courses offered in a given semester. One unit each semester.

German

German major requirements: a minimum of 10 courses at the intermediate level and above. German majors are required to complete successfully German 131, 132 and German 133. Majors are encouraged to enhance their knowledge of German thought and culture through allied courses in art, history, philosophy and political science. Majors who spent their third year abroad are required to take at least one course at Holy Cross in their fourth year.

German minor requirements: a minimum of six courses at the intermediate level and above. German minors are required to complete successfully German 133 and German 131 or 132. Minors who spend their third year abroad are required to take at least three courses at Holy Cross including one in their fourth year.

German Studies major, offered through the Center for Interdisciplinary and Special Studies; (for details see CISS, Student-Designed Multidisciplinary Majors) The aim of the German Studies major is to develop an understanding of the cultural, social, and political life of the German-speaking peoples in their historical and international context.

Requirements:

- 2 courses in Intermediate German
- 1 course German Composition & Conversation
- 2 courses in German Culture/Literature
- 1 course on History
- 4 elective courses from German, History, Music, Philosophy or Religion

German 11, 12 — Elementary German 1, 2

Annually

A course designed for students with no previous study of German, aimed at the acquisition of a basic speaking, reading and writing knowledge. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

German 21, 22 — Intermediate German 1, 2 *Annually*
 A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Prerequisite: German 12 or the equivalent. Five class hours weekly and laboratory practice. One and one quarter units each semester.

German 131 — German Culture: 1750-1890 *Alternate years in spring*
 An introduction to outstanding examples of German thought, art, and cultural developments in the 18th and 19th centuries. Important German cultural figures such as Frederick the Great, Goethe, Beethoven, Nietzsche and Marx are discussed. Readings, lectures, and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 132 — German Culture: The 20th Century *Alternate years in spring*
 An introduction to political and cultural developments in Germany in the 20th century. Aspects of the Weimar Republic, the Third Reich, East and West Germany, and the United Germany are studied. Readings, lectures, and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 133 — German Composition and Conversation *Annually in fall*
 Designed for students wishing to acquire proficiency in spoken and written German. Discussions of problems dealing with German culture and students' daily concerns and interests. Weekly oral and written assignments with grammar review as necessary. Required for German majors and recommended for first-year students with advanced placement. Prerequisite: German 22 or the equivalent. In German. One unit.

German 134 — Topics in Advanced German Language *Alternate years in spring*
 Intensive study of a special aspect of the German language, such as business German, the craft of translation, and creative writing. Topics announced in the preceding semester. Prerequisite: German 22 or equivalent. One unit.

German 161 — Goethe and Schiller *Every third year in spring*
 Analysis of representative works of Lessing, Goethe, Schiller and their contemporaries within the context of the German Enlightenment and German Idealism and their major philosophical, aesthetic and moral concerns. Readings and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 162 — German Romanticism *Every third year in spring*
 A study of selected Romantic writings against the background of related developments in the arts and in philosophy. Analysis of works by Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. Readings and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 171 — 19th-Century German Literature *Every third year in spring*
 A study of German literature in the age of burgeoning industrialism and materialism, extending from the late romanticism through the era of realism. Works of representative authors such as Heine, Büchner, Grillparzer, Droste-Hülshoff, Stifter, Keller, Meyer and Fontane. Readings and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 172 — Modern German Theater *Every third year in fall*
 Analysis of the major movements and playwrights of modern German theater studied against their historical and ideological background. Readings of works by Hauptmann, Kaiser, Schnitzler, Hofmannsthal, Brecht, Frisch, Dürrenmatt, Weiss and others. Readings and discussion in German. Prerequisite: German 22 or the equivalent. One unit.

German 181 — Kafka, Hesse, Mann and Their Contemporaries *Every third year in fall*
 Introduction to the most significant masters of German prose in the first half of the 20th century. Works of representative writers such as Hauptmann, Schnitzler, Mann, Kafka, Hesse, Brecht. Readings and discussions in German. Prerequisite: German 22 or the equivalent. One unit.

German 182 — Contemporary German Literature

Every third year in fall

A study of the literature written in German after World War II reflecting experiences of life as seen by representative authors of the Federal Republic of Germany, the German Democratic Republic, Switzerland, Austria and the newly unified Germany. Selected works by Borchert, Grass, Böll, Frisch, Christa Wolf, Dürrenmatt, Plenzdorf, Handke and Biermann. Prerequisite: German 22 or the equivalent. One unit.

German 241, 242 — Special Topics in German Literature and Culture

Alternate years

Intensive study of a special aspect of German literature such as themes, genres or movements. Topics announced in the preceding semester. Given in German or English according to staff decision. Recent topics: Brecht and the Political Theater, European Romanticism, Existentialism in German Literature. One unit each semester.

German 243 — Metropolis Berlin

Every third year

The city of Berlin represents a microcosm of change and growth in European society yet maintains a unique identity. Its development from a royal city to the capital of a united Germany will be examined through the lenses of literature, film, art, and architecture. In English. One unit.

German 244 — German Resistance to Hitler

Alternate years

The aim of the course is to explore the various forms of German resistance to Hitler during the Third Reich (1933-1945) and to discuss the difficulties such opposition faced in a totalitarian regime. Against the backdrop of the Hitler dictatorship the many forms of resistance in the Third Reich will be discussed, ranging from a whispered joke to a full-fledged coup d'état in 1944 by the Stauffenberg circle. In English. One unit.

German 245 — From Weimar to Hitler:

German Culture and Politics from 1918 to 1945

Alternate years

The turbulent fourteen years of the Weimar Republic (1919-1933) and the twelve years of the Third Reich (1933-1945) are the focus of this course. Though politically unstable, the Weimar Republic witnessed an unprecedented cultural flowering and the first truly modern culture. The second part of the course will deal with the Third Reich — a period of political repression, cultural regimentation, a destructive war and the Holocaust. In English. One unit.

German 251, 252 — Major Authors in German Literature

Alternate years

Intensive study of the chief works of a specific German author. Topics announced in preceding semester. In German or English according to staff decision. Recent topics: Hermann Hesse and Thomas Mann, Franz Kafka. One unit each semester.

German 291, 292 — Third-Year Tutorial

Annually

Eligible third-year students may elect German 291, 292 with permission of Department Chair and instructor. Topics to be determined by instructor. Recent topics: Modern German Drama, East German Literature. One unit each semester.

German 293, 294 — Fourth-Year Tutorial

Annually

Eligible fourth-year students concentrating in German may elect German 293, 294 with permission of Department Chair and instructor. Recent topics: Bertolt Brecht, The Literature of the Third Reich, East German Fiction, Thomas Mann, the "Wall" in East and West German Literature, Theodor Fontane. Topics to be determined by instructor. One unit each semester.

Italian

Italian 11, 12 — Elementary Italian 1, 2

Annually

Designed for students with little or no knowledge of Italian language, this course provides an overview of basic Italian grammar with an emphasis on oral and written communication, listening comprehension, and reading. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

Italian 21, 22 — Intermediate Italian 1, 2

Annually

This course provides a review of Italian grammar with an emphasis on oral and written communication. In addition, students will read and discuss Italian literature and cultural material. Prerequisite: Italian 12 or equivalent. Four class hours weekly and laboratory practice. One unit each semester.

Italian 111 — Italian Composition and Conversation

Fall

This course offers students intensive oral and written practice in Italian language through an exploration of Italian culture. Authentic materials such as literary texts, newspaper and magazine articles, and video are utilized as a basis for class discussion and written compositions. Grammar is reviewed in context. Conducted in Italian. Prerequisite: Italian 22 or equivalent. One unit.

Italian 201 — Dante

Alternate years

This course examines the life and work of Dante Alighieri with a focus on his masterpiece, *La Divina commedia*. Selected cantos of the *Commedia* will be read and discussed. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided. One unit.

Italian 213 — Renaissance Florence/History & Literature

Alternate years

This course offers a close look at the life of the Florentines from the time of the Black Death to the remarkable social successes of the 1550s. Through readings of historical and literary texts, students will examine the lofty ideals of princes, poets, and philosophers as well as the apparently unsophisticated perspectives of merchants, laborers, and slaves. One unit.

Italian 219 — 20th-Century Italian Novel

Alternate years

This course focuses on the novels, authors, and themes that define 20th-century Italian literature. Works by writers such as Italo Svevo, Alberto Moravia, Elsa Morante, Grazia Deledda, Italo Calvino, and Cesare Pavese, among others, will be studied. One unit.

Italian 230 — Italian Women Writers

Alternate years

This course focuses on 20th-century works of Italian women writers such as Sibilla Aleramo, Grazia Deledda, Elsa Morante, Natalia Ginzburg, and Dacia Maraini, among others. Topics discussed include the history of women in Italy, Italian feminism, the representation of women in Italian literature, and literary genre. One unit.

Italian 240 — Italian Cinema

Alternate years

This course studies the major trends in Italian cinema from the post-war Neo-Realist period to the present day. Films by directors such as Fellini, De Sica, Visconti, the Taviani brothers, Wertmüller, and Scola, among others, will be viewed and discussed. One unit.

Italian 251, 252 — Special Authors

Every third year

A special course offered either semester for the study of one or several authors. One unit.

Italian 261, 262 — Special Topics

Alternate years

A special course offered either semester for the study of a literary or cultural theme, movement or problem. One unit.

Italian 291, 292 — Third-Year Tutorial

By arrangement

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

Italian 293, 294 — Fourth-Year Tutorial

By arrangement

Eligible fourth-year students may elect one or both of these courses only with the permission of the Department Chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

Russian

The study of Russian language, literature and cultural history remains vitally important in today's changing world. Holy Cross offers students three ways to approach Russia on its own terms.

Russian major requirements: Russian majors take a minimum of 10 courses at the intermediate level or above. Majors are required to successfully complete Russian 021, 022 and Russian 131, 132. Majors are also required to take four literature courses from among the wide array of offerings in Russian novel, drama, short story and poetry. Two of the four required literature courses must be selected from among those conducted in Russian. Students may count toward the major one of the following courses: Political Science 255, 256 — Soviet Political Development, Soviet and Russian Politics, History 151, 152 — History of Russian to 1905, 20th-Century Russian or any Russian related course offered by the Center for Interdisciplinary and Special Studies. The latter courses may

not be taken in lieu of literature courses conducted in Russian. Students have the opportunity to study and to participate in academic internship programs in Russia for major credit. Consult with Russian Program faculty on matters of placement and credit.

Russian minor requirements: Russian minors take six courses. Minors are required to successfully complete Russian 021 and 022 and four additional courses in Russian language, literature, or culture. Students' personal interests will dictate the distribution of these remaining courses. Consult with Russian Program faculty on matters of placement and minor credit.

Russian Track (International Studies Concentration) requirement: International Studies Concentrators may select the Russian track. These concentrators are required to take six courses on the intermediate level or above in Russian political science, history, language and literature. These six courses must be distributed among at least three departments. Students' personal interests will dictate the distribution of courses. Consult with the Center for Interdisciplinary and Special Studies for application and program information.

Russian 11, 12 — Speaking Russian in a Year 1, 2

Annually

This course promotes active communicative skills along with the basics of Russian grammar. By the end of the course a persevering student will be able to read, write, understand, and speak Russian in a broad range of everyday situations. Various aspects of Russian culture and life will be introduced through the medium of language. Five class hours weekly and language lab practice. One and one-quarter units each semester.

Russian 21, 22 — Intermediate Russian: Language in Action 1, 2

Annually

This course is designed to activate the students' spoken Russian. Reading, discussion, and writing activities provide dynamic applications for the language. Study of more complex aspects of Russian grammar. Textbook and workbook are supplemented with audio tapes, video, and software. Conducted in Russian. Prerequisite: Russian 12 or the equivalent. Five class hours weekly and language lab practice. One and one-quarter units each semester.

Russian 131 — Russian Language Through Literature I

Fall

This advanced language course uses twentieth-century Russian literature to accelerate students' speaking abilities, comprehension and writing skills. Supported by continued practice of grammar and stylistics, students read and discuss comic novel, *The Twelve Chairs*. Text supported by interactive software, video, and audio tapes. For purposes of major credit, this course cannot be considered a literature course. Conducted in Russian. Prerequisite: Russian 022 or the equivalent. Four class hours weekly include writing laboratory with native speaker. One unit.

Russian 132 — Russian Language Through Literature II

Spring

A continuation of Russian 131. In Russian. Four class hours weekly. One unit.

Russian 141, 142 — Advanced Studies in Russian Culture 1, 2

Annually

Analysis of literary works and documentary materials with the aim of probing Russian cultural traditions, particularly in the 19th and 20th centuries. All discussions, readings and papers in Russian. Prerequisite: Russian 132 and permission of instructor. One unit each semester.

Russian 151 — Masterpieces of Russian Literature

Every third year

This course examines Russia's search for cultural identity in the 19th and 20th centuries. Focusing on works that best describe a "Russian Russia," this course considers how major literary themes address issues of identity in art, society, history and culture. Authors include Pushkin, Gogol, Goncharov, Zamyatin and Bulgakov. Conducted in English. One unit.

Russian 161 — Russian Short Story

Every third year

This course offers an opportunity to get acquainted with the most outstanding Russian writers and to read their masterpieces in the genre of the short stories. Authors include Pushkin, Turgenev, Gogol, Tolstoy, Dostoyevsky, Gorky, Babel and Zoshchenko. In English. One unit.

Russian 162 — Russian Drama

Every third year

A study of the major Russian playwrights (Fonvizin, Gogol, Griboedov, Tolstoy, Chekov, Gorky, Andreyev, Mayakovsky, Shvarts) of the 19th and 20th centuries. Emphasis is placed on auditory and visual nature of drama, by means of American, British and Russian films, and students' own exercise in acting (voluntary). Conducted in English. One unit.

Russian 165 — 19th Century Russian Poetry *Every third year*
An introduction, a critical study, and readings in the major Russian poets of the 19th century. Among the poets studied are Pushkin, Lermontov, Tyutchev, Fet, and Nekrasov. Lectures, discussions, and readings in Russian. One unit.

Russian 241 — 19th-Century Russian Literature *Every third year*
This course uses works by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky and Tolstoy to explore the relationship between the literary family and attempts to liberalize 19th-century Russian society in the era of Emancipation, the Great Reforms, the women's movement and revolutionary activity. Themes include social justice, the monarchy, women's rights and the meaning of childhood. Taught in English. One unit.

Russian 242 — 20th-Century Russian Literature *Every third year*
A survey of the turbulent 20th century that took Russian literature from the exhilaration of pre-revolutionary years to the uncertainty of the glasnost era. Readings include the prose and poetry of Bely, Gorky, Blok, Zamyatin, Akhmatova, Chukovskaya, and Tolstaya. Conducted in English. One unit.

Russian 261, 262 — Special Topics in Russian Literature *Annually*
A special course offered either semester on a single author or theme which have included: Akhmatova's poetry, the short stories of Bulgakov, Christianity in Russian literature, the world of Chekhov, and twentieth-century Russian poetry. Conducted in English or Russian. One unit.

Russian 291, 292 — Third-Year Tutorial *By arrangement*
With permission of Department Chair and instructor only. For third-year students who wish to pursue work not covered by one of the regularly offered courses. One unit.

Russian 293, 294 — Fourth-Year Tutorial *By arrangement*
With permission of Department Chair and instructor only. For fourth-year students who wish to pursue work not covered by one of the regularly offered courses. One unit.

Russian 352 — Parody and Satire in Russian Literature *Every third year*
This course examines the absurdity and injustice of the housing crisis of the 1920s in the work of the major writers of early Soviet satire — Zoshchenko, Kataev, Bulgakov, and Averchenko. Themes include the meaning of home, how it reflects identity and how the new Soviet state will relate to past Russian culture. Conducted in Russian. One unit.

Russian 371 — Alexander Pushkin *Every third year*
An extensive introduction to a cultural phenomenon unique in Russian and world literature. Pushkin initiated and promoted a range of literary genres: lyrical poems, narratives in verse, dramas, novels, short stories, fairy tales, political epigrams, love songs. There is no field of writing in which Pushkin did not leave models of highest achievement. Conducted in Russian. Prerequisite Russian 131 or the equivalent. One unit.

Spanish

The Spanish major must complete 10 courses at the Composition and Conversation level or above, including: Composition and Conversation (Spanish 129) or Composition for Bilingual Speakers (Spanish 141); one semester of culture and civilization (regular offerings include Spanish 127 and 128 — recommended for first and second year students — and Spanish 172, 175, and 176 — recommended for third and fourth year students); Introduction to Literary Genres (Spanish 132); one semester of survey of early literature (Spanish 133 or 135); one semester of survey of modern literature (Spanish 134 or 136); Advanced Composition and Conversation (Spanish 137), Advanced Grammar (Spanish 139) or Spanish 242 Phonetics and Phonology — all are highly recommended; one advanced literature course in pre-19th century literature (regular offerings include Spanish 152, 153, 154, 164); one advanced course in modern literature (regular offerings include Spanish 156, 158, 160, 161, 162, 163, 165, 231, 241). At least two advanced courses (152 or above) must be taken at Holy Cross during the fourth year, one of which must be in literature. Majors should note that internships and courses taught in English will not count towards the fulfillment of the Spanish major. A meaningful degree in Spanish should ideally be enhanced by a study abroad experience.

We currently have programs in Spain (Seville and Palma de Mallorca) and in Mexico (Puebla). Changes in major take effect beginning with the Class of 2003.

Please note that the Classes of 2000, 2001, and 2002 will be able to count Intermediate Spanish I and II towards their 10 course requirement.

Spanish 11, 12 — Elementary Spanish 1, 2

Fall, spring

An intensive introduction to all elements of the Spanish language. Also included is a brief introduction to the culture of the Hispanic World. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

Spanish 21, 22 — Intermediate Spanish 1, 2

Fall, spring

An intensive grammar review, followed by oral practice, and readings in literature and culture. For students who have completed Spanish 12 or its equivalent. Four class hours weekly and laboratory practice. One unit each semester.

Spanish 127 — Aspects of Spanish Culture

Alternate years

A course devoted to the study of outstanding examples of Spanish thought, art, and historical developments. Readings, lectures, and discussions in Spanish. Prerequisites: Spanish 129 or the equivalent. One unit.

Spanish 128 — Aspects of Spanish-American Culture

Alternate years

A course devoted to the study of examples of Spanish-American culture from pre-Columbian times to the present, including the early civilizations, the Spanish Conquest, the Wars for Independence, and the modern period. Readings, lectures, and discussions. Prerequisites: Spanish 129 or the equivalent. One unit.

Spanish 129 — Spanish Composition and Conversation

Fall, spring

A course designed for students who have completed one year of intermediate Spanish. This course (or its equivalent) is a prerequisite to any literature course taught in Spanish. The class is limited in size to enable students to receive individual attention in developing their writing and speaking skills and oral comprehension. One hour per week of practicum required. Prerequisite: Spanish 22 or the equivalent. One unit.

Spanish 132 — Introduction to Literary Genres

Fall, spring

Designed especially as an introduction to drama, poetry, and prose fiction of 20th century Spain and Spanish America, this course familiarizes students with literary analysis and further develops their oral and written skills. Recommended for students who have completed Composition and Conversation and a course in Hispanic culture. Advanced (Spanish) literature students should not enroll in this course. Conducted in Spanish. Prerequisite: Spanish 129 or the equivalent. One unit.

Spanish 133, 134 — Survey of Spanish Literature

Alternate years

A survey of the literature of Spain from medieval times to the present, including the major writers of the Golden Age, of the romantic and realist periods, and of the Generation of 1898. Conducted in Spanish. Prerequisite: Spanish 129 and Spanish 132. One unit each semester.

Spanish 135, 136 — Survey of Spanish-American Literature

Alternate years

A study of the literature of Spanish America from pre-Columbian times to the present, including the major writers of the Colonial period, and of the 19th and 20th centuries. Conducted in Spanish. Prerequisite: Spanish 129 and Spanish 132. One unit each semester.

Spanish 137 — Advanced Spanish Composition and Conversation

Fall, spring

This one-semester course provides practice in all the skills of advanced language through a wide variety of activities: the study of basic phonetics, in-depth review of difficult grammatical structures, conversations, readings, and discussions. Students are trained in analytical writing. Prerequisites: Spanish 129 or the equivalent. One hour per week of practicum required. One unit.

Spanish 139 — Advanced Spanish Grammar

Fall, spring

This one-semester course provides intensive review and practice of advanced grammar structures with emphasis on improving writing skills. Systematic grammar drills, translation and readings will serve as a basis for analysis of syntactic and semantic structures of Spanish. The course emphasizes strategies for all stages of the writing process, from generating and organizing ideas to rules of accentuation and punctuation. Prerequisite: Spanish 129 or the equivalent. One unit.

Spanish 141 — Composition for Bilingual Speakers

Annually

A course designed for bilingual students who speak Spanish at home but would like to improve their reading and writing skills. The course focuses on Latino issues through discussion and commentary of the works of contemporary Latino writers and film makers, with emphasis on using the language — reading and writing — rather than reviewing the grammar. The class is limited in size to enable students to receive individualized attention. Prerequisite: Intermediate Spanish or the equivalent. One unit.

Spanish 152 — Medieval Spanish Literature

Alternate years

Close reading, analysis, and discussion of representative works of medieval Spanish literature, including the *jarchas*, the *Poema del Cid*, *El Conde Lucanor*, *El libro de buen amor*, and *La Celestina*. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 133). One unit.

Spanish 153 — Golden Age Literature

Alternate years

Intensive study of the major authors of the 16th and 17th centuries. The course may include such authors as Garcilaso, San Juan de la Cruz, Cervantes, Lope de Vega, Quevedo, and Calderón. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 133). One unit.

Spanish 154 — Don Quixote

Every third year

A close reading of Cervantes' masterpiece in order to provide a coherent understanding of the author's attitude toward life and art. Through an analysis of such elements as point of view, plot structure, characterization, interpolated novels and poems, language, and irony, the course defines Cervantes' conception of narrative prose fiction and his role as the originator of the modern novel. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 133). One unit.

Spanish 156 — 19th-Century Spanish Literature

Every third year

A study of the rise of romanticism and realism in Spain and their respective developments as literary movements in the Spanish peninsula. The course may include such authors as Larra, Bécquer, and Galdós, and such classics as *Don Alvaro o la fuerza del destino* and *Don Juan Tenorio*. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 134). One unit.

Spanish 158 — 20th-Century Spanish Narrative

Every third year

A study of the major trends and writers of fiction in Spain after the realist and naturalist eras. Through the writings of such prominent authors as Cela, Sender, and Matute, the course examines the formal and thematic characteristics of Spanish narrative before and after the Spanish Civil War. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 134). One unit.

Spanish 160 — Modern Spanish-American Narrative

Every third year

Explores the response of several modern Spanish-American writers to the following questions: What is fiction? What are the roles of the author, the narrator, and the reader? Special attention is given to such outstanding novelists of the "Boom" as Rulfo, Cortázar, Cabrera Infante and García Márquez, and to the development of their works within the context of the modern novel. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 136). One unit.

Spanish 161 — Modern Spanish Drama

Every third Year

This course focuses on the different trends of 20th century Peninsular theater: poetic theater, social, existential, and the theater of the absurd. The course includes readings from such representative playwrights as Federico García Lorca, Antonio Buero Vallejo, Alfonso Sastre, Antonio Gala, and Fernando Arrabal. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 134). One unit.

Spanish 162 — Modern Spanish and Spanish-American Poetry

Every third year

A study of representative works of Spanish and Spanish-American poetry from the last quarter of the 19th century to the present. Both historical and analytical in its approach, the course examines the major poetic currents since modernismo and the "Generation of 1898," it studies the interac-

tion between the poetry of Spain and Spanish America, and it familiarizes students with poetic theory. Among the authors studied are Rubén Darío, Antonio Machado, Federico García Lorca, and Pablo Neruda. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 134 or 136). One unit.

Spanish 163 — Gabriel García Márquez

Every third Year

The course provides a general introduction and overview of García Márquez' writing career and analyzes some of his most notable novels. The aim of the course is to teach the students to read these works analytically in order to uncover the relationship between the aesthetic and the historical dimensions of García Márquez' literary universe. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 136). One unit.

Spanish 164 — Colonial Spanish-American Literature

Alternate years

An advanced course in 16th–18th-century Spanish-American literature. Readings emphasize the diversity of the colonial period, with in-depth analyses of works from several major genres. Discussion will focus on the significance of these works from a contemporary perspective as well as on the historical and cultural distance that separates us from the world views contained therein. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 135). One unit.

Spanish 165 — Literature of Exile, Immigration, and Ethnicity

Every third year

A study of the novels of Puerto Rican, Mexican-American, U.S. Dominican, and Cuban-American writers from 1970 to the present. The course explores how the experience of biculturality and displacement is dramatized in the literature of these authors. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey (preferably Spanish 136). One unit.

Spanish 172 — Latin-American Film

Every third year

The principle objectives of this course are to serve as an introduction to film analysis, to study the development of the medium in Latin America, and to explore issues of cultural difference through discussion of the cinematic portrayal of representative historical periods, figures, intellectual and political movements. Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey. One unit.

Spanish 175 — 20th-Century Spain through Film

Every third year

This course studies some of the most relevant historical, political, and social issues in 20th-century Spain as depicted through film. The course will focus on films which portray Spain at its different historical stages (pre-Franco era, Francoist Spain, transition era, and modern Spain). Conducted in Spanish. Prerequisite: Spanish 132 and a semester of survey. One unit.

Spanish 231 — Seminar in Hispanic Literature:

Latin American Literature of 19th Century

Every third year

This course examines the models for understanding the different cultural formations in the emancipated ex-colonies of Spain. We will focus on periods of ideological change and artistic revolution from independence on, exploring the connections between ideology and representation of national models. Prerequisite: Spanish 132 and a semester of survey. One unit.

Spanish 241—Special Topics:

19th and 20th Century Spanish Female Voices

Every third year

This course will examine some of the most outstanding women writers of the 19th and 20th centuries of Spanish literature. We will explore the most prominent literary, social, cultural, and existential issues expressed in their works. These works will be studied in the context of the major trends of European literature in the past two centuries. Prerequisite: Spanish 132 and a semester of survey. One unit.

Spanish 242 — Special Topics: Phonetics and Phonology

Every third year

This is a practice course for improvement of pronunciation and introduction to phonetic transcription. It is aimed at students with a desire to improve their pronunciation of Spanish, a wish to expand their knowledge of the various dialects of the language, and an interest in knowing how the sound system of Spanish works. Prerequisite: Spanish 132 and a semester of survey. One unit.

Spanish 291, 292 — Third-Year Tutorial

By arrangement

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

Spanish 293, 294 — Fourth-Year Tutorial

By arrangement

Eligible fourth-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit per semester.

Studies in European Literature

Studies in European Literature courses are open, without prerequisites, to all students of the College. **Requirements for the Studies in European Literature major:** 10 courses specifically designated Studies in European Literature. In order to assure direct contact with texts in the original, a competence in at least one of the national languages of Europe is required. Students are therefore expected to take a minimum of two semesters beyond the intermediate level in French, German, Italian, Russian, or Spanish. The requirement may be fulfilled in Composition and Conversation courses, in advanced literature courses conducted in a foreign language, or in culture and civilization courses conducted in a foreign language.

Studies in European Literature 101, 102 —

Every third year

Landmarks of European Literature 1, 2

An introduction to major works of Continental literature, the course explores the works of at least six major authors each semester and serves as a basis for the advanced study of literature. One unit each semester.

Studies in European Literature 131 — The Age of Enlightenment

Every third year

A study of the literature of 18th-century Europe as it reflects the philosophical, cultural, and political aims of the Enlightenment. Among authors read are Shaftesbury, Pope, Montesquieu, Voltaire, Diderot, Rousseau, and Lessing. One unit.

Studies in European Literature 142 — Modern Religious Novelists

Every third year

The course studies representative works of modern novelists whose fiction deals substantially with the relationship of God and human beings and religious concerns caused by God's perceived absence or presence in the human community. Among authors read are: Unamuno, Kafka, Silone, Bernanos, Mauriac, Greene, Waugh, Camus, Wiesel, Percy, Gordon, and Lodge. One unit.

Studies in European Literature 151 — The Modern European Novel

Every third year

A study of the modern novel with an emphasis on the most significant approaches to form and technique. Among authors read are Gide, Mann, Musil, Kafka, Malraux, Silone, Sartre, Camus, Grass, Robbe-Grillet, and Böll. One unit.

Studies in European Literature 160 — Cinema and Humanism

Fall, spring

The course will investigate the cultural and historical significance of the films studied: the way in which film treats and communicates philosophical, sociological, theological and historical themes and values. The director's view of the world will also be examined. One unit.

Studies in European Literature 163 — French Cinema

Spring

Films will be studied for their cultural and humanistic contents and significance, not only in reference to French society, but also as they deal with ethical dilemmas and human values of universal application. Attention will also be given to cinematographic technique and to the vision of such important French directors as Renoir, Cocteau, Truffaut, Malle, Godard, Chabrol and Techine and others. One unit.

Studies in European Literature 165 — Existentialism in Literature

Alternate years

The course studies Existentialism primarily as it is expressed in literary texts, but consideration is also given to its philosophical roots and evolution in Western Culture. Among authors read are Pascal, Kierkegaard, Dostoevsky, Unamuno, Gide, Mann, Kafka, Sartre, Camus, Updike, and Flannery O'Connor. One unit.

Studies in European Literature 241, 242 —

Special Topics in European Literature

Every third year

Offered periodically for the study of a literary genre, theme or problem. Recent topics have been: The Image of Man in European Literature, Existentialism in European Literature, German Literary Existentialism, Contemporary European Literature, Spanish Thought, German Novel: *The World Mirror, Weimar to Hitler*. One unit each semester.

Studies in European Literature 251, 252 — Major Authors

Every third year

A course offered periodically for the study of one or more significant authors drawn from specific periods. Some recent topics: Franz Kafka, Hermann Hesse, Thomas Mann, Jean-Paul Sartre and Albert Camus. One unit each semester.

Music

Shirish Korde, M.M., Rev. John E. Brooks, S.J., Chair in the Humanities, Professor and Chair

Oswaldo Golijov, Ph.D., Associate Professor

Carol Lieberman, D.M.A., Associate Professor

Emma Tahmizian, M.M., Assistant Professor

Jessica Waldo, Ph.D., Assistant Professor

James David Christie, M.M., Distinguished Artist in Residence; Director, Schola Cantorum

Melvin Chen, Cand. Ph.D., Lecturer

Joel Cohen, B.M., Lecturer, cello

Nym Cooke, Ph.D., Lecturer

Eric Culver, D.M.A., Lecturer; Director, Chamber Orchestra and Brass Ensemble

John Emery, B.A., Lecturer, violin/viola

Peggy Friedland, M.M., Lecturer, flute

Marian C. Hanshaw, M.M., Lecturer, piano

Jane Harrison, B.M., Lecturer, oboe

Bruce Hopkins, M.M., Lecturer, trumpet/trombone

Elizabeth Keusch, M.M., Lecturer

Andrew C. McGraw, Cand. Ph.D., Lecturer

Katarina Miljkovic, Cand. Ph.D., Lecturer

Bruce I. Miller, M.M., Lecturer; Director, College Choir and Chamber Singers

Michael Monaghan, M.A., Lecturer; Director, Jazz Ensemble

Robert Schulz, M.M., Lecturer, percussion

Robert Sullivan, Lecturer, guitar

Paul Surapine, B.M., Lecturer, clarinet

Maria Tegzes, M.M., Lecturer, voice

Marsha Vleck, M.M., Lecturer, voice

The Music Department offers all Holy Cross students the opportunity to develop an understanding and appreciation of music through a wide range of courses in the history and theory of music, both on an introductory and an advanced level. It also provides an opportunity for further study to those who, by virtue of previous training and continuing serious interest, wish to focus on music.

The major in music consists of a minimum of 10 courses. Required courses are 201 and 202, Music 211 and 212, 301 and 302, and 400. Electives can include courses in History, Theory, Composition, Ethnomusicology, and Performance in addition to those required. Music 1 and Music 3 do not count towards the major. Students who do not wish to enroll in the Performance Program of the College may meet the performance requirement for the major by participating in any one of the performing organizations of the College listed below for at least two semesters with the permission of the Department Chair.

The Department offers two merit scholarships annually. The Brooks Music Scholarship is offered to an incoming student with a distinguished academic and performance or composition record who plans to major in Music at Holy Cross. The recipient of this scholarship is granted full tuition, independent of need. The scholarship is renewable annually, provided that the student maintains a strong academic record in the College as well as in the Music Department. Candidates should address

inquiries to Chair, Music Department, College of the Holy Cross, Worcester, MA 01610. The application deadline is January 15th. The **Organ Scholarship** is offered every other year alternating between full- and half-tuition, renewable on a yearly basis. The recipient of this scholarship will have available the 1985 four manual, fifty stop mechanical action organ located in the beautiful St. Joseph Memorial Chapel. As the Holy Cross Organ Scholar, it is expected that the awardee will assist the College Organist in all aspects of the chapel music program. The Organ Scholar will also be expected to major in music, take voice lessons, study organ privately for four years, and have a career goal in church music and/or organ. Applicants for the scholarship should have experience in church music and a strong background in keyboard studies and sightreading. Candidates should address inquiries to Prof. James David Christie, Music Department, College of the Holy Cross, Worcester, MA 01610. Deadline for submission of scholarship application is January 15th.

Facilities in the Music Department include a music library with state-of-the-art listening equipment and a sizable collection of scores, books, recordings and videotapes; practice rooms with pianos; classrooms; a studio for electronic and computer music; music notation workstations; and a variety of traditional instruments. All courses are open to majors and non-majors. Students without prior experience should choose from courses 1-90; students with prior musical experience should choose from courses numbered 100 and above.

Performance Program

The Performance Program consists of a series of courses offered by the Music Department in instrumental and vocal instruction at the intermediate and advanced levels. Instruction is provided by professional musicians selected by the Music Department. Eleven lessons are offered per semester. Admission to a course in Performance is gained by a successful audition with members of the Department following at least one semester of prior study with a Holy Cross faculty teacher. No student may enroll in more than one Performance course each semester. Students must register for the course as a fifth course in the first semester in which they participate in the program. At the end of the first semester of registration in Performance, they will be assigned an IP (In Progress). During the second semester they will register for Performance as a fourth course with a letter grade. Students may only claim a maximum of two units with letter grade towards graduation. A semester fee is charged, to be paid to the secretary of the Music Department by October 1 (Fall) and by February 15 (Spring). Students enrolled in the program for credit must:

- present a letter of evaluation from their teacher at the end of the semester;
- take a final jury examination given by members of the Music Department at which time they will perform two pieces studied during the semester;
- take a semester of theory or history (excluding Music 1 and Music 3) prior to or concurrently with Performance.
- perform at least once in the semester at recitals sponsored by the Department.

The Department sponsors student recitals and also encourages participation in the following performing organizations: Holy Cross Chamber Orchestra, Holy Cross Brass Ensemble, Holy Cross Jazz Ensemble, Holy Cross Choir, Holy Cross Chamber Singers, Crusader Marching and Pep Band, and the Schola Cantorum.

Courses

Music 1 — Introduction to Music

Fall, spring

A one-semester listening course for students without any previous musical knowledge. It introduces the elements of music and examines their use in the principal forms and styles of Western and non-Western music through a study of representative works by major composers. One unit.

Music 3 — Fundamentals of Music

Fall, spring

Introductory theory (notation, scales, intervals, chords, rhythm and meter) and basic musicianship (keyboard skills, score-reading and ear training). One unit.

Music 10 — College Choir

Both semesters

The study and performance of works for mixed chorus. Two or three major concerts per year, often with orchestral accompaniment. No previous musical training or choral experience is required, but students are given instruction in the rudiments of reading music and ear training. Prerequisites: permission of instructor (audition). Must be taken on a Pass/No Pass basis and in two consecutive semesters. Does not count toward the 32 courses required for graduation. One-half unit.

Music 30, 40 — Great Composers*Annually*

The study of the life and works of a major composer (e.g., Beethoven, Mozart, Wagner, Stravinsky, J.S. Bach) and of the age in which he lived. Attention is paid to the development of his musical style, the socio-cultural context in which he worked, the contemporary reaction to his music, and the evaluation of his achievement by posterity. One unit each semester.

Music 41 — Music and Theatre*Annually*

An introduction to opera, musical comedy, and related genres such as dance and film music, with attention to the relationship between drama and music. A brief historical survey of each category with study of representative scenes and complete works. One unit.

Music 42 — American Popular Song*Alternate years*

A historical survey of American popular song — Stephen Foster, blackface minstrels, sentimental parlor songs, songs of the Civil War, gospel hymns, vaudeville, Tin Pan Alley, Broadway musicals, Jerome Kern, George and Ira Gershwin, jazz-band songs and singers, country music, rhythm and blues, rock'n'roll, rock, popular "folk" songs, and more. One unit.

Music 50 — American Music*Alternate years*

Surveys three main repertoires of music in the United States: 1) folk and traditional music of urban, rural, and ethnic origin; 2) jazz; and 3) art music from Charles Ives to the present, with particular attention to the influence of science and technology on recent developments. One unit.

Music 51 — World Music*Alternate years*

Introduction to music of selected African, Asian and American cultures. Each culture is approached through: 1) social and cultural context; 2) theoretical systems and musical instruments; 3) major musical and theatrical genres. One unit.

Music 55 — Music of Latin America*Alternate years*

The discovery and exploration of the different cultures of Latin America through their music. The course will focus on five regions that are musically rich and representative of the variety of roots from which Latin American people have emerged — Brazil, Argentina, Andes, Mexico and Caribbean Islands. One unit.

Music 60 — Introduction to Electronic Music*Alternate years*

Surveys musical and scientific theories related to developments in electronic music. Topics include: physical parameters of audio waveforms and specific means of processing sound using digital synthesizers and computers. Students are introduced to techniques of electronic music composition through the analysis of selected works as well as studio assignments. No prerequisite. One unit.

Music 101 — Concerto*Alternate years*

The study of representative works written for soloists and orchestra from the late 17th-century Concerto Grosso to the Solo Concerto of the 20th century. Examples include the Brandenburg Concertos of J.S. Bach, the solo piano and violin concertos of Mozart and Beethoven, and selected works of Brahms, Liszt, Rachmaninov and Bartok. One unit.

Music 102 — Symphony*Alternate years*

Introduction to the orchestra, its instruments and its repertory from the inception of public concerts in the 18th Century to the present day. One unit.

Music 104 — Music for Keyboard*Alternate years*

A survey of representative works for keyboard instruments (organ, harpsichord, clavichord, fortepiano and the modern piano) from the 17th Century to the present. The history and role of synthesizers will be explored. The contexts of keyboards in religion, in the orchestra, in chamber ensembles, the home, concert halls and in jazz will be studied. One unit.

