



  
SAINT  
MARY'S  
COLLEGE  
NOTRE DAME, IN

## Academic Guide for First Year Students 2013–2014



# Welcome to Saint Mary's College!

Dear First Year Student,

As Associate Dean of Advising and Director of First Year Studies, it is my pleasure to welcome you to Saint Mary's College. I am delighted that you chose to attend our institution. Saint Mary's has a long tradition of excellence in education and commitment to students.

This year the College inaugurates the second phase of a next-generation general education program called the Sophia Program in Liberal Learning. Based on learning outcomes, this new program provides students with knowledge and skills for the twenty-first century. In your registration packet you will find the name of your first-year faculty advisor and the course(s) in which you are enrolled with your advisor. Your advisor will contact you soon to guide you through the new program and help you plan your fall semester course schedule.

You are also part of an innovative initiative called the Cross Currents Program. This new venture integrates programming in the academic, mission, and student affairs divisions. Through advising and other educational opportunities, we will help you focus on four important questions during your four years at the College.

Why am I here?

What are my gifts and passions?

What do my community and the world need from me?

How can I make a difference in the world?

You will begin to consider the first question in June when your faculty advisor contacts you and helps you understand the uniqueness of a Saint Mary's education. In August when you come to campus you will meet with your advisor, peer mentor, and classmates. Your peer mentor is a senior who was nominated by your advisor. She, along with your advisor, will help you navigate the academic and social life of a college student. During your first year as part of the "Common Experiences" you will have the opportunity to participate in various events in which you will explore the importance of a liberal arts education and begin to answer the first question: Why am I here? More information on the Cross Currents Program is on page 44.

You are ready to begin an exciting and important stage in your life. In the next four years you will have the opportunity to prepare a solid foundation for a happy and fulfilling future.

Best wishes for a happy and productive summer and upcoming year.



Susan Vanek

Associate Dean of Advising and Director of First Year Studies







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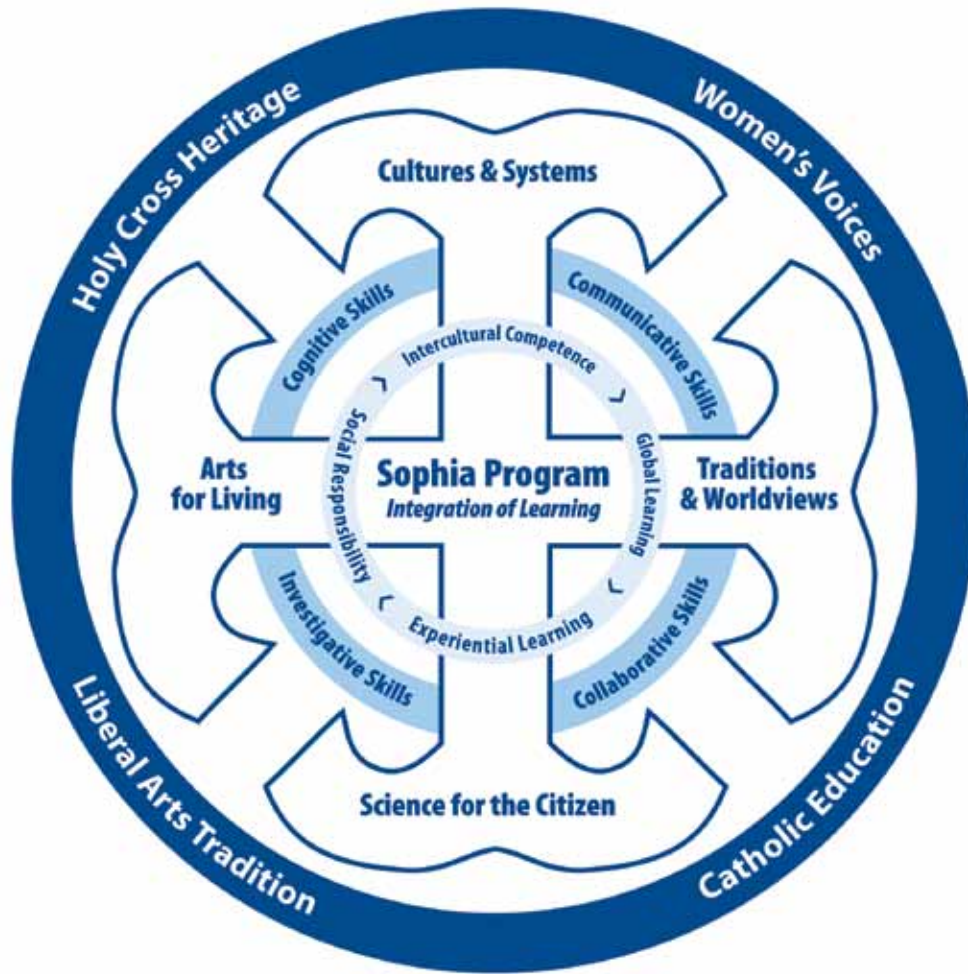
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# The Sophia Program in Liberal Learning





## **You're one of the first!**

The Sophia Program in Liberal Learning begins with you. Saint Mary's faculty, students, and administrators have worked to create a next-generation general education program for all students, regardless of degree program and major. Providing knowledge and skills for the twenty-first century, it underscores the importance of women's voices as well as the social responsibility and intercultural competence befitting global citizens and shaped by the distinctive tradition of the Sisters of the Holy Cross.

You're one of the first classes to enter Saint Mary's with the new Sophia Program requirements. Over the next few years, we will continue to add new layers and courses to Sophia as we complete its implementation at the College. You're welcome to take advantage of all these opportunities as they unfold, but you will only be required to complete the requirements outlined in this book.

The following pages describe what we think is so special about Sophia, what requirements it will institute for the Class of '17, and how you go about choosing your courses.

## **What's new?**

### **A new way of thinking about general education**

Most general education programs, including the predecessor to Sophia at Saint Mary's, presented a menu of courses and required that you take a certain number from each department. That exposed students to a variety of disciplines and encouraged a breadth in their education; but it wasn't always clear why those particular courses were required, how they were meant to fit together, or what they were supposed to convey.

What Sophia tries to do is provide the reason for studying what you do. It seeks, therefore, to make learning *intentional*. And it does this while transferring focus away from particular disciplines that you must study to the *learning outcomes*, or the knowledge, skills, and abilities you should expect to take with you as a result of your involvement in a particular set of educational experiences.



## Four-Year Liberal Learning Outcomes

The learning outcomes for the Sophia Program were derived by faculty and students from the College's mission statement, which is why the Sophia Program gives you a uniquely Saint Mary's education. It's the learning outcomes that turn a collection of courses into a *program*. For students, this makes learning both more intentional (in knowing where a particular educational experience is supposed to take them, they can notice more along the way) and more integrated (they can see both before and during their education how each part of the curriculum assembles into a larger whole). The college-wide, four-year liberal learning outcomes are as follows:

### LO 1: Knowledge Acquisition & Integration of Learning

*Catholic education in the liberal arts tradition values knowledge for its own sake and affirms the interconnectedness of all learning. Therefore...*

- A Saint Mary's student exhibits sound knowledge of the formation of human identities, the development and functioning of diverse cultures and social groupings, the practice of creative artistry, the multifaceted nature of religion and the Catholic tradition, the complexity of fundamental philosophical questions, and the intricate workings of the natural world.
- A Saint Mary's student demonstrates the ability to look at issues from multiple perspectives, recognizing the effect that differences in areas such as gender, religion, values, culture, and privilege can have on the ways that people interpret and act in the world; and she makes connections across disparate settings and areas of study.

### LO 2: Cognitive & Communicative Skills

*As a women's college, Saint Mary's emphasizes the value of women's voices and their distinctive contribution to intellectual life. Therefore...*

- A Saint Mary's student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women's voices, and on constructions of gender.
- A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

### LO 3: Intercultural Competence & Social Responsibility

*Furthermore, as a Catholic, women's college, Saint Mary's fosters respect and compassion for all people and honors leadership that improves the human community. Therefore...*

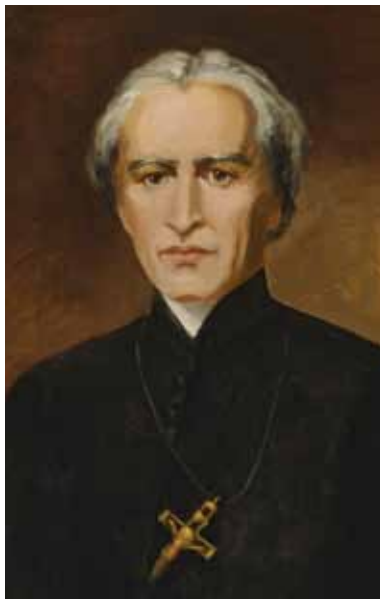
- A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue with diverse people and cultures. She does this by attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.
- In keeping with the mission of the Sisters of the Holy Cross and their stance in solidarity with the poor and powerless, a Saint Mary's student will evaluate social conditions, discern human needs, and be able to respond as an agent of change.

# A New Way of Integrating Your Entire Education

- > Knowledge Acquisition & Integration of Learning
- > Cognitive & Communicative Skills
- > Intercultural Competence & Social Responsibility

These three main learning outcomes emphasize knowledge, skills, and socially responsible interactions with the world. As such, they are very appropriate for a Holy Cross institution, since the founder of the order, Blessed Basil Anthony Moreau, CSC, thought education should inform, form, and transform.

This vision of education is integral to the Sophia Program, and also is part of all we do at Saint Mary's. For this reason, the Sophia Program is more than just general education. In some institutions, general education and the student's major sit one on top of the other with essentially no interaction.



That's not what the Sophia Program is, however. This program is dedicated to permeating your entire Saint Mary's experience and to bringing it together for you under these three main learning outcomes.

These are what we stand for as a college—our *institutional signature*.

Sophia comes from a Greek word meaning “wisdom,” as in “philosophy,” meaning the love of wisdom. But it also has a theological reference, as it is used in the Scriptures to denote God's wisdom; and there it is often given a gendered identity as

female. In its biblical uses, Sophia tends to be a very active force, sometimes flowing from God, and other times being referred to as a mother. The coming together in Sophia of all these strands of meaning was thought to best capture Saint Mary's identity as a liberal arts, Catholic, women's college.

## Requirements

Now that you have some background on the new program, you're probably wondering what it will require of you. On the next page, you'll see a diagram of the Sophia Program.

There are four main components corresponding to the four arms of the cross:

### > Knowledge Acquisition and Integration of Learning (LO 1)

- ◆ Cultures & Systems
- ◆ Traditions & Worldviews
- ◆ Science for the Citizen
- ◆ Arts for Living

Each of these components has particular sets of learning outcomes. A total of 15 courses will be required to meet all of the LO 1 learning outcomes around the various arms of the cross.

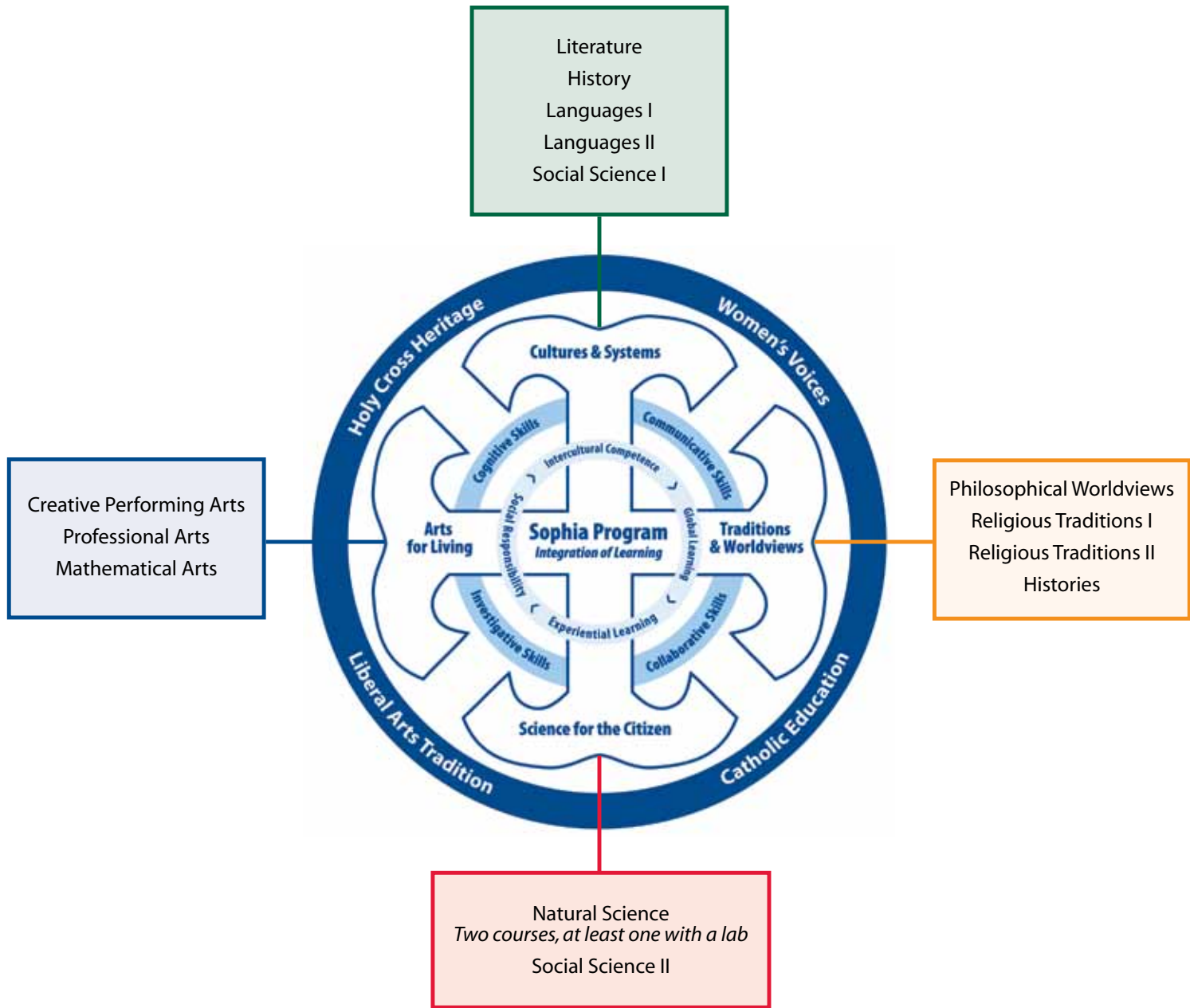
### > Cognitive & Communicative Skills (LO 2)

- ◆ Women's Voices  
One course will be required to meet the LO 2 learning outcomes.

### > Intercultural Competence & Social Responsibility (LO 3)

- ◆ Global Learning (one course)
- ◆ Intercultural Competence (one course)
- ◆ Social Responsibility (one course)  
A total of three courses will be required to meet the LO 3 learning outcomes.





On the following pages you will find the **Knowledge Acquisition and Integration of Learning (LO 1)** and fall course offerings that fulfill them.

# Sophia Program in Liberal Learning

Courses in bold are available for First Year Students in Fall 2013.

## LO 1: Knowledge Acquisition and Integration of Learning

The foundation for the Sophia Program is Learning Outcome 1, which seeks to develop the breadth of knowledge and intellectual flexibility students need to apply their expertise appropriately inside and outside the classroom, foster the intellectual coherence enabling students to engage constructively with a diverse world, and encourage students to live intellectually active, socially responsible lives characterized by a lifelong love of learning.

The learning outcomes for Knowledge Acquisition and Integration of Learning are divided among fifteen courses distributed among the four arms of the cross under these broader headings: **Cultures and Systems**, **Traditions and Worldviews**, **Science for the Citizen**, and **Arts for Living**. A student must take courses in each of these fifteen areas to achieve the learning outcomes that define that degree.

**LO 1 courses may be used to satisfy LO 2 and LO 3 requirements.**

### **Cultures and Systems Literature** (one course)

- A Saint Mary's student applies knowledge of literary genres, terms, and/or theories to the interpretation of English literary texts or literary texts translated into English.
- A Saint Mary's student analyzes literary texts both as forms of cultural and artistic expression and as vehicles for enduring values.
- A Saint Mary's student recognizes how literary texts construct human identities.

Courses that meet the Literature learning outcomes:

<b>ENLT 106W</b>	<b>Becoming American (half of the tandem with HIST 201W)</b>
<b>ENLT 109W</b>	<b>Language and Literature: Intro to Literary Studies: Saint Mary's Women</b>
<b>ENLT 109W</b>	<b>Language and Literature: Dialogue</b>
<b>ENLT 109W</b>	<b>Language and Literature: Identities and Identification</b>
<b>ENLT 109W</b>	<b>Language and Literature: Philosophy in Fiction</b>
<b>ENLT 109W</b>	<b>Language and Literature: Words of Love</b>
<b>ENLT 203</b>	<b>Studies in Literature: Women of Genius</b>
<b>ENLT 374</b>	<b>Studies in World Literature: 20th Century and Contemporary African Writing</b>
<b>ENLT 374</b>	<b>Studies in World Literature: Postcolonial Women's Writing</b>
<b>HUST 103</b>	<b>Lives and Times</b>
ENLT 243	Greek Literature
ENLT 268	From Fiction to Film

ENLT 308	Arthurian Literature
ENLT 343	20th-Century British Novel
ENLT 361RM/HUST 261RM	Mythology
ENLT 365	African-American Literature
ENLT 370	Studies in American Literature: <i>American Gothic, Immigrant and Second Generation Women's Writing in the U.S., American Renaissance</i>
ENLT 371	Studies in European Literature: <i>Celtic Mythology</i>
ENLT 372	Studies in English Literature: <i>Tolkien and Modern Fantasy</i>
ENLT 375	American Literature to 1865
ENLT 376	American Literature 1865–1945
ENLT 377	American Literature 1945 to Present
ENLT 378	Medieval Literature
ENLT 379	16th/17th-Century British Literature
ENLT 381	Romantic Movement
ENLT 382	Victorian Literature
ENLT 383	Twentieth-Century British Literature
ENLT 384	Romantic Era Feminism
ENLT 411	Chaucer
ENLT 413	Shakespeare
ENLT 414	Shakespeare and the Power of Art
ENLT 415	Shakespeare and His World
ENLT 417	Major Literary Figures (British): Jane Austen, The Brontes
ENLT 419RM	Major Literary Figures: World Writers in Italy
HUST 292	Greek and Roman Culture
MODL 230	Love, Sex, and Marriage in French Literature

### **History** (one course)

- A Saint Mary's student identifies and understands salient developments in world or United States history.
- A Saint Mary's student analyzes the historical development of human cultures in their response to their physical, social, intellectual, and political environments and seeks explanations for those developments.
- A Saint Mary's student identifies and understands evidence of historical change from primary sources/records of the past and assesses historical interpretations in secondary sources.
- A Saint Mary's student analyzes how her assumptions about human identity have been influenced by her historical context, and how human identities have been constructed in history.

Courses that meet the History learning outcomes:

<b>HIST 103</b>	<b>World Civilization I</b>
<b>HIST 201</b>	<b>United States History to 1865</b>
<b>HIST 201W</b>	<b>United States History to 1865 (half of the tandem with ENLT 106W)</b>
<b>HIST 202</b>	<b>United States History from 1865</b>
HIST 104	World Civilization II

## Modern Languages *(two courses at a level appropriate to the student's previous experience with that language)*

- A Saint Mary's student communicates in a modern European language either at an advanced beginning or intermediate low level (depending upon her previous study), or at an appropriate level in another approved non-European or classical language.
- A Saint Mary's student demonstrates an understanding of the structure of this language by using the language with accuracy in speaking and writing.
- A Saint Mary's student identifies salient features of the geography, history, and culture of those that speak this language.
- A Saint Mary's student demonstrates intercultural understanding by recognizing and analyzing cultural misconceptions and the influence of her own cultural identity on her interactions with others.

*Courses that meet the Language learning outcomes:*

<b>MLAR 101</b>	<b>Introductory Arabic</b>
<b>MLCH 101</b>	<b>Beginning Mandarin Chinese</b>
<b>MLFR 101</b>	<b>Introductory French</b>
<b>MLFR 111</b>	<b>Intermediate French</b>
<b>MLGR 101</b>	<b>Introductory German</b>
<b>MLGR 111</b>	<b>Intermediate German</b>
<b>MLIT 101</b>	<b>Introductory Italian</b>
<b>MLIT 111</b>	<b>Intermediate Italian</b>
<b>MLSP 101</b>	<b>Introductory Spanish</b>
<b>MLSP 111</b>	<b>Intermediate Spanish</b>
<b>MLSP 115</b>	<b>Intermediate Spanish for Heritage Speakers</b>
MLSP 113	Intermediate Spanish for the Professions

## Social Science I *(one course)*

- A Saint Mary's student identifies and explains social science concepts and theories about human behavior, systems, or cultures.
- A Saint Mary's student applies social science concepts and theories in her analysis of human behavior, systems, or cultures.
- A Saint Mary's student recognizes and explains effects of diversity and equity in specific areas such as class, race, religion, age, gender, sexual orientation, disability, and/or privilege.