Music 105 — Masterpieces for Small Ensembles*Alternate years*

This course will explore vocal and instrumental repertoire from the 17th century to the present which was intended for performance in an intimate setting, and is therefore referred to as "chamber music." Works for String Quartet, Piano Trio, Wind Quintet and Baroque Trio Sonata as well as music for voice with instruments (madrigals, art songs, cantatas) will be studied. One unit.

Music 201, 202 — Theory of Music 1, 2*Annually*

A two-semester intermediate theory sequence of the materials of modal and tonal music: elementary counterpoint, harmony, and analysis. The course is designed to develop musical skills and theoretical concepts (voice-leading, harmonization of melodies, figured bass, etc.) which underlie performance, analysis, and composition. Prerequisite: Fundamentals of Music or equivalent background. One unit each semester.

Music 211 — History of Western Music 1*Fall*

Historical development of musical styles from the ninth to the middle of the 18th century. Surveys major composers and genres of the Middle Ages, Renaissance, and Baroque periods (i.e., from Gregorian Chant through J.S. Bach). Prerequisite: the ability to read music. One unit.

Music 212 — History of Western Music 2*Spring*

Historical development of musical styles from 1750 to the 20th century. A survey of major composers and genres of the Classic, Romantic, and Modern periods (i.e., from Scarlatti through Stravinsky). Prerequisite: History 1 or permission of instructor. One unit.

Music 213 — The Organ: History and Music*Alternate years*

An introduction to the history of the construction, design and music for the pipe organ from the Middle Ages through the present time. One unit.

Music 214 — Music of the 20th Century*Alternate years*

A study of representative works of the major composers of this century, illustrating their new compositional techniques and their relationship to the past (i.e., the music of Bartok, the different styles of Stravinsky, the atonal and serial music of Schoenberg and his followers). The course also includes selected readings of contemporary music theory and practice. Prerequisite: Fundamentals of Music or equivalent knowledge. One unit.

Music 215 — Music of the Classical Era*Alternate years*

The rise and development of the Viennese classical style as reflected in the chamber music, piano sonatas, and symphonies of Haydn and Beethoven, and in the operas and concertos of Mozart. Special emphasis is placed on those stylistic features that represent a continuation of the classical tradition and those that point the way to the revolution in musical thought in the 20th century. Prerequisite: ability to read music, or permission of the instructor. One Unit

Music 216 — Music of the Baroque Era*Alternate years*

A study of the most important developments in French, German, and Italian Baroque national styles, from the beginning of the 17th century to the middle of the 18th century. Works for analysis are drawn from the music of such composers as Monteverdi, Schuetz, Vivaldi, Handel, J.S. Bach and F. Couperin. Prerequisite: ability to read music, or permission of instructor. One unit.

Music 217 — Music of the Medieval/Renaissance Era*Alternate years*

The study of the development of Western music, both sacred and secular, from Gregorian Chant to the Polyphonic Mass, motet and madrigal of the 16th Century. Prerequisite: ability to read music, or permission of instructor. One unit.

Music 218 — Jazz/Improvisation 1*Fall*

This course will introduce students to the fundamentals of jazz harmony and improvisation. Topics include: chord and scale construction, harmonic progression, symbols used in improvisation, jazz scales and modes. These theoretical concepts will be applied to the analysis and performance of standard jazz tunes. This course will emphasize aural training through specific identification exercises. A portion of the class will be devoted to performance and improvisation with each member of the class having the opportunity to perform on their own instruments. One unit.

Music 219 — Jazz/Improvisation 2*Spring*

Examination and analysis of contemporary jazz improvisation techniques. Modern harmonics, chord studies, and modal playing will be discussed. Students will be required to play their own instruments in class. Recorded jazz solos by jazz artists will be analyzed and discussed. One unit.

Music 220 — Music of the Romantic Era

Exploration of the repertoire, forms, aesthetics, and social contexts of 19th century European art music, as well as its relationships with poetry, drama, the visual arts and philosophy. *Alternate years*

Music 301, 302 — Theory 3, 4

Semester 1 emphasizes analysis of tonal music through the study of representative works of such composers as Bach, Haydn, Mozart, Beethoven, and Brahms. Semester 2 focuses on 20th century musical systems through the study of compositional theory and the analysis of selected works of 20th-century composers. This advanced theory sequence also includes original composition. *Annually*
Prerequisite: Theory 2. One unit each semester.

Music 303 — Theory of Music 5

Theory 5 will offer advanced theoretical studies for students who have completed the Theory 1-4 sequence. Theory 5 will be especially valuable for those students desiring to pursue graduate studies in musicology or theory/composition. It represents the logical next step between the study of the principles of harmony and counterpoint, and their practical application. *Annually*

Music 315 — Special Topics

Topics include Introduction to Composition, Organ History and Music, History of Jazz Music, Survey of African American Music, and India: Religion/Music/Visual Art. One unit each semester. *Annually*

Music 325 — Tutorial

Tutorials in computer music, orchestration, theory, composition, form and analysis, music history and jazz. By arrangement. One unit each semester. *Annually*

Music 331, 332 — Performance

Instrumental or vocal lessons for students of intermediate competency. Interested students must consult with the Chair of the Department. One unit. *Both semesters*

Music 333, 334 — Advanced Performance

Instrumental or vocal lessons for students of advanced competency. Interested students must consult with the Chair of the Department. One unit. *Both semesters*

Music 400 — Fourth-Year Seminar

The Fourth-year Seminar is designed to integrate the three areas of music: History, Theory and Performance. Required for music majors. Topics are selected from the important repertoires of both Western and non-Western music. Prerequisite (or co-requisite): Music 212 and Music 302. One unit. *Spring*

Music 401 — Musicology

An advanced topics course for students with a serious interest in music history and theory, especially majors planning to continue their studies in graduate school. Readings will center on historical and analytical method, recent trends in scholarship, and historiography. Position papers and class presentations will be assigned. Prerequisites: Music 202. One unit. *Alternate years*

Naval Science

CAPT Daniel J. Brennock, USN, M.A., *Professor and Chair*

CDR JoAnn Stone, USN, M.A., *Lecturer*

The Department of Naval Science, a recognized department of instruction within the College, educates and trains young men and women to serve as commissioned officers in the Navy and Marine Corps. Only those young men and women reasonably disposed to accept a commission in the Navy or Marine Corps should plan to enter the NROTC Program. This affirmation should be understood clearly by everyone who applies for the program.

Scholarship Program

Graduating high-school students can apply through the national competition for a four-year Naval ROTC Scholarship. If selected for the four-year Naval ROTC Scholarship Program, they receive

full tuition, all academic fees, all textbooks, military uniforms, and a \$150 per month subsistence allowance while attending college. Holy Cross offers free room or board to all four-year national scholarship winners. They are required to take certain college courses, undergo three summer training cruises, each of four to six weeks' duration, and are required to serve at least four years on active duty after commissioning.

Second-year college students can apply through the national competition for the two-year Naval ROTC Scholarship Program. If selected, during their third and fourth years they will receive full tuition, all academic fees, all textbooks, military uniforms, and a \$150 per month subsistence allowance. In addition, they will attend the Naval Science Institute at Newport, R.I., for six weeks during the summer before their third year, will be required to take certain college courses, and will undergo one summer training cruise of four to six weeks duration. They will be required to serve at least four years on active duty after commissioning.

College Program

First and second year students at the College may apply directly to the Professor of Naval Science for enrollment in the College Program (non-scholarship). After completion of at least one semester in the College Program, students who have achieved a GPA of 3.0 or higher and passed one semester of calculus with a grade of C or better and performed well in the battalion may be recommended by the Professor of Naval Science for a Chief of Naval Education and Training Controlled Scholarship. The scholarship includes full tuition, all books and fees, military uniforms and a subsistence allowance of \$150 per month.

College Program students not selected for a scholarship by the beginning of their junior year must be selected for advanced standing or be dropped from the NROTC program. A minimum 2.5 GPA is required to be granted advanced standing status. This program provides military uniforms and a subsistence allowance of \$150 per month while attending college. College Program students are required to take certain college courses, and to undergo one summer training cruise of four to six weeks' duration the summer preceding their fourth year. Second-year College Program students who receive advanced standing or a scholarship must attend the Naval Science Institute in Newport, R.I., for six weeks during the summer preceding their junior year. Upon commissioning, College Program students are required to serve at least three years on active duty.

Naval Science Students

Any student in the College may take Naval Science courses. Naval Science students receive credit for satisfactory completion of accredited Naval Science courses, but have no official status in the NROTC Program, and receive none of the benefits provided to NROTC students.

General Information

The Holy Cross NROTC Unit is composed of approximately 100 midshipmen. The battalion is divided into companies, and the overall leader is the Midshipman Battalion Commander, a fourth-year student who is chosen for outstanding leadership qualities. The battalion meets for drill periods once a week. In addition, each year the battalion sponsors an active social program which includes fall and spring picnics; a spaghetti dinner; the Navy Marine Corps Birthday Ball; Dining In; Cotillion; and drill, basketball, sailing and military excellence competitions.

Courses

Naval Science 11 — Naval Orientation

Fall

A non-credit course, presented as an introduction to the customs, traditions, missions, rules and regulations of the Department of Defense and the United States Navy and Marine Corps. Topics include rank structure, uniform regulations, military law, terminology, ships and aircraft types, naval history, and present naval missions. No degree credit; required of all midshipmen.

Naval Science 12 — Naval Ship Systems 1

Spring

Detailed study of ships' characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas tur-

bine, and nuclear propulsion. Also discussed are shipboard safety and fire fighting. No degree credit; required of all Navy option midshipmen.

Naval Science 13 — Naval Ship Systems 2

Fall

An introduction to the principles and behavior of electronic and electromagnetic systems to provide a foundational understanding of the interrelationships with naval combat systems. The topic and concepts explored pertain to a wide range of maritime applications, such as radar, sonar, communications, electro-optics, computer, missiles and electronics warfare systems. No degree credit; required of all Navy option midshipmen.

Naval Science 14 — Sea Power

Spring

A survey of U.S. Naval History from the American Revolution to the present, with emphasis on the Navy's role as an instrument of U.S. national security policy and foreign policy. Includes in-depth discussion of naval developments, key maritime strategies that have shaped the sea services, and naval contributions throughout various periods in American history, including major battles and campaigns in armed conflicts through the Gulf War. One unit; required of all midshipmen.

Naval Science 41 — Navigation 1

Fall

Practical piloting in restricted and open waters to include discussions on tides, currents, electronic and celestial navigation aids. Coast Guard Navigation Rules and a brief introduction to weather will also be covered. No degree credit; required of all Navy option midshipmen.

Naval Science 42 — Navigation 2

Spring

An introductory course to the procedures used in Naval Operations and Naval Shiphandling. Includes: Maneuvering Board Concepts, Rules of the Road and basic ship-handling. No degree credit; required of all Navy option midshipmen.

Naval Science 45 — Evolution of Warfare

Alternate years in fall

The course is designed to cover the causes of continuity and of changes in the means and methods of warfare during major periods of history. It addresses the evolution of strategic principles and the influence of economic, moral, psychological, political and technological factors and strategic thought. The course also examines the interrelationships between technological progress and military changes in rendering obsolete the successful strategies, policies, doctrines and tactics of the past. No degree credit; required of all Marine option midshipmen.

Naval Science 51 — Organizational Management

Fall

This course focuses on the basic concepts of leadership and management. It includes discussions of the principles and processes required of managers, including: planning, organizing, controlling, motivation, communication, and decision making. Examples from both general business and the Naval establishment are used. The social, ethical and moral responsibilities of managers are also discussed. One unit; required of all midshipmen.

Naval Science 52 — Naval Leadership

Spring

This course focuses on further exploring the moral and ethical responsibilities of a successful military officer. It includes case studies of ethical dilemmas and moral reasoning in a military setting. This course also includes the study of Navy and Marine Corps Officer administrative responsibilities. The course exposes the student to a study of counseling methods, military justice administration, naval human resources management, directives and correspondence, naval personnel administration, material management and maintenance, and supply systems. This capstone course, in the NROTC curriculum, builds on and integrates the professional competencies developed in prior course work and professional training. No degree credit; required of all midshipmen.

Naval Science 55 — Amphibious Doctrine

Alternate years in fall

Amphibious Doctrine is, at its core, a study of the evolutionary development of a unique form of armed engagement, i.e., the contested transition of military power from sea to land. Beginning with studies of selected examples of pre-20th century landings, the course uses the World War I landing at Gallipoli as the turning point in methodology. Study then progresses through World War II and the Korean War to the present. Throughout, the increasing complexity and incredible detail of amphibious operations is made evident. No degree credit; required of all Marine option midshipmen.

Naval Science 100 — Naval Science Lab*Fall, spring*

Naval Science Laboratory. A weekly two-hour laboratory. Emphasis is placed on professional training which is not of an academic nature. The laboratory is intended for topics such as drill and ceremonies, physical fitness and swim testing, cruise preparation, cruise evaluation, sail training, safety awareness, preparation for commissioning, personal finances, insurance and applied exercises in naval ship systems, navigation, naval operations, naval administration, and military justice. Other topics and special briefing will be conducted as determined by the Chief of Naval Education and Training or the Professor of Naval Science. No degree credit; required of all midshipmen.

Philosophy

Hanna Buczynska-Garewicz, Ph.D., *Professor*

Hermann J. Cloeren, Ph.D., *Professor*

Predrag Cicovacki, Ph.D., *Associate Professor*

Christopher A. Dustin, Ph.D., *Associate Professor*

Hilde S. Hein, Ph.D., *Associate Professor*

Joseph P. Lawrence, Ph.D., *Associate Professor and Chair*

Karsten R. Stueber, Ph.D., *Associate Professor*

Jeffrey Bloechl, Ph.D., *Assistant Professor*

Gavin T. Colvert, Ph.D., *Assistant Professor*

William E. Stempsey, S.J., M.D., Ph.D., *Assistant Professor*

Andre C. Willis, Cand. Ph.D., *Lecturer*

Philosophy is concerned with fundamental questions about the meaning of reality; the foundations of science, morality and aesthetics; and the nature and scope of human knowledge. Philosophy is in fact the meeting place for all disciplines, for any discipline becomes philosophical once it begins seriously to examine its own methodology and foundational presuppositions. The study of philosophy is therefore to be recommended to all students, regardless of their major.

Philosophy involves both systematic forms of inquiry and a prolonged reflection upon its own history. For its majors, minors and for all students interested in deepening their humanistic culture, the department offers courses in the history of philosophy that span the entire tradition from the pre-Socratics to the philosophers of our own century. Courses in non-Western philosophy are also offered. The historical courses are best pursued in conjunction with more systematic courses. Philosophy is much more than the acquisition of a certain kind of knowledge. It is the ability to think reflectively about problems at the root of what might appear as self-evident.

Courses exclusively reserved for first-year students are: all sections of Themes (Phil 10) and the Intensive First-year Seminars (Phil 30). Students are permitted to take only one Themes course or one First-Year Intensive Seminar. Philosophy 20 (Themes) is for second-year students only.

Second-, third-, and fourth-year students can fulfill the college distribution requirement in philosophy by choosing any course in the 100-199 range that does not have special prerequisites.

To its majors and minors, the department offers a program that combines necessary structure with the freedom to follow an individually oriented course of study. Advisors in the department, chosen when students decide upon the major or minor, will give individual advice and help with the selection of courses before and during preregistration.

The minimum requirement for a major is 10 semester courses in philosophy; the maximum is 14. Double majors take no fewer and no more than 10 courses in philosophy. Minors in philosophy are required to take a minimum of six courses in philosophy. Only one of these may be at an introductory level. Of the six courses, at least one has to be at an advanced (200) level. The course selection will be determined in consultation with the student's advisor in philosophy.

Each major must take a course in logic. The major is also required, in consultation with his or her advisor, to take courses in at least three of the following four areas: 1) Metaphysics, 2) Epistemology, 3) Aesthetics, 4) Ethics. In addition, majors must take three courses that will provide an overview of the history of philosophy.

Required courses may be taken at either the intermediate or the advanced level. As a general rule, students are urged to build a strong foundation of intermediate courses before progressing to

the advanced courses. At least three courses have to be taken on the advanced level. These courses may (or may not) be used to satisfy the systematic and historical distribution requirements.

In addition to a wide range of regular courses and seminars, the Department offers a number of tutorials and opportunities for independent study. Accomplished students are urged to use these opportunities to complete their studies by writing a fourth-year thesis and giving a public presentation of its main conclusions.

The Fourth-Year Thesis in Philosophy comprises a semester-long project of concentrated research geared toward the production of a substantial piece of written work. It provides fourth-year majors with the opportunity to explore a specialized interest they may have developed over the course of their studies. The principal arguments and conclusions of this paper will be publicly presented at the end of the semester. (See Philosophy 297 below.)

Faculty and students together benefit from regular departmental colloquia and the lively exchanges initiated by the Philosophy Club, which is open to all interested students. In addition, membership in the Holy Cross Chapter of the National Honor Society in Philosophy, Phi Sigma Tau, is available to those who have a strong academic record, participate regularly in philosophical colloquia, and demonstrate a desire and ability to philosophize. Students are encouraged to compete for two essay competitions, the Strain Gold Medal and the Markham Memorial Prize.

Courses

Introductory Courses

Philosophy 10 — Themes

Fall, spring

A one-semester consideration of specific themes in philosophy specifically designed for first-year students. Students will be introduced to philosophical thinking, as well as to reading and writing carefully about philosophical topics. Themes will vary from section to section and from year to year. One unit.

Philosophy 20 — Themes

Fall, spring

A one-semester consideration of specific themes in philosophy specifically designed for second-year students. Students will be introduced to philosophical thinking, as well as to reading and writing carefully about philosophical topics. Themes will vary from section to section and from year to year. One unit.

Philosophy 30 — Intensive First-Year Seminar

Fall, spring

A one-semester seminar specifically designed for highly motivated first-year students. Enrollment will be limited to accommodate the critical discussions and intensive work that a seminar format requires. One unit.

Intermediate Courses

Philosophy 101 — Metaphysics

Spring

Aristotle described metaphysics as the "science which takes up the theory of being as being and of what 'to be' means taken by itself." Before and since Aristotle, the meaning and significance of metaphysics has been in dispute. While some thinkers have dismissed metaphysics as meaningless speculation, others have held it to be the center of Western philosophy. Using primary texts of classical and contemporary writers, this course studies the origins of metaphysics in ancient Greece, major developments of metaphysical thinking, and contemporary challenges to metaphysics. One unit.

Philosophy 104 — Approaches to Ethics

Alternate years

An examination of the attempts to arrive at the foundations of ethics. Emphasis is placed on the continuity in the development and refinement of these attempts historically, so that contemporary moral problems and their proposed solutions may be seen in proper perspective. One unit.

Philosophy 107 — Foundational Questions in Ethics

Fall, spring

In this course, we shall consider various challenges to the claims of morality. We shall also consider whether and how moral philosophy can meet these challenges. Special topics include: the nature and justification of an ethical life, the limits of practical reasoning, the subjectivity vs. the objectivity of value, relativism, conflicts of obligation, the idea of moral "truth," and the sources and ultimate value of morality itself. We shall think about how these issues come to life in classical texts,

and about how they are treated in recent philosophical literature. Our goal is to understand the foundations of morality (if there are any), and to gain insight into what is perhaps the most striking thing about human life — the fact that we have values. One unit.

Philosophy 109 — Theory of Knowledge

Fall

The course presents philosophical reflections on human knowledge. It is focused on clarifying the following questions: What can we know? What is truth? How do we obtain true knowledge? Is the world itself similar to what we perceive it to be? What is an object of knowledge? What is the function of language in knowing? What is thinking? Readings will include Plato, Aristotle, Hume, Kant and others. One unit.

Philosophy 115 — Introductory Logic

Fall, spring

This course is an introductory study of the formal structure of reasoning patterns such as deduction. It includes an introduction to formal languages, sentential calculus, predicate calculus, and an investigation into logic's value and limits. One unit.

Philosophy 122 — Critical Thinking

Alternate years

This is a joint effort to practice reasonable, reflective thinking focused on accepting or rejecting or suspending judgment on statements thus committing to or rejecting courses of action. First, we will reflect critically on unsupported statements, stressing their need for clarity and precision of meaning as well as learning the criteria for evaluating such statements. Secondly, we turn our attention to statements supported by reasons, i.e., embedded as conclusions of arguments, whether deductive or inductive, and their related fallacies. Since this course involves Socratic questioning and active student participation in discussions and prepared arguments, both full attendance and faithful preparation are essential. One unit.

Philosophy 125 — Ancient Philosophy

Spring

The first third of this course focuses on the very origins of Western philosophical and scientific thought as documented in the fragments of the pre-Socratics. The second and third parts concentrate on Plato and Aristotle. Epistemological and ontological problems with concomitant methodological reflections will be the central issues. Other topics will also be considered, especially Plato's political philosophy, Aristotle's moral philosophy, and the fundamental epistemological, theological and linguistic problems of how human beings can talk about God. One unit.

Philosophy 130 — Medieval Philosophy

Fall

A study of selected medieval thinkers such as Augustine, Boethius, Dionysius, Anselm, Bonaventure, Aquinas, Scotus, and Ockham. The birth of scholasticism, an analysis of this philosophical movement in the 13th century, and its decline will be presented. One unit.

Philosophy 135 — Early Modern Philosophy

Fall

A study of the origins of modern philosophy: Descartes' turning towards the subject; his attempt at a justified method guided by the ideal of mathematical certainty; his influence on the development of European rationalism, Spinoza, Leibniz. Equal attention will be given to empiricist philosophers such as Bacon, Hobbes, Locke, Berkeley, and Hume and their approaches to philosophy and science. One unit.

Philosophy 141 — Modern Philosophy

Spring

A study of the later development of modern philosophy including Kant's new evaluation of metaphysics, epistemology, the nature of the sciences and morality and the idealist thought of Fichte and Hegel. Attention will also be given to the thought of those opposing idealism, especially Marx and Kierkegaard. One unit.

Philosophy 143 — American Philosophy

Alternate years

A survey of the beginnings and development of American philosophic thought from the colonial period to the present. Detailed discussion of the work of Emerson, Peirce, and James and of important movements such as transcendentalism, pragmatism and analytic thought. One unit.

Philosophy 144 — Contemporary European Philosophy

Alternate years

The course covers the last hundred years in the history of philosophy. It will deal in part with: Logical positivism/analytical philosophy; Phenomenology; Existentialism; Marxism; and Post-Modernism. Topics considered will include basic ontological, epistemological, and moral problems of the contemporary world. One unit.

Philosophy 145 — Phenomenology*Alternate years*

This course will explore the motivation and the methods of phenomenological philosophy. The focus will be on Husserl's development of phenomenology as a "rigorous science," and its critical revision. Topics will include the relation of Husserl's "transcendental" project to the classical metaphysical tradition, the distinction between "pure" and "applied" phenomenology, the idea of a phenomenological psychology, and the influence of phenomenology in the philosophy of art. Readings will include works by Husserl, Sartre, Merleau-Ponty, and others. One unit.

Philosophy 146 — Philosophy and Literature*Fall*

This course will explore the relationship between philosophy and literature. It will reveal the enormous impact of philosophy on literary texts and will try to show how philosophy is present in all forms of intellectual life. It will also try to take seriously literature's claim to be doing something that philosophy itself cannot do. The authors chosen will vary, but will include such figures as Shakespeare, Goethe, Nietzsche, Thomas Mann and Proust. One unit.

Philosophy 150 — Medical Ethics*Fall*

This course will examine topics of current interest in biomedical ethics, and the role moral philosophy plays in public debate about controversial issues. The aim is to help students think, speak, and write clearly about these issues. It will begin with a discussion of moral justification and an overview of several types of ethical theory. It will then consider such issues as the physician-patient relationship, truth-telling and confidentiality, informed consent, reproductive technologies, abortion, the right to die, euthanasia and assisted suicide, the AIDS epidemic, human genetics, and justice in the distribution of health care. One unit.

Philosophy 154 — Philosophy East and West*Alternate years*

By exploring Greek texts from the Pre-Socratics to Plato in relationship with the Sanscrit Upanishads, this course will attempt to reveal the common metaphysical root of Western and Eastern traditions. Christian and Buddhist texts will also be investigated in an attempt to show how the sharp polarity between Eastern and Western thought emerged.

Philosophy 160 — Aesthetics*Fall*

By reflecting on what philosophers have said about art, this course investigates the idea that art itself performs a philosophical, perhaps even a moral, function. Art is supposed by many to have the power to reveal something, and to be in some way "good" for us. In considering whether this is so, we have to confront two basic questions. The first is: Are there any "truths" about art (about what art is, about the purpose of art, about what makes art good or bad, etc.)? The second is: does art really reveal "truths" (What kind of truths? Truths about what? Can these truths be rationally articulated? If not, why should we take art seriously?) We shall concentrate on these, and related questions. Readings from Plato, Kant, Hegel, Nietzsche, Freud, Heidegger, Kandinsky, and Iris Murdoch. One unit.

Philosophy 161 — Philosophy of Mind*Alternate years*

Questions concerning the nature of the mind and its relation to the body or questions about the essential capacities of human beings distinguishing them from plants, animals, and machines are raised. In the course different traditional and contemporary themes about the nature of the mind will be discussed critically. The discussion will emphasize topics such as the mind-body problem, the nature of consciousness, the explanation of action, and the problem of intentionality. One unit.

Philosophy 162 — Philosophy of Language*Alternate years*

At the beginning of this century philosophy underwent, with the so-called "linguistic turn," yet another Copernican revolution. Traditional philosophical problems were supposed to be solved or dissolved through an analysis of the meaning of linguistic expressions. This course will try to evaluate this kind of philosophizing through a systematic analysis of the philosophical project of a theory of meaning in its historical development. Readings will include texts of Frege, Carnap, Quine, Davidson, Dummett, and Wittgenstein. One unit.

Philosophy 165 — Political Philosophy

Alternate years

Plato, Aristotle, Augustine, Rousseau and Nietzsche are among the handful of great philosophers who have left an equally lasting and profound impact on political theory. This course will set out to study one of these thinkers in depth, trying to understand the interplay between their fundamental insights into human existence and the political model that was derived from this vision. Supplementary readings will consider other important works which have been influenced by this seminar figure.

Philosophy 167 — Philosophy of State and Law

Fall

This course will undertake a study of such problems as the nature and purpose of the state, the justification of political power and authority, the connection between legality and morality, legal and moral rights and obligations, and the nature of justice, as seen from the perspective of important classical texts in Western philosophical and political thought. This course will begin with a look at some issues in our contemporary social and political milieu, in order to place these questions in context. We will then turn to the history of philosophy to see how philosophers from various traditions have answered these questions. Our aim will be to understand the philosophical origins of the prevailing, competing lines of thought in political philosophy, with a view toward formulating our own independent answers to these questions. One unit.

Philosophy 169 — Philosophy of Law

Alternate years

This course examines the nature of law and the place of law in human society. It will consider the history of rule by law and reflect upon its value. Theories of law and of the relation of law to morality are explored. The course draws upon case histories and jurisprudential readings. It is not an introduction to legal reasoning, but a probe of the philosophical issues that underlie such legal concepts as equality, freedom of speech, evidence, obligation, rights, punishment, and justice. One unit.

Philosophy 171 — Philosophy of Science

Alternate years

An examination of the structure, function, value, and limits of science. Specific topics include the structure of scientific explanation, the role of experimentation, the nature of scientific progress, and the nature of scientific values. This course will also investigate whether the activities of science are both rational and ethical. One unit.

Philosophy 172 — Philosophy of Biology

Alternate years

This course examines biology as related to the other physical sciences and in terms of its philosophical foundations and methodology. Attention is given to the classical mechanism vitalism controversy, to issues in evolutionary theory and to certain contemporary controversies, e.g., sociobiology, evolution, environmentalism. One unit.

Philosophy 173 — Philosophy of Medicine

Alternate years

The philosophy of medicine includes the metaphysical, epistemological and methodological aspects of medical practice and medical research. This course will explore some of the theoretical and conceptual issues that form the basis for medical knowledge and thus influence the practice of medicine. Topics to be considered include the nature of health and disease, normality and pathology, the assumptions and goals of medicine, changes in the theoretical structure of medicine over time, the nature of medical knowledge, and methods of reasoning in medical research and practice. One unit.

Philosophy 177 — Philosophical Perspectives on Women

Alternate years

This course surveys the classic literature of Western philosophical views on women and the feminist response to it. Attention is given to feminism as a method of analysis as well as to representative issues whose philosophical significance has been identified by feminism, e.g. gender, friendship, dependence. One unit.

Philosophy 178 — Philosophers on War and Peace

Alternate years

An exploration of some major philosophical issues concerning war and peace viewed through the classic writings of Kant, Clausewitz, Lenin, William James, Tolstoy, Gandhi and contemporary authors. Emphasis is on the questions of the possibility of eliminating war, the morality of war both conventional and nuclear, and the moral problems involved in maintaining a policy of nuclear deterrence. One unit.

Philosophy 182 — Philosophy of Religion*Alternate years*

The first half of the course will provide a quick survey of the main issues dealt with by the philosophy of religion — the existence of God, the problem of evil, the nature of religious faith, the nature and fate of the human soul. The readings for this part of the course will be selected from philosophers such as Thomas Aquinas and David Hume. The second half of the course will involve a philosophical reading of Holy Scripture. Selections will be from the Bible and the *Bhagavad Gita*.

Philosophy 185 — Philosophy of Mythology*Alternate years*

This course will examine both philosophy's ground in mythical thinking and the tension that arises between the two spheres. Themes will vary from semester to semester and will generally include, in addition to compendiums of Indian or Greek mythology, such authors as Plato, Vico, Schelling, Hegel, and Goethe. One unit.

Philosophy 186 — Classicism in Art and Thought*Alternate years*

What is "classicism," and what makes this question worth asking? Enlightenment culture — our modern culture — is supposed to have liberated itself from ancient world-views. That is how "modernity" is defined. But it still expresses itself in classical terms. Take a walk around the campus and count the columns! What is the meaning of this? Why do we remain wedded to a way of picturing the world which we claim to have progressed beyond? There are lots of superficial explanations. This course searches for a deeper explanation. We shall start by trying to gain a deeper understanding of what "classicism" is all about, and go on to explore its recurrent manifestations in Enlightenment art and thought. Order and disorder, freedom and desire, harmony and dissonance, individuality and the whole, unity and disunity, tragedy and reconciliation, nature and reason, how we conceive of ourselves in relation to the broad structure of reality — these are some of the themes we shall focus on. One unit.

Philosophy 187 — The Philosophy of Architecture*Alternate years*

More than any other art, architecture shapes our environment and the way we live. This raises serious and difficult questions about what architecture is and does, about the status of architecture as art, about the truths (if any) which it expresses, about the relationship between architectural forms and the character of human life, and about what it is to dwell. Such questions lie at the intersection of art and philosophy. These and related questions are the focus of this course. In addition to readings from traditional and contemporary literature in aesthetics and architectural theory, we shall reflect on these issues by looking at and responding to architectural examples. We shall study the philosophy of architecture by studying architecture philosophically. The goal is to reach a deeper understanding of architecture and of the role it plays in our lives. Cross-registered with VAHI 277. One unit.

Philosophy 188 — Death*Alternate years*

The course has two primary concerns. The first is to explore the antinomy of reason that is occasioned by the phenomenon of death, i.e. do we or do we not fully "die" when we die? The second and most important purpose of the course is transformative rather than theoretical: how can we ourselves most effectively prepare ourselves for the deaths we will one day encounter? The image of Socrates, who faces his own death with supreme courage, serves as a model for the "philosophical" relationship to death. The readings for this course will vary, but will typically include Heidegger's *Being and Time* and Plato's *Phaedo*. Texts from Eastern Philosophy will also play a prominent role. One unit.

Philosophy 189 — Ethical Issues in Death and Dying*Alternate years*

The ethical problems involved in caring for the terminally ill are among the most controversial issues of our day. This course will examine ethical, philosophical, and public policy dimensions of death and dying. Topics to be considered include the definition of death, truth-telling with dying patients, suicide, euthanasia, deciding to forgo life-sustaining treatment, decisions on behalf of children and incompetent adults, the debate about futile care, and public policy issues.

Philosophy 193 — Seminar: Moral Reasoning*Alternate years*

A critical study of ethical discourse, particularly of what is ordinarily referred to as "moral reasoning." This will involve a brief study of some major normative and metaethical theories as well as certain common fallacies of moral reasoning. Emphasis will be placed on student participation in

prepared oral presentations and open discussions which will center around their own reasoning about contemporary moral problems. The meetings will be conducted by student-initiated discussions, Socratic questioning and micro-lectures; hence there will be extensive readings and various course resources such as books, video and audio tapes, and easily accessible data on our Web site. One unit.

Advanced Courses

Philosophy 201 — Seminar: Language and Thought

Alternate years

Central themes of this study are the interdependence of language and thought, the resulting linguistic and conceptual relativity, and the critical function of linguistic analysis as critique of cognition, as well as its expected therapeutic effect in overcoming pseudo-problems in philosophy. Main focus will be on 19th-century philosophers under the dual influence of the British empiricists and Kant and their anticipation of important features of 20th century philosophy, especially that of Wittgenstein. One unit.

Philosophy 202 — Seminar: Philosophy of Psychology

Fall

This course will address long-standing philosophical issues concerning the foundations of psychological research. It will discuss questions such as, Can a machine think?; Can psychology be reduced to neuroscience?; To what extent is human behavior similar to animal behavior?; How adequate are biological accounts of "abnormal" behavior?; and, what is consciousness and can it be explained from a scientific perspective? This course is cross-listed with Psychology 250. One unit.

Philosophy 204 — Seminar: Problems in Metaphysics

Alternate years

How is it possible to think Being without doing violence to its transcendence? The principal text will be Heidegger's *Being and Time*, but other works of the early Heidegger will be read, as well as works of Husserl. One unit.

Philosophy 208 — Seminar: Epistemology

Alternate years

The seminar presents philosophical reflection on human knowledge. Its main subject is intersubjectivity. The discussion will be focused on language and thinking. Philosophers discussed in class are Husserl, Heidegger, and Wittgenstein. One unit.

Philosophy 216 — Seminar: Problems in Aesthetics

Alternate years

Selected aesthetic problems explored in depth. While Aesthetics (PHIL 160) is not a specific prerequisite for enrollment in this course, some acquaintance with the literature of philosophy and/or the arts is desirable. One unit.

Philosophy 232 — Seminar: Problems in Phenomenology

Alternate years

An intensive investigation of the question of rationality and meaning. The course will be focused on the ontological status of meaning (ideal object, intentional object, act of mind) and on the criticism of psychologism. Phenomenology, hermeneutics and deconstruction will be discussed. Authors studied in class are Husserl, Ingarden, Heidegger, Ricoeur, and Derrida. One unit.

Philosophy 234 — Hermeneutics

Alternate years

A study of the theory of interpretation as constitutive of human knowing and action. The course examines classical and contemporary theories about interpretation, but also demands that the participants enter the practice of hermeneutics in an effort to understand selected difficulties of the modern and contemporary world. One unit.

Philosophy 250 — Seminar: Pre-Socratic Philosophy

Alternate years

This course will study the origin of Western philosophy and science before Socrates. It will investigate the relationship between myth and philosophy, the development of various schools of philosophy (Pythagoreans, Eleatics), and conclude with a discussion of the sophists. Emphasis will be placed upon the study of the texts of Pre-Socratic philosophers and the interpretations of modern scholars. One unit.

Philosophy 254 — Plato

Fall

An introduction to the philosophy of Plato: his dispute with the sophists and the development of the theory of Ideas, the consequences of his theory for his understanding of the life of the soul in terms of love and knowledge, and his last critical reflections on his own major dialogues. One unit.

Philosophy 258 — Seminar: Aristotle

Spring

An intense examination and overview of the major philosophical projects of the Philosopher. The goal of the course is to give the student both a detailed grasp of Aristotle's major works and an appreciation of the relation of Aristotle's philosophical contributions to problems and questions raised by his teacher, Plato. Works to be studied include: *Categories*, *Physics*, *Metaphysics*, *Politics*, *Rhetoric*, and *Poetics*. One unit.

Philosophy 266 — Thomas Aquinas

Alternate years

A detailed study of selected texts of St. Thomas Aquinas with reference to other significant medieval figures. Throughout the semester, the focus will be on understanding St. Thomas' thought both as an intellectual achievement in its own right and as part of a continuous tradition of philosophical and theological inquiry. Topics of special interest will include: the existence and nature of God, creation and the nature of reality, human and divine knowledge, as well as problems in ethics and politics. Late medieval Scholasticism involved a rediscovery of and sustained dialogue with Aristotelian thought. Thus, participants in this course will benefit from a prior knowledge of ancient Greek philosophy, although it is not a prerequisite for enrollment. One unit.

Philosophy 268 — Meister Eckhart

Alternate years

This course will typically focus on Eckhart's sermons (which he composed in German) rather than the more formal philosophical treatises (which he wrote in Latin). It is in the sermons where Eckhart's mysticism is most pronounced. As a result, they serve as an ideal basis for evaluating the relationship between philosophy and mysticism. In addition, the question will be raised to what degree Eckhart's thinking reveals the essence, not only of Christianity, but of religion as such. In this regard, Eckhart commentaries from Buddhist and Islamic thinkers may also be considered. One unit.

Philosophy 270 — Kant

Fall

A reading course in the primary sources, concentrating mostly on Kant's *Critique of Pure Reason* and *Critique of Judgment*. The reading and discussion focus on Kant's theory of knowledge, as well as his metaphysical, aesthetic, and anthropological views. The approach is both historical and critical. One unit.

Philosophy 275 — Hegel

Spring

An in-depth study of the philosophy of Hegel. This will include a probing and testing of his positions on the nature of reality and his theory of knowledge. Stress will be put on the philosophy of history, the history of philosophy, the state, and religion, and on their contemporary relevance. One unit.

Philosophy 280 — Nietzsche

Alternate years

Friedrich Nietzsche is one of the archetypal modern masters. His notions of the "death of God," the "will to power," amor fati, the Dionysian and Apollinian, the overman and many others have entered the consciousness of the 20th century. His influence was (and still is) immense. The seminar is an in-depth study of Nietzsche's work. The discussion will be focused on the question of creation and negation, on nihilism and its overcoming, on the sense of morality and the criticism of Christianity. Nietzsche's books used in class are: *The Gay Science*, *Thus Spoke Zarathustra*, *Beyond Good and Evil*, *Genealogy of Morals*, *Twilight of Idols*, *The Anti-Christ*, and *Ecce Homo*. One unit.