*Courses that meet the Social Science I learning outcomes:*

<b>ANTH 141</b>	<b>Peoples and Nature</b>
<b>ANTH 253</b>	<b>Survey I: Culture and Languages</b>
<b>POSC 151</b>	<b>Political Issues</b>
<b>POSC 201</b>	<b>American Politics</b>
<b>PSYC 156</b>	<b>Introduction to Psychology-Culture and Systems</b>
<b>SOC 255</b>	<b>Race, Ethnicity, and Identity in the U.S.</b>
<b>SOC 257</b>	<b>Sociology of Families</b>

POSC 160	Global Political Issues
POSC 203RM	Contemporary Italian Problems
POSC 206	International Politics
POSC 207	Introduction to Comparative Politics
SOC 230	Inequalities in Education
SW 370	Family Violence and Sexual Abuse Issues

## Traditions and Worldviews Philosophical Worldviews *(one course)*

- A Saint Mary's student identifies and understands significant features of and developments in philosophical traditions concerning the nature of knowledge, the nature of reality, and the nature of the good.
- A Saint Mary's student analyzes and compares philosophical views.
- A Saint Mary's student thinks philosophically about her interactions in the world.
- A Saint Mary's student raises questions on philosophical issues pertaining to the development of her own worldview.

*Courses that meet the Philosophical Worldviews learning outcomes:*

<b>PHIL 110</b>	<b>Introduction to Philosophy</b>
<b>PHIL 110W</b>	<b>Introduction to Philosophy</b>
PHIL 247	Philosophy of Religion
PHIL 252	Philosophy of Art

## Religious Traditions I *(one course)*

A Saint Mary's student articulates an informed, broad understanding of the nature and complexities of religion and how religion interacts with other aspects of culture.

- A Saint Mary's student describes key elements in a religion (such as sacred texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender), applies her understanding of these elements to specific religious traditions, and articulates commonalities and differences among religious perspectives.
- A Saint Mary's student engages in perspectives that are new to her, both empathetically and critically, and engages in informed, civil, and open discourse about religious differences.
- A Saint Mary's student evaluates the meaning of religious claims made by others and, in response to those claims, reflects critically on her own religious perspectives.

*Courses that meet the Religious Traditions I learning outcomes:*

<b>RLST 101</b>	<b>Introducing Religious Studies</b>
<b>RLST 101W</b>	<b>Introducing Religious Studies</b> (half of the tandem with PSYC 157W)



## Religious Traditions II (one course)

- A Saint Mary's student applies the broadened understanding of religion gained in the first course to a detailed examination of elements important to the Catholic Christian tradition (such as sacred or theological texts, ritual, spirituality and prayer, religious language, moral code, view of human destiny or afterlife, explanation of human and natural evil, perspectives on gender).
- A Saint Mary's student analyzes issues or questions that arise in relation to those elements.
- A Saint Mary's student engages perspectives that are new to her, both empathically and critically, and engages in informed, civil, and open discourse about religious differences.
- A Saint Mary's student evaluates the meaning of theological claims and, in response to those claims, reflects critically on her own religious perspectives.

(not normally taken in first year)

RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms
RLST 232	Introduction to the New Testament
RLST 236	Faith in Action
RLST 240	Catholic Social Thought
RLST 251	The Christian Tradition
RLST 261	Catholic Faith and Life

## Histories (one course)

- A Saint Mary's student analyzes in depth historical developments of a particular aspect or issue in human culture, and/or its contemporary impact.
- A Saint Mary's student articulates the ways in which this development is affected by cultural factors such as gender, religion, values, and privilege.

Courses that meet the Histories learning outcomes:

<b>ART 241</b>	<b>Art History Survey I</b>
<b>ENVS 161</b>	<b>Introduction to Environmental Studies</b>
<b>GWS 207</b>	<b>Introduction to Women's Studies</b>
<b>ICS 201</b>	<b>Introduction to Intercultural Studies</b>
<b>ICS 201W</b>	<b>Introduction to Intercultural Studies</b>
<b>MUS 241</b>	<b>Music Appreciation</b>
<b>MUS 242</b>	<b>American Popular Music</b>
ART 242	Art History Survey II
ART 251RM	Italian Art History I
ART 252RM	Italian Art History II
ENLT 266	Film Criticism
ENLT 304	History of the English Language
GWS 220	Introduction to LGBTQ Studies
HUST 197	Myth, Legend and History
HUST 212	High Society
THTR 280	Costume and Fashion History

## Science for the Citizen Natural Science

(Two courses, at least one of which must be a laboratory course)

- A Saint Mary's student uses scientific methods to investigate questions appropriate to the natural sciences.
- A Saint Mary's student demonstrates specific knowledge of processes and principles underlying natural phenomena.
- A Saint Mary's student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

Courses that meet the Natural Sciences learning outcomes:

<b>BIO 105</b>	<b>Cells to Self</b>
<b>BIO 154</b>	<b>Foundations of Biology II</b>
<b>CHEM 101</b>	<b>Chemistry in Context</b>
<b>CHEM 121</b>	<b>Principles of Chemistry I</b>
<b>PHYS 101</b>	<b>Intro Topics in Physics: Motion</b>
BIO 106	Mendel/Darwin: The World We Live In
BIO 120	Human Genetics and Society
BIO 153	Foundations of Biology I
CHEM 118	General, Organic and Biochemistry
CHEM 122	Principles of Chemistry II
ENVS 171	Introduction to Environmental Science
PHYS 102	Intro Topics in Physics: 21st Century Energy
PHYS 105	Introductory Topics in Physics: Astronomy

## Social Science II (one course)

- A Saint Mary's student utilizes scientific knowledge to evaluate claims about human behavior.
- A Saint Mary's student uses scientific methods to investigate questions appropriate to particular social sciences.
- A Saint Mary's student identifies, analyzes, and evaluates critical scientific issues and approaches pertaining to the issues that face her as a citizen.

Courses that meet the Social Sciences II learning outcomes:

<b>ECON 251</b>	<b>Principles of Macroeconomics</b>
<b>PSYC 157</b>	<b>Introduction to Psychology: Science for the Citizen</b>
<b>PSYC 157W</b>	<b>Introduction to Psychology: Science for the Citizen</b>
	<b>(half of the tandem with RLST 101W)</b>
<b>SOC 153</b>	<b>Sociological Imaginations</b>
<b>SOC 203</b>	<b>Social Problems</b>
<b>SOC 203W</b>	<b>Social Problems</b>
<b>SOC 204</b>	<b>Social Psychology</b>
<b>SOC 220</b>	<b>Contested Masculinities</b>
ECON 252	Principles of Microeconomics
SW 334	Social Welfare Policy and Services

## Arts for Living Creative and Performing Arts

*(Single courses satisfying this requirement must be 3 credits. Multiple courses that fulfill the appropriate learning outcomes may be used to satisfy this requirement as long as they add up to at least 3 credits and come from the same discipline.)*

- A Saint Mary's student demonstrates a basic understanding of form, aesthetics, and/or theory in a creative or performing art.
- A Saint Mary's student practices a creative or performing art.
- A Saint Mary's student develops resources of creativity, experience, and perception, which enrich herself and her world.

*Courses that meet the Creative and Performing Arts learning outcomes*

<b>ART 101</b>	<b>Drawing I</b>
<b>ART 103</b>	<b>2D Design</b>
<b>ART 125</b>	<b>Silkscreen</b>
<b>ART 211</b>	<b>Ceramics: Introduction to Clay</b>
<b>ART 218</b>	<b>Modeling and Replication</b>
<b>ART 221</b>	<b>Photography I</b>
<b>ART 236</b>	<b>Sustainable Textiles</b>
<b>ART 266/ COMM 266</b>	<b>Introduction to New Media</b>
<b>COMM 103</b>	<b>Introduction to Communication</b>
<b>COMM 103W</b>	<b>Introduction to Communication</b>
<b>DANC 240</b>	<b>Introduction to Dance</b>
<b>MUS 104</b>	<b>Class Guitar</b>
<b>MUS111–131</b>	<b>Applied Music: Private Lessons—Vocal and Instrumental</b>
<b>MUS 181</b>	<b>Theory I: Fundamentals of Music</b>
<b>THTR 135</b>	<b>Introduction to Theatre</b>
<b>THTR 205</b>	<b>Introduction to Acting</b>
ART 102	Drawing II
ART 104	3D Design
ART 141	Art Encounter
ART 212	Throwing on the Wheel
ART 237	Handmade Paper & Felt
MUS 150	Voices in Time
THTR 265	Play Analysis for the Theatre

## Professional Arts *(one course)*

- A Saint Mary's student investigates issues of policy or systems through the lens of a professional practitioner.
- A Saint Mary's student applies knowledge of a profession in her decision making.
- A Saint Mary's student adapts learning from multiple academic disciplines to develop solutions for concrete, real-world problems.

*Courses that meet the Professional Arts learning outcomes:*

<b>SW 202</b>	<b>Introduction to Social Work</b>
<b>SW 235</b>	<b>Human Behavior and the Social Environment I</b>
BUAD 221	Principles of Management
BUAD 240	Financial Success Strategies for Women
BUAD 346/ JUST 346	Personal Ethics and Corporate Culture
COMD 220	Introduction to Communicative Disorders
CPSC 207	Computer Programming
EDUC 201	Foundations for Teaching in a Multicultural Society
GERO 201	Gerontology: Policies and Services
SW 236	Human Behavior and the Social Environment II
SW 340	Working with Diverse Populations
SW 360	Health and Human Services Administration
SW 362	Perspectives in Gerontology

## Mathematical Arts *(one course)*

- A Saint Mary's student formulates mathematical models using abstract and logical reasoning.
- A Saint Mary's student uses and interprets mathematical models to analyze systems and patterns.
- A Saint Mary's student uses mathematical language and concepts to phrase and answer questions pertaining to a variety of real-world contexts.

*Courses that meet the Mathematical Arts learning outcomes:*

<b>MATH 102</b>	<b>Liberal Arts Mathematics</b>
<b>MATH 104</b>	<b>Finite Mathematics</b>
<b>MATH 105</b>	<b>Elements of Calculus</b>
<b>MATH 131</b>	<b>Calculus I</b>
<b>MATH 133</b>	<b>Theory and Application of Calculus</b>
MATH 115	Calculus for the Life Sciences I
MATH 231	Calculus III

## LO 2: Cognitive and Communicative Skills

As a women's college, Saint Mary's emphasizes the value of women's voices and their distinctive contribution to intellectual life. Therefore:

A Saint Mary's student masters a broad set of sophisticated intellectual skills, including critical thinking, careful interpretation of complex texts and artifacts, accurate evaluation of data, investigative problem solving, quantitative reasoning, historical analysis, as well as technological, media, and information literacy. She reflects analytically on her experience as a woman, on the contributions of women's voices, and on constructions of gender.