Philosophy 283 — Heidegger

Alternate years

This course will consist of a reading and discussion of some of the major works of Heidegger. Attention will be given to his criticism of Western philosophy, his understanding of truth, his teaching on the meaning of being human (Dasein), his pursuit of the question of the meaning of Being, and his critique of technology. One unit.

Philosophy 291 — Wittgenstein

Alternate years

An intensive reading course focusing on Wittgenstein's early *Tractatus Logico-Philosophicus* and his late *Philosophical Investigations*. Topics of special interest will include the author's views on philosophy, the constitution of linguistic meaning, truth, and the problem of solipsism. The course will also try to evaluate Wittgenstein's contribution to and relevance for contemporary philosophy. One unit.

Philosophy 295 — Special Topics and Tutorials*Fall, spring*

Independent study and tutorial work on various topics of special interest to individual students and faculty directors. One unit.

Philosophy 297 — Fourth-Year Thesis*Fall, spring*

The fourth-year thesis should in some way represent the culmination of a student's work in philosophy, drawing on previous background and developed interests. It is therefore best undertaken in the spring semester of the fourth year. A student who is interested in writing a thesis must submit to the Chair of the Department a brief prospectus (2-4 pages) describing the proposed topic. This prospectus should clarify the problems/issues/themes which the thesis will address, and present an initial plan of research. Ideally, the prospectus would provide at least a rough outline for the project as a whole. It should include a tentative bibliography. The deadline for submitting a prospectus is the Monday following the Thanksgiving vacation. Once the prospectus is submitted, the Chair will review it in consultation with the prospective advisor who will approve the prospectus or suggest revisions. It is recommended that a student interested in submitting a prospectus meet with a potential advisor well in advance of the deadline.

The prospectus is meant to ensure that the student has a coherent and manageable topic. It also ensures that substantive work on the thesis itself can begin at the outset of the spring semester. Equipped with an initial reading list, the student should be able to undertake preliminary research over the Christmas vacation.

The completed thesis shall be given to the advisor and two additional readers (one of whom may be from outside the department) not later than the last regular day of classes. The readers will be chosen by the student together with the advisor and Department Chair. Shortly after the thesis is submitted (usually during the study period), the student will have the opportunity publicly to present, and to defend, his or her work. After the defense, the advisor (in consultation with the readers) will determine a letter grade for the thesis.

Physics

Ram Sarup Rana, Ph.D., *Professor*

Randy R. Ross, Ph.D., *Professor*

Robert H. Garvey, Ph.D., *Associate Professor*

Francis W. Kaseta, Ph.D., *Associate Professor*

Janine Shertzer, Ph.D., *Associate Professor and Chair*

Timothy Roach, Ph.D., *Assistant Professor*

De-Ping Yang, Ph.D., *Assistant Professor*

The Physics Department offers a flexible program of study in physics that may be designed to suit the individual needs of the student. The curriculum leading to the bachelor's degree in physics is intended to provide a thorough foundation in the principal branches of physics. With this background and with appropriately selected advanced courses, a student is well prepared for further study leading to advanced degrees in physics, applied physics, geology, oceanography, engineering, medicine, or law, or for entry-level positions in research, business, teaching, and other fields. Students planning to major in physics are ordinarily enrolled in General Physics (Physics 21, 22) with the laboratory (Physics 31,32). This is a two-semester course in mechanics, electricity, magnetism, thermal physics, wave motion, and optics with gradual, but liberal, use of calculus (taken concurrently in the Mathematics Department).

The requirements for a major in physics consist of both physics and mathematics courses. Physics majors must take three semesters of Analysis (Math 31,32,41 or equivalent). The required physics lecture courses are General Physics I, II (Physics 21, 22 or 23, 24), Modern Physics (Physics 26), Methods of Physics (Physics 118), Classical Mechanics 1 (Physics 121), Electromagnetic Theory 1 (Physics 133), Quantum Mechanics 1 (Physics 143), and Thermal Physics (Physics 163). In consultation with their advisors, physics majors must choose at least two additional lecture courses and two advanced laboratories in the 100-200 range. A laboratory course is taken as a fifth course in any given semester.

A minor in physics is also offered for interested students. The required physics courses are General Physics I, II (Physics 21, 22 or 23, 24) and Modern Physics (Physics 26). In consultation with their physics advisors, minors must choose three additional physics courses, at least two of which are lecture courses above the 100 level (excluding Physics 118).

General Physics I, II (Physics 21, 22 or 23, 24) and Analysis 3 (Math 41) are prerequisites for all physics courses above the 100 level. Some advanced courses have additional prerequisites. Any student seeking to take one of these upper-level courses without the required prerequisites must consult with the instructor of the course in question.

Programs of supervised research in theoretical or experimental physics are available for qualified physics majors. The three main research laboratories are devoted to low temperature Mossbauer spectrometry, high precision atomic spectroscopy, and solid state spectroscopy of rare earth ions. The department has a well-equipped machine shop and electronics shop, and a laboratory of personal computers for course work and research.

The department offers a variety of courses for non-science majors, including Topics in Physics (Physics 50), Introduction to Geology (Physics 51), Introduction to Meteorology (Physics 53), Introduction to Astronomy (Physics 54), and Energy and the Environment (Physics 55).

Courses

Physics 21 — General Physics 1

An introduction, with calculus, to the basic principles of mechanics and thermal physics. Physics 31 (laboratory) required. One unit. Fall

Physics 22 — General Physics 2

Continuation of Physics 21. An introduction, with calculus, to the basic principles of wave motion, electricity, magnetism, and optics, with selected topics in modern physics as time allows. Physics 32 (laboratory) required. One unit. Spring

Physics 23 — General Physics in Daily Life 1

An introduction, with calculus, to the basic principles of mechanics, electricity and magnetism. This course emphasizes the connections between physics and the natural phenomena and technology encountered in everyday life. Interactive experiments are integrated into the lecture. One and one-quarter unit. Fall

Physics 24 — General Physics in Daily Life 2

Continuation of Physics 23. An introduction, with calculus, to the basic principles of rotational motion, thermal physics, wave motion and optics, and modern physics. This course emphasizes the connections between physics and the natural phenomena and technology encountered in everyday life. Interactive experiments are integrated into the lecture. One and one-quarter unit. Spring

Physics 26 — Modern Physics

A thorough introduction to the basic concepts of modern physics, including special relativity, the particle aspects of electromagnetic radiation, the wave aspects of material particles, atomic structure, nuclear structure and reactions, and elementary particles. Prerequisite: Physics 22 or Physics 24. One unit. Fall

Physics 31 — General Physics Laboratory 1*

Taken concurrently with Physics 21. One-quarter unit. Fall

Physics 32 — General Physics Laboratory 2*

Taken concurrently with Physics 22. One-quarter unit. Spring

Physics 50 — Topics in Physics

An elective for non-science majors. Consideration of the physical principles underlying various aspects of everyday life and modern technology. Course subjects vary from semester to semester, with the specific subject matter being announced at preregistration. Recently taught topics have included the following: the making of the atomic bomb; the world of electricity; the way things work; human motion, dance, and sports; light, colors, and vision; and the physics of music. One unit. Alternate years

Physics 51 — Introduction to Geology

An elective for non-science majors. A study of the geological processes that influence the surface and internal structures of the earth. The nature of the earth as an evolving planet is explored, Alternate years

including the implications of historical geology and the theory of plate tectonics (continental drift). One unit.

Physics 53 — Introduction to Meteorology

Alternate years

An elective for non-science majors. Topics include: atmospheric properties, solar and terrestrial radiation, cloud types and their causes, thunderstorms, extra-tropical cyclones and anticyclones (low and high pressure systems), tropical cyclones, forecasting, climate and climatic changes (ice ages), stratospheric ozone, and optical atmospheric phenomena. One unit.

Physics 54 — Introduction to Astronomy

Annually

An elective for non-science majors. A survey of modern theories concerning the solar system, stars, galaxies, and the structure of the universe, including an examination of the assumptions, measurements, and reasoning upon which astronomical knowledge is based. Lectures may be supplemented with direct observation of astronomical phenomena. One unit.

Physics 55 — Energy and the Environment

Alternate years

An elective for non-science majors. A study of the effects related to the production and consumption of energy and natural resources, and their consequent impact on the environment. Topics include the principles of ecology, the role of energy and resources in human affairs, the impact of human activities on health and the environment, and possible solutions to the resulting problems. One unit.

Physics 111 — Modern Physics Laboratory*

Fall

Experiments in modern physics including the Millikan oil-drop experiment, gamma-ray spectroscopy and absorption, the Franck-Hertz experiment, and measurements of e/m for the electron, Planck's constant, the hydrogen Balmer lines, and the speed of light. Usually taken concurrently with Physics 26. One unit.

Physics 115 — Optics

Fall

Geometrical optics: Fermat's Principle; laws of reflection and refraction at plane and curved surfaces; image-forming properties of mirrors and lenses; aberrations; aperture and stops; optical systems. Wave optics: interference, diffraction, polarization, thin films, scattering of light, and holography. Quantum optics: optical spectra and lasers. One unit.

Physics 116 — Optics Laboratory*

Fall

Optical instruments such as the interferometer, refractometer, spectrometer and polarimeter are used to investigate optical properties such as refractive index, optical activity, and magneto- and electro-optical properties of matter. Lasers and holography are also a part of this laboratory. Taken concurrently with Physics 115. One unit.

Physics 118 — Methods of Physics

Spring

Provides a working knowledge of the mathematical techniques needed for the study of physics at the intermediate and advanced level. Topics include ordinary differential equations, vector calculus, partial differential equations, matrices, Fourier series, and complex variables. One unit.

Physics 121 — Classical Mechanics 1

Fall

Vector algebra, kinematics and dynamics of a particle in one dimension (including linear oscillator), motion in two and three dimensions (projectiles, central force problems), motion of a system of particles, collision problems, the two-body problem, coupled systems and normal coordinates, and beat phenomena. One unit.

Physics 122 — Classical Mechanics 2

Spring

Moving coordinate systems, generalized coordinates, constraints, Lagrangian and Hamiltonian dynamics, rigid body dynamics, inertia and stress tensors, small vibrations and normal modes, and elastic waves. Prerequisite: Physics 121. One unit.

Physics 133 — Electromagnetic Theory 1

Fall

Review of vector analysis. Electrostatics: the electrostatic field and potential, divergence and curl of E-field, work and energy in electrostatics; special techniques for calculating potentials; and E-fields in matter. Magnetostatics: the Lorentz and Biot-Savart laws; divergence and curl of B-field; magnetic vector potential; and magnetostatic fields in matter. Electrodynamics: EMF; Faraday's law; Maxwell's equations. One unit.

Physics 134 — Electromagnetic Theory 2

Spring

Electrodynamics before Maxwell; Maxwell's equations in vacuum and inside matter; boundary conditions; potential formulation of electrodynamics; and energy and momentum in electrodynamics. EM waves: wave equation; and EM waves in non-conducting and conducting media. Electromagnetic radiation: dipole radiation and radiation from a point charge. Some applications of EM theory in solid state, astrophysics, plasma physics and optics. Prerequisite: Physics 133. One unit.

Physics 135 — Electronics

Spring

Analog electronics is developed starting with Kirchhoff's Laws applied to DC and AC network analysis. The physics of semiconductors and the properties of diodes and transistors are studied with various circuit applications, e.g., rectifiers, regulators, amplifiers, oscillators, etc. Principles of feedback systems are covered and applied to operational amplifier circuits. One unit.

Physics 136 — Electronics Laboratory*

Spring

AC and DC circuits, low- and high-pass filters, diode characteristics, rectifiers, transistor characteristics, amplifiers, multiple stage amplifiers with feedback, oscillators, operational amplifiers, and TTL integrated circuits. Taken concurrently with Physics 135. One unit.

Physics 143 — Quantum Mechanics 1

Fall

The postulates of quantum mechanics, one-dimensional problems, and three-dimensional problems, including the hydrogen atom. Prerequisite: Physics 26. One unit.

Physics 144 — Quantum Mechanics 2

Spring

Operator methods for the quantum-mechanical harmonic oscillator. Perturbation theory, Fermi's Golden Rule No. 2. Matrix methods in quantum mechanics. Angular momentum and spin. Parity. Pauli principle and applications. Virial Theorem. Topics from atomic, molecular, and nuclear physics, and elementary particles. Prerequisite: Physics 143. One unit.

Physics 161 — Experimental Solid State Physics

Fall

Introduction to crystal structure, free-electron energy bands, semiconductors and metals, superconductivity, and magnetic materials. Certain topics are studied experimentally, often at low temperature or in strong magnetic fields, using techniques such as X-ray diffraction, optical spectroscopy, Mössbauer spectrometry, and resonance methods. Prerequisite: Physics 143. One unit.

Physics 163 — Thermal Physics

Spring

Basic concepts and the laws of thermodynamics are presented and applied to various systems in equilibrium, including gases, magnetic materials, and solids. The concepts of temperature, heat, work, entropy, and the thermodynamic potentials are developed. Reversible and irreversible processes are analyzed. One unit.

Physics 164 — Statistical Mechanics

Spring

The fundamentals of kinetic theory and statistical mechanics are discussed. Fluctuations in equilibrium systems are discussed. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics are developed and applied. Special topics in solid state physics (magnetism and heat capacities) are discussed. Prerequisite: Physics 163. One unit.

Physics 181 — Introduction to Astrophysics

Annually

A survey course of selected topics of current interest in astrophysics such as solar physics, stellar evolution, stellar remnants (white dwarfs, neutron stars, and black holes), and cosmological models for the origin of the universe. This course is designed for science majors who have had General Physics and Modern Physics. Prerequisite: Physics 26. One unit.

Physics 201, 202 — Undergraduate Research

Annually

A program of supervised research above and beyond the level of regular course offerings. The work may be theoretical and/or experimental and is designed to bridge the gap between the undergraduate and graduate levels. One unit each semester.

Physics 205, 206 — Independent Study

Annually

One unit each semester.

**Each of these laboratory courses is taken as a fifth course and, as such, is figured in the GPA, but does not count toward the 32 courses required for graduation.*

Political Science

David L. Schaefer, Ph.D., *Professor*
 Hussein M. Adam, Ph.D., *Associate Professor*
 Donald R. Brand, Ph.D., *Associate Professor*
 Judith A. Chubb, Ph.D., *Associate Professor*
 Caren G. Dubnoff, Ph.D., *Associate Professor and Chair*
 Stephen A. Kocs, Ph.D., *Associate Professor*
 Carol B. Conaway, Ph.D., *Assistant Professor*
 Maria G. M. Rodrigues, Ph.D., *Assistant Professor*
 Denise Schaeffer, Ph.D., *Assistant Professor*
 Ward J. Thomas, Ph.D., *Assistant Professor*
 Loren R. Cass, Cand. Ph.D., *Instructor*
 Vickie Langohr, Cand. Ph.D., *Instructor*
 Peter N. Ubertaccio, Cand. Ph.D., *Visiting Instructor*
 George M. Lane, M.A., *Lecturer, Ambassador-in-Residence*

Political Science is the study of government, from philosophical questions regarding the ideal form of government, to the political dynamics of specific sovereign states and the larger international system, to broader theories attempting to explain political behavior in its various forms. The political science major is designed to provide both depth and breadth of knowledge in four separate subfields: political philosophy, American government, comparative politics, and international relations.

Students majoring in political science are required to take the department's introductory course in each of the four subfields. We strongly encourage students to complete all four introductory courses by the end of the sophomore year. In addition to these introductory courses, political science majors must take at least six upper-division courses for a minimum total of 10 courses to complete the major. Of the six upper-division courses, at least one must be in American government, one in political philosophy, and one in either international relations or comparative politics. For outstanding students, there is the possibility of undertaking a two-semester honors thesis in the senior year. Majors are also strongly encouraged to take courses in related fields like history, economics, and sociology. Proficiency in a modern foreign language is highly recommended as well.

The study of political science is valuable for non-majors as well as majors. Today, as in the Greek city-states of Plato and Aristotle, every citizen has a responsibility to learn about the workings of the political system of which he or she is a part, to understand other nations and the workings of the international system so as to be able to make informed choices regarding foreign policy issues, and to understand the philosophical and ethical underpinnings of competing ideologies, regimes and public policy decisions.

Beyond the demands of intelligent citizenship, in both an American and a world context, a political science major provides good training for careers in teaching, law, politics, government service, business, journalism, the armed forces, and international organizations. Finally, apart from a student's ultimate career plans, the study of political science helps to develop powers of reasoning, critical and analytical skills, and competence in oral and written expression.

Membership in Pi Sigma Alpha, the national student honor society in political science, is open to students with distinguished academic records.

Courses

Introductory Courses

Political Science 100 — Principles of American Government

Fall, spring

This course provides an introductory overview of American government through study of the principal public documents, speeches, and constitutional law cases that define the American political tradition. By tracing the development of U.S. political institutions from the founding to the present, the course examines the ways in which American political ideals have become embodied in institutions as well as the ways in which practice has fallen short of these ideals. The course introduces students to contemporary ideological and policy debates, and prepares them for the role of citizen. American Government. One unit.

Political Science 101 — Introduction to Political Philosophy

Fall, spring

Concise survey of the history of political philosophy. Intended to introduce students to some of the major alternative philosophic answers that have been given to the fundamental questions of political life, such as the nature of the good political order and the relation of the individual to the community. Authors to be studied include Plato, Aristotle, Machiavelli, Hobbes, Rousseau, and others. Political Philosophy. One unit.

Political Science 102 — Introduction to Comparative Politics

Fall, spring

A comparative analysis of political processes and institutions in Western liberal democracies, Communist and post-Communist states, and various less-developed countries. The course focuses on alternative models of political modernization and on the causes of, and prospects for, the current wave of democratization throughout the world. Comparative Politics. One unit.

Political Science 103 — Introduction to International Relations

Fall, spring

This course introduces students to major theories and concepts in international politics and examines the evolution of the international system during the modern era. Principal topics include: the causes of war and peace, the dynamics of imperialism and postcolonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, and the international sources of wealth and poverty. International Relations. One unit.

Upper-Division Courses

Political Science 201, 202 — Constitutional Law 1, 2

Annually

A two-semester course that examines the ways in which the Constitution has been defined over time by the Supreme Court. Topics include formation of the Constitution; separation of powers, judicial review, congressional and presidential authority; citizenship, suffrage and representation; and individual liberties. Emphasis is placed on the nature of legal reasoning and judicial process. American Government. Prerequisite: Political Science 100 or permission of the instructor. One unit each semester.

Political Science 203 — Judicial Behavior

Fall

This course concentrates on two central questions: 1) how and why judges decide cases as they do; 2) how judges *should* decide cases. Do judges decide cases on the basis of which litigant presents the stronger factual evidence and the best controlling precedents? Do they rule according to what "the law says?" Or are the evidence and controlling precedents sufficiently ambiguous to allow for the influence of factors external to the law, and if so, what are these factors? Put differently, to what extent do judges decide cases according to their personal values? To what extent are they influenced by other judges? By legal norms? By concerns for the institutional place of their Court? By the values and attitudes of their particular region? By the way in which they were selected? American Government. Prerequisite: Political Science 100. One unit.

Political Science 204 — Political and Social Movements

Alternate years

An examination of the emergence, organizational dynamics, and effectiveness of political and social movements. Key questions: Under what conditions do protest and reform movements arise? Are such movements necessary to achieve change in a democratic political system? What dilemmas do participants face? What strategies have they employed, and what determines their success? How do protest and reform groups translate successful mobilization into effective policy? The course will include case studies of major American social movements from recent decades. American Government. Prerequisite: Political Science 100. One unit.

Political Science 205 — Race and Politics

Fall

This course addresses the role of race in American political processes and institutions. Drawing heavily on the perspectives of African-Americans, the course surveys the history of race in American politics from the era of emancipation to the present. Topics include black political culture, political behavior, and rhetoric; race and the media; black women in politics; and varieties of black nationalism and conservatism. American Government. Prerequisite: Political Science 100. One unit.

Political Science 206 — Public Policy

Annually

How does policy innovation occur in an American political system that seems designed to produce gridlock? This course examines public policymaking in the United States, with emphasis on institutions and actors at the federal level. Case studies are used to illustrate the dynamics of the policy process. Possible areas of focus include health care, taxes, education, and foreign trade. American Government. Prerequisite: Political Science 100. One unit.

Political Science 207 — American Presidency

Fall

This course studies the presidency as an office that shapes its occupants just as profoundly as specific presidents have shaped the character of the office. The course traces the historical evolution of the presidency from the Founding to the present. Among the topics considered are: presidential selection, the president as party leader, war powers and the president as Commander-in-Chief, the president as the nation's chief administrator, and the president as legislative leader. American Government. Prerequisite: Political Science 100. One unit.

Political Science 208 — Congress

Spring

This course studies the United States Congress as a constitutional institution, beginning with the American Founding and the intent of the Framers in designing a bicameral legislature with enumerated powers. The course reviews Congress's evolution over time in response to changing political conditions, and examines key aspects of Congress today including electoral dynamics, partisanship, the committee system, leadership, budgeting, and the meaning of representation and deliberation. American Government. Prerequisite: Political Science 100. One unit.

Political Science 209 — Urban Politics

Annually

This course addresses major themes in the politics and policies of American cities, including the growth and development of cities in history, the evolution of federal urban policy, the incorporation of ethnic and racial groups in urban politics, and the roles of neighborhood organizations and business interests in economic development. The course also examines contemporary challenges facing cities and their governments, such as the rise of the suburbs, recurring fiscal crises, efforts to cope with crime, and growing poverty. American Government. Prerequisite: Political Science 100. One unit.

Political Science 212 — Public Administration

Annually

This course reviews the historical development of the modern bureaucratic state and examines the dilemmas of governance associated with it. Particular attention is devoted to the modern attempt to separate politics from administration, and to the accommodation of bureaucracy to the American context of federalism and separation of powers. The course draws on a variety of case studies at the national, state, and local levels. American Government. Prerequisite: Political Science 100. One unit.

Political Science 215 — Media and Politics

Fall

This course introduces students to the role that communications and the mass media play in American political life. The course is divided into four sections. In the first section, students examine several models and theories about the influence of the communication process. The second section examines the news: how it is created, possible biases, and the impact that news coverage may have on individuals. The third section focuses on media coverage of elections, with special emphasis on presidential elections. The final section focuses on media and governing, including similarities and differences between news coverage of domestic and foreign affairs, and the introduction of new media technologies. American Government. Prerequisite: Political Science 100. One unit.

Political Science 225 — Liberalism and Its Critics

Spring

In this course students will explore the political, historical, philosophic and economic foundations of liberalism. First, the class will focus on distinguishing the various principles which define classical liberalism, including political equality, private property, rule of law, constitutionalism, state/society distinction, secularism, privacy, etc. We will read not only the major sources of these principles, but also historical sources of their criticisms. We will then turn to the contemporary debates about and within liberalism, focusing on such issues as the role of the state, communitarianism, discursive models of legitimacy, and multiculturalism. Political Philosophy. Prerequisite: Political Science 101. One unit.

Political Science 226 — Gender and Political Theory*Annually*

This course examines how gender issues have been treated in the history of political philosophy. Students explore questions about the status of the family, the equality of the sexes, and the relationship between public and private spheres of human life. The course also considers how gender issues intersect with other political considerations. Political Philosophy. Prerequisite: Political Science 101. One unit.

Political Science 227 — Classical Political Philosophy*Alternate years in fall*

Close study of several works by major classical political thinkers such as Plato, Aristotle, Thucydides, Aristophanes, and/or Cicero. Focus on such central themes as the nature of justice, the relation between politics and reason, the variety of political regimes, and the possibilities and limits of political reform. Political Philosophy. Prerequisite: Political Science 101 or permission of the instructor. One unit.

Political Science 228 — Modern Political Philosophy*Alternate years in spring*

Close study of works by several major modern political philosophers such as Bacon, Montesquieu, Rousseau, Burke, Hume, and Nietzsche. Central themes include the rise and political consequences of the modern project of "mastering" nature; the political effects of commerce; the replacement of virtue by freedom and/or security as the goal of politics; the relation of political philosophy to history; and the Nietzschean critique of modern egalitarianism. Political Philosophy. Prerequisite: Political Science 101 or permission of the instructor. One unit.

Political Science 229 — Contemporary Political Theory*Alternate years*

Analysis of major recent works on political philosophy by such Anglo-American writers as John Rawls, Robert Nozick, Alasdair MacIntyre, Richard Rorty, Irving Kristol, and Harvey Mansfield. Topics include the relation among liberty, equality, and justice; the grounds of moral judgment; and the meaning of justice in the American constitutional regime. Political Philosophy. Prerequisite: Political Science 101 or permission of the instructor. One unit.

Political Science 230 — Political Thought in Literature*Alternate years*

Examination of fundamental problems of political life through the study of literary works such as Aristophanes, Sophocles, Shakespeare, Swift, Melville, and Faulkner. Themes include the effects of various forms of government on human character; the central conflicts of political life, and the problem of race in the American polity. Political Philosophy. One unit.

Political Science 233 — American Political Thought, 1: to 1850*Alternate years*

This course focuses on some of the most important texts setting forth the principles underlying the founding of the American regime, as well as the subsequent development of those principles up to the pre-Civil War period. Two non-American writers (Locke and Tocqueville) are included because of the influence of their works on American political thought. Political Philosophy. Prerequisite: Political Science 100 or 101. One unit.

Political Science 234 — American Political Thought, 2: 1850-Present*Alternate years*

This course traces the development of American political thought from the slavery controversy and the Civil War up to the present. Major themes include: Lincoln's refounding of the American regime; the transformation of American liberalism by Woodrow Wilson and Franklin Roosevelt; and recent radical and neoconservative thought. Political Philosophy. Prerequisite: Political Science 100 or 101. One unit.

Political Science 251 — Latin American Politics*Spring*

A comparative study of political institutions and processes in selected Latin American countries, and an analysis of theories that attempt to explain Latin American development and underdevelopment. Examination of Latin America's experience with authoritarianism, democracy, revolution, and civil war, and of contemporary political challenges including drug trafficking, environmental degradation, human rights abuses, regional integration, and economic globalization. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 255, 256 — Soviet Political Development 1917-1953;**Soviet and Russian Politics 1953-Present***Annually*

A two-semester sequence dealing with Soviet/Russian politics and policies from the 1917 Revo-

lution to the present. The first semester begins by examining the ideological bases of the Bolshevik Revolution, then proceeds to an examination of Soviet government under Lenin and Stalin, with emphasis on the political and ethical dilemmas associated with rapid modernization of a backward country. The second semester addresses the evolution of Soviet/Russian politics and society from Stalin's death in 1953 until the present. Major topics in the second semester include the Khrushchev reforms of the 1950s and 1960s, Gorbachev's campaign for perestroika and the revolutionary processes of economic, political, and social change it unleashed in the 1980s, and the prospects for a successful transition to democracy and a market economy in post-communist Russia. Comparative Politics. Prerequisite: Political Science 102. One unit each semester.

Political Science 257 — Politics of Development

Alternate years

How can the world's less-developed countries best achieve human development and material progress? In what ways are these countries affected by their colonial past and their present-day position in the international system? This course examines alternative concepts and theories of development, and assesses the options available at the national and international levels for promoting development. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 258 — Democratization

Fall

This course assesses competing theories of the historical conditions and processes most likely to lead to the establishment of democratic regimes by comparing instances of successful and unsuccessful democratization in Latin America, Africa, and Eastern Europe. Key issues to be explored include the role of elite pacts and the effect of truth commissions on democratization, the question of whether political democracy and economic redistribution can be pursued simultaneously, the relative advantages of presidential vs. parliamentary forms of government, and the implications of alternative types of electoral systems. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 261 — Contemporary African Politics

Spring

An examination of the process of establishing political order and providing for change in contemporary Africa. Topics to be considered include: problems of decolonization, national integration and mobilization, parties, ideologies, elites, and political symbols. Comparative Politics. One unit.

Political Science 263 — Black Political and Social Thought

Spring

This course analyzes African and African-American political and social thought by examining selected writings. It explores these ideas within their socio-historical context in connection with related movements: Pan-Africanism, the Negritude movement, the African national liberation movement, the American civil rights and Black Power movements. This course will compare and contrast the African and African-American protest/liberation struggles. Political Philosophy. One unit.

Political Science 265 — State and Nation in Western Europe

Fall

Explores the relationship between states and citizens in Western Europe, with particular focus on Britain, France, Germany, and Italy. Major topics include the nature and sources of nationalism, the ongoing transformation of national identity, revolutionary and reactionary traditions in European politics, the politics of immigration, the political effects of economic modernization, and the politics of European integration. Comparative Politics. One unit.

Political Science 269 — Power and Politics: A View from Below

Fall

What is the meaning and impact of politics seen from the perspective of those at the bottom of the pyramid of political power rather than from the usual focus on the actions and perceptions of political elites? In what ways do "the masses" become involved in politics? Under what circumstances are they likely to be successful in bringing about change? This course will address these questions by exploring political power, political participation and political change from a broad historical and cross-cultural perspective — but always focusing on a view of politics from the bottom up. Cases to be studied include peasant protests and city mobs in preindustrial Europe, the creation of the industrial working class and the rise of labor politics in Britain and the United States, peasant revolution in the 20th century (with particular emphasis on the Chinese case), and the dynamics of contemporary Third World nationalist movements, as well as their counterpart in the American Black Power movement. Comparative Politics. One unit.

Political Science 270 — Africa and the World

Fall

The purpose of the course is to examine the historical and contemporary relationship between Africa and the rest of the world. Though Africa has been influenced by and acted upon by other peoples, it and its peoples have also had a significant influence on the course of history and development in the world. The course will deal with Africa's relationships with the European world, Africa and the United States, Africa and the Socialist world, Africa and the Middle East and Africa's search for Pan-African unity. International Relations. One unit.

Political Science 272 — Politics of the Middle East

Fall

An examination of politics in selected Middle Eastern countries. The course begins with a brief overview of the rise and spread of Islam in the region and the establishment of Muslim empires, then turns to an exploration of the role of European colonialism in post-independence Middle Eastern politics. We will analyze various explanations for the difficulty of establishing durable democracies in the region, explore the political implications of religious identity and secular nationalism, and assess prospects for peaceful resolution of the Israeli-Palestinian conflict. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 274 — Nationalism

Spring

This course examines several leading theories of nationalism and cases of nationalist sentiment and movements in Western Europe, South Asia, and the Middle East. The course is structured around one central question: do national identities emerge "naturally," or are they "constructed" through specific policies and institutional practices? To answer this question, we will compare Western European and anti-colonial nationalisms, examining the methods used by states to facilitate the emergence of national identities and the roles that religious identity and social class play in the development of political allegiances. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 275 — International Political Economy

Spring

This course examines the interrelationship between politics and economics at the international level. Roughly one-half of the course focuses on relations among the advanced industrial nations, including questions of conflict and cooperation in the areas of trade, finance, and international economic institutions. The other half of the course focuses on relations between wealthy states and less-developed states, with emphasis on the questions of dependency, development, access to resources, debt repayment, the role of transnational firms, and technology transfer. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 276 — The United States and the Persian Gulf

Alternate years in fall

This course examines relations between the United States and the countries of the Persian Gulf: Iraq, Iran, Saudi Arabia, Yemen, the United Arab Emirates, and Kuwait. Following a brief introductory section dealing with the historical, cultural and geographic background, the course focuses on U.S. relations with these countries since 1945, from the development of the U.S. role in the oil industry to Desert Storm and its aftermath. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 277 — Americans, Israelis, and Arabs:**The United States and the Eastern Mediterranean**

Alternate years in fall

This course examines the relationship among the United States, Israel, and the Arab countries of the eastern Mediterranean: Egypt, Jordan, Lebanon, Syria, and Libya. After a brief introductory section, the course focuses on U.S. relations with the countries of this region since 1945 and how U.S. foreign policy has affected, and been affected by, political developments in the region including the Arab-Israeli conflict. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 282 — American Foreign Policy

Fall

This course explores major themes in U.S. foreign policy, focusing on the longstanding and ongoing debate between international engagement and isolationism. Topics discussed include the historical evolution of U.S. foreign policy, the roles played by specific institutional and societal actors in the formulation of policy, the problem of crisis management, and contemporary issues facing the United States including international trade and finance, proliferation and regional security, the resort to force, human rights, and humanitarian intervention. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 283 — International Law and Organization*Spring*

Despite the emphasis customarily placed on conflict and discord in the international system, it is clear that states in fact regularly seek to facilitate cooperation and mutual restraint. What motivates these efforts? How successful are they in overcoming the effects of international anarchy? This course addresses these questions by examining the institutions through which states attempt to organize their relations with each other. Topics include the history, functions, and relevance of international law, the role of international organizations (including but not limited to the United Nations), and contending approaches to the problems of world order and conflict management. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 285 — Global Environmental Politics*Spring*

This course analyzes the roles of national governments, international institutions, and non-state actors in managing global and cross-border environmental problems. Principal topics include the process of international environmental negotiation, the nature of existing international environmental agreements, and the theoretical and practical problems involved in environmental protection and regulation at the international level. International Relations. Prerequisite: Political Science 103 or permission of the instructor. One unit.

Political Science 288 — Ethics and International Relations*Fall*

Can considerations of justice and equity be incorporated successfully into national foreign policies, given the will to do so? Or must a successful foreign policy always be amoral? This course examines problems of ethical choice as they relate to international politics. Topics include the relationship between ethical norms and international law, the laws of war, the tension between human rights and state sovereignty, the ethical implications of global inequity, and the difficulties involved in applying standards of moral judgment to the international sphere. International Relations. Prerequisite: Political Science 103 or CISS 022 — Introduction to Peace and Conflict. One unit.

Political Science 290 — National Security Policy*Spring*

This course focuses on contemporary national security problems faced by the United States as it seeks to manage the post-Cold War international order. Topics include relations with other major powers, arms control, weapons proliferation, and the dangers posed by ethnic conflict and political disorder in the Third World. Particular attention is given to the domestic dimensions of U.S. security policy, including the politics of weapons procurement and the implications of the absence of domestic consensus regarding America's principal national interests. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 300 — Seminar: Law, Politics and Society*Spring*

This course examines the relationship of the American legal system to certain critical social and political processes. After a survey of existing law on civil liberties and rights, the role of groups in bringing test cases and the dynamics of civil liberties litigation will be discussed, using case studies involving political surveillance, racial equality, church-state issues, consumer rights, women's rights and other issues. Implementation of court decisions will also be assessed. American Government. Prerequisite: Political Science 100 or 201. One unit.

Political Science 310 — Seminar: Women and American Politics*Spring*

This course examines the role women have played in the American political system. It begins with an examination of women's attempts to take their private concerns into the public realm. It then turns to the relationship between the feminist movement and women's political organization. Other topics include women in the electoral and public policy arenas, and elite and grassroots women's politics. The course will also examine two new areas in the study of women's politics: the relationship between women and the media, and the role of minority women in American politics. The course concludes with an examination of the politics of contemporary young women. American Government. Prerequisite: Permission of the instructor. One unit.

Political Science 315 — Contemporary Feminist Political Theory*Alternate years*

In this course students examine some of the core concepts, questions and tensions that cut across various strands of contemporary feminism. Topics to be explored include: What is feminist political theory trying to explain, and how might we go about it? Why is it that feminist inquiries into polit-

ical matters so often lead to questions about the foundations of knowledge? What are the political implications of feminist struggles to combine unity and difference? How have questions of race and class transformed feminist theory? This course also applies various feminist perspectives to specific policy debates. Political Philosophy. Prerequisite: Introduction to Women's Studies, or Political Science 226, or permission of the instructor. One unit.

Political Science 326 — The Politics of International Humanitarian Assistance Fall

This course examines the philosophy, goals and effectiveness of foreign aid, with particular focus on international humanitarian assistance in situations of social/ethnic conflict or state collapse. General topics will be illustrated through detailed case studies of such countries as Somalia, Bosnia, Rwanda, and Burundi. International Relations. Prerequisite: Permission of the instructor. One unit.

Political Science 332 — Seminar: Imperialism Fall

This course surveys the phenomenon of imperialism and explores its impact on present-day world politics. It examines the historical roots of European colonial expansion, with special attention to the political, economic, and technological dynamics of 19th-century imperial conquest. Other topics covered include the nature of colonial governance, the psychological dimensions of colonial control, the causes of decolonization after World War II, and the long-term effects of imperialism on postcolonial societies. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 351, 352 — Tutorial Seminar Fall, spring

Individual research on selected topics or projects. Permission of the instructor and the department chair is required. One unit each semester.

Political Science 390, 391 — Political Science Honors Thesis Annually

By permission. One unit each semester.

Psychology

John F. Axelson, Ph.D., *Professor*

Mark Freeman, Ph.D., *Professor and Associate Dean*

Charles M. Locurto, Ph.D., *Professor*

Daniel Bitran, Ph.D., *Associate Professor*

Danuta Bukatko, Ph.D., *Associate Professor*

Andrew Futterman, Ph.D., *Associate Professor*

Patricia E. Kramer, Ph.D., *Charles A. Dana Faculty Fellow, Associate Professor and Chair*

Richard Schmidt, Ph.D., *Assistant Professor*

Charles S. Weiss, Ph.D., *Associate Professor*

Amy R. Wolfson, Ph.D., *Associate Professor*

Suzanne Kirschner, Ed.D., *Assistant Professor*

Randolph G. Potts, Ph.D., *Assistant Professor*

Judith M. Mintz, Cand. Ph.D., *Visiting Instructor*

Matthew A. Toth, Ph.D., *Lecturer*

Psychology is the scientific study of behavior and mental life. The discipline is broad, with several subfields that range from conducting basic research in laboratory or field settings, to meeting the needs of individuals or groups in clinical settings, to addressing philosophical questions of the discipline. The Psychology Department at Holy Cross has a curriculum and faculty that represent these various orientations. Students are provided a curriculum structured to ensure a foundation in both the natural science and social science perspectives within psychology.

Majors take a minimum of 11 courses in the Psychology Department and two courses outside the Psychology Department. The first course taken by majors is Introductory Psychology (Psychology 100 or, for students who have taken an introductory psychology course in high school, Psychology 101). Introductory Psychology 100 is offered in both the fall and spring semesters; Introductory Psychology 101 is offered in the fall semester. The year after taking Introductory Psychology, students begin an in-depth examination of the process of psychological inquiry by taking a course in statistics

(Statistics – Psychology 200, with a two-hour laboratory) and a course in methodology (Research Methods in Psychology – Psychology 201). In the third or fourth year, majors take History and Systems of Psychology (Psychology 205), a course that explores the historical and philosophical roots of the discipline.

Four courses are taken to explore the natural science and the social science perspectives of the discipline, with two chosen from the natural science perspective (Sensation and Perception, Physiological Psychology, Learning, or Cognition and Memory) and two from the social science perspective (Developmental Psychology, Personality, Social Psychology, or Abnormal Psychology). Majors also take at least one advanced-level course in psychology (e.g., a seminar). The remaining two required courses are chosen in accordance with students' own developing interests and curricular needs and may be any of the courses noted above or other electives covering such topics as aging, gender, and the study of the self. Majors are assisted in selecting courses outside the Psychology Department that help provide a coherent, well-integrated program of studies, but must take at least one course outside the Department that fulfills a College natural science or mathematics distribution requirement and at least one course outside the Department that fulfills a College social science distribution requirement.

There is ample opportunity for students to pursue advanced study (Directed Readings – Psychology 390) and research (Research Projects – Psychology 380) under the individual direction of their professors. Our faculty are actively engaged in research on a variety of topics, including the effects of hormones and drugs on behavior, the effects of heredity and environment on intelligence, cognitive development in children, the relation of perception and action, aging, and grief and bereavement. Many of the department's majors have presented papers at regional and national undergraduate and professional meetings and have published their work in professional journals. The undergraduate liberal arts degree in psychology also provides students with many advanced-study and career options and has led to students being placed in graduate programs in psychology, medicine, and law as well as a wide variety of work places.

Biological Psychology Concentration

The Psychology Department, in cooperation with the Biology Department, offers an interdisciplinary concentration that concerns the study of neuroscience and behavior. The concentration requires an understanding of various fields including biology, psychology, chemistry, physics, mathematics and computer science. Concentrators major in either biology or psychology and take courses that fulfill one of the three tracks within the concentration: Behavioral Science, Organismal Neuroscience, or Molecular Neuroscience. Students are exposed to original research throughout the concentration and may elect to spend their fourth year engaged in a thesis project. Admission to the concentration is competitive and is limited to eight students per class year. Interested students should consult with the Concentration Director prior to registering for second-year courses.

Courses

Psychology 100 — Introductory Psychology

Fall, spring

An introduction to the principles of psychology as emerging from the areas of physiological, learning, social, personality, developmental, abnormal, sensation and perception, and cognition and memory. This course or Psychology 101 is required of psychology majors. One unit.

Psychology 101 — Introductory Psychology

Fall

An introduction to the principles of psychology as emerging from the areas of physiological, learning, social, personality, developmental, abnormal, sensation and perception, and cognition and memory. This course or Psychology 100 is required of psychology majors. Prerequisite: An introductory psychology course in high school. One unit.

Psychology 200 — Statistics

Fall

An introduction to descriptive and inferential statistical methods in analysis and interpretation of psychological data. Required of psychology majors. Prerequisite: Psychology 100 or Psychology 101. One and one-quarter units.

Psychology 201 — Research Methods in Psychology*Spring*

Survey of methods and techniques employed in psychological research. Topics include observational research, surveys, case studies, experimental designs, and ethical issues in research. Emphasis is placed on critical evaluation of research. Students develop the skills to design an experiment, statistically analyze and interpret the results, and to present the findings in a written and oral report. Required of psychology majors. Prerequisite: Psychology 200. One and one-half units.

Psychology 205 — History and Systems of Psychology*Fall, spring*

An examination in historical perspective of what are considered to be the major systems (e.g., psychoanalysis, behaviorism, existential psychology) of psychology. The course begins by using a number of philosophical questions regarding the status of psychology as a scientific discipline, moves on to a comprehensive treatment of the systems themselves, and finally, returns to initial questions to determine the extent to which they have been answered. Required of psychology majors. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 210 — Laboratory in Neuroscience and Behavior*Every third year*

The main goal of the course is to expose students to the methodological tools employed in each of the major subdisciplines within the Biological Psychology concentration. The course takes an interdisciplinary approach to the study of the nervous system, emphasizing structure, function, and behavior and using state-of-the-art laboratory techniques. Prerequisite: Permission of instructor. One unit.

Psychology 220 — Sensation and Perception*Spring*

The two major contemporary theories of perception are discussed for each of the sensory/perceptual systems (vision, audition, haptics, gustation, olfaction). For both theoretical approaches, a critical examination is made of the relation of sensory processes, perceptual abilities, and action systems with the goal of explaining how we are able to perceive the world. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 221 — Physiological Psychology*Fall, spring*

The structure and function of the nervous system is studied to provide an appreciation of the biological basis of behavior. The first half of the course emphasizes neuroanatomy, basic cell physiology, effects of drugs on behavior, and the autonomic nervous system. Topics covered in the latter portion of the course include physiological influences on: sleep-wake and circadian rhythms, reproductive behavior, eating and drinking, learning, and mental illness. Natural Science. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 223 — Learning*Fall*

An intensive evaluation of how behavior is acquired and maintained. This course focuses on Pavlovian and operant conditioning in animals and human subjects. Special topics include the application of these principles to psychotherapy, drug addiction, self-control, and biological influences and constraints on learning. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 225 — Developmental Psychology*Annually*

A survey of theory and research pertaining to both cognitive and social development. Special topics include prenatal development, early experience, perception, memory, intelligence, socialization, moral development, sex-role development, and patterns of child-rearing. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 226 — Personality*Alternate years*

Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented to attain a broad understanding of human personality. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 227 — Social Psychology*Annually*

An overview of the methods and research findings of social psychology. Emphasis is placed on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 229 — Abnormal Psychology*Annually*

Examines psychopathology throughout the life span, with discussions of the developmental, biological, behavioral, psychosocial, cultural and other theories that attempt to explain emotional and behavioral problems. One goal for the course is to develop an understanding of how information about psychopathology is obtained, and the problems associated with the evaluation and interpretation of this information. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 231 — Industrial/Organizational Psychology*Annually*

Surveys the application of psychological knowledge to a variety of industrial situations. Topics include the selection and development of personnel and the effects of organizational forms on individuals and individual productivity. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 233 — Psychopharmacology*Alternate years*

The effects of drugs on behavior are investigated through three major themes: the understanding of drug action, pharmacotherapeutic drugs, and psychotropic drugs of abuse. Prerequisite: Psychology 221. One unit.

Psychology 235 — Hormones and Behavior*Alternate years*

This course will investigate topics such as the hormonal control of reproduction, reproductive behavior, and aggression. Prerequisite: Psychology 221. One unit.

Psychology 236 — Cognition and Memory*Annually*

This course examines current perspectives on how a physical system can have intelligence and know its world. The cognitive science (computer metaphor), connectionist and ecological perspectives will be surveyed. Of interest is how we can model 'cognitive machinery' and how this machinery produces such phenomena as attention, pattern recognition, and information storage. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 239 — Psychology and Aging*Alternate years*

An overview of behavioral changes in adulthood and unique psychological aspects of later-life. The first half of the course describes research methods in lifespan developmental and aging, examines biological processes that are associated with aging, and explores cognitive, emotional, personality and social changes that characterize successful aging. The second half of the course examines abnormal aging; in particular, the assessment and treatment of common problems in later life, e.g., depression, Alzheimer's Disease, bereavement. This course is required for students enrolled in the Gerontology Studies Program. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 242 — Clinical Psychology*Alternate years*

A general introduction to the origin, development, and techniques of clinical psychology. Survey of treatment issues, interviewing, importance of assessment and diagnosis. Importance of specific areas, e.g., behavior therapy, to the modern-day approach to clinical psychology is stressed. Prerequisite: Psychology 229. One unit.

Psychology 244 — Health Psychology*Annually*

An introduction to the major concepts in health psychology and the role of psychologists in health research and health care. This course explores psychosocial influences on illness and health; the psychological sequence of illnesses such as cancer, AIDS, and heart disease; illness prevention and health promotion; pain and pain management; and psychological issues in terminal illness. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 246 — Cognitive Development*Alternate years*

This course focuses on the various facets of children's thinking, from perceptual processes to complex problem-solving and reasoning. Important theoretical perspectives, including those of Piaget and Vygotsky, are considered. In addition, empirical findings that describe how children think and the forces that influence the development of cognition are discussed. Prerequisite: Psychology 225 or Psychology 236. One unit.

Psychology 255 — Special Topics in Psychology*Annually*

From time to time courses on particular topics will be offered. One unit.

Psychology 261 — Culture and Development*Annually*

This course examines the diversity of ways in which humans grow and change throughout life. The varied socio-cultural environments to which humans adapt are explored, highlighting both the universals and the variations that characterize development from birth to old age. Prerequisite: Psychology 100 or Psychology 101. One unit.

Psychology 318 — Advanced Statistics*Alternate years*

Several advanced techniques in inferential statistics are covered, including multifactor analysis of variance, multiple regression, power analysis, and trend analysis. Prerequisite: Permission of instructor. One unit.

Psychology 321 — Neuroanatomy and Behavior*Alternate years*

Neuroanatomy and Behavior is open to third and fourth year students interested in a comprehensive study of brain and spinal cord anatomy and function. Structure is studied to provide a foundation for understanding clinical applications of nervous system injury and disease. The course begins by studying gross anatomy of the sheep brain. Topics include motor and sensory systems, limbic system, cranial nerves, cerebral cortex, and blood supply to the brain. Prerequisite: Permission of instructor. One unit.

Psychology 342 — Seminar: Gender-Role Development*Alternate years*

This seminar provides an examination of the role that gender plays in psychological development. Topics covered include depression and self-esteem, aggression, emotion control and emotion expression, and social interaction. Theoretical perspectives as well as the empirical literature on gender development will be explored to assess the nature of gender-patterned behaviors. Prerequisite: Permission of instructor; Psychology 225 recommended. One unit.

Psychology 343 — Seminar: Psychodiagnosis*Alternate years*

An advanced seminar focusing on philosophical, historical, and methodological aspects of diagnosing mental illness. The centerpiece of this course is an in-depth analysis of a series of clinical cases. By analyzing these cases in great detail, students develop a thorough understanding of reliable and valid diagnostic criteria and interviewing procedures. Prerequisite: Permission of instructor. One unit.

Psychology 345 — Seminar: Face Perception*Alternate years*

This seminar will investigate the vast amount of information available from faces, such as age, gender, emotions, traits, and aesthetics. Discussion will focus on how we encode and remember faces and how we use information from faces in social interactions. Prerequisite: Permission of instructor. One unit.

Psychology 346 — Seminar: Psychology of Women's Health and Mental Health*Alternate years*

Examines the historical, political, cultural, and psychological issues of gender and health, specifically women's health. Over the course of the semester, both theory and health care practice are discussed as well as a focus on particular problems that face women, such as breast cancer, AIDS, depression, eating disorders, and violence, etc. Discussions focus on both women as providers and as users of the health and mental health care systems. Prerequisite: Permission of instructor; Psychology 229 recommended. One unit.

Psychology 348 — Seminar: Science and Politics of IQ*Alternate years*

This seminar focuses on the biological and environmental bases of individual and group differences in IQ test scores. Prerequisite: Permission of instructor. One unit.

Psychology 349 — Seminar: Issues of Gender*Every third year*

This seminar offers an exploration and critical examination of a range of topics reflected in gender-related research and theory. Topics include: the social construction of gender differences, the development of gender identity, gendered experiences of childhood, and moral judgment.

Prerequisite: Permission of instructor. One unit.

Psychology 350 — Seminar: Sleep and Behavior*Annually*

This seminar focuses on the complex relation between sleep and behavior across the lifespan. Topics include: sleep architecture, "normal sleep," sleep deprivation, and sleep disorders. Prerequisite: Permission of instructor; Psychology 221 recommended. One unit.

Psychology 353 — Seminar: Biology of Mind*Alternate years*

This course introduces students to evolutionary approaches to psychological phenomena. The focus is on intelligence and problem-solving abilities in different species, with a special emphasis on the relationship between humans and species whose evolutionary history may parallel human evolution. The course also introduces students to evolutionary psychology, an emerging discipline which provides a challenging reinterpretation of traditional psychological subject matter ranging from sexuality and mate selection to altruism and psychopathology. Prerequisite: Permission of instructor. One unit.

Psychology 355 — Seminar Special Topics*Annually*

This is a first-time course offering. Seminars are offered in a variety of topics within psychology, are smaller than lecture courses, and provide an opportunity for more student participation and discussion. Prerequisite: Permission of instructor. One unit.

Psychology 380 — Research Projects*Fall, spring*

Students may undertake an independent research project under the direction of a particular faculty member. Prerequisite: Permission of instructor. One unit.

Psychology 390 — Directed Readings*Fall, spring*

A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in-depth in course offerings. Prerequisite: Permission of instructor. One unit.

Religious Studies

Alan J. Avery-Peck, Ph.D., *Acting Chair, Kraft-Hiatt Professor in Judaic Studies*

John E. Brooks, S.J., S.T.D., *Loyola Professor of Humanities*

Frederick J. Murphy, Ph.D., *Professor*

Mary Ann Hinsdale, I.H.M., Ph.D., *Associate Professor and Chair*

Alice L. Laffey, S.S.D., *Associate Professor*

Todd T. Lewis, Ph.D., *Associate Professor*

James B. Nickoloff, Ph.D., *Associate Professor*

Joanne M. Pierce, Ph.D., *Associate Professor*

William E. Reiser, S.J., Ph.D., *Associate Professor*

Shahzad Bashir, Ph.D., *Assistant Professor*

Mary E. Hobgood, Ph.D., *Assistant Professor*

Brian F. Linnane, S.J., Ph.D., *Assistant Professor*

Mathew N. Schmalz, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

Dianne M. Stewart, Ph.D., *Assistant Professor*

Gary P. DeAngelis, Ph.D., *Lecturer*

Valerie A. Stein, Cand. Ph.D., *Visiting Instructor*

The Department of Religious Studies has a two-fold function — that of serving the general student body in a liberal arts college and that of preparing students who wish to concentrate in the area of religious studies for their future work.

Believing that religion is a fundamental dimension of the human experience that deserves to be studied for that reason alone and also that students are in the process of coming to terms with their own traditions and personal identities, the department has designed courses for the student body at large that will enable them to achieve both these purposes. Since Holy Cross is a Jesuit college and the majority of its students come from the Roman Catholic tradition, the department believes it is necessary to provide them with an opportunity to know and understand this tradition as well as to situate it in the larger context of other religious traditions and in the broader cultural context in which they live. Students from any tradition must come to terms with the fact of pluralism both religious and cultural. Departmental courses are designed to help them achieve these goals.

Because the field of religious studies is multidimensional, a program for the majors must acquaint them with each of these dimensions — world religions, bible, theology, ethics — as well as enable them to pursue in-depth the particular area of their own interest. A major is required to take 10 courses in the department, including one course in each of the following areas: World Religions; The Bible—Old Testament, New Testament; Theology; Ethics; and two intensive courses (seminars or tutorials) in the student's area of concentration. For those students who intend to pursue graduate studies, the department strongly advises competence in the classical and modern languages, as well as the social sciences and philosophy, and encourages them to pursue a research project in their fourth year.

Tutorial reading programs and individual research projects are available to the qualified student by arrangement with the appropriate department faculty and the Chair.

Religion/Religions

Introductory Courses

Religious Studies 48 — Introduction to Judaism

Annually

An introduction to the history, theology, and practices of the Jews which uses the evidence of Judaism to exemplify the interrelationship between a religious civilization and the historical and cultural framework within which it exists. How does what happens to the Jews affect their formulation of their religion, Judaism? By answering this question and by learning the details of Jewish belief and practice, students will come to comprehend both Judaism and the social construction of religion in general. One unit.

Religious Studies 61 — Religions: China and Japan *Fall*
 Introduction to the history and phenomenology of the religions of China and Japan. An examination of Confucianism, Taoism, Shintoism, Chinese-Japanese Buddhism and Zen Buddhism as an expression of reaction to the total human situation in which persons live. One unit.

Religious Studies 62 — World Religions (Hinduism, Buddhism and Islam) *Fall*
 An introduction to the Islamic, Hindu, and Buddhist religious traditions through an analysis of those historical events, beliefs, values, and practices which exemplify their distinctive world views. The course will survey textual, historical and anthropological sources. One unit.

Religious Studies 87 — Introduction to the Study of Religion *Alternate years*
 An introduction to the nature and place of religion in the human experience as critically understood through the modern disciplines of comparative history, text criticism, and social science. Viewpoints covered include the psychoanalytic, philosophical, biological, artistic, and anthropological. Sources range broadly from the Bible to modern fiction, Lao Tzu to Celtic myths. The course also examines the effects of modern change on religion in global perspective. One unit.

Intermediate Courses

Religious Studies 104 — Hinduism *Fall*
 A survey of the religions of India, from ancient times until the present, through the distinctive beliefs, values and practices of the major orthodox traditions. Topics covered include Vedic sacrificial polytheism, Upanishadic monism, Yoga, sectarian devotionalism, Hindu-Muslim syncretism, Modern reformers. The course utilizes textual, historical, and anthropological sources. One unit.

Religious Studies 106 — Buddhism *Spring*
 A survey of the Buddhist tradition, from its origins in ancient India through its evolution as a pan-Asian faith. Topics include the legends of the Buddha, the early monastic community, the emergence of Theravada and Mahayana teachings, Buddhist ethics and social philosophy, meditation traditions, and the later development of distinctive Tibetan, Chinese, and Japanese schools. The course utilizes textual and anthropological sources. One unit.

Religious Studies 111 — Zen Buddhism *Spring*
 An examination of Zen Buddhism and its influences on east Asian civilizations. The course surveys the texts and monastic practices that define Zen spiritual cultivation and the history of the Soto and Rinzai schools' evolution. Special attention is also devoted to the distinctive poetic (haiku), fine arts (painting, gardening, tea ceremony), and martial arts (swordsmanship) disciplines that this tradition has inspired in China and Japan. One unit.

Religious Studies 115 — Women in the Muslim World *Every third year*
 Studies the experiences and roles of Muslim women, drawing on case studies from Africa to Asia. By examining the relationship between women, religion and social change, it will reveal the complex interplay of religion and social change, a relationship that reveals the extent to which religion has been both an instrument of liberation as well as social oppression. Interdisciplinary in approach, the course cuts across the fields of religion (history of religion), history, and social sciences, focusing on the ways in which women have been able to effect social change within their societies as well as on how they have been affected by their respective religion-social contexts. One unit.

Religious Studies 120 — Comparative Religions/World View *Fall*
 A systematic exploration of similarities and differences within and among several traditions (Hinduism, Christianity, and Islam) and an examination of several key issues which emerge from the encounter of Christianity with other world religions. One unit.

Religious Studies 127 — The Holocaust: Confronting Evil *Alternate years*
 An attempt to interpret an event that defies representation and lacks discernible logic or meaning. By evaluating how others have depicted, attempted to create meaningful narratives about, and drawn conclusions from the Holocaust, we hope ourselves to reach some understanding of this event, of its significance for modern society, and of its potential for helping us to recognize our own responsibilities in a world in which ultimate evil is possible. One unit.

Religious Studies 176 — Comparative Catholicisms*Fall, spring*

A comparative examination of Catholicism in four broad culture areas: the United States, Europe, Africa and Asia. The specific topics addressed by the course include: inculturation, interreligious conflict, popular devotion and the cult of Mary, sanctity, Catholic charismatic and healing movements, as well as Catholic social and political resistance. Special attention will be given to whether we can understand world Catholicism as a unified system of religious beliefs and practices.

Religious Studies 195 — American Judaism*Alternate years*

An evaluation of the history and ideologies of Jews in America as an example of contemporary religious life in general: why and how do modern, scientific people maintain religious affiliations? In what ways do their religions carry forward inherited ideals, and in what regards are they simply, or primarily, products of the modern period? These questions are answered through an examination of the character of the American Jewish community and an analysis of the perspectives of American Jews on contemporary social and political issues. Appropriate for students with no prior knowledge of Judaism or Jewish history. One unit.

Advanced Courses**Religious Studies 204 — Theravada Buddhism***Alternate years*

A seminar examining the prominent texts, doctrines and practices of the Theravada Buddhist tradition. The course surveys the historical development of the tradition in India, with attention to major schools of interpretation and practice. Theravada social philosophy and ethics are studied, as are the patterns of accommodation with non-Buddhist religions. The second half of the course focuses upon the distinctive practices of Burma, Sri Lanka, and Thailand as well as reformist modern movements. One unit.

Religious Studies 205 — Mahayana Buddhism*Alternate years*

A seminar examining prominent movements within the Northern School of Buddhism, with particular attention to Indic, Tibetan, and east Asian developments. Topics include the Bodhisattva doctrine, Madhyamika and Hua-yen philosophies, Pure Land lineages, and the esoteric schools. The seminar focuses upon influential texts (Lotus Sutra, Vimalakirtinirdesa Sutra) and associated devotional practices. One unit.

Religious Studies 260 — Comparative Mysticism*Spring*

A phenomenological analysis of mystical experience, both theory and practice, and an investigation of the epistemological and ontological status of this experience. The approach will be pluralistic considering mysticism from the following perspectives: psychological, religious, anthropological, philosophical and scientific. The course will examine various conceptions of ultimate reality and a variety of practices constituting the mystic path or way. Mystical experience will be broadly conceived as a state of consciousness whose dominant symbols and structures of thought, behavior and expression relate to the ultimate transformation of self and world.

Bible**Introductory Courses****Religious Studies 18 — Introduction to the New Testament***Annually*

An introduction to early Christian literature and thought in the context of the emerging church. Particular attention paid to Jewish and Hellenistic influence upon the early Christian understanding and response to Jesus in the Gospels and Pauline epistles. One unit.

Religious Studies 22 — Jesus and His Contemporaries*Fall*

A historical and theological study of Second Temple Judaism (520 B.C.E. to 70 C.E.) paying attention to the variety, richness and complexity of the Judaism of this period. Major Jewish groups are treated: Sadducees, Pharisees, Essenes, Priests, Scribes and Christians. Focus also is on apocalypse as a literary genre and apocalypticism as a worldview and social phenomenon. Attention is paid to the interrelatedness of belief, community structure, ethics, economics and politics. Special emphasis is placed on the ways in which Jesus has been seen to fit into this context. One unit.

Religious Studies 26 — Introduction to the Old Testament*Annually*

A study of the major themes of the Hebrew Scriptures: creation, fall, exodus, covenant, promised land, the Davidic kingship, prophecy, wisdom, and apocalyptic. Reconstruction of the historical background of the themes with reference to ancient Near Eastern sources, as well as literary and theological analysis. One unit.

Intermediate Courses**Religious Studies 112 — The Gospels***Fall*

An in-depth study of the theological concerns of Matthew, Mark, and Luke as reflected in their varying presentations of the Christian kerygma. Attention paid to the literary and historical character of each Gospel as a unique expression of the traditions about Jesus and an exploration of selected contemporary modes of theological reflection as models for understanding the Evangelists as theologians. One unit.

Religious Studies 121 — Women in Early Christianity*Every third year*

An exploration of the activity of women in the early church as witnesses to the resurrection of Jesus, missionaries, teachers, ascetics, martyrs, and deacons. This course considers the historical and social context of women's lives in the Greco-Roman world in an environment of religious pluralism, women's self-understanding, and the controversy over women's leadership in the developing church. Texts studied include the canonical gospels of Matthew, Luke, and John, the non-canonical Gospel of Mary and the Says of the Desert Mothers. One unit.

Religious Studies 129 — Paul the Apostle*Alternate years*

A study of Pauline Christianity, its place in the early church using the letters of Paul, the Deuteropauline letters and the portrait of Paul in Acts. Attention paid to the structure and development of Paul's thought, its Jewish and Hellenistic backgrounds. One unit.

Religious Studies 134 — Women and the Bible*Every third year*

This seminar has been developed for students who wish to learn more about the feminist interpretation of Scripture. It studies the emergence of patriarchy and its affects on Ancient Near Eastern society, as well as the influence of patriarchy on the biblical texts. Particular attention is paid to character portrayal within the patriarchal family structure, as well as to the characteristics of those females who emerge as exceptions to patriarchy. Further, the similarities and differences between the portrayal of women in the Old Testament and their depiction in the New Testament literature are examined. One unit.

Religious Studies 150 — Quest for the Historical Jesus*Spring*

Since the Enlightenment scholars have recognized the difficulties involved in trying to recover the historical Jesus. This course acquaints the student with the exegetical and historical problems encountered in the quest for the historical Jesus; reviews the history of scholarship to the present to determine presuppositions, methods and results; examines the range of options currently available and the exegetical strategies used to support those options; encourages the student to take up an option and defend it. One unit.

Religious Studies 152 — New Testament Greek*Annually*

Readings from the original Greek text of various New Testament books. Emphasis is on translation, paying attention to differences between authors as well as differences from Attic Greek. Historical situation and theology will be discussed in the course of translation. Cross-registered with Greek 154. One unit.

Theology**Introductory Courses****Religious Studies 15 — The Church in the World***Spring*

A basic presentation of how the Catholic Church sees itself, its mission, and its ministry in today's world in light of the major decrees of the Second Vatican Council. Topics include: the changing nature of the Church's attitude toward other world religions; ecclesiastical authority and infallibility; and the Church's approach to contemporary issues of justice and peace as reflected in Catholic social teaching of the popes and national conferences of bishops. One unit.

Religious Studies 16 — Introduction to Catholicism*Fall*

Introduces students to the major teachings of Roman Catholic Christianity. Topics include: authority, word and sacrament, community, truth claims, structures, and the church as an actor in the world today. Specific attention is given to such questions as: What do Roman Catholics believe? Can and do the teachings of the church change? May one dissent from these teachings and still be a member of the Roman Catholic Church? How does Roman Catholicism differ from other forms of Christianity? One unit.

Religious Studies 17 — History of Christianity 1*Fall*

This course provides a survey of the origins and development of Christianity, both its theology and its structures, from the apostolic period to the eve of the Reformation. Special attention will be paid to the evolution of Christian doctrine and worship during the early and medieval periods of the Christian history. The interplay between orthodoxy and heterodoxy will be stressed in a close examination of heretical movements and their impact on the formation of the tradition. The interaction between Church and society will also be addressed. One unit.

Religious Studies 19 — History of Christianity 2*Spring*

This course provides a survey of the development of Christianity, both its theology and its structures, from the Reformation period to today. Special attention will be paid to the development of the various Protestant traditions, and their doctrine and worship. The interplay between Roman Catholicism and the Protestant churches will be discussed. The impact of these Christian traditions on American society will also be addressed. One unit.

Religious Studies 33 — Contemporary Christian Spirituality*Fall*

An introduction to Christian spirituality understood as discipleship. Examines the lived experience and writings of influential 20th century Christians such as Dorothy Day, Thomas Merton, Martin Luther King, Jr., and Gustavo Gutierrez. The course focuses on the quest for justice as an imperative of faith. One unit.

Intermediate Courses**Religious Studies 118 — Sacramental Theology***Alternate years*

This course provides a general study of the historical development and theological significance of Christian sacraments. It begins with discussion of key underlying concepts in sacramental theology: the experience of the sacred; sign, symbol, ritual; and Christ/Church as sacrament. Special attention is paid to the Roman Catholic experience, but other Christian traditions are discussed. One unit.

Religious Studies 138 — 20th Century Protestant Thought*Fall*

A survey and assessment of the interaction of Protestant thought with the mood and outlook of the modern world. Students will achieve a basic understanding of the discipline of theology as it has been related to social and political issues in Europe, the United States, Latin America, Africa and Asia. Exposure to the movements and paradigm shifts associated with major thinkers in theology. One unit.

Religious Studies 139 — Understanding Jesus*Annually*

An examination to the figure of Jesus as presented in the gospels with attention devoted to historical questions about Jesus' life and teaching, the theological claims about Jesus being made by the evangelists, and the direct challenge which the gospel story presents to the church and the world today. One unit.

Religious Studies 157 — Modern Catholic Theology*Fall*

This course examines selected ethical, biblical, historical, and theological questions addressed by modern Catholic theologians such as Rahner, Schillebeeckx, Dulles, Tracy, Gutierrez, and Ruether. Several major works are read and discussed in detail. One unit.

Religious Studies 161 — Feminist Perspectives in Theology*Alternate years*

This course introduces students to the critiques and alternative reconstructions that feminist/womanist/mujerista theologians present with respect to traditional Christian understandings of scripture, God, Jesus, creation, human personhood, sin, grace, the church, spirituality, and theological method. One unit.

Religious Studies 175 — Theology of Liberation*Annually*

Based on the principle of God's identification with history's outcasts, liberation theology explores the problems of biblical interpretation, Church teaching and Christian commitment in the contemporary world. With special reference to Latin America, the course examines the relationship between the socio-political consciousness of marginalized peoples and their Christian faith. One unit.

Religious Studies 192 — Medieval Christianity*Alternate years*

This seminar provides an in-depth study of the origins and development of medieval Christianity in western Europe. It covers theology and structural evolution from the fall of the Roman Empire to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine, spirituality, architecture and worship during the "high" and "late" Middle Ages, the interplay between orthodoxy and heterodoxy, their impact on the formation of the tradition, and the interaction between church and society. One unit.

Advanced Courses**Religious Studies 234 — Conflicts in the Church***Fall*

This seminar examines selected issues which have generated considerable controversy in the contemporary Catholic church (i.e., liberation theology; women's leadership; birth control; abortion; divorce and remarriage; homosexuality). After a brief survey of the history and present state of ecclesiology, it examines the topics from an ecclesiological perspective, both in light of official Catholic church teaching and the viewpoints of so-called "progressive" and "neoconservative" theologians. Ecclesiological concepts covered include: infallibility; teaching authority of theologians and the magisterium; the *sensus fidelium*; legitimate dissent and the development of doctrine. One unit.

Religious Studies 271 — Contemporary Christology*Fall*

A comparative analysis of the christological writings of major contemporary Catholic and Protestant theologians, with emphasis given to an examination of each theologian's understanding of the centrality of Jesus in modern society, the nature of the Scripture and what it reveals about Jesus, and the nature of faith in Christ and in His resurrection. Prerequisite: Cumulative GPA of 3.0 or better. One unit.

Religious Studies 276 — North American Theologies of Liberation*Spring*

Building on the work of contemporary Latin American liberation theologians, this course explores recent theological reflection on the dynamics of oppression and liberation in the context of the U.S. The course attempts to sketch the outline of a theology responsive to both the liberating message of the gospel and the socio-political and cultural life of the U.S. One unit.

Religious Studies 285 — Introduction to Jesuit Spirituality*Spring*

This seminar introduces students to the basic elements of Jesuit spirituality, starting with key writings of Ignatius Loyola and his rootedness in the Christian ascetical tradition, and then examining contemporary expressions of the Ignatian vision. A major aim of the course is to help students integrate the academic, religious or spiritual, and civic or service dimensions of their undergraduate experience. This course is open to fourth-year students only. One unit.

Ethics**Introductory Courses****Religious Studies 41 — Contemporary Christian Morality***Fall*

A suggested methodology for evaluating contemporary Christian thought and practice in major areas of ethical concern. An in-depth discussion of responsible decision making in an age of situationism and ethical relativism, with detailed application to crucial moral dilemmas facing modern persons. One unit.

Religious Studies 51 — Faith/World Poverty

Fall

This course investigates the historical and structural foundations of escalating world poverty. It explores the dynamics of late 20th century capitalism and its international institutions as they are understood by the tradition of Catholic social teaching and by Christian communities in the United States and the Two-Thirds World. The challenge facing people of faith has two sides: one is the reality of oppression and domination, and the other is that of liberation and self-determination. One unit.

Intermediate Courses

Religious Studies 130 — Theological Perspectives on Medical Ethics

Spring

This course deals with the basic issues in contemporary health care ethics from the standpoint of the Christian theological tradition. A central concern, then, is the relation between religious beliefs and individual or social choices regarding health and health care. One unit.

Religious Studies 141 — Social Ethics

Spring

An introduction to Christian Ethical Evaluation of such issues as social justice, poverty and economic justice, racism, and First World/Two-Thirds World relations in the search for peace. One unit.

Religious Studies 142 — Sexual Ethics

Fall

This seminar will provide students with an opportunity to explore ethical issues of both personal and societal importance. Among the topics covered are historical development of Christian sexual ethics; embodiment; gender; and significance of the relation between sexuality, love and reproduction. One unit.

Advanced Courses

Religious Studies 194 — Sexual Justice: A Social Ethic of Sexuality

Fall

This course analyzes sexuality within a broader system of class, race, gender and disability dynamics. Drawing upon expanding work in Christian ethics, feminist theory, and class and race analyses, the course focuses on the ways sexual love and happiness are connected to larger issues of cultural, political and economic well-being. One unit.

Religious Studies 235 — Economics and Ethical Values

Spring

Investigates the ethical dimensions of contemporary economic issues such as the restructured labor market, income and wealth distribution, the extent of globalization, the international debt crisis, and the alternative economic models. Focus also includes the economic dimensions of race and gender relations and their relevance to social justice. One unit.

Religious Studies 311 — Tutorial

Annually

Sociology and Anthropology

Stephen C. Ainlay, Ph.D., *Professor and Dean of the College*

David M. Hummon, Ph.D., *Professor*

Susan Rodgers, Ph.D., *Professor and Chair*

Royce A. Singleton, Jr., Ph.D., *Professor*

Victoria L. Swigert, Ph.D., *Professor and Assistant Dean*

Edward H. Thompson, Jr., Ph.D., *Professor*

Carolyn Howe, Ph.D., *Associate Professor*

Jerry Lembcke, Ph.D., *Associate Professor*

Daniel Goldstein, Ph.D., *Assistant Professor*

John Schmalzbauer, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

Susan Cunningham, Ph.D., *Visiting Assistant Professor*

Petra Kuppinger, Ph.D., *Visiting Assistant Professor*

Joseph F. Sullivan, Cand. Ph.D., *Visiting Instructor*

Thomas M. Landy, M.Div., *Lecturer*

Sociology and anthropology challenge students to examine the social and cultural dimensions of the contemporary world. As social sciences, these disciplines play a distinctive role in the liberal arts curriculum. Each combines a humanistic concern for the quality and diversity of human life with a commitment to the empirical analysis of culture and society. The department welcomes non-majors to courses and offers three avenues for specialized study: a major in sociology, a combined sociology-anthropology track major, and a minor in anthropology.

The *Sociology Major* is designed to provide a critical assessment of the modern world and a knowledge of the latest issues in social theory and research. The curriculum features the analysis of cultures and social institutions, of social problems and social change, and of the contribution of social science to policy formulation and implementation. The major is appropriate for students with a wide range of educational and career interests including, but by no means limited to, graduate study in sociology, health care management, communications, urban affairs, and gerontology, and to careers in business, law, government, journalism, social services, and public health.

The *Sociology Major* consists of 10 courses, including the following required courses: The Sociological Perspective (Sociology 101); Methods of Social Research (Sociology 223); The Development of Social Theory (Sociology 241); and one advanced 300-level seminar, tutorial, or research practicum. A minimum of six departmental electives, selected in accordance with student interests and in consultation with a faculty advisor, complete the major. Three of these six electives may be anthropology courses.

The *Sociology-Anthropology Track Major (SCAN)* provides students with the opportunity to focus a significant part of their major on cultures in the non-Western world, as these regions are studied by cultural anthropologists. Anthropology can lead to further study or careers in the fields of law, development work, international business or journalism, and medicine, or to graduate studies in anthropology and the opportunity for research in such regions as Latin America or Southeast Asia.

This *Sociology-Anthropology Track* requires 10 courses, divided between the two disciplines. The six courses in anthropology consist of the introductory course, The Anthropological Perspective (Anthropology 101); one course in a world area, e.g. South America (Anthropology 280) or Southeast Asia (Anthropology 275); Ethnographic Field Methods (Anthropology 210); Anthropological Theory (Anthropology 215); one advanced 300-level seminar or tutorial in anthropology; and one additional anthropology elective. The four courses in sociology include: The Sociological Perspective (Sociology 101); either Methods of Social Research (Sociology 223) or The Development of Social Theory (Sociology 241); and two additional sociology electives. All electives will be chosen in accordance with student interest and in consultation with a faculty advisor.

The *Minor in Anthropology* is available to students in any major except Sociology (Sociology majors interested in pursuing course work in Anthropology in an intense way should enroll in the Sociology-Anthropology Track in the Department). The Anthropology minor provides students with the opportunity to explore non-Western cultures from a cultural anthropological perspective. The minor consists of six courses: The Anthropological Perspective (Anthropology 101); an ethnographic methods course, (either Ethnographic Field Methods (Anthropology 210) or a specialized seminar in the ethnographic approach); an anthropology course on a world area, such as Cultures of Southeast Asia (Anthropology 275) or Cultures in South America (Anthropology 280); and three additional anthropology courses chosen with the advice of the Anthropology faculty.

The department maintains an active advising program. Faculty advisors also work closely with individual advisees to clarify course offerings and discuss academic and career goals. The department encourages students to pursue interdisciplinary concentrations, internships, and study abroad, and it provides advice on how to integrate these activities into a course of study. Appointment to membership in Alpha Kappa Delta, the National Honor Society in Sociology, gives recognition for distinguished academic achievement in the major.

Sociology

Introductory Course

Sociology 101 — The Sociological Perspective

Fall, spring

A one-semester introduction to the principles of sociological analysis. Through a critical examination of selected topics and themes, this course develops a sociological perspective for the interpretation and understanding of cultural differences, age and sex roles, discrimination, the family and the workplace, bureaucracies, stratification, the problems of poverty. One unit.

Intermediate Courses

Sociology 203 — Race and Ethnic Relations

Annually

An examination of various processes of racial and cultural contact between peoples, especially in regard to the origin and development of American minority groups; various theories of racial and ethnic oppression; and minority responses to oppression. Prerequisite: Sociology 101. One unit.

Sociology 205 — Structures of Social Inequality

Annually

Examination of major patterns of international and domestic inequality. Topics include measurement of inequality, theories of development and underdevelopment and social stratification, an examination of ideologies of equality and inequality, and consideration of approaches to how existing patterns of inequality might be altered. Prerequisite: Sociology 101. One unit.

Sociology 210 — Social Change in Latin America

Alternate years

Introduces a sociological perspective on social change in Latin America including an examination of the relationship between the United States and Latin America; a critical analysis of different explanations of underdevelopment; and an examination of policy alternatives, development strategies, and grass-roots struggles for social change. Several case studies are explored. Prerequisite: Sociology 101. One unit.

Sociology 217 — Criminology

Annually

The study of crime and society. Areas of focus include patterns of criminal behavior, theories of crime causation, and the administration of criminal justice. Prerequisite: Sociology 101. One unit.

Sociology 219 — Deviant Behavior

Annually

An examination of deviance as a universal consequence of social organization. The course draws from the major theories of social deviance: functionalism, political-economic theory, the interactionist perspective, anomie theory, learning theory, and social control theory toward an integrated theory of deviance causation. Prerequisite: Sociology 101. One unit.