A Saint Mary's student communicates her ideas, insights, thought processes, and conclusions with accuracy, competence, and style in various media and contexts.

## Women's Voices (one course)

- A Saint Mary's student identifies and understands women's contributions to human knowledge and achievement and how those have been influenced by constructions of gender.
- A Saint Mary's student reflects analytically upon her own heritage and experience as a woman and articulates her reflections within a particular disciplinary context.
- A Saint Mary's student analyzes the forms and effects of gender prejudice, and evaluates strategies for response.

Courses that meet the Women's Voices learning outcomes:

<b>ART 218</b>	<b>Modeling and replication</b>
<b>ENLT 203</b>	<b>Studies in Literature: Women of Genius</b>
<b>ENLT 374</b>	<b>Studies in World Literature: Postcolonial Women's Writing</b>
<b>GWS 207</b>	<b>Introduction to Gender and Women's Studies (CRN's 71894 and 72129 only)</b>
<b>HUST 103</b>	<b>Lives and Times (CRN's 71718 and 72073 only)</b>
<b>RLST 101</b>	<b>Introducing Religious Studies (CRN's 71492, 71493 and 71494 only)</b>
<b>SOC 257</b>	<b>Sociology of Families (designated sections only)</b>
<b>SW 202</b>	<b>Introduction to Social Work</b>
ART 141	Art Encounter
ART 242	Art History Survey II
*BIO 200	Women's Voices in Biology
BUAD 240	Financial Success Strategies for Women
ENLT 370	Studies in American Literature: Immigrant and Second Generation Women's Writing in the U.S.
ENLT 384	Romantic Era Feminism
ENLT 417	Major Literary Figures (British): Jane Austen and The Brontes
*GWS 240	Gender and Environmental Justice
*GWS 275	Global Women's Leadership
HIST 103	World Civilization I (designated sections only)
MODL 230	Love, Sex, and Marriage in French Literature
MUS 150	Voices in Time
SW 370	Family Violence and Sexual Abuse Issues
*THTR 250	Fashion and Costume Construction
THTR 280	Costume and Fashion History
*THTR 325/ENWR 325	Playwriting I: One-acts by Women

## LO 3: Intercultural Competence and Social Responsibility

Furthermore, as a Catholic, women's college, Saint Mary's fosters respect and compassion for all people and honors leadership that improves the human community.

Therefore:

A Saint Mary's student develops reflective and collaborative skills that enable her to learn from and participate in dialogue

with diverse people and cultures. She does this by attaining competence in another language and by study and experience that reveal both cultural differences and the connections joining people in a global society.

In keeping with the mission of the Sisters of the Holy Cross and their stance in solidarity with the poor and powerless, a Saint Mary's student will evaluate social conditions, discern human needs, and be able to respond as an agent of change.

**Requirement: one course from either Intercultural Competence A or B**

## Intercultural Competence (A)

- A Saint Mary's student identifies and understands the aspects of culturally diverse environments in order to communicate more effectively across cultures; and she analyzes the forms and effects of culturally diverse environments and evaluates strategies for response.

Courses that meet the Intercultural Competence (A) learning outcomes:

<b>ANTH 253</b>	<b>Survey I: Culture and Languages</b>
<b>ICS 201</b>	<b>Introduction to Intercultural Studies</b>
<b>SOC 153</b>	<b>Sociological Imaginations</b>
<b>SOC 255</b>	<b>Race, Ethnicity and Identity in the U.S.</b>
EDUC 201	Foundations for Teaching in a Multicultural Society
ENLT 203	Studies in Literature: Realism and Race in American Drama
*GWS 275	Global Women's Leadership
*POSC 360	The Politics of Race
*PSYC 337	Social Psychology
RLST 101W	Introducing Religious Studies
SOC 230	Inequalities in Education
SW 340	Working with Diverse Populations

## Intercultural Competence (B)

- A Saint Mary's student reflects before and after intercultural engagement in order to identify her own cultural norms and how these norms shape her interactions with others.

Courses that meet the Intercultural Competence (B) learning outcomes:

<b>ICS 201</b>	<b>Introduction to Intercultural Studies</b>
*GWS 275	Global Women's Leadership
*ICS 250	Intercultural Engagement through Study Abroad
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms

**Requirement: one course from either Social Responsibility A or B**

## Social Responsibility (A)

- A Saint Mary's Student evaluates social conditions. For example: She recognizes how cultural, political, and economic structure and values may oppress, marginalize, alienate, or create/enhance

**All courses listed on pages 12 and 13 also fulfill LO 1 requirements except those marked by an asterisk (\*).**



privilege and power for individuals or groups. She recognizes the ways social systems promote or deter people in maintaining or achieving health, well-being, and human dignity.

OR

- A Saint Mary's student discerns human needs. For example: She identifies human needs of individuals situated within the context of culture and environment. She analyzes and evaluates the relationship of rights and responsibilities to human needs.

*Courses that meet the Social Responsibility (A) learning outcomes:*

<b>GWS 207</b>	<b>Introduction to Gender and Women's Studies (CRN's 71894 and 72129 only)</b>
<b>HUST 103</b>	<b>Lives and Times (CRN's 71718 and 72073 only)</b>
<b>SOC 153</b>	<b>Sociological Imaginations</b>
<b>SOC 203W</b>	<b>Social Problems</b>
<b>SOC 204</b>	<b>Social Psychology</b>
<b>SOC 220</b>	<b>Contested Masculinities</b>
<b>SOC 255</b>	<b>Race, Ethnicity and Identity in the U.S.</b>
<b>SOC 257</b>	<b>Sociology of Families</b>
<b>SW 202</b>	<b>Introduction to Social Work</b>
<b>SW 235</b>	<b>Human Behavior and the Social Environment I</b>
BUAD 346	Personal Ethics and Corporate Culture
JUST 346	
ENLT 365	African-American Literature
GERO 201	Gerontology: Policies and Services
GWS 220	Introduction to LGBTQ Studies
*GWS 240	Gender and Environmental Justice
*GWS 275	Global Women's Leadership
HUST 212	High Society
POSC 160	Global Political Issues
*PSYC 337	Social Psychology
RLST 236	Faith in Action
RLST 261	Catholic Faith and Life
SOC 230	Inequalities in Education
SW 236	Human Behavior and the Social Environment II
SW 334	Social Welfare Policy and Service
SW 340	Working with Diverse Populations
SW 360	Health and Human Services Administration
SW 362	Perspectives in Gerontology
SW 370	Family Violence and Sexual Abuse Issues

## Social Responsibility (B)

- A Saint Mary's student is able to respond as an agent of change. For example: She can explain strategies for constructive action in pursuit of social, political, and economic justice. Based on her knowledge of strategies for constructive actions, the student will be able to advocate for social, political, and economic justice either for herself or in solidarity with vulnerable or oppressed people.

*Courses that meet the Social Responsibility (B) learning outcomes:*

<b>ART 236</b>	<b>Sustainable Textiles</b>
<b>ENVS 161</b>	<b>Introduction to Environmental Studies</b>
<b>SW 202</b>	<b>Introduction to Social Work</b>
<b>SW 235</b>	<b>Human Behavior and the Social Environment I</b>
GERO 201	Gerontology: Policies and Services
*GWS 275	Global Women's Leadership
RLST 225	Reading the Hebrew Bible in Jewish and Christian Terms
RLST 236	Faith in Action
SW 236	Human Behavior and the Social Environment II
SW 334	Social Welfare Policy and Service
SW 340	Working with Diverse Populations
SW 360	Health and Human Services Administration
SW 370	Family Violence and Sexual Abuse Issues

**Requirement: one course from either Global Learning A or B**

## Global Learning (A)

- A Saint Mary's student articulates the interconnections between at least two of the following: the historical, political, geographic, cultural, and/or socioeconomic dimensions within a country or region outside the United States.

*Courses that meet the Global Learning (A) learning outcomes:*

<b>ANTH 253</b>	<b>Survey I: Culture and Languages</b>
*ART 352	Contemporary Art: 1990-present
HUST 212	High Society
POSC 207	Introduction to Comparative Politics

Most Modern Language courses above the 102 level when taken as a third course in that same language will fulfill Global Learning A.

## Global Learning (B)

- A Saint Mary's student explains global interdependence or other complex issues that cross national boundaries.

*Courses that meet the Global Learning (B) learning outcomes:*

<b>ART 241</b>	<b>Art History Survey I</b>
<b>ENVS 161</b>	<b>Introduction to Environmental Studies</b>
<b>GWS 207</b>	<b>Introduction to Gender and Women's Studies (CRN's 71894 and 72129 only)</b>
<b>SOC 203W</b>	<b>Social Problems</b>
GWS 220	Introduction to LGBTQ Studies
*GWS 240	Gender and Environmental Justice
*GWS 275	Global Women's Leadership
PHYS 102	Intro Topics in Physics: 21st Century Energy
POSC 160	Global Political Issues
POSC 206	International Politics

**All courses listed on pages 12 and 13 also fulfill LO 1 requirements except those marked by an asterisk (\*).**

## LO 1

### Knowledge (LO 1) Requirements in the Arms of the Cross:

Each course can be used only once to satisfy a requirement in this column. Courses appearing in the LO 1 boxes below, however, may be used without restriction to satisfy LO 2 or LO 3 requirements in the column to the right.

<b>Cultures &amp; Systems</b>	Literature	_____
	History	_____
	Languages I	_____
	Languages II	_____
	Social Science I	_____

<b>Traditions &amp; Worldviews</b>	Philosophical Worldviews	_____
	Religious Traditions I	_____
	Religious Traditions II	_____
	Histories	_____

<b>Science for the Citizen</b>	Natural Science (w/lab)	_____
	Natural Science (lab opt.)	_____
	Social Science II	_____

<b>Arts for Living</b>	Creative & Performing Arts	_____
	Professional Arts	_____
	Mathematical Arts	_____

## LO 2

### Skills (LO 2) Requirement:

One course from the LO 1 column at the left may be used to fulfill this requirement.

<b>Women's Voices</b>	Women's Voices: _____
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## LO 3

### Social Responsibility (LO 3) Requirements:

At least one course from the LO 1 column at the left must be used to fulfill the requirements below. Major courses, or minor courses may also be used. The same course may appear in two boxes to fulfill different requirements.