Sociology 223 — Methods of Social Research

Annually

An introduction to the logic and procedures of social scientific research. Readings, lectures, and laboratory exercises are directed toward the development of skills in theory construction, research design, operationalization, measurement, data collection, analysis and interpretation. Prerequisite: Sociology 101. One unit.

Sociology 230 — Social Problems and Social Policy

Alternate years

This course examines the cultural, social, and political dimensions of social problems. Attention is paid to both the causes of and possible solutions to major problems facing contemporary society. Prerequisite: Sociology 101. One unit.

Sociology 241 — Development of Social Theory

Annually

A descriptive and critical study of the 19th and early 20th century social thought which informs contemporary sociological theory. Some attention is given to historical influences on emerging sociological theory. Emphasis is placed on four major theorists: Durkheim, Marx, Weber, Simmel and on the 20th century developments in functionalism, symbolic interactionism and the sociology of knowledge. Prerequisite: Sociology 101. One unit.

Sociology 245 — Modernity: Culture, Consciousness, and Institutions

Annually

An examination of some of the ways in which modernity constitutes what might be called a "world-organizing" system. Topics include technology, the rise of capitalism, and the effect of modernity on community and family life, religion, bureaucratization, loyalty, authority. Prerequisite: Sociology 101. One unit.

Sociology 255 — Social Psychology

Annually

A survey of the interdisciplinary field of social psychology. Students are acquainted with: the nature of the field and its range of topics, including person perception, attitudes, attraction, social interaction, and social influence processes; and the theories, models, and methods used to understand human social behavior. One unit.

Sociology 256 — Self and Society*Every third year*

The social processes central to the formation of the self. Development of self is traced through childhood, adolescence, young adulthood and middle age. Explicitly examines the individual's experience of everyday life, his/her confrontation with a variety of social institutions, and the continually changing psychological, physiological, and socio-historical contexts. Prerequisite: Sociology 101. One unit.

Sociology 257 — Aging and Society*Annually*

A thorough introduction to the sociological study of people's experience of late life. Strives to increase awareness of the social, cultural, and historical variability of aging by examining people's own accounts of old age, social psychological adaptations, changing institutional involvements, and the confrontation with dying and death. Prerequisite: Sociology 101. One unit.

Sociology 258 — Childhood*Annually*

"Childhood" addresses the lives of children from early childhood to the beginning of adolescence. It explores childhood experiences and seeks to understand how they are shaped by the immediate social worlds of children and the institutional structures and culture of adult society. Readings include ethnographies of childhood, childhood memoirs, and children's fiction. Prerequisite: Sociology 101. One unit.

Sociology 260 — American Culture*Every third year*

An introduction to the sociological study of the dominant beliefs, values, and ideologies of American culture: e.g., individualism, agrarianism, racism, etc. Special emphasis on the historical and social production of popular belief, the social sources of cultural diversity, and popular culture and the mass media. Prerequisite: Sociology 101. One unit.

Sociology 261 — Sociology of Religion*Annually*

An analysis of religion as a socio-cultural product. Emphasis on the interrelationship between religion and society in a cross-cultural perspective. Major topics include the social functions of religion, the organization of religious practice, and the impact of social change on religion. Prerequisite: Sociology 101. One unit.

Sociology 262 — Sociology of Mental Health*Alternate years*

An analysis of mental health services as social constructions. Special attention is paid to the socio-cultural, ethnic, and political forces influencing symptomology, diagnosis, and service delivery. Topics include the history of mental health care, in-patient care and hospitalization, community services, and stigma management. Prerequisite: Sociology 101. One unit.

Sociology 263 — Medical Sociology*Alternate years*

A critical study of the institution of modern medicine. Special attention is paid to socio-cultural and political factors influencing susceptibility, diagnosis and treatment. Topics include the social meaning of disease, patienthood, the medical profession, and the organization of medical care. Prerequisite: Sociology 101. One unit.

Sociology 264 — Sociology of Power*Annually*

A critical study of the social bases of power and of the existing constraints and limitations upon its exercise. Emphasis is given to major power theories, the forms and processes of power, and the consequences of these different understandings for the exercise and use of power. Consideration is given to the redistribution of power and its responsible use in contemporary society. Prerequisite: Sociology 101. One unit.

Sociology 265 — Sociology of Work and Labor*Alternate years*

This course focusses on topics related to the study of work and labor in the United States. The course has a strong historical dimension and some of the material crosscuts sociology, history, and economics. Prerequisite: Sociology 101. One unit.

Sociology 268 — Social Movements*Annually*

This course introduces students to some of the major 20th century social movements that have shaped contemporary U.S. society, and helps students understand the forces which affect our ability to effect social change today. Movements examined include the labor movement, the civil rights movement, student movements of the 1960s, the women's movement, and contemporary struggles for social change in the context of a conservative political climate. Prerequisite: Sociology 101. One unit.

Sociology 271 — The Family

Every third year

Examination of patterns in American family behavior. Strives to increase awareness of the social, cultural, and psychological facets of family life by examining kinship relations, child socialization, dating behavior, patterns of sexual activity, parental decisions, family development, divorce, violence in the family. Prerequisite: Sociology 101. One unit.

Sociology 275 — The Sociology of Men

Alternate years

Examines men's experiences as men and cultural blueprints for male role. Topics include men's antifemininity, homophobia, inexpressiveness, success-orientation, relations with family, and grandparenting. Prerequisite: Sociology 101. One unit.

Sociology 276 — Women and Society

Annually

A sociological analysis of women in contemporary (primarily U.S.) society with a focus on the structural contexts that shape women's lives and place barriers on and provide opportunities for women's development. The political, economic, cultural, and personal dimensions of women's experiences are examined with attention given to racial-ethnic and class differences. Women's struggles for social change and self-definition are explored through case studies and an examination of current issues. Prerequisite: Sociology 101. One unit.

Sociology 285 — Latinos in the United States

Alternate years

Examines the origins, experiences, influence, and future prospects for Latinos in the United States. Topics include: the origins of Latin-American immigration into the United States, the diversity of Latino cultures, the relationship between Latino communities and other racial-ethnic communities in their local environment, and organizational and cultural forms of resistance, adaptation, and survival by Latino groups. Course includes a practicum experience in the Worcester Latino community. Prerequisite: Sociology 101. One unit.

Sociology 290, 291 — Special Topics

Annually

These intermediate level courses address selected sociological issues not covered by the regular curriculum. They are offered on an occasional basis; topical descriptions for specific offerings are available at preregistration at the departmental office or from the online computer course handbook. Prerequisite: Sociology 101. One unit.

Advanced Courses

Sociology 325 — Research Practicum

Alternate years

An advanced research seminar, and hands-on opportunity for social scientific research, emphasizing the involvement of students in the whole research experience including formulation of the problem, instrumentation, quantitative and qualitative interview techniques, data analysis, and the interpretation of findings. Prerequisite: permission of instructor. One unit.

Sociology 357 — Small Group Processes

Alternate years

An introduction to the study of small groups. Topics include social influence processes, group development, and group structure. A major part of the class involves experience-based learning. Prerequisite: Sociology 101, 111, or 255; permission of instructor. One unit.

Sociology 362 — Aging and Health Care

Alternate years

An advanced seminar critically examining the resources, including health services and family caregivers, within America's health care delivery system which are used by elders and, at times, designed for elders and their needs. Topics include medicine's understandings of geriatric patients, managed health plans, families as unpaid medical workers, and the death industry. One unit.

Sociology 371 — Family Issues

Alternate years

An advanced topical course providing a critical analysis of social structural processes that foster and maintain family stresses and conflict. The course examines the bearing of sources of family diversity (e.g., culture, political economy) on such stresses as single-parenting, health, devitalized relations. Prerequisite: permission of instructor. One unit.

Sociology 390, 391 — Selected Topics in Sociological Analysis *Annually*
A critical examination of selected topics utilizing sociological theory and research methods. Topic and staff rotate. Prerequisite: permission of instructor. One unit each semester.

Sociology 394, 395 — Directed Research *Annually*
Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology majors. Prerequisite: permission of instructor. One unit each semester.

Sociology 396, 397 — Directed Reading *Fall, spring*
An individualized reading program generally addressing a topic in sociology not covered in course offerings. These reading tutorials are under the supervision of a faculty member in sociology, usually limited to the fourth year, and arranged on an individual basis. Open to selected students with a preference for sociology majors. Prerequisite: permission of instructor. One unit each semester.

Sociology 398, 399 — Special Projects *Annually*
Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third and fourth-year students with preference to sociology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

Anthropology

Introductory Course

Anthropology 101 — The Anthropological Perspective *Fall, spring*
A one-semester introduction to the main modes of cultural anthropological analysis of non-Western cultures, such as those of Latin America, Southeast Asia, Melanesia, Polynesia, sub-Saharan Africa and Native America. Topics include: ethnographic methods; concept of culture; symbolic communication; ecological processes; and introduction to anthropological approaches to kinship, religion, gender, hierarchy, political life. One unit.

Intermediate Courses

Anthropology 210 — Ethnographic Field Methods *Alternate years*
An examination of cultural anthropology's main data-gathering strategy: long-term ethnographic fieldwork of small communities, often located in quite foreign, non-Western cultures. Topics include: review of the methodology literature since Malinowski, participant observation, in-depth interviews, designing field studies, oral histories, and spanning deep cultural divides via fieldwork. Often involves hands-on fieldwork in Worcester. One unit.

Anthropology 215 — Topics in Anthropological Theory *Alternate years*
An in-depth consideration of a select body of anthropological theory, on a topic such as personhood, or language and power issues. Prerequisite: Anthropology 101. One unit.

Anthropology 255 — Gender in Cross-Cultural Perspective *Alternate years*
A comparative, cultural anthropological examination of the way diverse non-Western cultures define femininity and masculinity. Drawing on ethnographic studies from Melanesia, Southeast Asia, Africa, and other non-European regions, the course will analyze gender as a cultural construction in relation to other systems of social hierarchy. One unit.

Anthropology 260 — Medical Anthropology *Every third year*
Examination of health, illness, and healing from a cross-cultural perspective. Topics include the medical system as a cultural system, the role and efficacy of traditional healers, and categories of illness causes and treatments in a variety of cultures. One unit.

Anthropology 262 — Anthropology of Religion

Every third year

A comparative, cultural anthropological examination of systems of religious action and belief, with special emphasis on non-Western religions. Topics include: symbolic, structuralist, and ecological approaches to ritual and myth; religious changes as village societies convert to world religions, seen in political perspective; shamanism, trancing, and other major religious forms in cultures of Southeast Asia, South America, Native America, Africa, India, and Melanesia. One unit.

Anthropology 275 — Cultures of Southeast Asia

Alternate years

A cultural anthropological inquiry into some of the main social systems and idea systems of village cultures of mainland and island Southeast Asia (with emphasis on Indonesia, Malaysia, Thailand, and the Philippines.) Attention also to processes of modernization in the region. Kinship, ritual, myth, political thought, oratory, gender in comparative, regional context. One unit.

Anthropology 276 — Psychological Anthropology

Every third year

This course examines the diverse ways that non-Western societies imagine the human life cycle; the cultural construction of emotion, of mind, and of self; and the comparative definitions of consciousness. This exploration of psychological themes will draw on non-Western ethnographies. One unit.

Anthropology 280 — Cultures of South America

Alternate years

An ethnographic survey of the traditional Amazonian and Andean peoples of South America. Through a study of selected societies, a consideration of the transformation in traditional lifestyle through the process of European contact and colonialism is presented. Topics include prehistory, subsistence patterns, language, warfare, leadership, social organization, religious practices, and culture change. Current concerns such as the cocaine trade, ethnocide, missionization, and land rights struggles will also be addressed. One unit.

Advanced Courses

Anthropology 390, 391 — Selected Topics in Anthropological Analysis

Annually

A critical examination of selected topics utilizing anthropological theory and research methods. Topic and staff rotate. Prerequisite: permission of instructor. One unit each semester.

Anthropology 394, 395 — Directed Research

Annually

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology/anthropology majors. Prerequisite: Permission of instructor. One unit each semester.

Anthropology 396, 397 — Directed Readings

Fall, spring

An individualized reading program generally addressing a topic in anthropology not covered in course offerings. These reading tutorials are under the supervision of a faculty member in anthropology, usually limited to the fourth year, and arranged on an individual basis. Open to selected students with a preference for sociology/anthropology majors. Prerequisite: Permission of instructor. One unit each semester.

Anthropology 398, 399 — Special Projects

Annually

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology/anthropology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

Theatre

Lynn Kremer, M.F.A., *Professor and Chair*
 Steve Vineberg, Ph.D., *Professor*
 Edward Isser, Ph.D., *Associate Professor*
 William J. Rynders, M.F.A., *Associate Professor*
 Daniel McCusker, *Lecturer, Dance Instructor*
 Michael I. Baron, M.F.A., *Lecturer*
 Jessica Sayre, *Lecturer, Dance Instructor*

The Theatre Department offers a variety of complementary perspectives on performance. Our acting classes combine Western and Eastern techniques for training body and voice while teaching the student to interpret dramatic texts. Our dramatic literature and theatre history courses place those texts in historical and thematic contexts and focus on them as a medium for performance. Our dance courses are grounded in an understanding of dance history as well as technique and composition. Our design courses explore visual interpretations of texts in performance. Our directing courses locate performance as an intersection of all of these disciplines and train students to read texts on several levels at once. Additionally, we teach classes in film, mask, stage management, and playwriting.

The fully-equipped Fenwick Theatre houses the major productions of the Department, dance concerts, and other theatrical events. A range of studio productions (directed by both faculty and students), workshops, and classes take place in the Studio (O'Kane 481), The Pit (O'Kane 37), and the Dance Studio (O'Kane 28). Work on any department production is open to all Holy Cross students, faculty, and staff.

The Theatre Department offers a major with a 12-course curriculum. The following courses are required: Theatre History 1, Basic Acting, Design and Technical Production, Voice in Acting, Shakespeare Through Performance, American Drama, Modern Drama or Theatre History 2, and any dance course. Lab experience in Theatre Practicum is required for three semesters. Depending on the student's interest in acting, directing, design, dramatic literature, theatre history, film or dance, electives are chosen from among the following: Scene Study, Techniques of Mask Performance, Acting as a Political Experience, American Film, Acting for Audience, Film as Narrative, Selected American Artists, Political Theatre, Audition Techniques, Scene Design, Lighting Design, Costume Design, Directing, Advanced Directing, Playwriting, Performance Recital, Performance for Audience, Ballet 1, 2, 3, 4, Modern Dance 1, 2, 3, 4, Contemporary Dance Repertory, Improvisation/Composition, and tutorials in production, film, dance, directing, dramatic literature, or design.

The Holy Cross Theatre Department is an accredited institutional member of the National Association of Schools of Theatre.

Courses

Theatre 10 — Theatre Practicum

Fall, spring

Participation in Theatre Department major productions through regular rehearsals or weekly lab work on costumes, scenery, properties or lighting. Students must attend all technical and dress rehearsals and performances. Required with enrollment in Theatre Design and Technical Production, Basic Acting, Scene Study, Voice in Acting, Scene Design and Lighting Design. One-half unit.

Theatre 60 — American Film

Annually

This introductory course teaches the student how to read a movie. Films are presented by genre, with conventional examples of each genre paired with movies that play with, undercut or expand the conventions. The syllabus includes American movies from 1930 to the present. One unit.

Theatre 65 — World Film

Alternate years

Like American Film, this is an introductory course that teaches the student how to read a movie. However, the content is exclusively non-American films, viewed thematically and historically as well as in their cultural contexts. The syllabus typically includes films from France, Italy, England, Japan, Sweden, Ireland, Spain, Mexico, Germany, Canada, and other countries. One unit.

Theatre 70 — Modern Drama
Alternate years

This course surveys the major aesthetic movements of the last century, employing dramatic texts and theoretical writings to illustrate successive ideas. Movements such as naturalism, symbolism, expressionism, surrealism, and the absurd are examined through a close reading of works by Ibsen, Chekhov, Shaw, Wedekind, Pirandello, Brecht, Beckett and others. One unit.

Theatre 84 — Body English/Body Training
Annually

This is a studio course challenging students to improve their own body use and to examine the basics of physical communication. Issues of gender and physical style will be examined. A brief history of Western social postures will be included. One unit.

Theatre 85 — Modern Dance 1
Alternate years

This is a basic introductory modern dance technique course. Students will learn beginning modern dance exercises and movement combinations. The basic components of modern dance and its place in 20th-century art will be examined. No prerequisite. One unit.

Theatre 86 — Ballet 1
Alternate years

Beginning ballet technique, for those with little or no experience. Working at the barre will introduce basic positions, vocabulary, concepts. Simple across-the-floor combinations. One unit.

Theatre 101 — Basic Acting
Fall, spring

This course offers, through classroom exercises, improvisations and performance of scenes from plays, an approach to understanding, appreciation and practice of the art of acting and theatre. One unit.

Theatre 125 — American Drama
Alternate years

American plays from the early work of Eugene O'Neill through that of contemporary dramatists are explored as theatre (through film and video) and as dramatic literature. The course looks at drama in historical and thematic contexts and as the expression of major American playwrights. One unit.

Theatre 127 — Theatre Design and Technical Production
Fall

This course will examine the management structure, personnel, training and responsibilities required to mount a live theatrical production during the planning, preparation and performance phases. It also explores the function and responsibilities of the design team. Class projects and enrollment in Theatre Practicum provide practical experience in many areas. One unit.

Theatre 128 — Political Theatre
Alternate years

This course examines theatre and film that espouse a specific political point of view or simply present political content. The works on the syllabus deal with war, revolution, oppression, gender and cultural issues, the Holocaust, and populism, among other topics. One unit.

Theatre 140 — Holocaust on Stage and Screen
Alternate years

This course uses dramatic literature and film to examine the Nazi policies of genocide that were initiated and enacted before and during the World War II. Various representational strategies are analyzed and contrasted in an effort to gauge the relative effectiveness of artists to come to terms with these ineffable events. Issues to be examined include the relationship between a dramatic text and its historical model, the problem of transfiguration, the applicability of a structural model for organizing texts, documentary versus dramatic enactment, varying national perspectives, the emergence of feminist and gay perspectives, and the problem of exploitation and revisionism. One unit.

Theatre 150 — Playwriting
Alternate years

Methods and sources for generating script ideas. Evaluation and structuring of material created. Testing of scripts through staged readings and workshop productions. Final workshop presentation of scripts for a small audience. One unit.

Theatre 151 — Shakespeare Through Performance
Spring

Functioning as scholarly artists in a laboratory setting, students — working from both the Folio and modern editions — will master the rudiments of Shakespearean performance, become acquainted with historical and contemporary staging conventions, investigate the notion of textual integrity, and explore dramaturgical issues. Particular emphasis will be placed upon the desirability and/or need to subvert problematic texts through performance. One unit.

Theatre 155 — Acting in the 20th Century*Every third year*

This course examines styles of acting since 1900, focusing on specific actors as embodiments of different approaches to performance. Students learn how to analyze and write about performance. This is not an acting class. One unit.

Theatre 157 — Improvisation/Composition*Annually*

This is a studio course in movement improvisation and composition. Students will be exposed to various 20th century techniques for generating physical theatre and dance movement. Numerous short compositions will be prepared as in a visual arts sketch class. No prerequisites. One unit.

Theatre 161 — Theatre History 1: Classical to Romantic*Annually*

This course focuses on five periods in the history of Western theatre: Classical Greek, Medieval, Renaissance, Neoclassical, and Romantic. Readings and viewings include plays by Aeschylus, Sophocles, Euripides, Aristophanes, Shakespeare, Molière, Racine, and others. One unit.

Theatre 162 — Theatre History 2: Modern and Contemporary*Alternate years*

This course studies modernist movements in western theatre: realism, expressionism, surrealism, epic theatre, symbolism, and theatre of the absurd. Readings and viewings include plays by Ibsen, Strindberg, Shaw, Chekhov, O'Neill, Dürrenmatt, Brecht, Williams, Pirandello, Beckett, and Guare and films by Lang, Pabst, Scorsese, and Cocteau. One unit.

Theatre 202 — Voice in Acting*Alternate years*

Students learn how to correct regionalisms, support the voice, and increase range and flexibility in songs and dramatic texts. Healthy vocal production, relaxation and power are emphasized. One unit.

Theatre 203 — Scene Study*Annually*

This is an intensive scene study class. Plays ranging in style from Restoration to contemporary are analyzed and performed. Physical and vocal exercises from Basic Acting will be continued with the addition of period style work. One unit.

Theatre 206 — Techniques in Mask Performance*Alternate years*

This course develops the student's awareness of the historical and cultural significance of mask drama. Indonesian, South East Asian, and Japanese techniques will be used to teach actors how to connect physically, vocally and emotionally. One unit.

Theatre 227 — Scene Design*Spring*

Principles of scenic design and script analysis as they are used to create an environment for the action of the play. Includes an historical survey of scenic design, theatre architecture, period style, drafting, and rendering techniques. Work on a set for a Fenwick production provides practical experience. One unit.

Theatre 228 — Lighting Design*Alternate years in spring*

A study of the properties of light and the objectives of stage lighting as used for drama and dance. Includes basic electricity and its control, lighting equipment, and drafting. Practical experience is obtained through running and designing a production. One unit.

Theatre 230 — Costume Design*Every third year*

This is an introductory course which involves the student in the process of script and character analysis as it relates to costumes. It develops sketching and painting techniques as well as research of Greek, Renaissance, 18th and 19th century fashion. One unit.

Theatre 240 — Directing*Fall*

This course introduces students to the craft and theory of theatrical production. Students function as autonomous artists — writers, dramaturgs and directors — producing a series of dramatic pieces in a workshop environment. This practical work is augmented by extensive scholarly research that provides a theoretical underpinning. Emphasis is placed upon conceptualization, composition, blocking, textual analysis, and working with actors. One unit.

Theatre 250 — Dance Performance*Annually*

In this course students will rehearse and perform modern dance choreography provided by the instructors and other choreographers. Students interested in preparing for choreography for performance will have a chance to do so. Prerequisite is Modern Dance 2, 3, 4, Ballet 2, 3, 4, or permission from the instructor. One unit.

Theatre 252 — Ballet 2 *Annually*
 Ballet technique class. Traditional class format: barre, center practice, petite allegro, grand allegro. Prerequisite is Ballet 1 or instructor's permission. One unit.

Theatre 253 — Ballet 3 *Annually*
 Ballet technique class. Traditional format, with special attention to phrasing. Prerequisite is Ballet 2 or instructor's permission. One unit.

Theatre 263 — Selected American Artists *Every third year*
 This advanced course is an intensive study of the work of two playwrights and/or filmmakers. The authors on the syllabus vary, according to the current offerings of the Fenwick Theatre season and other considerations. One unit.

Theatre 285 — Modern Dance 2 *Annually*
 This is an intermediate-level modern dance technique class. Students will grow in understanding the aesthetic of modern dance both by practicing modern dance exercises and combinations and by engaging in critical discussion of selected dance performances in class and on video. Prerequisite is Modern Dance 1 or permission of the instructor. One unit.

Theatre 286 — Modern Dance 3 *Annually*
 This is a modern dance technique class. Students will be required to prepare two short, fully-rehearsed in-class performances. Prerequisite is Modern Dance 2. One unit.

Theatre 304 — Audition Techniques *Fall*
 This advanced class focuses on monologues. Students will prepare contrasting audition pieces that will be juried at the end of the semester. One unit.

Theatre 305 — Performance Recital *Fall*
 The course is designed for the individual needs of advanced acting students. Rehearsal and performance in a major production is the main basis of grading. One unit.

Theatre 306 — Performance for Audience *Spring*
 Advanced acting work in a major role. One unit.

Theatre 340 — Advanced Directing *Alternate years*
 This course is a practicum to explore advanced theories and practices of theatrical direction. The course begins with a series of lectures that introduces the avant-garde ideas and practices of artists such as Grotowski, Beck, Chaikin, Serban, Wilson, Akalitis, Bogart, and Boal. Students are expected to put some of these ideas into production as they tackle a short classical piece (Greek or Elizabethan) and then mount a full-length one-act by a major figure of the modern theatre (e.g., Chekhov, Strindberg, O'Neill, Pirandello, Beckett). One unit.

Theatre 354 — Ballet 4 *Annually*
 Ballet technique class. Traditional format, with special attention to phrasing, petite allegro, and movement through space. Prerequisite is Ballet 3 or instructor's permission. One unit.

Theatre 361 — Film as Narrative *Every third year*
 An advanced course dealing with narrative issues in film (point of view, time, structure, style, tone, adaptation). The syllabus includes American, British, French, Italian, Japanese and Scandinavian movies. One unit.

Theatre 387 — Modern Dance 4 *Annually*
 This is a modern dance technique class. Students will be required to choreograph and perform two short dances. Prerequisite is Modern Dance 3. One unit.

Theatre 400 — Tutorial/Theatre *Fall, spring*
 Directed study in selected theatre, dance and film topics such as acting, directing, playwriting, literature, dance, stage management, set, costume, lighting and sound design, film, and screenwriting. One unit.

Visual Arts

Virginia C. Raguin, Ph.D., *Professor*
 John P. Reboli, S.J., Ph.D., *Associate Professor and Chair*
 Susan P. Schmidt, M.F.A., *Associate Professor*
 Joanna E. Ziegler, Ph.D., *Associate Professor*
 Michael L. Beatty, M.F.A., *Assistant Professor*
 Robert H. ParkeHarrison, M.F.A., *Assistant Professor*
 Stephen T. Burt, M.F.A., *Visiting Assistant Professor*
 Alison Fleming, Cand. Ph.D., *Visiting Instructor*
 Alexandra J. Forman, M.F.A., *Lecturer*
 James Fossett, M.F.A., *Lecturer*
 Mary Lang, M.F.A., *Lecturer*
 Ellen Lawrence, M.A., *Lecturer*
 Mary Ann A. Powers, M.A., A.B.D., *Lecturer*
 R. David Thompson, M.A., *Lecturer*

The study of visual arts is designed to be an integral part of the liberal arts curriculum at Holy Cross. Its aim is to increase student sensitivity to the visual arts, to refine the powers of critical analysis, and to provide the student with the means of creative expression. The rich resources of the surrounding area, especially the museums and architecture of Worcester and Boston, form an integral part of the curriculum and the department provides students with opportunities for internships in these cities. Tutorials are available with individual faculty to allow students to design courses suited to individual needs. The department sponsors numerous programs for gaining a broad understanding of the practice and study of the arts today: lectures and demonstrations by visiting artists and critics, student presentations of seminar research in open fora, and regular trips to Boston and New York galleries and museums. There are two divisions in the Visual Arts Department, art history and studio art. Students may major or minor in either *art history* or *studio art*. Students may also combine a major in one area with a minor in the other.

Art history reveals the past not simply through a review of data, but through a search for transcendent values that inform creative expression. The field is unusually open to interdisciplinary cooperation, relating in special ways to studies in history, literature, religion, and philosophy. The practice of art history provides both cognitive and discursive skills to probe past developments and confront those of the present. It empowers students to see differences yet discern common links which in a global, complex, culture, become a means of welcoming the diversity of the present.

The *art history major* requires a minimum of 10 courses, a maximum of 14. This includes: Introduction to the Visual Arts or Survey of Art, one studio course (e.g. 2D or 3D Fundamentals or Photography) which may be waived, and four electives in art history, with one in any four of the following areas: Ancient, Medieval, Renaissance, Baroque/18th Century, Modern, Architectural History. The Concentration Seminar is for fourth-year students (mandatory for majors). Normally, it will be expected that the remaining three courses be taken as seminars offered by the Department of Visual Arts (History). Exceptions will be granted on an individual basis for students to substitute pertinent courses in other disciplines. Students may develop such sequences in consultation with their advisor after a written proposal has been reviewed and accepted by the Chair. Many art history majors choose Study Abroad as an integral part of their major, a decision enthusiastically supported and guided by the department.

The *art history minor* is available to students in any major, including the studio art major. The art history minor provides students with the opportunity to explore the history of visual images. The minor consists of six courses: The Introduction to the Visual Arts or Survey of Art History (required); three courses distributed between six areas of the discipline (Ancient, Medieval, Renaissance, Baroque/18th Century, Modern, and Architectural Studies), and two additional electives chosen with the advice of the art history faculty. The Concentration Seminar is also available as an elective.

Studio art engages the student in the discipline of visual thinking. The interested student and the aspiring artist study with practicing professionals to gain insight into the creative process and the complex paths to creating art in a contemporary context.

A wide range of courses are offered encompassing Drawing, Painting, Photography, Printmaking, Sculpture, and Digital Imaging. Students also have the option to create tutorials which combine disciplines and investigate new areas. From the introductory to the advanced level, classes are "hands on" emphasizing an experimental attitude towards materials, independent thought and the acquisition of technical skills.

An active program of events augments classroom activities and develops student awareness of contemporary arts practice. There are ongoing exhibits of student work in The Ramp and Fenwick Hall Galleries while the student-run arts organization GESSO sponsors numerous shows in the campus center. The Iris and B. Gerald Cantor Art Gallery provides a venue for traveling exhibits, contemporary, modern and historic art.

Studio classes demand commitment on the part of participating students to broaden their vision and draw connections between the classroom and the outside world. The studio arts encourage precise observation and invention, inspire discussion, stimulate flexible, innovative thinking and develop creative problem-solving abilities.

The *studio art major* requires a minimum of 10 courses, a maximum of 14, beginning with 2D and 3D Fundamentals. One additional drawing course is required. Majors are required to take at least two sequential courses in a particular media, such as Sculpture 1 and 2 or Drawing I and Drawing II. Two art history classes are required (Contemporary Art is strongly recommended). The remaining courses are selected from the areas of Drawing, Painting, Photography, Printmaking, Sculpture, and Digital Imaging, plus Special Topics courses such as "The Figure: Represented and Revealed."

During their fourth year studio majors are required to take the Studio Concentration Seminar which combines a focus on individual studio work with readings and discussions about the process of making art. Students in the seminar are provided with a workspace in Millard Art Center. From this seminar students will be selected for a year-end, senior exhibition course.

Students with extensive previous experience may be allowed to bypass either 2D or 3D Fundamentals with a portfolio review by a studio faculty member. In such cases students may move directly into intermediate level courses.

The *studio art minor* requires a total of six courses including 2D and 3D Fundamentals plus one art history course or the Studio Concentration Seminar, which is open to selected minors. The remaining three elective courses may be chosen from Drawing, Painting, Photography, Sculpture, Printmaking and Digital Imaging, plus Special Topics Courses.

Visual Arts History

Introductory Courses

Visual Arts History 101 — Introduction to The Visual Arts

Fall

This is the fundamental, introductory course in art history and visual culture in the Department, which is occasionally team taught. Emphasis is placed on the acquisition of basic visual skills and an understanding of the major periods in the history of art. Exposure to works of art through the collections of The Worcester Art Museum is an integral part of the course. One unit.

Visual Arts History 102 — Survey of Art: Renaissance to Modern Art

Fall, spring

A cultural history of the major periods of western art since 1400: Renaissance, Baroque, Modern Art. The emphasis is on developments in painting, sculpture and architecture during these periods. Social and historical factors which influenced the art are also given attention. One unit.

Visual Arts History 110 — Form and Meaning in Art

Every third year

This course is a basic introduction to the visual arts. It is not so much an art history course as it is a course in the nature and importance of visual creativity. This course lays the groundwork for precise visual and formal analysis of works of art. All media are explored, including craft and fabrics, interior design and architecture, as well as sculpture and painting. One unit.

Intermediate Courses

Most intermediate courses presume Introduction to The Visual Arts or Survey of Art. This requirement may also be fulfilled, pending the discretion of the instructor, by experience acquired by personal study. Intermediate courses are divided into two types of inquiry: Historical Periods and Criticism and Themes.

➤ Historical Periods

Visual Arts History 204 — Medieval Art

Annually

This course deals with art from the beginning of a new European west under Charlemagne, A.D. 800, to the age of the great cathedrals in the 13th century. Architecture, manuscript illumination, stained glass, and sculpture are included. Receives both Arts and Religion distribution requirements. One unit.

Visual Arts History 205 — Early Renaissance Art

Annually

This course examines painting, sculpture and architecture of the 14th and 15th centuries in Italy in terms of historical and cultural context, for example, the evolution of secular art, the status of the artist, and the rise of humanism. One unit.

Visual Arts History 206 — Northern Renaissance Art

Every third year

The Renaissance in the North extends from the 14th to 16th centuries in Germany, the Lowlands, England and France. The panel paintings of Van Eyck, Van der Weyden, and Hugo van der Goes are studied in detail. The art of printmaking, as exemplified by the works of Dürer, is included. One unit.

Visual Arts History 207 — Baroque and Rococo Art

Alternate years

This course studies the diverse styles that emerged in European painting, sculpture and architecture in the 17th and early 18th centuries. The era begins with the "High" Baroque art of the Counter Reformation, contrasted with the developments of Realism and the revival of Classicism. These styles enter a new phase in the eras of the Rococo and the French Revolution. One unit.

Visual Arts History 209 — 19th-Century Art

Fall

This course concentrates on the 19th century with emphasis on French developments, Neo-classicism, Romanticism, Realism, Impressionism, and Post Impressionism. Prerequisite: Permission of the instructor. One unit.

Visual Arts History 210 — 20th-Century Art

Spring

Beginning with the development of Expressionism and Abstraction just before World War I, this course traces the development of modern ideas in painting and sculpture up to the present day. Prerequisite: Permission of the instructor. One unit.

Visual Arts History 212 — High Renaissance Art

Annually

This course covers painting and sculpture of the 16th century in Italy, especially the developments of the High Renaissance in Florence and Rome and the evolution of Mannerism. Major figures to be studied include Leonardo da Vinci, Raphael, Michelangelo, Bramante, and Titian. One unit.

Visual Arts History 226 — Hands on Contemporary Art

Spring

This is an art history course, taught in conjunction with the studio course VAST 226. The course covers 20th century art, both in its modern and postmodern phases. Major movements, styles and artists are covered each week through lectures, videos and slide presentations. Students write weekly papers, and each student is responsible for a final project, drawing on both modern art history and on studio practice. The two courses are taught in the same semester, and all students are required to take both courses. One unit.

Visual Arts History 240. — Modern Architecture

Alternate years

Exploration of the major movements and architects of European and American modernism of the 20th century. Strong emphasis on critical reading, class discussion, and preparation of research projects and/or models. One unit.

Visual Arts History 242 — Introduction to Classical Archaeology

Fall, spring

Offered by the Classics Department (Classics 140). Cross-registered with Art History. One unit.

Visual Arts History 245 — Ancient Sculpture

Every third year

Offered by the Classics Department (Classics 153). Cross-registered with Art History. One unit.

Visual Arts History 247 — Ancient Sanctuaries and Religion

Every third year

Offered by the Classics Department (Classics 192). Cross-registered with Art History. One unit.

> Criticism and Themes

Visual Arts History 220 — Structures of Faith

Annually

This course qualifies for both Arts and Religion Distribution Requirements. Lectures cover the development of religious buildings. A variety of buildings, ornate and plain, Catholic, Protestant, and other faiths are included. Students also receive hands-on experience studying churches in the Worcester area or their home towns. Recommended for students considering careers in preservation or architecture. One unit.

Visual Arts History 227 — Philosophy of Architecture

Every third year

The relationship between architectural forms and the basic character of human dwelling and its implications are the focus of this course. It presents an opportunity to study the philosophy of architecture by studying architecture philosophically. In addition to readings from traditional and contemporary literature, aesthetics and architectural theory, we shall reflect on these issues by looking at and responding to architectural examples. The goal is to reach a deeper understanding of architecture and of the role it plays in our lives. Cross-listed with Philosophy 187. One unit.

Visual Arts History 230, 231 — Architectural Studies 1, 2

Annually

These courses examine the history of architecture from pre-history to the present. The focus is on major monuments and developments in the history of architectural styles, building technology and urban planning. Both courses question the relationship between social, political and economic history and the internal progress of architecture as a phenomenon independent of historical context. There is strong emphasis on critical reading, class discussions and preparation of one major research paper. One unit.

Visual Arts History 234 — The Painter in the Modern World

Spring

The development of painting as the central medium of visual expression in the 19th and 20th centuries is investigated. The painters studied range from Goya to Picasso, and artists will be considered in terms of the development of their careers, their contribution to the art of painting, and their influence on the cultural and social ideas of Western society. Prerequisite: permission of the instructor. One unit.

Visual Arts History 235 — Sacred Spaces

Annually

The evolution of sacred architecture (temples, churches, mosques, etc.). Thematic rather than historical; close attention is given to the imagery and intent of spatial design. Prerequisite: permission of the instructor. One unit.

Visual Arts History 236 — Narrative in Art and Film

Annually

Introductory course to narrative structures in film and the visual arts. Students view a wide variety of films; comedy, silent and drama, from foreign as well as American directors. Film theory is included. One unit.

Visual Arts History 260-299 — Special Topics in Art

Annually

Special topics in art history, architecture and criticism are offered regularly by all professors. The courses respond to special interests evidenced by students, outgrowths of topics addressed in an intermediate course, or research interests of the faculty. The courses are often interdisciplinary in nature and sometimes are offered without prerequisites. Examples of recent Special Topics are: "Landscape, Form & Meaning," "Art and Contemplative Practice," "Life and Death in 14th Century Art." One unit.

Exhibition Seminar

By arrangement

A seminar leading to an exhibition to be held in the Iris and B. Gerald Cantor Art Gallery. (Exhibition will not necessarily be held in the same year.) Students will participate in as many phases of the exhibition program as possible from selection of works to preparation of catalogue entries. Topics will vary from year to year but will ordinarily focus on some aspect of 20th century art. Prerequisite: third- and fourth-year students only and permission of the instructor. One unit.

Advanced Courses

Visual Arts History 301 — Concentration Seminar

Fall

This course, designed for majors, provides a critical examination of issues and methods in the literature of the history of art. Students also complete a capstone project which they begin to develop in their junior year. Prerequisite: permission of the instructor. One unit.

Visual Arts History 320-350 — Tutorials

By arrangement

Tutorials relate to all areas covered by Visual Arts History 200 courses. One unit each semester.

Visual Arts Studio

Introductory Courses

Visual Arts Studio 101 — 2-D Fundamentals

Fall, spring

An exciting introduction to studio art through an exploration of drawing media. Slide talks, class critiques and discussions, and museum visits ensure the beginning student of a solid introduction to the creative process. This course, which is taught by the studio staff, is one of the prerequisites for all intermediate courses. One unit.

Visual Arts Studio 102 — 3-D Fundamentals

Fall, spring

An exciting course for students who are interested in an introduction to the physical world of sculptural art. Students explore the basic tools, processes and approaches to 3-Dimensional art through wood, clay wire, cloth and found objects. One unit.

Visual Arts Studio 105 — Introductory to Digital Imaging

Fall, spring

A hands-on introduction to digital imaging software on Macintosh computers. Learn to scan, generate and manipulate images and text using Photoshop 5.0 and QuarkXpress 4.0. Students will be expected to think creatively, work digitally and examine the potential of digital imaging as a new form of art. In addition to class projects and critiques in the media lab, students will discuss contemporary artists who use the computer in their work. Prerequisite: one previous studio art course. One unit.

Visual Arts Studio 115 — Introductory Topics in Studio Art

Annually

Introductory Topics in Studio Art are offered by all professors. These courses explore special techniques or concepts outside the current course offerings. Recent courses have included "Painting and Photography: An Introduction," and "Introduction to Sculpture Projects." One unit.

Visual Arts Studio 121 — Drawing I

Annually

This course continues to build basic drawing skills and fosters the development of an individual drawing style. The content of Drawing I includes drawing from models, drawing in color, and other drawing forms such as collage and sequential drawing. You are encouraged to explore new content in your work. Course includes readings, sketchbook work, and a visit to an exhibition. Prerequisite: 2D Fundamentals or Life Drawing. One unit.

Visual Arts Studio 130 — Photography 1

Fall, spring

A course for students with a serious interest in the creative use of black and white photography. Teaches exposure controls, camera operation, and rudimentary film developing and printing. Continuous work and advancement is achieved through creative photography assignments and criticism. One unit.

Visual Arts Studio 131 — Photography 2

Spring

A more advanced course in the fundamentals of creative photography. Introduces principles of optics, cameras, lighting, films, photographic chemistry, and materials. Visits to museums and galleries in the Boston and Worcester area are required. Continuous work and advancement through creative assignments in photographing, processing, printing and criticism. Prerequisite: Photography I. One unit.

Intermediate Courses

Visual Arts Studio 200 — Painting 1

Fall, spring

This course opens up to interested students the fascinating historical and contemporary world of art-making through oil painting. Students explore the phenomena of color, light, and paint application through still life, figure painting and abstraction. Readings, critiques and discussions augment the hands-on experiences to offer the student a breadth of exposure to the fundamentals of painting. Prerequisite: 2D Fundamentals or a Drawing course. One unit.

Visual Arts Studio 201 — Painting 2

Annually

Introduces the student to more advanced concepts of painting. Students will investigate painting methods, color, and subject matter while personal direction will be highly encouraged. Readings from periodicals, magazines and writings on art criticism will be encouraged. Visits to museums and galleries are required with the probability of one trip to New York City. Prerequisite: Painting I. One unit.

Visual Arts Studio 202 — Painting 3

Annually

Emphasizes student responsibility for the selection of subject matter, medium and style. The instructor serves as a supportive resource responsive to the individualized direction selected by the student. Prerequisite: Painting 2. One unit.

Visual Arts Studio 204 — Digital Imaging II

Spring

This class takes an exploratory approach to the next level of understanding digital imaging in the fine arts. You will learn advanced imaging principles and tool techniques to generate then manipulate images and text using the latest versions of Illustrator, Painter, Photoshop and QuarkXpress. Emphasis is placed on combining the aforementioned computer programs to (hyper) realize your concepts and visions. Prerequisite: Intro to Digital Imaging or permission of instructor. One unit.

Visual Arts Studio 206 — Drawing 2

Alternate years

This course emphasizes the relationship between representation and abstraction for those who wish to expand seeing, interpreting and inventing images. Emphasis is on the development of personal and creative vision rather than realistic rendering. Artwork, readings, critiques and discussions and an experimental teaching environment offer the student a challenging intermediate course in the visual arts. Prerequisite: Drawing I or Life Drawing. One unit.

Visual Arts Studio 207 — Life Drawing

Annually

Students work from the model each session. Emphasis on a structural understanding of the figure and on expressive approach to drawing. Students work in a range of media including charcoal, oil stick, acrylic paint and wash. In addition to classwork, students work on independent projects in drawing. Personal involvement with your work is essential. One unit.

Visual Arts Studio 210 — Printmaking 1

Annually

This course emphasizes printmaking as an expressive medium. Students are encouraged to use various techniques experimentally and in service of their personal imagery. Printmaking 1 concentrates on Intaglio printing from metal plates onto paper. Intaglio processes include etching, aquatint, sugar-lift, soft-ground drypoint, and the electric engraver. Photo etching and beginning color printing will be explored. Prerequisite: Any Drawing course or 2D Fundamentals. One unit.

Visual Arts Studio 211 — Printmaking 2

Annually

This course continues with a focus on advanced intaglio printing. Students also explore monotypes single images made from paintings on Plexiglas. This course stresses developing individual ideas in printmaking and ends with an exchange of editioned prints between members of the class. Prerequisite: Printmaking 1 or permission of instructor. One unit.

Visual Arts Studio 212 — Print and Digital Projects*Alternate years*

This course will contrast the traditional definition of the print as a drawing medium, with the potential of the computer to edit, recombine, manipulate and print images digitally. Beginning in the printmaking studio with the technique of etching lines on metal plates, students make prints and learn to use the marks and textures of printmaking. The second half of the semester explores how making art has changed conceptually, because images are stored digitally. Students will work in the Millard Media Lab using Photoshop 5 to create, manipulate and print images on the computer. Prerequisite: 2D Fundamentals or other studio art are course. One unit.

Visual Arts Studio 220 — Sculpture 1*Fall, spring*

Sculpture 1 explores the elements of three dimensional expression in projects of varied media. Students are exposed to sculptural issues via slide presentations on past and present works in sculpture. Class critiques allow students to refine both concepts and expression to create a personal synthesis. Prerequisite: 3D Fundamentals. One unit.

Visual Arts Studio 221 — Sculpture 2*Spring*

This course allows the student to continue in-depth work in selected materials of sculptural expression. Students will design their own assignments and work on them independently. Throughout the course, students will participate in group critiques to discuss not only the finished work, but, more importantly, the work in progress. Prerequisite: Sculpture I. One unit.

Visual Arts Studio 226 — Hands on Contemporary Art*Spring*

This studio course is taught in conjunction with art history course VAHI-226. It puts 20th Century art history and theory into practice and teaches the fundamentals of drawing. Students work from the still life, the model and the imagination to gain insight in the use of materials and the conceptual aspects of studio art. There are weekly projects, and each student is responsible for a final project which combines contemporary art history and studio practice. The material covered will provide a good foundation for further study in the arts. The two courses are taught in the same semester and all students are required to take both courses simultaneously. One unit.

Visual Arts Studio 230-250 — Special Topics in Studio Art*Annually*

Special Topics in Studio Art are offered by all professors. These courses study special techniques or concepts outside the present course offerings, which respond to particular issues in current art. Recent Special Topics courses have included "Installation Art," "Photo Projects," "Digital Imaging in Studio Art" and "The Figure: Represented and Revealed." Prerequisite: 2D or 3D Fundamentals. One unit.

Advanced Courses**Visual Arts Studio 301 — Studio Concentration Seminar***Spring*

The Studio Concentration Seminar is an advanced studio course where students create an extensive body of work to be exhibited in a juried group exhibition. Readings and discussions help to enhance the intellectual understanding and exploration of art throughout this course. This class visits New York and Boston galleries to look at current work. This course is required for Studio Art Majors during their senior year and open to Studio Art Minors. Prerequisite: Permission of instructor. One unit.

Visual Arts Studio 320 — Tutorials*Annually*

Tutorials relate to all areas covered by Visual Arts Studio 200 courses. One unit.

The Campus

Located on the southwest edge of the city on one of Worcester's seven hills—Mount Saint James—Holy Cross has a terraced, 174-acre campus whose buildings are a picturesque blend of traditional red brick and newer structures. Its grounds personnel have won nine national awards for the maintenance and appearance of the campus, including two Best Maintained Campus in the U.S. awards. Two dozen major buildings dot the campus.

Libraries

At Holy Cross, libraries are considered central to the educational mission of the College. The libraries place great emphasis on instruction with the goal of helping students become information independent during their four years at Holy Cross. The system includes three libraries: the main library, Dinand; the O'Callahan Science Library; and the Fenwick Music Library. The libraries presently house a combined collection of more than 550,000 volumes and more than 1,700 professional and scholarly journals.

Dinand Library, with a shelving capacity of 500,000 volumes, has seating for more than 800 readers, and serves as the system's central information and processing facility. Dinand is open 112 hours per week. Two wings to Dinand were dedicated in 1978 to the memory of Joshua and Leah Hiatt and all the victims of the Holocaust. A special Holocaust collection of books and other materials is under constant development, and now numbers over 5,500 volumes. Dinand's Main Reading/Reference room contains PCs that access the library's (DRA) online catalog (via the library Web page) and a wide variety of other informational data bases, including direct access to the World Wide Web. The library is a subscriber to the OCLC and First Search Services. It also contains major reference works, and facilities for research and reading. On the second floor of Dinand are the reserve area, with its large reading room, the microform area, video viewing facilities, the Inter-Library Loan Department, and the library photocopy center.

The Serials Department offers multiple research indexes (both print and electronic) to journals in art, humanities, social sciences, theology, philosophy, and economics. More than 50 newspapers are received; *The New York Times* from 1851 to present is on microfilm.

Additionally, on-line versions of several important indexes as well as the *Encyclopedia Britannica* are available to users over the campus network. Complete access to Lexis/Nexus provides access to many newspapers and legal documents. The network extends into every faculty office and all residence hall rooms, thus providing 24-hours-a-day access to the library's holdings.

The Reference Department provides scheduled, course-specific bibliographic instruction as well as the customary on-demand reference service. A mandatory instructional tour is a central component of first-year orientation.

The Library's Internet Gateway provides direct access to the catalogs of major university and research libraries around the world as well as access to the vast array of data bases now available on the Internet.

The library is a member of a group of 14 area libraries (academic, private, and public) known as the Worcester Area Cooperating Libraries (WACL) under the aegis of Colleges of Worcester Consortium. This organization publishes a Union List of Serials, sponsors library projects and studies, operates a twice-daily shuttle service for inter-library loans among the libraries, and affords its members a collection of more than 3.5 million volumes.

The College's Special Collections are located in Dinand. It contains six incunabula (printed prior to 1500), 15th- to 17th-century Jesuitana, Americana (books published in America prior to 1820), John Henry Cardinal Newman letters and first editions, the scrapbooks of James Michael Curley, and the correspondence of Louise Imogene Guiney. Of special interest are the recently acquired papers of Admiral Husband Kimmel, The U.S. Pacific Fleet Commander at Pearl Harbor in 1941.

The O'Callahan Science Library, located in Swords Hall, contains more than 90,000 volumes of biology, chemistry, computer science, mathematics, neuroscience, and physics, as well as the history, biography, and ethical concerns of science, medicine, and technology. This facility seats 100, and

offers an ever-expanding menu of electronic access to scientific databases and Web sites of proven worth. With all these resources, a full-time, accredited Science Librarian, and more than 500 subscriptions to the core publications in science, it ranks as one of the strongest special libraries dedicated to the development of future researchers and clinicians among liberal arts colleges in the United States

The Fenwick Music Library, located in the east end of Fenwick Hall, has a collection of 3,600 compact discs, 6,500 books, 6,500 music scores, 600 videos and 7,300 LPs. A gift of more than 8,000 opera recordings provides added richness to this collection. The Music Library is equipped with turntable/amplifier units, CD players and cassette decks for both course-related and pleasure listening. VCRs, televisions, DVD, and laser disc players also are available for viewing the library's videos.

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

Hogan Campus Center

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

The newly renovated Campus Center includes modern meeting rooms, spacious lounges, a student organization complex and administrative offices. To serve the college community, the Campus Center houses the College Bookstore, Post Office, a coffee lounge and convenience store, cafeteria and pub. In addition, there are automated teller machines, a hair salon, game room, laundry and dry cleaning services, a duplicating center and fax service. Within the Campus Center is a multi-purpose ballroom and private dining rooms catered by the college Dining Services Department. To accommodate the needs of non-resident students there is a day-student lounge.

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

Residence Halls

Five residence halls are located on the upper level of the campus, in line with the Hogan Center. Two others, which have been renovated into suite accommodations, are located at opposite ends of the Kimball quadrangle. One residence is adjacent to Dinand Library, and another is near Saint Joseph Memorial Chapel.

The Chapels

Midway up Mount Saint James is Saint Joseph Memorial Chapel, a pillared structure that is the home of the campus's worship life. Sunday Masses are celebrated in the upper chapel, which has a seating capacity of 900. The Taylor and Boody tracker organ, designed in the tradition of the 16th-century Dutch and north German organs, was installed in 1985. A Saturday Vigil Mass and daily liturgies (including Mass, Taizé Prayer and Prayer of Lament) are celebrated downstairs around the altar in the Mary Chapel. The Sacrament of Reconciliation is available four nights a week downstairs in the Reconciliation Chapel. The plaza outside of the Chapel is highlighted by a memorial plaque to the six Jesuit priests and their two women associates who were killed in 1989 at the Central American University in El Salvador.

Fenwick and O'Kane Halls

Attached at right angles, Fenwick and O'Kane, with their soaring spires, housed the entire College in its early years. Today, they contain administrative and faculty offices, classrooms, and the music library. In 1994, music department facilities in Fenwick were totally renovated and were named the John E. Brooks, S.J., Center for Music. At the same time, the original college chapel was convert-

ed into the Brooks Concert Hall, which has been acclaimed by performers and acoustical experts as one of the finest medium-sized performance auditoria in the region. The Iris and B. Gerald Cantor Art Gallery, which displays changing exhibits, is located on the first floor of O'Kane Hall.

Information Technology Services

Information Technology Services (ITS) strives for continuous improvement in providing production and support services for the desktop, information systems, and network services.

A staffed Help Desk provides a first point of contact for users. Support is given for a wide variety of products and services, including Windows, Macintosh, electronic mail, word processing, residence-hall networking, Internet connectivity, and the online campus-wide information system.

The College maintains more than a dozen computing laboratories located throughout the campus. Four are general-access facilities, available to all students, faculty and staff. The O'Kane student computing laboratory is available seven days per week, 24 hours per day, and contains numerous Windows and Macintosh PCs, printers, and stations for browsing the Internet or campus-wide information system. Another lab is the "computer classroom" in Stein that contains 24 Windows PCs. That lab is used extensively as a classroom, but is available as a general lab at non-class times.

The Desktop Services group of ITS provides software assistance to students on the Microsoft Office suite of products, including Microsoft Word for word processing. Training courses are offered throughout the year and individual consultations are provided by Help Desk, student, and professional staff. The Help Desk is located in the basement of Fenwick Hall along with the other ITS offices.

The College offers a comprehensive residence-hall networking program, enabling full graphical Internet browsing, access to the campus-wide information system and e-mail.

Students can also purchase Dell computers and related software at the College Bookstore, in order to best make use of the networked computer services.

For more information, see <http://www.holycross.edu> on the World Wide Web.

Hart Recreation Center

Completed in 1975, this contemporary structure contains a two-level, state-of-the-art fitness center; a 4,000-seat basketball arena and a separate, 1,200-seat ice hockey rink; an Olympic-size swimming pool; racquetball courts; a crew practice tank; and locker rooms.

Haberlin, O'Neil and Swords Halls

Facilities contained in this three-building science complex include laboratories; classrooms and offices for biology, chemistry, mathematics and physics; lounges for faculty and students; the O'Callahan Science Library; and greenhouses and facilities for aquatic research.

Edith Stein Hall

Completed in 1988, this five-story building contains 35 classrooms and two large lecture halls for the departments of economics, modern languages and literatures, and religious studies. Additional facilities include the audio visual department; a computer instruction laboratory; and a state-of-the-art Multimedia Resource Center.

Admissions

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

All candidates must submit official results of SAT I or ACT and three SAT II: Subject Tests directly from the appropriate testing service. The SAT II Writing Subject Test is required of all applicants and, if possible, should be taken no later than December of the senior year of high school. Students wishing to satisfy the College's foreign language requirement or simply continue the study of a foreign language should take the appropriate Subject Test. Other tests may be of the candidate's choosing, preferably in subject areas in which he or she plans to study at Holy Cross. They may be taken at any testing date that is convenient and appropriate for the candidate, but not later than December of the senior year.

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

The College limits the number of students accepted to the economics-accounting major, the biology major and the premedical program. Candidates interested in these academic areas should indicate this preference at the time of submitting an application. Students are first evaluated for admission to the College and then for approval for these programs.

The deadline for filing an application is January 15. Candidates may file the College's institutional application or the Common Application. Candidates may also use College Link or Apply computer software programs to submit an application. Applicants will be notified of the Committee's decision in early April. Application for admission to Holy Cross is encouraged of all academically qualified candidates regardless of religious affiliation, race, sex, or national origin.

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

Campus Visits

Visitors are always welcome at Holy Cross and will find their time spent on campus to be most productive when the College is in session. Group information sessions are held on several Saturday mornings during the fall. These sessions include a presentation by a member of the Admissions staff, a discussion period, and a student-guided tour of the campus.

Day visits are available to students Monday-Friday while classes are in session. Student visitors are invited to take guided tours of the campus, which are conducted by student volunteers, throughout the fall and spring semesters. Tours begin at the Admissions Office several times throughout the day. Student visitors would also have the opportunity to observe classes and to meet informally with our students and faculty members.

Overnight visits may be arranged for high school seniors. Overnight visits are usually scheduled two weeks in advance and are available Sunday through Thursday evenings. These visits can also include a tour of the campus, as well as the opportunity to observe classes and to meet informally with our students and faculty members. Student visitors spending the night on campus would be able to enjoy meals in the College's dining hall and spend the night in a residence hall with a current Holy Cross student as a host. This is an excellent opportunity to experience Holy Cross as our own students do.

Interviews

Personal interviews in the Admissions Office are scheduled Monday through Friday except during February and March. We suggest that they be arranged well in advance.

Alumni interviews are available in most metropolitan areas to those students unable to interview on campus. To facilitate scheduling, please check the appropriate box on the application form and submit it no later than December 31. To arrange any of the above, please write or call the Admissions Office (800-442-2421).

Early Decision

To superior high school seniors who have selected Holy Cross as their first choice, the College offers an Early Decision Program. The Admissions Committee assumes that all students who apply under this program will accept an offer of admission, provided it includes adequate financial aid if such is needed. Students should file an Early Decision application by December 15. Decisions will be made on a rolling basis. Students will be notified of the decision approximately three to four weeks from receipt of all required credentials, including an Early Decision form. Early Decision candidates may file applications for regular admission to other colleges, but upon notification of acceptance to Holy Cross, all other applications must be withdrawn immediately and a validating, non-refundable tuition deposit of \$300 be submitted.

A personal interview on campus is recommended for all Early Decision candidates and should be arranged well in advance. Should the Admissions Committee be unable to grant acceptance, the application will either be denied or deferred for consideration in the regular pool. The candidate must then have an official transcript of seventh semester grades sent to the College.

Early Admission

Through its program of Early Admission, the College will consider the application of superior high school juniors who have attained a high degree of personal maturity, fulfilled their graduation requirements and have the full support of their high school. All required entrance exams must be taken during the junior year, and a personal interview is required.

Transfer Students

Each semester Holy Cross accepts a limited number of transfer students to the second- and third-year classes. Because of the competition, candidates for transfer must present evidence of strong academic achievement at the college level. The application deadline is November 1 for the spring semester and May 1 for the fall semester. A personal interview is highly recommended for all transfer candidates. Because of departmental limitations, transfer students are admitted as biology or economics-accounting majors on a space-available basis.

Admission of Special Students

A special student is one who is not enrolled as a candidate for a degree. An application form for admission as a special student may be obtained by writing to the Office of the Registrar. The application must be completed prior to August 15 for the fall semester and prior to January 1 for the spring semester. The decision to accept an applicant as a special student will be based on the applicant's reason for seeking special student status, the evidence of a strong record in prior academic work, and favorable recommendations from two professors. Applicants should understand that many courses have limited enrollments and that preference in registration is ordinarily given to degree candidates. Normally, special students are limited to two courses in a semester.

First-Year Orientation

A special program of orientation for new students is arranged by various campus offices and organizations prior to the start of classes in the fall. Information concerning the orientation program is forwarded to the students in late spring.

Further Information

Inquiries concerning admissions should be addressed to:

Admissions Office
College of the Holy Cross
1 College Street
Worcester, MA 01610-2395
(508) 793-2443
800-442-2421
www.holycross.edu
E-mail: admissions@holycross.edu

Expenses

Tuition	\$22,500
Leave of Absence Fee, each semester	30
Room and Board	7,320
Graduation Fee	125
Health Service Fee	235
Transcript	3
Student Activities Fee	165
I.D. Card	10
Application Fee	50
Continuation Fee	500
Health Insurance	Optional Charge

Acceptance Deposits

Candidates are usually notified of acceptance from January to April and are obliged to forward a non-refundable reservation deposit of \$300 by May 1. The amount deposited is credited toward the first semester bill.

Room Deposits

All students who wish to reserve a room on campus during the next academic year must signify their intent and pay a non-refundable room deposit of \$100. This deposit will be credited at the rate of \$50 per semester toward room charges. First-year students who have paid an acceptance deposit of \$300 do not have to pay this deposit.

Books and Personal Expenses

A fair estimate of the average personal and incidental expenses for the school year is \$900. Books and supplies average about \$400 for the year.

Payment of Tuition Bills

Semester bills will be issued in July and December and are due and payable by the date indicated on each statement. Payment is to be made by check or money order, payable to the **College of the Holy Cross**, and sent to the Bursar, College of the Holy Cross, P.O. Box 3573, Boston, MA 02241-0573. A student Medical Insurance Plan charge is included on the statement and descriptive pamphlets are mailed to each student. A waiver of participation must be forwarded to the Bursar if the insurance is not needed. Upon receipt of the waiver, the premium charge will be removed. The College offers a monthly installment payment plan. Information regarding this plan is sent to current as well as prospective students and is available through the Bursar's Office.

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

Refunds of Tuition, Room, and Board

During the first five weeks of each semester, the College will refund a portion of tuition, room and board fees due to withdrawal and leave of absence. The refund is calculated at 90% during the first week, decreasing by 10% per week through the fifth week which is refunded at 50%.

After the fifth week, there will be no refund of tuition. Room and board fees will be refunded after the fifth week only if the removal from campus is due to disciplinary action or medical hardship. Under these circumstances, refunds of room and board will be calculated on a weekly basis. All refunds are subject to assessment of an administrative fee.

Any student who has also received Title IV Financial Aid (i.e., Stafford Loans, PLUS Loans, Pell Grants, FSEOG, and/or Perkins Loans) is subject to the Title IV refund and repayment requirements. There are three refund calculations that must be considered:

1. The Pro-Rata refund calculation is used for students who are first-time students and who withdraw on or before the 60% point of the enrollment period for which they were charged.
2. The Federal Refund policy applies to all students who withdraw. This policy mandates the percentage of institutional charges that must be refunded as follows:
 - a. Up to and including the first day of class – 100%
 - b. After the first day of class through the first 10% of the enrollment period – 90%
 - c. After the first 10% of the enrollment period through the first 25% of the enrollment period – 50%
 - d. After the first 25% of the enrollment period through the first 50% of the enrollment period – 25%
3. The school refund policy which is explained above.

After calculating these refund amounts, Holy Cross will compare and use the calculation that provides the largest refund.

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

Policy Change

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

Financial Aid

The College of the Holy Cross has a financial aid policy that is supportive of its academic and spiritual goals as a Jesuit, undergraduate, liberal arts college.

In 1998-99, the College administered a total of more than \$32.9 million in need-based financial assistance to more than 1,840 students.

Financial need is the difference between the cost to attend Holy Cross and the amount a family is expected to provide towards the education of the student as determined by the College's professional staff. We use a conservative application of a needs-analysis procedure, Institutional Methodology, which is agreed upon by many members of the national College Scholarship Service Assembly. The approach to this analysis is rigorous but fair. However, it typically results in a determination of need for Holy Cross assistance that differs from the Federal Methodology determination of program eligibility that is used for federal Title IV assistance, which includes the Federal Stafford Loan Program, Federal Pell Grants, Federal College Work Study, and several other federal Title IV

assistance programs. The Financial Aid Committee expects families to provide their share of support to the student from both income and assets. The financial aid program at Holy Cross is generous and therefore all students, regardless of their socio-economic background, who want to attend the College are encouraged to apply and investigate all means of financial assistance.

A financial aid statement is required of both parents in cases where there is a separation or divorce. The non-custodial parent is required to file a Noncustodial Parent Statement. A Business/Farm Supplement is required in cases where the family operates or derives income from a business, a corporation, or farm. These are special forms and they are sent directly by the College Scholarship Service to families which need them and who have also filed the **PROFILE** Registration. The Committee understands that the actual amount of help offered at any income level will vary according to special circumstances, savings, investments, medical bills, and educational costs of other children in undergraduate college. Families should likewise recognize that Holy Cross' financial aid program is aimed at making it financially possible to attend the College, not financially easy.

Financial-aid packages are provided in the form of scholarships, loans, and employment either singly or in combination. Except as otherwise noted, financial assistance is based on demonstrated need, academic promise, and fulfillment of the citizenship requirements for financial aid established by the federal government. A new application and needs analysis are conducted for each candidate each school year before financial aid packages are renewed.

First-Year Students

To apply for assistance, an incoming student must indicate on the admissions application that he or she would like to be considered for Holy Cross financial aid. Also, a student must file *both* a Free Application for Federal Student Assistance (FAFSA) and register with the College Scholarship Service by filing a **PROFILE** document to be considered for *both* Federal Student Assistance and Holy Cross scholarships. Both the FAFSA and the **PROFILE** should indicate that the College of the Holy Cross should receive a copy of the analysis report. Students who file only a FAFSA will be considered only for Federal Student Assistance. Both forms are available in secondary schools in the late fall. The deadline date to have credentials sent to the College Scholarship Service to be considered on-time for priority consideration for Holy Cross assistance is February 1. A student who fails to indicate that they wish to be considered for financial aid on the admissions application and later decides to apply for financial aid must do so by writing directly to the Director of Financial Aid indicating the change. Students who enroll and who have been tendered financial assistance will be required to submit to the Financial Aid Office true copies of both parent and student federal income tax returns for the immediately preceding year before final action is taken on their award. Alternate documentation is required in instances where a tax return is not filed by either party.

Upperclass and Renewal Awards

Each year, Holy Cross students who receive College-administered financial assistance must file a new FAFSA and **PROFILE**, a Holy Cross financial aid application, and true copies of the federal income tax returns for the immediately preceding tax year. A packet of forms will be mailed after January 1 to each family that has received aid in the past year. They are also available in the Financial Aid Office. Students who wish to apply for financial assistance for the first time should follow this same procedure and indicate that they are first-time applicants. New awards to upper-class students are based on demonstrated need for assistance as determined by the College and the availability of funds. April 15 is the preferred closing date for submission of credentials for renewal of awards and new requests for assistance from upper-class students. It is the responsibility of the student financial aid applicant to ensure that all the necessary documents are in the hands of the Financial Aid Committee in time for processing of awards. Notifications of renewal are usually mailed the last week in June, and notification of awards in the case of a new request is made by August 15.

Scholarships

Each year, more than 380 first-year students are awarded Holy Cross Scholarships with stipends ranging from \$200 to more than \$22,500, depending on the student's financial need. There are also a limited number of Special Achievement Scholarships that are not based on financial need and are renewable for four years. Applicants to the College do not apply for these scholarships: recipients are designated by our Committee based on superior achievement in secondary school. Each applicant is considered for all awards for which he or she may be eligible, including many endowed and restricted scholarships. For First Year applicants to Holy Cross no special application other than the FAFSA and the **PROFILE** is necessary to be considered for assistance at Holy Cross. In general, scholarship assistance will be renewed each year provided the student continues to demonstrate need for such assistance. Stipends, however, will be adjusted in accordance with college renewal policy for upper-class students or if a family's resources and financial strength change significantly.

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

The Financial Aid Committee at Holy Cross expects students who are residents of Connecticut, Maine, Massachusetts, New Jersey, Pennsylvania, Rhode Island or Vermont to apply for the scholarship program in their home states. Application information is available either in high school guidance offices or the appropriate state agencies that are listed below. Since each state scholarship program has its own deadline for applications, it is advisable to determine their application deadline and to make application early in the academic year.

Connecticut

Connecticut Scholastic
Achievement Grant Program
Department of Higher Education
61 Woodland St.
Hartford, CT 06105

New Jersey

Department of Higher Education
Office of Student Assistance
CN 540
Trenton, NJ 08625

Maine

Department of Educational & Cultural
Services
Higher Education Service
Vickery-Hill Building
State House Station 19
Augusta, ME 04333

Pennsylvania

Higher Education Assistance Agency
660 Boas St.
Harrisburg, PA 17102

Rhode Island

Rhode Island Higher Education
Assistance Authority
Grants and Scholarships
560 Jefferson Blvd.
Warwick, RI 02886

Massachusetts

Commonwealth of Massachusetts Office
of Student Financial Assistance
330 Stuart St.
Boston, MA 02116

Vermont

Vermont Student Assistance Corporation
P. O. Box 2000
Winooski, VT 05404

Grants

Pell Grants

The Federal Pell Grant Program provides grants directly from the Federal Government in amounts ranging from \$400 to \$3,125 per year, depending upon the financial circumstances of each family. This is the largest federal student assistance program, and all financial aid applicants are required to process a federal Pell Grant application (FAFSA) as a requirement of applying for other assistance at Holy Cross. Processing time is approximately three weeks, after which a Student Aid Report (SAR) is returned to the student applicant by the Pell processor. The SAR should be forwarded to the Financial Aid Office at the College for final processing of the Federal Pell Grant.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

Loans

The Federal Stafford Student Loan Program

This is the primary source of educational loans and eligible students may borrow directly from lenders to finance educational expenses. The interest on this loan may be subsidized or non-subsidized. Each borrower must file a FAFSA in order to receive a determination of his or her eligibility for the interest subsidy. Student borrowers will have their applications processed electronically by the Financial Aid Office unless a student directly informs the office that they wish to apply to a lender of their own choice. The maximum amount of loan under this program is \$2,625 the first year, \$3,500 for the second, and \$5,500 for students who have completed two years of study for a five-year undergraduate total of \$23,000. The interest rate is based on the 91 day treasury bill rate plus 2.3 percent, not to exceed 8.25 percent. Repayment begins six months after graduation from college, graduate school or termination of studies and may extend beyond 10 years. Typical repayment in the Stafford Program would be \$123 per month for 120 months on a loan of \$10,000 at 8.25 percent. Deferment of repayment for up to three years for military service, Peace Corps or VISTA is permitted. Up to one year of deferment may be allowed while actively seeking but not finding full-time employment.

Federal Perkins Loan

Holy Cross administers a limited number of loans under the authority of this Federal program. These loans carry an interest rate of 5 percent simple interest. Repayment and deferment provisions are similar to the Federal Stafford Program, which is described above. A student may borrow up to \$16,000 over four years at Holy Cross in the Federal Perkins Loan program. Up to 10 years may be allowed to repay a Perkins Loan, and a typical repayment obligation where a student has borrowed \$6,000 would be \$64 per month for 120 months at 5 percent.

Because of the limited amount of funds in the Perkins Loan program, priority for loans under this type of assistance will be extended to students who are determined by the College to be most in need for this loan.

Federal Parent Loans for Undergraduate Students (PLUS)

This is a federal program and is in operation in most states. Parents may borrow up to the difference of the cost of education minus other financial aid each year. The rate of interest is variable based on the 52-week Treasury Bill plus 3.1 percent—not to exceed 9 percent. The 1999-00 rate is estimated to be 7.72 percent. Repayment of PLUS loans usually begins within 60 days after note signing and extends up to 10 years.

Processing a Federal PLUS loan begins with the family bank. If the lender does not participate the family should try another if it is possible to do so. Applicants who still need assistance in locating a lender should contact the Financial Aid Office.

The Massachusetts Educational Financing Authority Loan at Holy Cross (MEFA)

Holy Cross provides two additional ways for parents to finance their children's education. The MEFA Loan, administered in conjunction with the Massachusetts Educational Financing Authority (MEFA), allows eligible parents to choose either:

1. a one-year loan program under which they may borrow up to 100 percent of the total education expenses for one academic year minus other financial aid, or
2. a Tuition Prepayment Plan under which tuition for the student's remaining college years may be borrowed all at once. Under this plan the amount borrowed is based on the current year's tuition, which is guaranteed to remain the same for the student regardless of future increases.

Both options may carry with them after-tax savings, with the possibility of tax deductible interest payments on a secured loan.

Under either plan parents can spread repayment over a 10- or a 14-year period at a guaranteed fixed rate or a variable interest rate, which is based on the interest rate for each bond issue. The borrower's rate for 1999-00 will be a fixed rate of approximately 6.85 % (7.47 APR) or a variable rate of 6.5% for 1999 which will be reset annually on April 1. Current rates may be determined by calling 1(800) 449-6332 from 9 a.m. to 5 p.m. EST. Monthly payments for the fixed-rate loan in 1999-00 will be about \$9.25 per \$1,000 borrowed and \$9.05 per \$1,000 in the variable-rate option.

The MEFA LOAN was developed by the MEFA in cooperation with a group of colleges and universities, including Holy Cross, to ease the burden of continually rising costs for tuition, room and board and other charges. The plan, which has no application fee, is funded by the sale of tax-exempt bonds and provides:

1. uniform terms, borrowing rates and standards of eligibility and credit for parents and students;
2. a fixed interest with level monthly payments, or a variable interest rate tied to the interest rate earned by purchasers of the bonds; and
3. a centralized loan service to handle approval of credit, payment collection and record-keeping.
4. no prepayment penalty for early retirement of this loan

Interested families should contact the Financial Aid Office for instructions and applications for this program.

Employment

As part of their financial-aid package, some students may be awarded a work-study authorization. The Federal College Work-Study Program (FCWSP) provides funds for Holy Cross to subsidize hourly wages of students who demonstrate need for assistance in meeting their educational expenses. Eligible students who are tendered employment have the opportunity to earn up to \$1,300 during the first academic year. First-year students should not count on earning any substantial sum through employment on campus if their financial aid award does not contain an authorization for FCWSP or if the number of eligible students restricts placements of all students who are eligible for work study.

Wages are based on an hourly rate and are paid directly to the student each week. There are miscellaneous jobs in the Worcester community, and the Counseling Center and Career Planning Office in Hogan Campus Center serves as a "clearing house" for such opportunities.

ROTC Scholarships and Stipends

The Navy ROTC program offers full and partial tuition scholarships to selected cadets and midshipmen. A full four-year NROTC scholarship student attending Holy Cross receives a tax-free stipend of \$150 per month as well as a Holy Cross NROTC Scholarship Incentive Grant which is equal to standard room charges each year. Additional information can be obtained by directly contacting the Naval ROTC office on campus.

Army and Air Force ROTC are offered at Worcester Polytechnic Institute and, through the Worcester Consortium, Holy Cross students may enroll in one of those programs. Additional information is available by contacting the Professor of Military Science or Professor of Aerospace Studies, Worcester Polytechnic Institute, Worcester, MA 01609.

Additional Information

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

Financial Aid Office
College of the Holy Cross
1 College Street
Worcester, MA 01610-2395
(508) 793-2265

Holy Cross Scholarships

General

The financial aid program at Holy Cross has been established to assist students who would otherwise not be able to attend the College due to financial restrictions. In addition to the endowed scholarships and restricted awards listed below, the College sets aside substantial funds from its annual operating income to assist worthy candidates in meeting their educational expenses.

Endowed Scholarships

Martha and Peter Adams Scholarship: Established in 1984 by a gift from George S. and Peter E. Adams, Jr. in memory of their parents, Martha and Peter Adams. Income to be awarded to a worthy and needy student.

The George I. Alden Scholarship: Established in November 1993 by a grant from the George I. Alden Trust. Income restricted to financial aid for students in the physical sciences.

The Governor Ames Scholarship: Established in 1887 by Governor Oliver Ames.

The Benjamin and Catherine M. Andrews Scholarship Fund: Established in September 1984 by a bequest from the estate of Catherine M. Andrews. To be used for scholarships for a worthy student or students.

Anonymous: Established in February 1966 by an anonymous donor. Income to be used for scholarships to be awarded at the discretion of the President of the College.

Julia Maria Baker Scholarship: Established in 1944 by a bequest of Philip Hope Baker in memory of his mother, to provide scholarships for adopted children.

John J. Barry Scholarship Fund: Established in 1963 by a gift of Margaret Barry in memory of her husband John J. Barry '10. Preference will be given to a needy, deserving applicant with an interest in baseball.

The James E. Batchelder Scholarship: Established in March 1989 by a bequest from James E. Batchelder '62. Income for graduates of St. John's Preparatory School in Danvers, Mass.

The Eugene A. Bickford Scholarship: Established in October 1932, from the estate of Mrs. Mary A. Magenis of Brookline, Mass., in memory of her brother, the late Eugene A. Bickford '96. The annual income to provide for the education of a deserving student under such conditions and regulations as imposed by the faculty of the College.

The Elizabeth L. Billington and Catherine Conlon Memorial Fund: Established in May 1972 by a bequest from the estate of Elizabeth L. Billington to grant scholarship assistance to deserving students attending Holy Cross College in such amounts and in such times as the Trustees in their discretion shall deem advisable.

The James F. and Margaret A. Bresnahan Scholarship Fund: Established in November 1965 in memory of James F. and Margaret A. Bresnahan to aid worthy students from the Diocese of Springfield, Mass. Scholarship aid is to be awarded at the discretion of the President of the College from income only.

The Anne M. Brogan Scholarship: Established in 1981 by John P. Brogan '66 in honor of his mother.

The Rev. John E. Brooks, S.J., Music Scholarship: Established in 1994 in honor of Father Brooks '49 to provide scholarships for music department students.

The John E. Brooks, S.J., Scholarship: Established in 1980 by Michael W. McCarthy, a 1960 Honorary Degree recipient, in honor of Father Brooks.

The John E. and Mildred E. Brooks Scholarship: Established in November 1990 by Trustees to honor the memory of Father Brooks' parents.

The Raymond I. Bruttomesso Scholarship: Established through a gift from Raymond I. Bruttomesso '56. Income to be used for deserving students, with first priority for students from Torrington, Conn., second priority to students from Litchfield County, Conn., and third priority to students from the State of Connecticut.

The Francis K. Buckley Scholarship: Established through a gift from Francis K. Buckley '35.

The Rev. Charles E. Burke Scholarship: Established in 1895. Appointment to be made from residents of St. Francis Parish, North Adams, Mass.

The James M. Burke Scholarship: Established on April 1, 1950 from the estate of William H. Burke. The beneficiary is to be selected by the Trustees of the College.