<b>Intercultural Competence</b>	Intercultural Competence (A) OR Intercultural Competence (B) _____
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<b>Social Responsibility</b>	Social Responsibility (A) OR Social Responsibility (B) _____
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<b>Global Learning</b>	Global Learning (A) OR Global Learning (B) _____
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# Guidelines for Class Selection and Registration





# Cross Currents Program

## First Year Faculty Advisor

In your registration packet you received a flier with the name of your first year faculty advisor and the one-credit advising course\* in which you are enrolled. Some of you are also enrolled in a course taught by your faculty advisor that will fulfill a requirement in the Sophia Program or a major requirement. Your faculty advisor will contact you in early June to give you guidance and help you plan the rest of your fall schedule.

## Registration

You will be able to register online after speaking with your faculty advisor. Instructions for registering on PRISM are in your packet. See your course selection form for your registration time. Please note: You may register at your assigned time or any time after that until July 1.

## Choosing Courses

- We want you to explore what interests you with a freedom that you probably didn't have in high school. Choose courses you will like for the first semester. If you are interested in a particular major, take a course in that subject. In your first semester, do not take a course that you suspect will be very difficult for you.
- If you are undecided but considering a major in business administration, fine arts, or a science, you should follow the first-semester program for these intended majors. They are explained in the next section. See page 17. Students do not officially declare a major until the end of their sophomore year. If you do not have a major, please do not worry—you have time to decide. Nevertheless, if you are considering a major it is important to take the prerequisites so you will know if the major suits you.
- Most first year students should complete the foreign language requirement, a writing proficiency course, Religious Studies 101, and mathematics by the end of their first year. Except for the foreign language requirement, these courses are all one semester courses and they can be taken in the fall or the spring semester.
- The usual course load for a first-semester student is five courses (15–18 credit hours). If you want a lighter course load, discuss that with your advisor. You must have at least 12 credit hours to be considered full-time, and 128 credit hours are required for graduation.

### \* SPLL 101 Sophia Program in Liberal Learning (1 hour)

This one-credit course offers you a basic introduction to many facets of your academic experience at Saint Mary's College. In it, we will discuss a variety of topics: practical tips such as course selection, registration, time management, and learning strategies; techniques for finding a major; information about unique opportunities and

important resources on campus; and, of course, deeper questions about the value of the liberal arts, integrative learning, and higher education.



# Major Course Recommendations for First Semester

## Major Program

## Recommended Courses

<p><b>Undecided but NOT considering any of the majors below...</b></p>	<p>Register for five courses. There are no specific courses required in the first semester, so please choose your courses from the Sophia Program choices (see pages 26–35 for descriptions). If you are interested in a specific major, take a course in that subject. Choose courses you will like. Do not take a class that you suspect will be very difficult for you.</p>
<p><b>Art, Concentration in Studio Art</b></p>	<p><b>ART 101 Drawing I</b> (3 hours) (see page 33) <b>and</b>  <b>ART 103 2D Design</b> (3 hours) (see page 33).  Choose 3 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<p><b>Art, Concentration in Art History</b></p>	<p><b>ART 101 Drawing I</b> (3 hours) (see page 33) <b>and</b>  <b>ART 241 Art History Survey I</b> (3 hours) (see page 31).  Choose 3 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<p><b>Business Administration, Accounting, Management Information Systems or Economics*</b></p>	<p><b>ECON 251 Principles of Macroeconomics</b> (3 hours) (see page 32).  Choose 4 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<p><b>Biology</b></p>	<p><b>BIO 154 Foundations of Biology II</b> (4 hours) (see page 31) <b>and</b>  <b>CHEM 121 Principles of Chemistry I</b> (4 hours) (see page 32)</p> <ul style="list-style-type: none"> <li>• If you are not calculus-ready, take <b>MATH 103 Precalculus</b> (3 hours)(see page 34) in the fall and take <b>CHEM 121</b> next year.</li> <li>• If your math background is strong and you are also considering a chemistry major, take <b>MATH 131 Calculus I</b>.</li> </ul> <p>Choose 1–3 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<p><b>Chemistry/Biochemistry</b></p>	<p><b>CHEM 121: Principles of Chemistry I</b> (4 hours) (see page 32) <b>and</b>  <b>MATH 131 Calculus I</b> (4 hours) (see page 35).</p> <ul style="list-style-type: none"> <li>• If you are not calculus-ready, take <b>MATH 103 Precalculus</b> (3 hours)(see page 34) in the fall and take <b>MATH 131</b> and <b>CHEM 121</b> later. (Students who have a 29 Math Placement score and 24 Math ACT or 530 Math SAT score may take <b>MATH 103</b> and <b>CHEM 121</b> concurrently).</li> <li>• If you plan to go to medical school or are also considering a biology major, then you should also take <b>BIO 154 Foundations of Biology II</b> (4 hours) (see page 31).</li> </ul> <p>Choose 1–3 additional courses from the Sophia Program (see pages 26–35 for descriptions).  Due to the sequential nature of the chemistry curriculum, it is necessary to take these prerequisites in the first year.</p>

\* See page 19 for additional policy information.

Continued on next page

## Major Program

## Recommended Courses

<b>Mathematics, Statistical and Actuarial Mathematics, Computational Mathematics</b>	<p>MATH 131 Calculus I (4 credits) (see page 35).</p> <ul style="list-style-type: none"><li>• Students who took a full year of advanced placement calculus in high school should register for MATH 133 Theory and Application of Calculus (4 hours) (see page 35).</li><li>• If you are not calculus-ready, take MATH 103 Precalculus (3 hours) this fall (see page 34).</li></ul> <p>Choose 3–4 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<b>Music Education, Music</b>	<p>MUS 181 Fundamentals of Music Theory (3 hours) (see page 34) MUS 100 Recital-Forum Class (no credit) Applied Music Lessons (1 hour), indicate the instrument (or voice) in which you intend to major (see page 34) Ensemble: Choir or Instrumental Ensemble (1 hour) (see page 36) MUS 102 Class Piano – Proficiency</p> <p>Choose 3 additional courses from the Sophia Program (see pages 26–35 for descriptions).</p>
<b>Nursing</b>	<p>There are no science pre-requisites in the first semester. However, if your math recommendation is MATH 100 Problem-Solving Strategies in Mathematics or MATH 102 Liberal Arts Mathematics, you must take math first semester.</p> <p>At the end of the first year, you should have completed the two-semester modern language requirement, writing proficiency requirement, MATH 104 or higher, PSYC 156 or 157 and RLST 101. CHEM 118 is taken spring semester.</p>
<b>Dual Degree Program in Engineering with the University of Notre Dame*</b>	<p>MATH 131 Calculus I (4 hours), or higher (see page 35) and CHEM 121 Principles of Chemistry I (4 hours) (see page 32) and Foreign Language (4 hours) (see pages 28–30) Writing Proficiency (4 hours) (preferably in English Literature or Philosophy, see pages 22–24).</p>

\* See page 19 for additional policy information.



# Policy Information for Business Administration, Education, and Nursing Majors, and Dual Degree Program in Engineering

## Business Administration

In order to be officially accepted into the BBA programs at the end of sophomore year, a student must maintain a 2.5 grade point average in the following courses:

- BUAD 201 Principles of Financial Accounting (3 hours)**
- BUAD 202 Principles of Managerial Accounting (3 hours)**
- BUAD 221 Principles of Management (3 hours)**
- BUAD 231 Principles of Marketing (3 hours)**
- ECON 251 Principles of Macroeconomics (3 hours)**
- ECON 252 Principles of Microeconomics (3 hours)**

## Education

Education majors must have a 2.5 cumulative grade point average to be admitted to the major.

## Admission to the Nursing Major

In order to be officially accepted into the nursing major at the end of sophomore year, a student must maintain a 2.5 cumulative grade point average and a 2.75 cumulative grade point average in the science and nursing prerequisites. In order to maintain the quality of the nursing program and provide the necessary clinical experiences for each nursing student, the size of the class or cohort admitted to the major is limited. In the event that there are more qualified students than can be accommodated, students will be admitted based on who has earned the highest science and prerequisite GPA.

## Dual Degree in Engineering Program

**BA or BS degree with a major at Saint Mary's College and BS degree with an engineering major at the University of Notre Dame**

Saint Mary's College and the University of Notre Dame offer a five-year dual degree program, leading to a bachelor's degree from Saint Mary's at the end of the fourth year, and a second bachelor's degree from Notre Dame in one of the engineering programs at the end of the fifth year.

Saint Mary's students who participate in the Dual Degree in Engineering Program work with the program director. They take pre-engineering courses (e.g., calculus, chemistry, and physics) at Saint Mary's and engineering courses at Notre Dame in addition to the courses required to satisfy degree requirements of a major at Saint Mary's College. At the end of her fourth year the student applies for transfer to the College of Engineering at Notre Dame. Notre Dame courses are used as electives to satisfy Saint Mary's degree requirements, and Saint Mary's courses are used as electives to satisfy Notre Dame's degree requirements. Some of the related options include: a chemistry major at Saint Mary's and a chemical engineering major at Notre Dame, or a mathematics major at Saint Mary's combined with a computer science engineering or electrical engineering major at Notre Dame.

A Saint Mary's student must have completed at least 96 semester hours with a minimum of a 2.8 GPA in technical courses to be recommended for acceptance at Notre Dame at the end of her fourth year. This strenuous program will demand the best effort of well-prepared and well-motivated students. Successful completion will require consultation each semester with the program advisors and careful scheduling of courses on both campuses. To be eligible for the five-year program a student must be calculus-ready.

*See Bulletin for more information.*





# Writing Proficiency Requirement



# Writing Proficiency Requirement

## What is the requirement?

As a Saint Mary's student, you'll work toward proficiency in writing throughout college. From your first year through your major, the W Program will help you prepare for a life of writing beyond Saint Mary's. Your efforts will be more focused, however, at two stages of your career: shortly after your arrival on campus, and as you progress in your major before graduation.

**Basic W:** This writing requirement, which can be satisfied through many Sophia Program courses, is meant to provide a foundation for your written work at Saint Mary's. In order to earn the Basic W, you'll need to be able to advance a logical thesis, organize your thoughts clearly, and develop your ideas effectively. You'll also need to follow standard rules of grammar, syntax, punctuation, and documentation.

**Advanced W:** This requirement, which is satisfied within your major course of study, usually during your junior and senior years, is meant to help you refine your skills as a writer, particularly by learning to write well within a particular discipline.

## Which Basic W course should I choose?

A number of courses throughout the College, known as W courses, are designed to help you strengthen your writing. As you'll see from looking over the following pages, these courses represent various disciplines. Each course introduces you to the subject matter of a particular field (philosophy or intercultural studies, for instance; tandem courses explore the connections between two fields, such as history and literature) as well as to the craft of writing. Many students find it helpful to take a W course in a field they find especially engaging; they find they enjoy writing, and make more progress, when the course topic is one they especially want to explore. All W courses fulfill a Sophia Program requirement and provide the opportunity to earn the Basic W.