Captain John J. Burke Scholarship Fund: Founded and augmented by gifts in memory of Captain John J. Burke, USMC '65. Income to be awarded to a student in the NROTC Program.

The Margaret R. Burke Scholarship: Established in 1979 by Edmund J. Burke '24 in memory of his mother, to provide financial assistance to needy sons or daughters of widowed mothers.

The Dr. and Mrs. Harry P. Cahill Scholarship: Established in June 1963, from a Trust Fund established by Dr. Harry P. Cahill and the estate of his wife, Anne R. Cahill. Income to be used to aid students who lack sufficient financial means for their education. Selection is to be made by College authorities.

The Robert J. Cairns Memorial Fund: Established on Sept. 24, 1953 by bequest from the estate of Alfred F. Finneran for scholarship aid to worthy students.

The Louis Calder Foundation Scholarship: Established in 1993 by a challenge grant from the Louis Calder Foundation to provide a permanent non-athletic scholarship fund for qualified students from the City of New York.

The Thomas Callaghan Scholarship: Established in 1914 by the late Thomas Callaghan of Leicester, Mass., limited to residents of Worcester County, preference to be given to those preparing for the priesthood.

Bridget Carney Scholarship Fund: Established in 1972 by Dr. James I. Kearney in memory of his mother, Bridget Carney. The income from the fund is to provide aid to worthy and deserving students whose parents were parishioners of St. Ignatius Roman Catholic Church, Kingston, Pa.

The Honorable James Bernard Carroll Scholarship: Established in 1939 by Mrs. James Bernard Carroll as a memorial to her husband, the late Justice Bernard Carroll, of the Class of 1878. Restricted to graduates of St. Michael's Cathedral High School, Springfield, Mass. Selection to be made by the President of Holy Cross College and the Reverend Rector of St. Michael's Cathedral, Springfield, on candidate's character, scholarship and extracurricular achievements.

The Catherine McPherson Carson Scholarship Fund: Established in 1962 by Dr. Alexander F. Carson '19, for the purpose of furnishing scholarships to qualified students selected by the President of the College.

Challenger Memorial Scholarship: Established in 1986 by Jacob Hiatt, D.H. '73, in memory of the crew of the space shuttle Challenger.

John P. Chiota, Jr. Scholarship Fund: Established by his wife and family in memory of John P. Chiota, Jr. '31. Income to be awarded to worthy and needy students with preference given to graduates of Fairfield Preparatory School.

Class of 1963: Gifts of members of the Class of 1963 to the Development Fund to be used to establish a scholarship.

Class of 1964: Gifts of members of the Class of 1964 to the Development Fund to be used to establish a scholarship.

William L. and Hazel B. Clifford Scholarship: Established in 1966.

The Frank D. Comerford Scholarship Fund: Established by Archibald R. Graustein in 1959.

The Charles F. and Dorothy T. Conlon Scholarship: Established in 1997 from the estate of Dorothy T. Conlon.

The James J. Courtney '70 Family Scholarship: Established in 1998 by Mary Jo and Langan Courtney in memory of James, Paul, Jimmy and Jenny Anne Courtney. Preference in awarding the scholarship shall be for students who have lost a parent or who have been separated from both birth parents and raised in an adoptive home.

The Connecticut Valley Alumni Scholarship: Established in 1912 by the Alumni of Connecticut Valley.

The Rev. Edward T. Connors Memorial Scholarship: Established in 1986 by friends and family in memory of Rev. Edward T. Connors '27.

The Maurice Connor Memorial Scholarship: Established in 1929 by Mr. John T. Connor in memory of his brother, Maurice. The intention of the donor is to provide for one student; board, room, tuition and fee charges, as far as the income will provide them. The single beneficiary is to be chosen by the pastor of St. Mary's Church, Westfield, Mass.

The Monsignor George S.L. Connor Scholarship: Established on Oct. 18, 1955, by gift of the late Msgr. George S.L. Connor '07. Selection to be made by the President of the College who shall give first preference to a worthy applicant who is a member of Holy Name Parish in Springfield, Mass. If no such eligible candidate applies, then such a candidate who graduates from Cathedral High School shall be considered; if none such, then any application from the Springfield high schools. Candidates must pass a scholarship test and give evidence of good character and leadership qualities.

Michael Coogan Scholarship Fund: Established in 1969 by a bequest from the estate of Adeline V. Callahan to educate a student or students who are residents of Millbury, Mass., and who intend to enter the priesthood.

Thomas and Mary A. Corrigan Scholarship: Established in 1972 by a bequest of Henry J.C. Corrigan.

The Thomas Costello and Anna Costello Scholarship: Established on Dec. 9, 1947, by bequest of Susan A. Costello in memory of her parents and by a bequest from the estate of Fanny Goodwin Hobbs. Income to be used to aid a student who lacks sufficient financial means for his education and who has expressed the intention of entering the priesthood.

The Crowley Family Memorial Scholarship I: Established on July 2, 1947, by bequest of Miss Bridget T. Crowley of Springfield, Mass. Beneficiary to be selected by competitive examination and is open to students of the parochial and public high schools of Springfield, Mass., who are morally, mentally and physically worthy and competent and who show promise of ability, but who have such limited financial means that, if not aided by a scholarship, they would be unable to attend college.

The Crowley Family Memorial Scholarship II: Established in 1947 by bequest of Miss Bridget T. Crowley of Springfield, Mass. Conditions same as the Crowley Family Memorial Scholarship I.

The Crowley Family Memorial Scholarship III: Established in 1947 by bequest of Miss Bridget T. Crowley of Springfield, Mass. Conditions same as the Crowley Family Memorial Scholarship I.

The Crusader Council Knights of Columbus Scholarship: Established in June 1963, by a gift toward the establishment of a scholarship in honor of Rev. Joseph F. Busam, S.J., and in gratitude for his many years of service as Chaplain of the Crusader Council.

The George D. and Katherine L. Curry Scholarship: Established in 1993 to furnish scholarship and other financial aid to needy and deserving students in memory of Mr. and Mrs. George D. Curry.

The Right Rev. Monsignor Daniel F. Curtin Scholarship: Established in 1921 by the Rt. Rev. Monsignor Daniel F. Curtin, Glens Falls, N.Y., to be appointed by the pastor of St. Mary's Church, Glens Falls, N.Y.

Charles A. Dana Scholarship: Established in 1982 by a challenge grant from the Charles A. Dana Foundation. Income to be used for students of sound academic ability who have the potential for or have demonstrated desired qualities of character and leadership. Dana Scholars receive stipends based upon financial need ranging from an honorarium up to the amount of tuition.

The Robert F. and Darryln P. Danahy Scholarship: Established by a gift from Darryln P. and Robert F. Danahy '55. Income to be awarded to needy students designated by the College.

Dr. and Mrs. Carl J. DePrizio Scholarship: Established on Oct. 30, 1959. Income to be used for an award to a deserving student in sciences.

The Kenneth R. Desmarais Memorial Scholarship: Established in 1989 by family, classmates and friends to honor Kenneth R. Desmarais '61. Income to be used for a student athlete who has demonstrated leadership qualities.

The Daniel T. Devine Scholarship: Established in October 1945, from the estate of Mary F. Devine in memory of her brother, Rev. Daniel T. Devine. To be awarded as a result of competitive examination to the member of the graduating class of St. Mary's Parochial School, Milford, Mass., who has attended said high school for four years and who has been a member of St. Mary's Parish through his high school course.

Diocese of Worcester Scholarship: Established by the Most Rev. Bernard J. Flanagan, D.D., '28, Bishop of Worcester, the income of which is to be utilized for increased student aid.

Daniel F. Doherty Scholarship Fund: Established in 1969 by a bequest from the late Alice Dillon Doherty, in memory of her husband, Daniel F. Doherty (LL.D. '26). Income to be used for aiding needy students who are residents of Westfield, Mass.

The Monsignor Joseph P. Donelan Scholarship Fund: Established in 1996 in memory of Msgr. Joseph P. Donelan '34 by his nephew, Joseph P. Donelan II '72. Preference will be given to students from single-parent homes, students of immigrant parents or students of parents who are educators.

The James F. Donnelly '99 Scholarship: Established on May 11, 1956, by a gift from the Sylvan Oestreicher Foundation.

James P. Doran and Loretta K. Doran Fund: Established in 1985 by a bequest from the estate of Loretta K. Doran. The Fund is to be used in aiding and assisting needy students.

Michael J. & Joanna F. Daley Driscoll Scholarship Fund: Established in 1986 by a bequest from the estate of Rev. Frederick G.M. Driscoll '19, in memory of his parents.

The Charles Leo Dubois Scholarship Fund: Established in 1980 by a bequest from the estate of Charles L. Dubois '34, in memory of his parents, Charles Leon Dubois and Mary Ellen Dubois. The annual income is to be used to aid some worthy student or students, preferably fourth-year students, in continuing or completing their college work.

The Rev. Stephen Duffy, S.J., Scholarship: Established in 1989 by an anonymous donor to provide full tuition scholarship annually to a fourth-year student graduating from Regis High School.

The Richard E. Duhaime Scholarship: Established in 1987 by a bequest from Richard E. Duhaime '47.

The James F. and Mary C. Egan Scholarship: Established in 1987 to honor James Francis Egan '21 and Mary Collins Egan. Income available for a worthy candidate, with a preference for a Western Massachusetts or Southeastern Connecticut student.

Earls Family Scholarship: Established by William T. Earls to provide scholarships for worthy young students as determined by the College.

Kevin M. Earls Scholarship Fund: Established in 1986 by friends in memory of Kevin M. Earls '43.

The Eastman Kodak Company Scholarship: Established on Sept. 16, 1960.

The Theodore T. and Mary G. Ellis Scholarship Fund: Established in 1941 by the estate and through the generosity of the late Theodore T. and Mary G. Ellis. From the income of this fund, several scholarship awards of full or partial tuition are annually granted to residents of Worcester.

The Rev. Bernard A. Fiekers, S.J., Memorial Fund: Established in 1973 and augmented by gifts and bequests. Income to be used for scholarship awards to needy students majoring in chemistry.

The Rev. Patrick J. Finnegan, P.R., Scholarship: Established on Nov. 28, 1955, by a bequest from the estate of Rev. Patrick J. Finnegan. Income to be used to assist needy students from Portsmouth, N.H.

William Fitman Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of William J. Fitman. Income is to be used for a student whose domicile is in the State of Massachusetts.

William and Mary Fitman Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of William and Mary Fitman. Income for a student whose domicile is in the State of Massachusetts.

Charles A. Fleming Scholarship: Established in 1982 by a bequest from Charles J. Fleming '18 for scholarships to needy students with track and field ability and with good scholastic records.

The Desiree L. Franklin Scholarship Endowment Fund: Established in April 1977 from the estate of Desiree L. Franklin to assist any young man or woman who may be in financial need. Scholarship aid is to be awarded at the discretion of the President from income only.

The Rev. John J. Foran, D.D., Memorial Scholarship: Established in 1962 by the Rev. William A. Foran to provide scholarships for graduates of Catholic secondary schools in the present diocese of Worcester and Springfield.

The Francis T. Fox Scholarship Fund: Established in 1976 by the Foundation for Educational Services to assist students preparing for a career in public administration.

The Mary Gammal Scholarship: Established in 1981 by Mary Gammal to provide income to students who are suffering from a complete loss of hearing, or are profoundly hearing impaired. First preference to students from Worcester, then to those from Massachusetts.

General Motors College Plan Scholarship: A four-year scholarship offered semi-annually by General Motors Corporation. The amount of the award varies with the financial need of the recipient as determined by the General Motors Scholarship Committee.

The E. Burke Giblin Scholarship: Founded and augmented by gifts in memory of E. Burke Giblin, a Trustee of Holy Cross from 1973 to 1980. Mr. Giblin was chairman of the Warner-Lambert Company.

The Glowik Family Basketball Scholarship: Established in 1997 by John P. Glowik '73. To be used for scholarships for members of the varsity men's and women's basketball teams.

The In Memory of David Goggin Scholarship: Established in 1925 by Mrs. Catherine M. Goggin, in memory of David Goggin. Preference to be given to a relative.

The Richard T. Gralton Scholarship: Established in 1986 by a bequest from Richard T. Gralton. Augmented by gifts from friends and family of Richard T. Gralton '54.

The Monsignor Griffin Scholarship: Established in 1895, limited to residents of St. John's Parish, Worcester, Mass.

The Thomas F. Grogan Scholarship: A memorial to the deceased father of Dr. Richard H. Grogan '35 and his brother, Fr. Thomas Grogan, S.J.

The Dale T. Gutekunst Scholarship: Established in 1981 by Mrs. Eugenia S. Gutekunst in memory of her son, Dale Thomas Gutekunst, of the Class of 1970.

The Mary Agnes Haberlin Foundation: For worthy students chosen by the President or faculty of the College.

The Joseph T. Hackett Memorial Scholarship: Established by a bequest from the estate of Malachi C. Hackett. Income to be awarded to worthy and needy students with preference given to residents of Meriden, Conn.

The John H. Halloran Scholarship I: Established in 1909 by Mr. John H. Halloran of New York, as a memorial to his brother, the late William J. Halloran of Worcester; Competition open to the country.

The John H. Halloran Scholarship II: Established in 1921 by Mr. John H. Halloran of New York as a memorial to his brother, the late William J. Halloran of Worcester, Mass. Selection to be made from students of the public and parochial schools of Northampton, Mass., by means of competitive examinations.

The Rev. Thomas Stephen Hanrahan Scholarship: Established in January 1963, by a bequest from the estate of Margaret Ellen Kearney as a memorial to the Rev. Thomas Stephen Hanrahan. Income to be used to aid a worthy student.

Father Hart Scholarship Fund: Established by the Class of 1943 as a tribute to Rev. Francis J. Hart, S.J.

The Rev. Jeremiah J. Healy Scholarship I: Established in 1912 by the Rev. Jeremiah J. Healy, of Gloucester, Mass., for a candidate for the priesthood worthy of financial aid.

The Rev. Jeremiah J. Healy Scholarship II: Same as the Rev. Jeremiah J. Healy Scholarship I.

The Richard Healy Scholarship: Established in 1908 by Mr. Richard Healy of Worcester, Mass., open to competition for residents of Worcester County regardless of creed.

The Mr. and Mrs. Richard Healy Scholarship: Established in 1916 by Mr. and Mrs. Richard Healy of Worcester, Mass., for the benefit of a direct relative of donors.

The Rev. Frederick W. Heaney, S.J., Scholarship: Established in 1920 by Miss Lillian Heaney, in memory of her deceased brother, the Rev. Frederick W. Heaney, S.J.

The Cornelius Heaney Memorial Scholarship: Established in 1990 by the Brooklyn Benevolent Society, to be awarded to a student of New York City, preferably Brooklyn, for a needy student who meets the College's academic qualifications.

The Frances and Jacob Hiatt Scholarship: Established for deserving students, with preference to those from Worcester County; selection to be made by the President of the College.

The Hickey Family Scholarship: Established in 1989 by a bequest from David B. Lovell, Jr., '23. Preference given to residents of the State of Rhode Island.

Francis R. Hickey Memorial Scholarship Fund: Established in 1985 by a bequest from the estate of Marion R. Hickey for students in financial need.

The John W. Hodge Scholarship: Established in 1946 by a bequest from the late John W. Hodge to aid some worthy Catholic student from Cambridge, Mass., the terms and conditions of which are to be fixed and regulated by the College.

The Henry Hogan Scholarship: Established by gifts of Mr. Henry M. Hogan '18. Income to be awarded to worthy students selected by the President or faculty of the College.

Larry Hogan Scholarship Fund: Established in 1981 by Coleman F. and Margaret M. Hogan in memory of their son, Larry. Preference to needy students from St. Michael's Parish, Exeter, N.H., and, then, from the Southeastern New Hampshire area.

The John T. Holland '17 Memorial Scholarship: Established on Jan. 2, 1954, by a gift from Matthew M. Berman. To be used for worthy students selected by the President of the College.

The Holy Cross Scholarships: These are a limited number of tuition or other partial awards that are made from the College funds, at the times and in the amounts that the financial position of the College permits.

Katherine H. Hoy Scholarship: Established on Dec. 14, 1959, by a bequest from the estate of James M. Hoy '05. Income to be used to assist a student with preference given to a needy and deserving student of St. Stephen's Catholic Parish of Worcester, Mass.

C. Keefe Hurley Scholarship: Established in 1970 by C. Keefe Hurley '29 to support and maintain an endowed athletic scholarship for students determined from time to time by the President of the College and President of the Varsity Club.

The John Collins Hurley Scholarship: Established on April 28, 1953, by a bequest from the estate of Margaret M. Hurley. Income to be used for education of a worthy graduate of Durfee High School, Fall River, Mass.

The Warren Joseph Hurley Scholarship: Established in 1929 by Mrs. Jeremiah J. Hurley in memory of Warren Joseph Hurley '29 for the benefit of one or more worthy students aspiring to the priesthood. Selection to be made by the President of the College.

The "In Memoriam" Scholarship: Established in 1915 by an alumnus of the College for a deserving student.

Thomas R. and Elizabeth Johnson Scholarship: Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of worthy students from Worcester, Mass., with preference given to students within the boundaries of Holy Rosary Parish.

The Thomas P. Joyce Memorial Scholarship: Established in 1995 by family and friends to honor Thomas P. Joyce '59.

- Timothy F. Kane Scholarship Fund:** Established in 1968 from the estate of Timothy F. Kane. Preference is to be given to a deserving student requiring financial assistance.
- The Rev. John C. Keveney Scholarship Fund:** Established in 1973 by a bequest of Mary S. Weston to be used for scholarships to support and educate students deserving of an education.
- The Rev. Charles J. Kimball, S.J., Scholarship:** Established in June 1961, by a bequest from the estate of Rev. Arthur B. Kimball. Income to be used to aid a worthy student selected by the faculty.
- The Otto Seidenbury King Scholarship:** Established in October 1954, by gifts from Atty. John King '25. Income to be used for a deserving student from a Jesuit high school in the New York City area selected by the President of the College.
- Thomas F. and Ellen A. King Scholarship:** Established in 1969 by a bequest from the estate of Leo A. King '12. The income to be used toward the tuition of worthy students selected by the College.
- The Rev. Michael H. Kittredge Scholarship:** Established in 1917 by Rev. Michael H. Kittredge, Class of 1875.
- The Massachusetts State Council of Knights of Columbus Scholarship Fund:** Established in 1937 by the Massachusetts State Council Knights of Columbus; open to members and sons of members of the Knights of Columbus residing and having their membership in the Order of Massachusetts. Award to be made by competitive scholastic examination under the administration of the College of the Holy Cross.
- The Patrick W. Lally Memorial Scholarship:** Established in March 1954 from the estate of James Lally to be awarded to a worthy graduate of St. Mary's High School, Milford, Mass., who will be selected by the President of the College of the Holy Cross.
- Eleanor Laux Memorial Fund:** Established in 1974 by John C. Laux '23 in memory of his wife.
- Helen M. Lavigne Memorial Scholarship:** Established in 1983 by Omer D. Lavigne '36 and his three children, in memory of his wife Helen. Income for a deserving student, male or female, based on financial need, who could otherwise not attend Holy Cross.
- The Richard J. LaVigne, M.D., Scholarship:** Founded and augmented with gifts in memory of Dr. Richard J. LaVigne '37, Joseph W. LaVigne and Dr. E. John Mango, the income from the fund will be used annually to assist a premedical student who has demonstrated need of financial aid.
- The Michael J. Lawlor Scholarship:** Established in February 1949 by a bequest from the late Retta M. Lawlor. Income to be used to aid a bright and needy student, a resident of Waterbury, Conn., who in the opinion of College authorities, shall be deserving financial assistance.
- Father Leahy Fund:** Established in 1960 by a bequest from the estate of Joseph C. Bland for the education of needy students entering the College of the Holy Cross.
- W.H. Lee Milk Company Endowment Fund:** Established on Sept. 4, 1959 with the provision that the income be added to the principal until Sept. 1, 1973. After September 1, 1973 the income is to be used for scholarship aid in accordance with specifications as set down in the agreements.
- The Archibald R. LeMieux Scholarship:** Established under the will of Archibald R. LeMieux for deserving students attending the College of the Holy Cross.
- The John J. Leonard Scholarship of the M.C.O.F.:** Founded in 1926 and restricted to members, or sons of members of the M.C.O.F.; selection is to be made by competitive examinations.
- Clemens M. Linga Jr. Scholarship:** Established in 1983 by Mr. and Mrs. Clemens M. Linga, Sr. in memory of their son, Clemens, Jr. '71. Income to be awarded to worthy and needy students from Worcester County with an interest in the field of law. Selections to be made by the President of the College.
- The David B. Lovell Jr. Scholarship:** Established in 1989 by a bequest from David B. Lovell Jr. '23. Preference given to residents of the State of Rhode Island.
- The James B. and Catherine W. Longley Fund:** Established by James B. Longley in memory of his mother and father.
- The Edward C. Maher Scholarship:** Founded in 1981 by Edward C. Maher '40 for needy students from the immediate Worcester area.

The Rev. John G. Mahoney, S.J., A Former Professor At The College, and James E. Mahoney '10, Memorial Scholarship: Established in 1946 by Mrs. Edward C. Donnelly in memory of her brothers; to be awarded to a deserving student studying for the degree of Bachelor of Arts in the Classical Course who is to be selected by the President of the College.

Dr. Francis J. Malumphy Scholarship Fund: Established through gifts from Dr. Thomas L. Malumphy.

Dr. E. John Mango Scholarship Fund: Established in memory of Dr. E. John Mango '50 by Dr. Richard J. LaVigne '37.

The Henry and Mary Margaret Mannix and Elmer and Helen Sperry Scholarship: Established in 1982 by John F. Mannix '52 and Helen Ward Sperry Mannix in honor of their parents. The income is to be used to aid a member of a minority group residing in the State of Connecticut.

The Marfuggi Memorial Fund: Established in 1974 in memory of Mr. and Mrs. Anthony P. Marfuggi. Scholarships to be awarded at the discretion of the College.

The Ferdinand F. Martignetti '48 Scholarship: Established in 1991 by Robert and Mary Crane to honor Ferdinand F. Martignetti '48.

The Henry Vincent McCabe Scholarship: Established in 1916 by the late Mary McCabe of Providence, R.I., for a deserving student.

The Rev. Dennis F. McCaffrey Scholarship: Established on Sept. 29, 1953, by a bequest from the estate of Rose A. McCaffrey.

McCahill-Harvey-Slottman Memorial Fund Scholarship: Established by Richard E. Harvey '42 in 1967 with income only to be awarded at the discretion of the President of the College.

William F. McCall Jr. Scholarship Fund: Established in 1986 by friends to honor William F. McCall, Jr., '55. The Fund is to be used to aid a student from the Boston area.

The Eugene and Margaret McCarthy Scholarship: Established in July 1962 by a bequest from the estate of Margaret McCarthy. Income to be used to aid a worthy student with preference to be given to a resident of Springfield, Mass.

The Joseph Allan McConville Scholarship: Established in 1991 to honor the deceased son of Eleanor and Joseph McConville '36.

The Peter McCord Scholarship: Established by Mary Lambert McCord for a deserving student.

The Paul L. McDermott '75 Scholarship: Established by Nomura America Foundation in memory of Paul L. McDermott '75 for a student qualifying for financial aid.

The Reverend John F. McDonnell Scholarship: Established in June 1967 in memory of Rev. John F. McDonnell '00. Income to be used for the education of deserving and needy students. Selection to be made by the President of the College.

The Rev. David F. McGrath Scholarship I: Established in 1907 by the Rev. David F. McGrath, Class of 1870, the beneficiary is to be selected by competitive examinations. Restricted to graduates of St. Mary's Parish School, Milford, Mass., if there is more than one eligible candidate. If there is only one eligible candidate, graduates of Milford Public High School may be admitted to competition; if there is only one candidate from both schools, any one otherwise eligible in the State is to be admitted to competition.

The Rev. David F. McGrath Scholarship II: Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the Rev. David F. McGrath Scholarship I.

The Rev. David F. McGrath Scholarship III: Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the Rev. David F. McGrath Scholarship I.

The Frank J. McHugh and Kathleen B. McHugh Scholarship Fund: Established on June 14, 1968 by a bequest from the estate of Frank J. McHugh, Jr. '38.

The Dr. Frederick J. McKechnie Scholarship: Established in December 1962 by a bequest from the estate of Mary I. Dunn.

The Monsignor John W. McMahon Scholarship: Established in 1938 under provisions of the will of Rt. Rev. Msgr. John W. McMahon '67 to give scholarship aid to a Holy Cross student to be des-

ignated by the Reverend Pastor of St. Mary's Parish, Charlestown, Mass. Preference is to be given to students coming from St. Mary's Parish.

The Katherine McQuade Scholarship: Established in June 1967 by a bequest from the estate of Katherine McQuade.

The Charles E.F. Millard Scholarship: Established by John F. Power Sr. '28 to honor Charles E.F. Millard '54. Selection to be made by the President of the College.

The Francis L. Miller Scholarship: Founded and augmented by gifts in honor of the late Francis L. Miller, Bursar of the College from 1931 to 1961. Income to be awarded to worthy and needy students with preference given to fatherless students.

The Francis Joseph and Esther Smith Moakley Scholarship: Established in 1996 by the estate of Francis Joseph Moakley '32. Annual income to provide partial scholarships to Connecticut domiciled high school graduates based on demonstrated good character, high scholastic achievement, leadership ability, local community volunteer involvement and the potential for greater contributions to the United States of America.

The George B. and Phyllis I. Moran Scholarship: Established in 1995 by a bequest from George B. Moran '33 and Phyllis I. Moran in memory of their parents.

Mary F. Mourin Memorial Scholarship Fund: Established in 1975 from the estate of Mary F. Mourin to aid in the financial assistance of students whom the Board of Trustees deems worthy and in need of financial aid residing in Worcester or Worcester County.

The Patrick J. Murphy Scholarship: Established in 1944 by Mrs. Ellen M. Murphy as a memorial to her husband, the late Patrick J. Murphy, of Worcester, Mass.

The Monsignor Richard Neagle Scholarship: Established in 1943 by His Excellency the Honorable Alvan T. Fuller, former Governor of the Commonwealth of Massachusetts, in memory of the late Rt. Rev. Msgr. Richard Neagle of the Class of 1873, to assist students qualified, in the opinion of the faculty, who otherwise could not afford such an expenditure as would be necessary to enjoy the education and religious advantages of the College of the Holy Cross.

The Dennis F. and Lorretto Radle O'Connor Scholarship: Established on May 26, 1955 by Dr. Dennis F. O'Connor '93 to be used for a worthy student to be selected by College authorities.

Rev. Leo J. O'Connor, S.J., Scholarship: Established by friends of Father O'Connor to provide scholarships for students selected by the Trustees of the College of the Holy Cross.

The O'Driscoll Scholarship: Established in 1874, for a student (limited to residents of Worcester), who is a candidate for the priesthood and is selected by the Bishop of Worcester or his delegate.

The May and Sylvan Oestreicher Scholarship: Established on Dec. 30, 1957 by a gift from Sylvan Oestreicher.

The John F. O'Keefe Memorial Scholarship: Founded in 1984 and augmented with gifts in memory of John F. O'Keefe '51, Vice President for Business Affairs and Treasurer of the College from 1970 to 1984. Income to be awarded to a first-year student, preferably a Worcester-area student.

The Mary C. O'Neil Fund for Bristol County Students: Established on Jan. 7, 1955, by gifts from Margaret T. O'Neil, to be used to aid a student from Bristol County.

The Rev. Daniel H. O'Neill Scholarship I: Established in 1895; limited to residents of St. Peter's Parish, Worcester, Mass.

The Rev. Daniel H. O'Neill Scholarship II: Established in 1908; limited to residents of Worcester.

Penhall-O'Rourke Scholarship: Established on Sept. 9, 1958, by a bequest from the estate of Dr. James J. O'Rourke '09 to be used for scholarships in aiding a deserving student.

Reverend Lawrence F. O'Toole Scholarship: Established in May 1966 in memory of Rev. Lawrence F. O'Toole '13 by his sister, Mrs. Florence Drury. Preference to priesthood aspirants with preference, first, to a member of St. Bernard's Parish, Worcester, Mass., and second, to anyone in the Diocese of Worcester.

The Lawrence F. O'Toole Scholarship: Established by a bequest from Lawrence F. O'Toole '10. Income to be awarded to worthy students selected by the Dean of the College.

The Joseph A. & Dorothea H. Perrotta Memorial Scholarship: Established in 1986 by a bequest from the estate of Dorothea H. Perrotta, widow of Joseph A. Perrotta '28, Secretary to the President of the College from 1933 to 1972.

Reverend Michael G. Pierce, S.J., Scholarship Fund: Established by gifts from Robert H. McCooley '52.

The Reverend Michael G. Pierce, S.J., Scholarship: Established in 1983 by a bequest from George F. Duffy. Preference for a student from the St. Mary of the Hills Parish, Milton, Mass. Selection by the President of the College on the basis of scholarship, character and need.

The Rev. Dr. Patrick B. Phelan Scholarship: Established in 1917 by Rev. Dr. Patrick B. Phelan, Class of 1869; open to competition for graduates of the Sacred Heart School, Holyoke, Mass.

The David H. Posner and Mary Murphy Posner Foundation: Established on July 1, 1957 by a bequest from the estate of Mary M. Posner. Income to be used toward tuition of worthy students.

The Mr. and Mrs. Aloysius F. Power Scholarship: Established by a gift from Mr. Aloysius F. Power '23. Income to be awarded to a student whom the College authorities judge to be in need of financial assistance and worthy of aid.

The Rev. John J. Power Scholarship: Established in 1907 by the late Rev. John J. Power, D.D., limited to residents of St. Paul's Parish, Worcester, Mass.

The Mary A. Prendergast Scholarship: Established in 1945 under the will of the late Mary A. Prendergast for deserving orphan students.

Stephen John Prior Scholarship Fund: Established in 1971 by the family in memory of their son Stephen. Scholarships are to be awarded at the discretion of the College from income only.

The Purple Patcher Scholarship: Established in June 1963 by the staff of the yearbook, "The Purple Patcher," Class of 1963 and augmented by the staffs of the Classes of 1964, 1965, 1966 and 1967.

The Quid Retribuam Scholarship: Established in 1907 by a friend of education in gratitude for divine favors; if not filled by founder, competitive examinations will be held.

The Lillian A. Quinn Scholarship Fund: Established in 1968 by a bequest from the late Lillian A. Quinn. Income to be used to provide scholarship aid for worthy and needy students to be selected by the President of the College, preference given to students from Immaculate Conception Parish, Worcester, Mass.

The Patrick W. Rafferty Scholarship: Established in 1920 and open to competition among deserving students of Worcester.

In Memory of Dennis M. and Josephine R. Reardon Scholarship: Established on Jan. 11, 1952 by a bequest from the estate of Josephine F. Reardon. Income to be used to aid a worthy student preparing for the holy priesthood.

Matthew W. Reedy Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of Matthew W. Reedy. Income for a student whose domicile is in the State of Massachusetts.

Reverend Maurice F. Reidy, S.J., Scholarship: Established in 1984 by a gift from Mr. and Mrs. George Paletta, parents of George A. Paletta, Jr. '84, in memory of the Reverend Maurice F. Reidy, S.J. Income to be awarded to a needy student who participates in a minor sport, preferably lacrosse, and who has achieved a strong scholastic record. Selection to be made by the President of the College of the Holy Cross.

The John Reid Scholarship: Established in 1894 and limited to residents of Worcester, Mass.

The Catherine F. Reilly Scholarship: Established on June 1, 1955 by a bequest from the estate of Joseph J. Reilly '04, in memory of his mother. Income to be used for a worthy student to be selected by College authorities.

The James H. Reilly Scholarship: Established on June 1, 1955 from the estate of Joseph J. Reilly '04, in memory of his father. Income to be used for a worthy student to be selected by College authorities.

The Reilly Memorial Scholarship: Established in 1922 by the late Joseph J. Reilly '04.

The Mary J. Robinson Scholarship: Established in 1943 by the late Mary J. Robinson in memory of her mother and father and brothers to assist deserving young men of the Roman Catholic faith in obtaining a collegiate education at the College of the Holy Cross.

The Rev. William H. Rogers Scholarship: Established in 1918 by Rev. William H. Rogers, Class of 1868.

Patrick and Mary McCauley Ronayne Scholarship: Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of worthy students from Worcester, such students to be selected by the Trustees of the College.

The Dorothy H. and Lewis Rosenstiel Scholarships: Established on Nov. 26, 1968 through a grant from The Dorothy H. and Lewis Rosenstiel Foundation, in memory of Dorothy H. Rosenstiel, to be awarded with preference to members of disadvantaged minorities, primarily Jewish, Black and Puerto Rican.

The Hon. John E. Russell Scholarship: Established in 1907 by a Friend of the College.

The Mr. and Mrs. John A. Ryan Family Scholarship Fund: Established in 1967 by Miss Mabel C. Ryan.

The Mabel C. Ryan Scholarship: Established in 1997 by the estate of Miss Mabel C. Ryan. Income to be used to defray in whole or in part the educational expenses of needy and worthy students.

The Rev. Michael J. Ryan Scholarship: Established in 1990 by a bequest from Rev. Michael J. Ryan. Income to be used for a student from St. Paul's Parish, Warren, Mass.; if none, any student.

The Robert E. Scannell Memorial Scholarship: Established in 1994 by family, classmates and friends to honor Robert E. Scannell '61.

Clarence G. Schilling Scholarship: Established in 1982 by a bequest from Clarence G. Schilling, a member of the Department of Mathematics faculty from 1945 to 1951. Income to be used for partial scholarships for students of character, ability and ambition.

The Scholler Foundation Scholarship: Established on October 24, 1955.

The John F. Scott Fund: Established by gifts from John F. Scott, '08. Income to be used to aid worthy students from the State of Maine.

The Monsignor Seiter Scholarship: Established by a bequest in 1981 from the estate of Monsignor Aubrey R. Seiter '23. Income to be used for a worthy student from St. Michael's Parish, Rome, N.Y.

The James J. Shea, Sr., and Barbara Shea Brennan Scholarship Fund: Established in 1979 by a gift from Edward J. Brennan, Jr. '52 to honor James J. Shea, Sr., a recipient of an Honorary Degree from Holy Cross in 1968. Mr. Shea was Board Chairman of Milton Bradley Company of Springfield, Mass. Augmented by a gift in 1985 in memory of Barbara Shea Brennan.

Timothy A. Shea Scholarship Fund: Established by bequests from the estate of Timothy A. Shea in memory of his parents, Mr. and Mrs. Daniel M. Shea; a brother, Michael F. Shea; and sisters, Katherine and Elizabeth. Income to be used exclusively for non-resident students residing in Worcester and awarded on a competitive basis.

Audrey Sheldon Memorial Fund for Music and the Arts: Established in 1982 by the Merlin Foundation. Income is designated for the Dana Scholars Program.

Lt. Timothy J. Shorten Scholarship Fund: Established by his wife Darlene in memory of 1st Lieutenant Timothy J. Shorten, U.S.M.C.R., '64. Income to be awarded to worthy and needy students designated by the College.

The Dr. John J. Slattery Scholarship Fund: Established in 1985 by a bequest from the estate of Dr. John J. Slattery '24 for the purpose of aiding needy and worthy students who are desirous of obtaining a pre-medical education.

The Elizabeth Spang Scholarship: Established in 1936 by the will of Elizabeth Spang of West Haven, Conn. This income to be used toward the education of a student of Holy Cross College whom the governing body of said College may deem to be in need of financial assistance for college work and worthy of said scholarship.

The Garrett H. Spillane III Scholarship: Established in 1986 by Garrett H. Spillane and Frances C. Spillane in memory of their son, Garrett H. Spillane III '80.

The Francis J. Steele, M.D., Scholarship: Established in 1981 by a bequest of Helen E. Steele in memory of her husband, Dr. Francis J. Steele '28.

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The Monsignor John E. Sullivan Scholarship Fund: Established in 1984 by a bequest from Msgr. John E. Sullivan '26. First preference is to be given to students from St. Camillus' Parish, Arlington, Mass.

Frances Hannon Sweeney Memorial Scholarship Fund: Established in 1986 by a bequest from the estate of Robert L. Sweeney '29.

Michael H. Sweeney Memorial Scholarship Fund: Established in 1986 by a bequest from the estate of Robert L. Sweeney '29.

Rev. Raymond J. Swords, S.J., Scholarship: Established by the Class of 1970 with income only awarded at the discretion of the College.

Suzanne Tassinari Scholarship: Established by a gift from Ernest P. Tassinari '48 in memory of his daughter, Suzanne Tassinari '78. To be awarded to worthy and needy students with first preference for graduates of Sacred Heart High School, of Kingston, Mass.

In Memory of Helen M. and John F. Tinsley Scholarship: Established on Nov. 20, 1953, by a bequest from the estate of John F. Tinsley. Income to be used to assist worthy students selected by the President of the College.

The R.J. Toomey Co. Scholarship: Established by gifts from John A. Toomey '28, Lawrence T. Toomey '30, and Richard J. Toomey '23.

The Frank W. and Violet Towey Scholarship Fund: Established by a bequest from the estate of Frank W. Towey '16. The income to be used for financial aid to students in accordance with standards determined by the Trustees of the College.

The Rev. David W. Twomey, S.J., Scholarship: Established on Oct. 10, 1955 by gifts from family and friends of Fr. Twomey, S.J. Income to be used to aid a worthy student.

The Maurizio Vannicelli Memorial Scholarship: Established in 1991 by the family, friends and former students of Professor Maurizio Vannicelli.

The Clune J. Walsh, Jr. Scholarship: Founded by The Home Life Insurance Company and augmented by gifts to honor Clune J. Walsh, Jr. '52. Priority consideration to be given to students pursuing a career in life insurance sales and marketing.

The Honorable David I. Walsh Scholarship Fund: Established by a gift from George J. Feldman with scholarships to be awarded to students whom the donor and College authorities judge to be in need of financial assistance.

The Rev. Robert Walsh Scholarship: Established in 1895, limited to residents of the Immaculate Conception Parish, Worcester, Mass.

The Charles S. Whelan M.D. '29 Pre-medical Scholarship Fund: Established in 1998 to provide scholarship assistance to Holy Cross pre-medical students.

The George J. White Memorial Scholarship Fund: Established in August, 1994 by a gift from George J. White '39.

The Stephen W. Wilby Scholarship: Founded by the Naugatuck Valley Alumni Association and friends in Connecticut.

The Edward Bennett Williams Scholarship Fund: Established in 1988 by family, friends and trustees of the College in honor of Edward Bennett Williams of the Class of 1941.

The John A. Willo Scholarship: Established by a gift from Mrs. John A. Willo in memory of her late husband. Income to be awarded to worthy and needy students selected by the President of the College.

Owen J. Wood Scholarship Fund: Established in May 1967 in memory of Owen J. Wood '66 by The Worcester Undergraduate Club. The income is to be used to provide financial aid to a Worcester area student, with preference given to orphans.

Worcester Federal Savings and Loan Association Educational Fund: Established on April 1, 1960.

Financial Aid Acknowledgements

Many Holy Cross alumni clubs sponsor students of their selection for complete- or partial-tuition scholarships. Among those who have participated in this program are: Eastern Connecticut Holy Cross Club, Holy Cross Alumni Club of Worcester, Holy Cross Club of Boston, Holy Cross Club of Maine, Holy Cross Club of Long Island, Holy Cross Club of New York, Holy Cross Club of Rhode Island, Holy Cross Club of Merrimack Valley, Holy Cross Club of New Hampshire, Holy Cross Club of Rochester and Holy Cross Club of Pioneer Valley. Many of these clubs are annual contributors; others contribute at various times.

Grateful acknowledgement is also due to the many corporations, foundations, fraternal organizations, P.T.A.s, high school associations and similar groups that have aided students by financial contributions toward tuition costs.

The Office of the College Chaplains

The mission of the Office of the College Chaplains is rooted in the Gospel of Jesus Christ and supports the mission of the College of the Holy Cross. The College Chaplains strive to witness to and proclaim the Gospel, grounding our ministry in the rich intellectual, spiritual, service, and prophetic traditions of the Society of Jesus and the Roman Catholic Church.

In particular, the College Chaplains are committed to a ministry which reflects the inclusivity of the Catholic Church at its best by building community through worship, dialogue, service, outreach, prayer, ecumenism, and the integration of living and learning. This involves participating in the intellectual life of the College in the search for truth and the integration of faith and reason. The celebration of faith in prayer and worship is central to this mission with liturgies from the vast and evolving tradition of the Catholic Church, centered in the Eucharist, but welcoming and celebrating the richness of our diverse religious traditions through ecumenical and interfaith services. In service to the wider Church and society, this ministry embraces a faith that does justice and thus both challenges the Holy Cross community to a critique of contemporary society and calls forth and prepares Holy Cross men and women to assume roles of vibrant leadership for the future of the Church.

Student Affairs

The Division of Student Affairs

As partners in the educational process, the Division of Student Affairs promotes a community that fosters the intellectual, social, emotional, moral, and spiritual development of Holy Cross students. Through programs, services and activities offered throughout the campus community, the Division of Student Affairs strives to bridge the gap between classroom, laboratory, residence and chapel, thereby facilitating an integrated commonwealth of learning.

The Division of Student Affairs comprises four functional areas: The Office of the Vice President; Student Life; Student Services; and Public Safety.

The Office of the Vice President for Student Affairs

The Office of the Vice President for Student Affairs coordinates programs and services provided by all departments in the Division of Student Affairs. Additionally, the Office of the Vice President includes programs and support offered in the areas of multicultural and judicial services.

Student Life

Residence Life

As a residential college, much of the campus life at Holy Cross is centered around the residence halls. Residence life is designed to complement the in-class learning experience. The halls are supervised by professional live-in staff members and volunteer resident assistants (RAs). Resident assistants are third- or fourth-year students who are selected for their maturity, responsibility and leadership qualities.

Many learning opportunities occur in the residence halls. The RAs coordinate a wide variety of social, educational and cultural programs. Additionally, a budget is allotted to each residence hall, allowing the elected house council members to coordinate programs and activities. Faculty members affiliate with each residence hall to enhance student-faculty relationships on a more informal level. These Faculty Associates often attend hall activities or plan off-campus outings. Other activities, such as informal get-togethers, cookouts, intramural games between corridors, as well as other more spontaneous activities, have proven to be successful and enjoyable ways to build a residence hall community.

To assist in forming a positive living-learning community, each resident is expected to respect the rights of others, respect the physical environment and uphold the values of the College. An atmosphere of friendly cooperation and mutual consideration assures that the halls will be enjoyable places to live and learn.

Student Programs and Leadership Development

Holy Cross offers a wide variety of student activities, co-curricular opportunities, cultural events, and formal and informal entertainment that not only provides a respite from the rigors of academic life, but also encourages individual creativity, intellectual development, and an awareness of issues confronting society. Student activities have long been considered an integral part of the College and all students are encouraged to participate in the wide range of organizations, events, and activities available.

Holy Cross has more than 80 student groups; new ones are added each year. They include co-curricular organizations devoted to academic pursuits, non-academic special interest groups, recreational clubs, campus service groups, print and broadcast media and performing troupes.

Most student activities are financed through funding from the student activities fee, and are administered by the Student Budget Committee, appointed by the Student Government Association (SGA). The SGA, the central representative body of Holy Cross students, consists of elected officers and students who are appointed to serve on various student-faculty and student committees, as well as active college committees.

Events

In the realm of cultural and entertainment events, many organizations contribute to the planning and presentation of major speakers, social events, symposia, and other activities that range from the intellectually stimulating to the purely entertaining.

The Campus Activities Board (CAB) plays a major role in arranging for the appearance of prominent speakers and symposia. Major events in recent years sponsored by the CAB and other organizations have included speeches by Holocaust survivor and prominent author Elie Wiesel; noted scientist B. Gentry Lee; and civil rights activist Coretta Scott King. Recent Commencement speakers included Rev. Gustavo Gutierrez, known as the "Father" of Liberation Theology; former baseball commissioner Peter Ueberoth; New York Gov. Mario M. Cuomo; Martin Lee, chair of the Democratic Party of Hong Kong; and journalist Maria Shiver.

On the lighter side, entertainment events by outside groups and individuals, as well as by College organizations, play a major role in Holy Cross extracurricular activities. The Fenwick Theatre Company and the Alternate College Theatre are the major dramatic organizations on campus, while each year's fourth-year class traditionally presents a musical. Recent productions have included *The*

Marriage of Bette and Boo; Sweeney Todd; Bye Bye Birdie; The Mystery of Edwin Drood; Godspell; Iolanthe; Guys and Dolls and Hair. Campus musical organizations include the College Choir, Jazz Ensemble, Crusader Marching Band, St. James Chamber Orchestra, Chamber Singers, the Holy Cross Gospel Ensemble, and Wind Ensemble, all of which present concerts throughout the year.

Student Organizations

Campus Activities Board

The Campus Activities Board (CAB) is the major programming organization providing social, cultural, and recreational events for the entire Holy Cross community. The group offers a wide variety of activities in the areas of performing arts, outings, special events, social events, and weekly entertainment in the Crossroads Pub and Pizza Parlor. Run by students, some of the bigger events this organization plans and promotes include Orientation activities, President's Council Weekend activities, and Spring Weekend activities, which include a major concert (performances in recent years have included The Samples, the Fugees and L.L. Cool J).

Purple Key

The Purple Key Society is a campus service organization that sponsors special events and conducts major campus functions. Among its annual events are New Student Orientation, the Extracurricular Extravaganza, Family Weekend, 100 Days Banquet for fourth-year students, and the Sadie Hawkins Charity Ball.

The Women's Forum

The Holy Cross Women's Forum is designed to meet the needs of women students by coordinating their activities on campus. It serves as a vehicle for communication between Holy Cross women and men through a variety of activities, including addresses by prominent individuals, and workshops and symposia on important issues.

Black Student Union

The Black Student Union (BSU) is concerned with African-American students in the campus environment and with awareness of African-American history, culture and future potential. Each year, during African-American Experience Week, a series of events is presented that is intended to reinforce the cultural ties in the African-American community and to make the campus at large more aware of African-American culture. Recent African-American Experience Weeks have included appearances by Stokely Carmichael (Kwame Ture), co-founder of the Black Panther Party; social activist and comedian Dick Gregory; Dr. Alvin Poussaint, psychologist, author and advisor for *The Bill Cosby Show*; Susan Taylor, editor of *Essence Magazine*; Reverend George Stallings of the African-American Catholic Parish in Washington, D.C.; and Cornell West, Harvard professor and best-selling author of *Race Matters*. African-American Experience Week also features dramatic productions performed by members of the BSU, poetry readings, convocations and workshops featuring speakers and discussions dealing with social justice, and various social events.

Latin-American Student Organization

The purpose of the Latin-American Student Organization (LASO) is to create an atmosphere where Latin-American students who are not living in their native countries or communities can savor their heritage and educate the Holy Cross community on their traditions and culture. The organization sponsors campus-wide events such as Latin-American Experience Week, lectures, semi-formals, and cultural meals.

Asian Students for International Awareness

The Asian Students for International Awareness (ASIA) helps coordinate and organize events to promote understanding of Asian cultures, issues and concerns. The group co-sponsors events with the Asian-Studies Concentration faculty to bring speakers, Asian movies, ethnic dances and open dialogue about Asian cultures to Holy Cross. This group also hosts ASIA Week, which offers students a week-long agenda of activities.

The Bishop Healy Multicultural Awareness Society

Like the other groups for students of color, the Society is concerned with enhancing the understanding of the many cultures represented at Holy Cross. The club sponsors ethnic dinners, informal discussions with students and teaching assistants from abroad, and conversations about cultural biases, expectations, and stereotypes. The club also co-sponsors multicultural events, speakers, and symposia with the BSU, LASO, ASIA, and other campus organizations.

Print and Broadcast Media

The communication media at Holy Cross are varied and active. The major vehicles of campus communication include *Agora*, an opinion journal; *The Crusader*, the weekly student newspaper; *The Purple*, a literary magazine; *The Purple Patcher*, the yearbook; the *Women's Forum Journal*; and WCHC-FM radio. *The Holy Cross Daily News*, a one-sheet, daily publication that lists events and campus news of interest to the entire community, is written and edited by students.

Student Development

Counseling Center

Students in college sometimes encounter personal problems that make their lives more difficult than they need to be. These problems can affect a student's ability to achieve personal, career and academic goals. The psychologists and professional staff at the Counseling Center Office provide a variety of services to assist students in resolving problems, learning about themselves and others, and promoting personal and intellectual growth and development. The psychological counseling services offered at the Center are based on interventions designed to help students resolve developmental issues of early adulthood. Among the services offered by the Center are:

- Individual counseling directed toward the resolution of personal problems.
- Educational and career counseling and testing to promote the identification and implementation of appropriate academic and career goals.
- Developmental groups designed to address common student concerns such as assertiveness, personal growth, relationships, family problems, and eating disorders.
- Lectures and open discussions on topics related to human development that are of interest to students.
- Supervision, training, and consultation for resident assistants and other peer educator groups.
- Referral for a psychiatric evaluation provided through UMass Memorial Medical Center, University Campus.

The services offered at the Counseling Center are available to all current full-time students and are confidential. Students interested in making an appointment may call the Center (793-3363) or come to Hogan 207 from 9 a.m. to noon and 1 to 5 p.m.

Career Planning Office

A strong liberal arts education is an excellent foundation for occupational success. The achievements of Holy Cross graduates across the spectrum of careers are a testimony to the value of a Holy Cross education in relation to career development. Although the academic experience at Holy Cross facilitates the development of skills that are crucial for career success, it does not focus or direct a student to any particular occupational area. For this reason early involvement in career development activities maximizes the career opportunities that will be available to a student upon graduation.

The staff of the Career Planning Office assists students in identifying and clarifying their career objectives, teaches skills and strategies for conducting a successful job search, and provides resources for students seeking entry-level professional positions and internships. Students are encouraged to utilize career planning resources beginning in their first year and throughout their four years at Holy Cross.

The resources and programs offered by the Office include: individual career counseling, career exploration groups, workshops, mock interviews, career panels, on-campus and off-campus recruiting, a credential file service, a career resource library, newsletters and a Web site.

The Office maintains a database of over 2,000 Holy Cross graduates who have volunteered to serve as career advisors for students and fellow alumni/ae. The Office also participates in the following consortia which provide additional internship and employment opportunities for students: Liberal Arts Career Network (LACN), The Venture Consortium, The Massachusetts Educational Recruiting Consortium (MERC), and the Colleges of Worcester Consortium.

Career Planning services are available to all students. The Office is in Hogan 203 and is open from 9 a.m. to 5 p.m.

Office of Disability Services

The Office of Disability Services coordinates assistance for disabled students in order to promote equal access to College programs and services. The office seeks to assist students and their families in making the necessary arrangements to facilitate full participation in academic and extracurricular pursuits.

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

The Office of Disability Services is located within the Counseling Center in Room 207 of the Hogan Campus Center. The director of the office or a designee is available for consultation and may be contacted by telephone at (508) 793-3363, TTY: (508) 793-3591, or FAX: (508) 793-2778.

Health Services

The mission of the Holy Cross Health Service is to support our students in the achievement of their educational goals by maintaining and improving their health and the health of the College community.

The Health Service staff consists of:

- Full-time and part-time registered nurses staffing the Health Service seven days a week during the academic year.
- Board-certified family-practice physicians affiliated with Memorial Health Care, Inc., as well as a Certified Adult Nurse Practitioner. On-site appointments are provided Monday through Friday, 20 hours per week.

Medical services provided include urgent care and limited primary care. Please review the Health Services Brochure for details of the services offered. Call (508) 793-2276 for appointments.

CPR and First Aid courses are provided throughout the academic year.

1998-1999 Medical Staff:

Janice A. Allen, M.S., R.N., C.S.

Director, Health Services/Nurse Practitioner

Christine M. Purington, M.D.

Consulting Medical Director

Athletics and Recreation

Mission Statement

The Mission of the Athletic Department of the College of the Holy Cross is to promote the intellectual, physical, and moral development of students. Through Division I athletic participation, our young men and women student-athletes learn a self-discipline that has both present and long-term effects: the interplay of individual and team effort; pride and self-esteem in both victory and defeat; a skillful management of time; personal endurance and courage; and the complex relationships between friendship, leadership, and service. Our athletics program, in the words of the College Mission Statement, calls for "a community marked by freedom, mutual respect, and civility."

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

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

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

Intercollegiate Sports

Sponsoring a comprehensive athletic program at the NCAA Division I level, the College has 26 athletic teams. Intercollegiate sports for men are baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, swimming, tennis, and indoor and outdoor track and field. Crusader women compete in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball. A charter member of the Patriot League, Holy Cross competes with Army, Bucknell, Colgate, Lafayette, Lehigh, and Navy in conference play. In non-league competition, the Crusaders face several of New England's top Division I programs, including many opponents from the Ivy League. The men's ice hockey team is a member of the Metro Atlantic Athletic Conference (MAAC).

Clubs and Intramurals

The College sponsors co-ed clubs in karate, rugby, sailing and water polo. For women, there is an equestrian club, while men participate in volleyball at the club level. The College also provides an active intramural program. Men participate in basketball, football and ice hockey at the intramural level. Women's intramural basketball is also a popular activity. Men and women compete together in intramural soccer, softball and volleyball.

Facilities

Athletic facilities at Holy Cross are excellent. The College's athletic fields and 13 outdoor tennis courts are superbly maintained by its award-winning grounds staff. Over the past decade, several athletic facilities have undergone major improvements. In 1986, the football stadium was totally renovated. In 1988, an eight-lane running track and lighted omniturf multi-purpose field were added to the College's physical plant.

The Hart Recreation Center serves as home to the Crusader basketball, swimming and hockey teams. In addition to the 3,600-seat basketball arena, ice rink, and swimming pool with separate diving area, the Hart Center features squash and racquetball courts, locker and shower facilities,

exercise equipment and a crew practice tank. The newest addition to the Hart Center is a state-of-the-art wellness center. The wellness center includes a specialized strength and conditioning facility for student-athletes, as well as aerobic equipment and workout areas for the general student body.

Also recently renovated, the fieldhouse has a tartan surface and contains basketball and volleyball courts, a running track, and locker rooms. The fieldhouse also serves as a practice site for several teams and clubs.

The men's and women's crew teams have the good fortune of rowing on Lake Quinsigamond, scene for many years of the Eastern Sprints rowing regatta and considered one of the world's finest lakes for crew. The lake also serves as the home port for the sailing club, while the Crusader golf team tees off at nearby Pleasant Valley Country Club in Sutton, a course that has played host to many PGA tournaments.

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Visiting Instructor, Modern Languages and
Literatures

Victoria L. Swigert
Ph.D., SUNY, Albany
Professor, Sociology

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M.M., The Juilliard School
Assistant Professor, Music

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Assistant Professor, Chemistry

Stephen E. Taylor
Ph.D., Worcester Polytechnic Institute
Visiting Assistant Professor, Mathematics

Maria Tegzes
M.M., New England Conservatory of Music
Lecturer, Music

Melvin C. Tews
Ph.D., University of Washington
Associate Professor, Mathematics

Ward J. Thomas
Ph.D., Johns Hopkins University
Assistant Professor, Political Science

R. David Thompson
M.A., Yale University School of Architecture
Lecturer, Visual Arts

Edward H. Thompson Jr.
Ph.D., Case Western Reserve University
Professor, Sociology

Matthew A. Toth
Ph.D., Ohio University
Lecturer, Psychology

Michael D. True
Ph.D., Duke University
Lecturer, Center for Interdisciplinary and Special Studies

Karen L. Turner
Ph.D., University of Michigan
Professor, History

Peter N. Ubertaccio
Cand. Ph.D., Brandeis University
Visiting Instructor, Political Science

Jorge H. Valdés
Ph.D., University of Connecticut
Associate Professor, Spanish

Jane M. Van Doren
Ph.D., University of Colorado, Boulder
Assistant Professor, Chemistry

Madeline Vargas
Ph.D., University of Connecticut
Assistant Professor, Biology

Frank Vellaccio
Ph.D., Massachusetts Institute of Technology
Associate Professor, Chemistry

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B.S., College of the Holy Cross
Lecturer, Mathematics

Steve Vineberg (1)
Ph.D., Stanford University
Professor, Theatre

Marsha Vleck
M.M. and Artist Diploma, New England
Conservatory of Music
Lecturer, Music

Edward Vodoklys, S.J.
Ph.D., Harvard University
Senior Lecturer, Classics

Jessica P. Waldoff
Ph.D., Cornell University
Assistant Professor, Music

Joan Weber
M.A., Indiana University
Lecturer, French

Charles S. Weiss
Ph.D., Ohio University
Associate Professor, Psychology

Michael R. West
Cand. Ph.D., Columbia University
Instructor, History

Helen M. Whall
Ph.D., Yale University
Associate Professor, English

Wallace Whitney
L.L.B., Harvard Law School
Lecturer, Center for Interdisciplinary and Special Studies

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Lecturer, Philosophy

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Associate Professor, English

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Margaret Wong
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Thomas Worcester, S.J.
Ph.D., University of Cambridge
Assistant Professor, History

De-Ping Yang
Ph.D., University of Connecticut
Assistant Professor, Physics

Walter Zampieri
Cand. Ph.D., University of Connecticut
Lecturer, Italian

Joanna E. Ziegler (1)
Ph.D., Brown University
Associate Professor, Visual Arts

William J. Ziobro
Ph.D., Johns Hopkins University
Associate Professor, Classics

Code Key for Faculty:

1 — On Leave 1999-2000

2 — On Leave Fall 1999

3 — On Leave Spring 2000

Professors Emeriti, 1999-2000

John E. Brooks, S.J.
President Emeritus

Edward F. Callahan
Professor Emeritus, English

Bernard J. Cooke
Loyola Professor Emeritus, Religious Studies

Rev. Alfred R. Desautels, S.J.
Professor Emeritus, French

Daniel G. Dewey
Associate Professor Emeritus, Mathematics

John H. Dorenkamp
Professor Emeritus, English

Thomas D. Feehan
Associate Professor Emeritus, Philosophy

Roy C. Gunter Jr.
Professor Emeritus, Physics

Edward J. Herson Jr.
Associate Professor Emeritus, Theatre

Thomas P. Imse
Professor Emeritus, Sociology

Rogers Johnson
Associate Professor Emeritus, Sociology/
Anthropology

Edward F. Kennedy
Professor Emeritus, Physics

Gerard B. Lavery
Associate Professor Emeritus, Classics

Banadakoppa T. Lingappa
Professor Emeritus, Biology

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Associate Professor Emeritus, Mathematics

John T. Mayer
Professor Emeritus, English

John F. McKenna
Professor Emeritus, French

Ogretta McNeil
Associate Professor Emerita, Psychology

Walter T. Odell
Associate Professor Emeritus, Political Science

Clyde V. Pax
Professor Emeritus, Philosophy

Frank Petrella Jr.
Professor Emeritus, Economics

Terri Priest
Associate Professor Emerita, Visual Arts

John P. Reardon
Associate Professor Emeritus, Visual Arts

John E. Reilly
Professor Emeritus, English

Joseph S. Scannell, S.J.
Assistant Professor Emeritus, Visual Arts

Patrick Shanahan
Professor Emeritus, Mathematics

Frank Tangherlini
Associate Professor Emeritus, Physics

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Associate Professor Emeritus, History

William Zwiebel
Professor Emeritus, Modern Languages and
Literatures

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Finance And Planning Council

Ex Officio

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William R. Durgin
Katherine McElaney
Jacqueline D. Peterson
Frank Vellaccio

Teaching Faculty

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John T. Anderson (June '01)

Division B

Helen M. Whall (June '01)

Division C

John D. O'Connell (June '00)

Division D

David J. O'Brien (June '00)

Administrative Faculty

Academic Administrative Division

TBA

Student Life Division

TBA

Students

David J. Galalis '01
Jason R. Roberts '00
John I. Rudic '02

Student Life Council

Ex Officio

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Director, Counseling Center
Katherine McElaney
Jacqueline D. Peterson
Assistant Dean — TBA
Matthew A. Toth

Teaching Faculty

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James B. Nickoloff (June '00)
Jane M. Van Doren (June '00)

Students

Terence A. Curley '00
Nicole L. Eiszner '01
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Stephen C. Ainlay, Dean of the College,
Ex Officio

John B. Anderson, Speaker of the Faculty
(June '00)

Frank Vellaccio, Acting President/Provost,
Chair

Teaching Faculty

Division A

Deborah J. Campbell, Chemistry (June '01)

Mary Lee S. Ledbetter, Biology (June '00)

Peter Perkins, Mathematics (June '00)

Randy R. Ross, Physics (June '00)

Division B

Charles A. Baker, Modern Languages and
Literatures (June '01)

Edward Isser, Theatre (June '01)

Carol Lieberman, Music (June '99)

Richard E. Matlak, English (June '00)

Virginia C. Raguin, Visual Arts (June '00)

Division C

Hussein Adam, Political Science (June '00)

Jill Dupree, Economics (June '01)

David M. Hummon, Sociology and
Anthropology (June '01)

Richard C. Schmidt, Psychology (June '00)

Division D

Ross W. Beales, Jr., History (June '00)

Karsten R. Stueber, Philosophy (June '00)

Shahzad Bashir, Religious Studies (June '01)

Thomas R. Martin, Classics (June '01)

Administrative Faculty

Michael F. Ford, S.J., Student Life (June '01)

Lynne M. Myers (June '01)

Students

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Ryan J. Hayward '01

General Committees of the Faculty

Committee on Faculty Affairs

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David B. Damiano, Senior Rank (June '00)

Edward J. Soares, Junior Rank (June '01)

Division B

Claudia Ross, Senior Rank (June '00)
Jessica Waldo, Junior Rank (June '01)

Division C

Scott Sandstrom, Senior Rank (June '99)
Miles B. Cahill, Junior Rank (June '00)

Division D

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Mary E. Hobgood, Junior Rank (June '00)

At-Large

Mark E. Lincicome (June '00)

Committee on Tenure and Promotion

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Frank Vellaccio (Ex Officio)
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Mary E. Morton, Division A (June '00)
Isabel Alvarez-Borland, Division B (June '00)
James M. Kee, Division B (June '01)
David K.W. Chu, Division C (June '01)
Susan Rodgers, Division C (June '00)
Noel D. Cary, Division D (June '01)
Frederick J. Murphy, Division D (June '00)

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Ann B. McDermott (Ex Officio)
Elaine J. Rynders (Ex Officio)
Nancy R. Baldiga (June '00),
 on leave, Spring '00
Brian F. Linnane, S.J. (June '01)
Kolleen J. Rask (June '01)
Edward Isser (June '00),
 replacing Profs. Baldiga and Laffey, '99-'00
Alice L. Laffey (June '00),
 on leave, Fall '99

Committee on the Curriculum

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Ann Bookman (Ex Officio)
James E. Hogan (Ex Officio)
Elaine J. Rynders (Ex Officio)

Division A

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Division B

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Division C

Denise Schaeffer (June '01)

Division D

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Students

TBA

Committee on Interdisciplinary and Special Studies

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 (Ex Officio)
Carolyn Howe (Women's Concentration
 Director) (Ex Officio)
Bertram D. Ashe (African-American Studies
 Director) (Ex Officio)
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 Director) (Ex Officio)
Edward H. Thompson, Jr. (Gerontology
 Program Director) (Ex Officio)
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 Studies Director) (Ex Officio)
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Carol B. Conaway (June '00)
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Division A

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Division B

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Division C

Daniel B. Bitran (June '00)
 on leave, '99-'00
John F. O'Connell
 replacing Prof. Bitran

Division D

Joanne M. Pierce (June '00)
 on leave, '99-'00
Dianne M. Stewart
 replacing Prof. Pierce

Committees of the Faculty Appointed by the Dean of the College

Committee on Study Abroad

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Francisco Gago-Jover (June '00)

replacing Prof. Stanbury

Vickie Langohr (June '00)

replacing Prof. Stone

Edward J. Soares (June '00)

Sarah Stanbury (June '01)

on leave, '99-'00

Cynthia Stone (June '01)

on leave, '99-'00

Jane M. Van Doren (June '01)

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Committee on Premedical and Pre dental Programs

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Susan Berman (June '02)

Miles Cahill (June '01)

Glenn C. Jones (June '02)

Suzanne Kirschner (June '00)

Thomas M. C. Lawler (June '01)

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Committee on Graduate Studies and Fellowships

Mary Lee Ledbetter (Ex Officio), Chair

Joseph H. Maguire (Ex Officio)

Victoria L. Swigert (Ex Officio)

Judith Chubb (June '00)

replacing Prof. Kosicki

James Flynn (June '02)

Katherine Kiel (June '01)

George Kosicki (June '00)

on leave, '99-'00

William Morse (June '02)

College Committees Reporting to the President of the College

Board of Directors of Alumni Association

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Administrator TBA

Athletic Council

Richard Regan (Ex Officio)

Frank Vellaccio (Ex Officio)

William R. Durgin (Ex Officio)

Teaching Faculty

Predrag Cicovacki (June '00)

Charles M. Locurto (June '01)

Brian C.L. Shelley (June '02)

Campus Center Advisory Council

Ex Officio

William R. Durgin

Jacqueline D. Peterson

Frank Vellaccio

Thomas W. Wiegand

Teaching Faculty

TBA (2)

Alumni

TBA (2)

Students

TBA (2)

College of the Holy Cross

Incorporated as "Trustees of the College of the Holy Cross" in the Commonwealth of Massachusetts in 1865.

The College of the Holy Cross admits qualified students of any race, color, national and ethnic origin, sex, age or handicap to all the rights, privileges, programs and activities generally accorded or made available to its students. It does not discriminate on the basis of race, color, national and ethnic origin, sex, age, sexual orientation or handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Applicants seeking information on these matters should call or write Rhonda L. Brown, Affirmative Action Officer, The College of the Holy Cross, Worcester, MA 01610, phone: (508) 793-3595.

The *College Catalog* is a document of record issued in September 1999. The Catalog contains current information regarding the College calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be, and should not be relied upon, as a statement of the College's contractual undertakings.

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

The College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at the Sanborn House, 15 High St., Winchester, MA 01890.

Policy on Harassment

Holy Cross prides itself as a community that nurtures the growth and development of all its members. In such a community each individual is entitled to respectful treatment from others in an environment free from harassment. To ensure such an environment, the College has adopted the following policy. The goal of the policy is not simply to enforce limitations on harassment encoded in civil rights legislation, but to transcend legal considerations and appeal to principles governing honorable behavior in a just and principled community. Violations of criminal law, such as assault, rape, and hate crimes, will be dealt with accordingly. They are not the subject of this policy. Resources are, of course, available to assist any member of the community who has been a victim of such crimes.

Title VII of the 1964 Civil Rights Act defines sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature... when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - submission to or rejection of such conduct by an individual is used as a basis for employment affecting that individual; or
 - such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment"
- (EEOC, Guidelines on Discrimination Because of Sex).

Title IX of the Education Amendments of 1972 requires an educational institution to provide an environment free of discrimination on any grounds. It thus prohibits discrimination in employment and in the utilization of resources, and it prohibits harassment. Massachusetts General Laws Chapter 151B stipulates that it is unlawful to retaliate against an employee for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. Retaliation for complaints of harassment is itself a violation of the College policy. As a measure of the seriousness that the College regards this entire issue, any member of the community who is found after an investigation to have harassed another will be subject to appropriate discipline up to and including termination or expulsion depending on the circumstances of the situation.

Holy Cross is committed not only to enforcing the law but also to protecting the community from any form of harassment that serves to degrade the status of another human being. Most often harassment objectifies a personal attribute, singling it out for ridicule, attack, or disparagement. Physical attributes include, but are not limited to, race, sex, color, physical or mental handicap, age, ethnic origin, religion, economic class, and sexual orientation. Harassment may include physical contact such as touching or patting, written or verbal comments or suggestions, obscene or offensive pictures or "jokes," hostile or threatening gestures, or other forms of degradation. Though harassment is often malicious in intent, even thoughtless or unpremeditated behavior can have the effect of harassment. Given the inherent imbalance of power, romantic and sexual relationships between a faculty member and a student, or between supervisor and employee are strongly discouraged.

A copy of informal and formal procedures for resolving complaints of harassment may be obtained from the Affirmative Action Officer. These procedures can also be found on the College's Web site (www.holycross.edu) under "general information."

Bequests

Gifts by will to Holy Cross are essential to the future of the College. The unrestricted gift is the most useful and effective since it can be allocated where the need is the greatest. However, a gift for a specific purpose is also vital and may take the form of endowed chairs, named scholarships, buildings, books for the library, research equipment, works of art and the like. The following suggested forms for a bequest to the College of the Holy Cross should be adapted or rewritten by legal counsel to fit the donor's individual situation.

Legal Forms of Bequest

Unrestricted General Legacy. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) for its general purposes.

Gift for Specific Purpose. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) to be added to its endowment with the net income therefrom to be used for (insert specific purpose). If in the opinion of the College's Board of Trustees, the purposes of the College would be better served by using the income or principal, or both, for the College's general purposes, the income or principal, or both, may so be used.

Specific Legacy. I bequeath my (insert description of property) to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts.

Gift of Residuary Estate. I devise and bequeath the residue of the property owned by me at my death, real and personal and wherever situate, to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, for its general purposes (or name a particular purpose).

Consult your own attorney:

The provisions in your Will for making a gift to the College of the Holy Cross will depend upon the type of gift and your unique circumstances. We hope these specimen provisions will be helpful to your attorney.

Holy Cross' director of planned giving, Mary C. Moran, is available to answer questions you or your attorney might have. Her phone number is (508) 793-2482.

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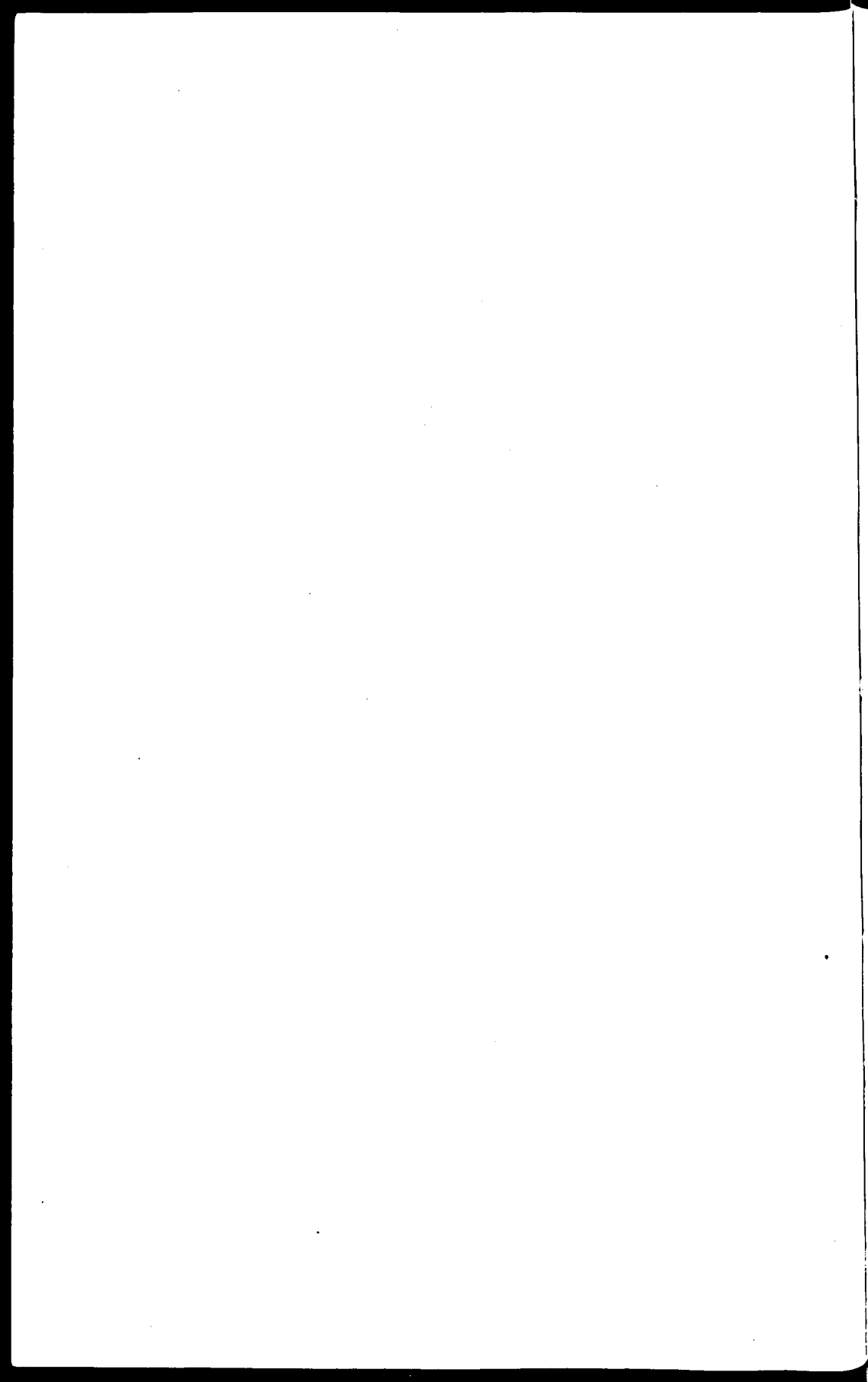
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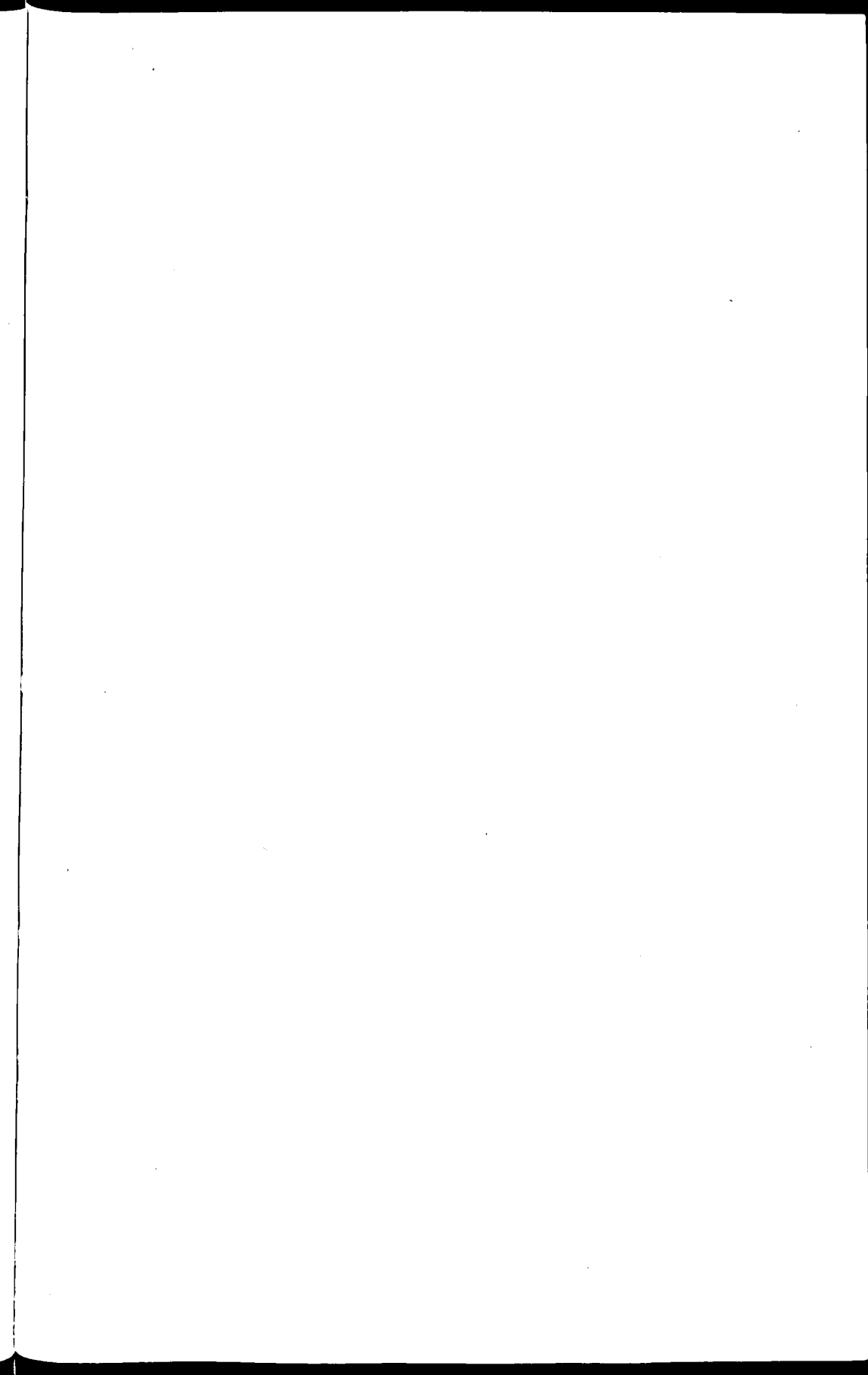
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HOLY CROSS

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