## How do I earn my Basic W?

Near the end of your W course, you'll gather all your written work from the course into a portfolio. During finals week, outside readers—experienced readers and writers in the faculty or administration—will evaluate students' portfolios, focusing on the essays each student has chosen as her best. Each outside reader then works with the student's instructor to decide whether the student has developed the skills required for successful college work, or whether she needs another W course to reach that goal. Once you earn the W, the achievement will be marked on your transcript. There's no record on your transcript if you take a W course but don't earn the W.

**Writing Proficiency Courses for Fall 2013**  
**Each of these courses fulfills an LO 1 Sophia requirement and gives students the opportunity to meet the Basic W requirement.**

### COMM 103W Introduction to Communication (4 hours)

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking. **This course is reserved for Professor Baxter's advisees.**

### ENLT 109W Languages and Literature (4 hours)

These one-semester courses, each taking a different approach to literature, offer a variety of literary selections. For more detailed descriptions of the sections of 109W offered this fall, please refer to page 26.

### HIST 201W United States History to 1865 (4 hours)

History 201W surveys United States history through the post-Civil War Reconstruction period. The course will concentrate on freedom and diversity as important themes in early American history. Voices that have been historically ignored are included in our conversations. The course will enhance students' critical writing and speaking skills.

### ICS 201W Introduction to Intercultural Studies (4 hours)

This course is an introduction to Intercultural Studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) stages of intercultural awareness, and 4) the impact of prejudice, racism, and ethnocentrism at personal and societal levels. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the 21st century. It also fosters an understanding of different perspectives through the study of texts that voice the viewpoints and histories of various identity groups within the United States.

### PHIL 110W Introductory Philosophy (4 hours)

We live in a world that can dazzle us with beauty but also threaten us with chaos. Even the most orderly of lives can unexpectedly veer out of control, and the most rational of activities take on aspects of madness. How are we to make our way in such a world? Is there some underlying pattern in the mad whirl? Can we find meaning in the mayhem? Questions concerning life's meaning and purpose lie at the heart of all serious philosophical inquiry. In this course we will explore the possibilities for meaning offered by the conceptual frameworks of western philosophy. Whether we are wrestling with Socrates' response to the collapse of Athenian democracy or Descartes' response to the



collapse of the medieval worldview, our concern throughout will be to articulate our own responses to the questions that matter most.

### **POSC 151W Political Issues (4 hours)**

This course is designed to introduce students to some of the fundamental questions and issues of politics. We will begin by asking what questions should be considered “political,” and why they should be thought of as political questions. As we examine some of those questions, we will also explore some of the answers that careful thinkers in the course of history have proposed for them, and give careful thought to the answers that we ourselves might give.

Though we will devote considerable time and energy to fundamental political questions, we will not spend the entire semester in theorizing. Politics is a practical science, and the provisional answers that we give to the questions we will be considering have real-world implications. Accordingly, we will also consider some of the ways in which answers to these questions are translated into such areas of concern as political behavior, particular types of political systems, and relationships among countries.

### **SOC 203W Social Problems (4 hours)**

This course focuses on some of the phenomena which have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyper-consumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated.

## **Special Opportunities in the Curriculum: Tandem W Courses**

Saint Mary's offers first-year students the opportunity to fulfill two LO 1 Sophia Program requirements, as well as to meet the Basic W requirement, in specially designed units called tandem courses. Tandem include two courses from different academic disciplines, with the course material coordinated to help students compare and integrate ideas and approaches from each field. Students enroll in both courses and work with both instructors. Tandems are also W courses: the classes meet during a fourth W hour, usually dedicated to developing writing skills, and students have the opportunity to work on the writing proficiency requirement in both courses. Students who have taken tandems often describe the experience as especially satisfying and enjoyable, both personally and intellectually: *“The tandem is a once-in-a-lifetime chance. It's an opportunity to apply what you learn, to question and think critically, and to get to know your tandem-mates well. The most interesting course you'll ever take, with a broad base for your other courses to build on later (English, philosophy, psychology, etc.)”*

## **Tandems Offered Fall semester 2013**

Becoming American

**ENLT 106W Language and Literature (3.5 hours)**

**HIST 201W United States History to 1865 (3.5 hours)**

A British officer serving under “Gentleman” Johnny Burgoyne in the American Revolution remarked in his journal, after Burgoyne surrendered his entire army to a victorious collection of ragtag American farmers and militia, “It seemed that I was gazing upon a new race of men.” Indeed for the British it seemed as if the Americans had turned the world upside down, that a “new race” had arisen in the forests of the “New World.” Who were these new people, and what was (and is) an American? This course examines this question through the disciplines of history and literature. To gain a deeper understanding of the American character, we will be probing its cultural and intellectual roots in the time period between the first European settlements and the end of the most divisive conflict in American history, the Civil War. A close scrutiny of our past tells us a good deal about our present situation and perhaps even gives us a glimpse of our future.

HIST 201W explores the colonial experience (in both the Northern and Southern colonies), the tempestuous Revolutionary Era, the young republic, culture, Puritanism, the Great Awakening, the Constitution, Thomas Jefferson, Andrew Jackson, Manifest Destiny, and the Anti-Slavery Movement.

The tandem class ENLT 106W follows the same chronology and specifically focuses on Puritanism, Romanticism, Transcendentalism, and Gothic literature. Major authors include Benjamin Franklin, Charles Brockden Brown, James Fennimore Cooper, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau, Frederick Douglass, Walt Whitman, and Harriet Jacobs.

Book Club: Conversations about Psychological and Religious Identities

**RLST 101W: Introducing Religious Studies: Conversion (3.5 hours)**

**PSYC 157W: Introduction to Psychology: Science for the Citizen (3.5 hours)**

Just like a book club, this tandem will engage us in conversations about interesting books, with a focus on religious and psychological topics. On the religious studies side, we will focus on the following questions: Why does an individual leave one set of beliefs for another? How does this take place? What are the practical consequences for the new believer? How does a conversion change the convert's relationship to the world around him or her? Conversion theorists argue that a potential convert's psychological state influences whether and how a person converts. So, on the psychology side, we will focus on learning about the science of the human mind and behavior, including ideas about identity development and learning, emotions, personality, social psychology, and psychological disorders.

These ideas will be applied to fictional and non-fictional religious conversion and psychological narratives, specifically the autobiography of Faith Adiele, the biography of Malcolm X, and writings by Margaret Atwood and David Palahniuk—plus B. F. Skinner's *Walden Two* to throw in a well-balanced, utopian world! Just like religious conversion (Rambo 1993:5) and psychological development, writing is also a process, and students will spend a significant amount of time not only writing papers but also revising papers, with the help of both professors. **This tandem is reserved for Professor Davis's advisees.**



# Course Offerings for Fall Semester 2013



# Sophia Program Course Offerings For First Year Students Fall 2013

## LO 1: Knowledge Acquisition & Integration of Learning

*Some course descriptions below have been expanded to provide more information.*

*For official course descriptions refer to the Saint Mary's College Bulletin.*

### Culture and Systems Literature

#### **ENLT 106W Language and Literature: Becoming American (3.5 hours)**

A unit of the tandem Becoming American, taken in conjunction with HIST 201W. See "Special Opportunities in the Curriculum" (page 23).

#### **ENLT 109W Language and Literature: Intro to Literary Studies: Saint Mary's Women (4 hours)**

You will read novels, biographies, memoirs and poetry by and about Saint Mary's graduates; you will gain skill in accurate, insightful interpretation of texts, and you will develop your ability to write clearly phrased, logically organized prose.

#### **ENLT 109W Language and Literature: Dialogue (4 hours)**

"Where are you now?" This question begins countless cell-phone conversations for a reason: speech craves a context. To process what someone is saying, we need to assess where they are coming from—both literally and figuratively. The same need factors into our understanding of literature. Wherever dialogue occurs in poems, plays, short stories, and novels, it requires careful scrutiny. Situating speakers within dialogue (determining what they know, what they don't, what they're hiding, what they're feeling, what they want to say, what they might be unable to say, or why they're talking) is one of the vital aspects of reading, among others, that we will practice on a variety of works.

#### **ENLT 109W Language and Literature: Identities and Identification (4 hours)**

This course introduces students to reading and writing about literature at the college level. We will focus on recent multiethnic American literature, which offers fascinating insights into how identities are constructed and how migration and acculturation necessitate a variety of identification strategies in contemporary America. Throughout the course, we will examine how the process of identifying oneself and being identified by others is represented in novels, short stories, poetry, essays, and film. We will pay particular attention to how identities are imagined, created, and performed with regard to family, gender and sexuality, race, ethnicity, religion, and socioeconomic class. Writers may include Julia Alvarez, Jhumpa Lahiri, Richard Rodriguez, and Gene Luen Yang. **This course is reserved for Professor Alfonso-Forero's advisees.**

#### **ENLT 109W Language and Literature: Philosophy in Fiction (4 hours)**

This course will investigate the intersection between fiction and philosophical inquiry. Through writing and discussion, we will examine a selection of novels and stories that dramatize a range of philosophical problems, paradoxes, and questions: What is the self? Where did we come from? What is happiness? What is reality? What is a perfect society? What is the relationship between mind and body, spirit and flesh? What can we know? Is it possible to answer these questions, or is it a waste of time to try to? Are we free to choose, or are our actions determined by forces beyond our control? The texts will invite us to consider and discuss how different characters and authors confront similar spiritual, ethical, and existential crises of meaning and purpose, knowledge and identity. We will read in order to understand, examine, and critique the perspectives of these authors, and we will write in order to discover, debate, and refine our own personal answers to the questions they raise. At the end of the course students will be better equipped to read critically, think dialectically, and draw connections between a diverse range of texts and ideas. Writing assignments will include four out-of-class essays and two in-class essays. Authors may include: Leo Tolstoy, Albert Camus, Flannery O'Connor, Ursula LeGuinn, Franz Kafka, Mary Shelley, Herman Hesse, Douglas Adams, and others as well as at least one film.

#### **ENLT 109W Language and Literature: Words of Love (4 hours)**

The study of literature as the shaping of language into forms (fiction, non-fiction, drama and poetry) that "contain" encounter (erotic, cerebral, driving): unions & breakings, mappings & explorations, loss & discord, terror & hate, anger & pity, the uses & disuses of memory and imagination. We will study the ways in which we use words to represent ourselves with skill, beauty, and graciousness. We will study the ways in which writers, including ourselves, shape or have shaped the narrative of ourselves and a sense of place. We will pay attention to the ways in which writers and artists think about making and unmaking. We will practice various kinds of making and unmaking in our writing.

#### **ENLT 203 Women of Genius (3 hours)**

At the turn of the last century talented women of every description were fighting to have a voice—in politics, in society, in marriage; over their education, their bodies, and their economic destiny. How that struggle worked its way into the fiction and drama of the era (roughly 1880 to 1920) is the focus of this course. A recurring motif



is the woman of great natural abilities—someone with a “genius” for this or that calling—who attempts, against steep odds, to win a public audience for her talents, whether from the lectern, the stage, the pulpit, or print. Requirements: two papers, two exams. *This course also satisfies the LO 2 Women’s Voices requirement.* (Section filled)

### **ENLT 374 Studies in World Literature: 20th Century and Contemporary African Writing (3 hours)**

In this course, students will read novels, short stories, poetry, drama, and nonfiction prose by writers from various countries across the African continent. Throughout our readings, we will pay close attention to issues of language, power, gender, and identity. In particular, we will consider how literature reflects the continuing effects of conquest and imperialism, independence and post colonialism, and globalization. Writers could include Chinua Achebe (Nigeria), Nadine Gordimer (South Africa), Ngugi wa Thiong’o (Kenya), Ama Ata Aidoo (Ghana), Tsitsi Dangaremba (Zimbabwe), Zakes Mda (South Africa), and Buchi Emecheta (Nigeria), among others.

### **ENLT 374 Studies in World Literature: Postcolonial Women’s Writing (3 hours)**

We will read and analyze texts by contemporary authors from around the world, including novels, short stories, poetry, graphic narrative, and creative nonfiction. All of the texts can be analyzed as examples of cultural and artistic expression and are informed by their varied and complex national, ethnic, religious, socio-political, and gendered contexts. We will discuss how the texts reflect the varied and intertwined histories from which these writers emerge, and how they participate in a larger conversation about our increasingly globalized perspectives. Moreover, we will note the multiplicity of stylistic and artistic choices reflected in the literature we read and consider how global literature challenges our expectations as Western readers. Two essays, mid-term, final exam, participation

### **HUST 103 Lives and Times (3 hours)**

This course features lively classroom discussion and introduces you to a wide range of fascinating people throughout time, whether powerful or downtrodden, famous or obscure, free spirits or homebodies. To see what makes these people tick, we will read a variety of works that take us to the very core of their being—real-life stories that include biographies, diaries, autobiographies, and memoirs. We try to answer the sorts of questions that we all have to ask ourselves: What makes a good life? How does my ethnicity, gender, geographic locale, or historical setting make me who I am? What do I owe my parents? What place does spirituality have in my life? How do I balance the need to be my own person with the need to belong to the group? *Sections 71718 and 72073 also satisfy the LO 2 Women’s Voices and LO 3 Social Responsibility A requirements.*

## **History**

### **HIST 103 World Civilization I (3 hours)**

A study of human civilization from its origins to about 1500 A.D. The story of the human spirit arising from the primitive environs of the earliest societies to develop the ideas, institutions, and tools that assured all humanity a meaningful existence will be told. The trials and triumphs of humanity everywhere will be highlighted through detailed discussions and audiovisual presentations about the great civilizations of the past. While lectures and discussions will be within a chronological framework, emphasis will be on the rise and fulfillment of cultures and the people who created them.

### **HIST 201 United States History to 1865 (3 hours)**

This course will trace America from multiple beginnings—Native American, African, and European—through the major developments and events that led to the Civil War. It focuses on conquest, slavery, the development of colonial economies and societies, politics, culture, and the lived experiences of everyday women and men. **Section 71370 is reserved for Professor Hamilton’s advisees.**

### **HIST 201W United States History to 1865 (3.5 hours)**

A unit of the tandem Becoming American, taken in conjunction with ENLT 106W See “Special Opportunities in the Curriculum” (page 23).

### **HIST 202 United States History Since 1865 (3 hours)**

What does it mean to be American? Whatever your answer is to this question, chances are it is connected to the themes and events we will discuss in this class. Starting with Reconstruction and ending in the late 20th century, the course will explore major political, social, and cultural transformations in American culture and history. Important themes include industrialization and urbanization, immigration, consumerism, warfare, civil rights and other social movements. Voices that have been historically ignored are included in our conversations. Through the use of texts, primary sources, and documentaries, the course aims to familiarize students with the process of historical interpretation and to help students gain a deeper understanding of the United States today. The course will enhance students’ critical writing and speaking skills.

## **Social Science I**

### **ANTH 141 People and Nature (3 hours)**

An introduction to anthropology through the comparative and historical study of peoples around the world, this course focuses on case studies of how people culturally adapt to their environments through social and political organization, religious beliefs and practices, subsistence strategies, division of labor and artistic expression. Cultural change and adaptation are addressed in relation to specific case studies of the contemporary global struggles of marginalized peoples.

### **ANTH 253 Survey I: Culture and Language (3 hours)**

A survey of sociocultural anthropology and anthropological linguistics. The course takes a comparative approach to the study of

culture. Topics include: family, kinship, and marriage; cultural ecology and economics; political organization; gender roles and socialization; religion and ritual; and culture change. Basic concepts, methods of research, and analytic perspectives are introduced. *This course also satisfies the LO 3 Intercultural Competence A and Global Learning A requirements.*

### **POSC 151 Political Issues (3 hours)**

An analysis of various political ideas, systems, issues, and/or phenomena designed to introduce students to political thinking.

### **POSC 151W Political Issues (4 hours)**

The content of this course is similar to that of POSC 151, with the added opportunity to earn the W.

### **POSC 201 American Politics (3 hours)**

An introductory study of the origins, principles, behavior, and institutions of the American political system.

### **PSYC 156 Introduction to Psychology—Culture and Systems (3 hours)**

An introductory survey of theories, topics, and applications in psychology. Course covers a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 156 course is organized around systems of thought and social science concepts that identify biological, psychodynamic, cognitive, behavioral, and sociocultural approaches to psychological topics. Students will recognize the impact of human diversity, and learn that psychological explanations vary across populations and contexts. *Credit granted for either PSYC 156 or PSYC 157, not both.*

### **SOC 255 Race, Ethnicity, and Identity in the U.S. (3 hours)**

Race and ethnic identity have played and continue to play an important role in shaping the nation's political policies, social relationships, and cultural beliefs. In this course students will consider how race and ethnicity are socially constructed, what is meant by racism and racial/ethnic identity, how laws like Affirmative Action or immigration policies impact specific racial and ethnic groups, and how race/ethnicity shapes one's experiences in various social institutions like school, work, family, and the legal system. Over the semester students will develop a sociological understanding of the structural and cultural barriers experienced by various racial and ethnic groups in the United States, and students will discuss social policies focused on achieving racial equity. *This course also satisfies the LO 3 Social Responsibility A and Intercultural Competence A requirements.* **This course is reserved for Professor Wang's advisees.**

### **SOC 257 Sociology of Families (3 hours)**

This course is an overview of families using the lens of the sociological perspective. Students will examine how families are shaped by economics, politics, and culture. Additionally, students

will consider how families reflect inequalities of gender, sexuality, race, and class. *This course also satisfies the LO 2 Women's Voices and LO 3 Social Responsibility A requirements. (Section filled)*

## **Modern Languages**

All bachelor degree programs require the successful completion of a full year of foreign language study: two sequential courses at the appropriate level, as determined by the student's interests and her abilities as indicated by the online placement exam. A student who is enrolling at the introductory-level (101) in a language that she has not studied in high school is not required to take the placement exam.

*"I speak English. Why should I learn another language?"*

*"... [E]ffective communication and successful negotiations with a foreign partner—whether with a partner in peacekeeping, a strategic economic partner, a political adversary, or a non-English speaking contact in a critical law enforcement action—requires strong comprehension of the underlying cultural values and belief structures that are part of the life experience of the foreign partner."*

*—Dr. Dan Davidson, President of the American Councils on International Education*

*"A different language is a different vision of life."*

*—Federico Fellini, Italian film director*

The knowledge of other languages and cultures is becoming more and more necessary in today's globalized world, representing skills increasingly sought by employers both within and outside of the United States, particularly for higher-level positions. Additionally, the ability to understand and communicate in another language and across cultures can lead to significant personal growth, both mentally and spiritually, developing critical and interpretive thinking. (Some studies show a meaningful correlation between second language study and improved verbal and mathematical performance on tests such as the SAT or the MCAT.) It can open doors to self-knowledge and to participation in worlds you haven't yet imagined.

**Introductory Level.** For students who have never studied the language or those who are continuing a language studied in high school and earned a score below 38 on the Northwestern University Online Placement Exam. Students who have earned high school credits in a language will not be allowed to enroll in the introductory-level sequence (101) or the intermediate-level sequence (111) of that language until they have taken the online placement exam.

**MLAR 101–102 Introductory Arabic**

**MLCH 101–102 Introductory Mandarin Chinese**

**MLFR 101–102 Introductory French**

**MLGR 101–102 Introductory German**

**MLIT 101–102 Introductory Italian**

**MLSP 101–102 Introductory Spanish**

**Intermediate Level.** For students who are continuing a language

studied in high school and who demonstrate sufficient language competence to pursue intermediate study of the language with an emphasis on written and oral expression. Placement at the intermediate level will be determined by the Department of Modern Languages based on the Northwestern University Online Placement Exam. Students earning a score of 38 or higher must enroll at the intermediate level. Students who have earned high school credits in a language will not be allowed to enroll in the introductory-level sequence (101) or the intermediate-level sequence (111) of that language until they have taken the online placement exam.

**MLFR 111–112 Intermediate French I, II**  
**MLGR 111–112 Intermediate German I, II**  
**MLIT 111 Intermediate Italian**  
**MLIT 210 Italian Language and Literature**  
**MLSP 111–112 Intermediate Spanish I, II**  
**MLSP 115-116 Intermediate Spanish for Heritage Speakers I, II**

### Placement and credit

The decision regarding which foreign language to study and whether to continue or begin a new language belongs to the student. First Year Advisors will help a student weigh her interests and consider her ability, or study abroad and career plans in order to advise her and help her reach a thoughtful decision.

The placement exam can be a helpful tool in the advising process. A student electing to continue the study of a foreign language for which she has received high school credit must complete the Northwestern University Online Placement Exam before she will be allowed to enroll in either the Introductory or the Intermediate level.

The level in which the student enrolls may have an impact on her choice of study abroad programs or her ability to major in a particular language. The First Year Advisor can provide all pertinent information, but the student and her academic advisor are encouraged to consult with the Chair of Modern Languages if there are any questions.

- Eight credits in modern languages are awarded upon completion of the requirement. Students who complete the requirement at the intermediate level (111–112 or 115–116) will receive an additional four semester hours of elective credit.

### Recommendations:

1. Students are encouraged to keep their interests, study abroad and career plans, as well as their ability in mind as they decide how to fulfill the Modern Languages requirement in the Sophia Program and to discuss these with their First Year Advisor.
2. A student starting a new language should complete the Sophia Modern Language requirement before the beginning of her junior year.

3. A student wishing to major in French, Italian, or Spanish with no prior study of that language must enroll in the introductory level in her first year.

4. Students may be exempt from the foreign language requirement by examination. Refer to pages 50–52.

## ARABIC

### MLAR 101 Introductory Arabic (4 hours)

An introduction to the Arabic language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Arabic and Islamic culture(s). College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLAR 102. Strongly recommended for students interested in study abroad in Morocco.

## CHINESE

### MLCH 101 Introductory Mandarin Chinese (4 hours)

An introduction to Mandarin. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Chinese culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLCH 102. Strongly recommended for students interested in study abroad in China.

## FRENCH

### MLFR 101 Introductory French (4 hours)

An introduction to the French language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to French and Francophone culture(s). College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLFR 102. Strongly recommended for students interested in study abroad in Morocco.

### MLFR 111 Intermediate French (4 hours)

Designed to develop an intermediate-level proficiency in French focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on French and Francophone culture(s). Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLFR 112. MLFR 111 is required for students interested in study abroad in Angers, France.

## GERMAN

### MLGR 101 Introductory German (4 hours)

An introduction to the German language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and

writing. The course also introduces students to Germanic culture(s). College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLGR 102. Strongly recommended for students interested in the English-language study abroad program in Innsbruck, Austria.

### **MLGR 111 Intermediate German (4 hours)**

Designed to develop an intermediate-level proficiency in German focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Germanic culture(s). Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLGR 112. MLGR 111–112 is required for students interested in the immersion study abroad program in Innsbruck, Austria.

## **ITALIAN**

### **MLIT 101 Introductory Italian (4 hours)**

An introduction to the Italian language. The focus is on developing language proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Italian culture. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLIT 102. Strongly recommended for students interested in study abroad in Rome.

### **MLIT 103 Italian Conversation and Reading (1 hour)**

Designed to develop simple Italian everyday conversation and to enhance the students' exposure to Italian culture. Taken concurrently with MLIT 101. **This course does not fulfill a Sophia Program requirement.** Continues second semester as MLIT 104. Strongly recommended for students interested in study abroad in Rome.

### **MLIT 111 Intermediate Italian (4 hours)**

Designed to develop an intermediate-level proficiency in Italian focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Italian culture. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLIT 210.

### **MLIT 123 Intermediate Italian Conversation (1 hour)**

Designed to enhance speaking and reading skills for intermediate-level students planning to participate in the Rome Program for the second semester. Taken concurrently with MLIT 111. **This course does not fulfill a Sophia Program requirement.** Strongly recommended for students interested in study abroad in Rome.

## **SPANISH**

### **MLSP 101 Introductory Spanish (4 hours)**

An introduction to the Spanish language. The focus is on developing increased proficiency in all four skills: speaking, listening, reading, and writing. The course also introduces students to Hispanic cultures. College credit will not be granted for students who have earned high school credits in the language and who earned a score of 38 or above on the Northwestern University Online Placement Exam. Continues second semester as MLSP 102.

### **MLSP 111 Intermediate Spanish (4 hours)**

Designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing. Emphasis is also placed on Hispanic cultures. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in the intermediate sequence. Continues second semester as MLSP 112. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111–112 or 115–116 required for study abroad in Córdoba, Argentina.

### **MLSP 115 Intermediate Spanish for Heritage Speakers (4 hours)**

Designed to develop an intermediate-level proficiency in Spanish focusing on all four skills: speaking, listening, reading, and writing, but with increased attention given to reading, writing, and grammar, as appropriate to heritage speakers. Emphasis is also placed on Hispanic cultures. Only students for whom Spanish plays a role in their lives (spoken at home; grandparents or other relatives who speak Spanish, whether or not they live in the student's home; frequent engagement with Spanish-speaking communities, etc.) and who receive the recommended placement exam score may enroll in this sequence. Placement into this level is determined by the student's score on the Northwestern University Online Placement Exam. Students earning a score of 38 or above must enroll in one of the intermediate sequences (111–112 or 115–116). Continues second semester as MLSP 116. MLSP 111 or MLSP 115 is required for study abroad in Seville, Spain and 111–112 or 115–116 is required for study abroad in Córdoba, Argentina.

## **Traditions and Worldviews Philosophical Worldviews**

### **PHIL 110 Introduction to Philosophy (3 hours)**

Readings and discussions designed to introduce the student to the major areas and problems of philosophy through a study of the writings of classical and contemporary thinkers. **Section 71664 is reserved for Professor Zwart's advisees. Section 71450 is reserved for Professor Waddell's advisees.**

### **PHIL 110W Introduction to Philosophy (4 hours)**

The content of this course is similar to that of PHIL 110, with the added opportunity to earn the W.



## Religious Traditions

### **RLST 101** Introducing Religious Studies (3 hours)

This course introduces students to the study of religion and theological inquiry. Each section takes a distinct perspective on the nature of religion and its place in culture and personal life; please see individual course descriptions on the department website. *Sections 71492, 71493 and 71494 also satisfy the LO 2 Women's Voices requirement.*

### **RLST 101W** Introducing Religious Studies (4 hours)

Taught in tandem with PSYC 157W (Professor Stoddart), this course introduces the study of religion and theological inquiry and gives students the opportunity to earn the W. **This course is reserved for Professor Davis's advisees.**

## Histories

### **ART 241** Art History Survey I (3 hours)

This course provides a survey of the historical development of Western and non-Western art and architecture beginning with the Neolithic period and leading up to the thirteenth century. We will study works of art in their cultural contexts in order to gain an understanding of the purpose, meaning, and significance of works of art to those who made and used them. Emphasis will be placed on the exchange of knowledge, ideas, forms, and iconography across cultures over time, and the subsequent change in the meaning and significance of these when put to new uses in new contexts. We will discuss current issues and debates in art history, such as responsible collection practices and repatriation of art objects. We will relate the aesthetic experiences and values of cultures from our period of study to contemporary culture. Over the course of the semester, students will develop their own analysis of the purpose, meaning, and significance of a single art object that they have viewed in a museum, and which dates from the chronological period the course covers. *This course also satisfies the LO 3 Global Learning B requirement*

### **ENVS 161** Introduction to Environmental Studies (3 hours)

Interdisciplinary course on the systemic interaction of human beings with their environments. It identifies interests informing environmental decisions and introduces practice of environmental advocacy. *This course also satisfies the LO 3 Global Learning B and Social Responsibility B requirements.* **This course is reserved for Professor Cobb's advisees.**

### **GWS 207** Introduction to Women's Studies (3 hours)

This interdisciplinary course introduces students to the field of women's and gender studies. It focuses on the lives, work, and beliefs of U.S. women, while including comparative and transnational perspectives; it examines the significance and meaning of gender at different periods in American history, and the development of U.S. feminism and feminist theory. Particular attention is given to the ways in which race, ethnicity, sexuality, class, age, and generational location

shape women's experiences and the various socio-political meanings of gender. *Sections 71894 and 72129 also satisfy the LO 2 Women's Voices, LO 3 Global Learning B and Social Responsibility A requirements.* **Section 72129 is reserved for Professor Sapra's advisees.**

### **ICS 201** Introduction to Intercultural Studies (3 hours)

An introduction to intercultural studies through an examination of 1) the relationship between culture and identity, 2) patterns of behavior and attitudes engendered by intercultural contact, 3) systems of power and privilege, and 4) expressions of identity. The course emphasizes the necessity of intercultural skills in the pluralistic society of the United States in the twenty-first century. An understanding of different perspectives is also fostered through the study of texts which voice the viewpoints and histories of various identity groups within the United States. *This course also satisfies the LO 3 Intercultural Competence A and B requirements.*

### **ICS 201W** Introduction to Intercultural Studies (4 hours)

The content of this course is similar to that of ICS 201, with the added opportunity to earn the W. *This course also satisfies the LO 3 Intercultural Competence A and B requirements.*

### **MUS 241** Music Appreciation (3 hours)

Survey and study of forms and styles of music literature from early music to the twentieth century; listening is emphasized.

### **MUS 242** American Popular Music (3 hours)

A study of popular musics in America from around 1840 to the present day, including popular song, blues, jazz, rock and roll, and folk song. Approach is both from a historical viewpoint, placing this music in a broad cultural context, and an exploration of the aesthetic qualities of the various styles. Listening is emphasized.

## Science for the Citizen Natural Sciences

### **BIO 105** Cells to Self (4 hours)

This course is built on the following themes: the cell, energy, information, and integration. Where possible, we will identify individuals and evaluate the contributions that led to major advances in our understanding of these processes and identify the questions that remain unanswered. Throughout the course we will stop to address the relevance of the processes under consideration to life choices and/or current issues facing our communities. Three hours lecture and one 2-hour lab each week. *NOTE: \$50.00 lab fee applies.*

### **BIO 154** Foundations of Biology II (4 hours)

A study of major concepts of biology with emphasis on plant structure and function, ecology, evolution, and diversity of life. Three hours lecture, one 3-hour lab per week. Offered fall semester. *NOTE: \$50.00 lab fee applies. For biology and chemistry intended majors.*

### **CHEM 101 Chemistry in Context (4 hours)**

A survey course for students majoring in disciplines other than the natural sciences. Application of fundamental chemical principles to selected inorganic, organic, and biological systems, with particular emphasis on topics of interest to citizens in a technological society. Three hours lecture and one 2-hour laboratory.

*NOTE: \$50.00 lab fee applies*

### **CHEM 121 Principles of Chemistry I (4 hours)**

An introduction to chemical stoichiometry, atomic and molecular structure, and bonding. Laboratory will explore principles presented in lecture. Three hours lecture and one 3-hour laboratory. Prerequisite: high school chemistry or permission of the instructor. *NOTE: \$50.00 lab fee applies. For biology and chemistry intended majors.*

**Lab section 71303 reserved for Professor Houser's advisees.**

### **PHYS 101 Intro Topics in Physics: Motion (4 hours)**

Experience in physics that provides students a basis for understanding scientific and technology issues. Course deals with the history and methods of physics using everyday motion as the focus. The primary goal of this conceptually based course is to convey an understanding of science (physics in particular) as a way of knowing. Designed for students not majoring in the sciences but of interest to all. Three hours lecture and one 2-hour laboratory/demonstration.

*NOTE: \$50.00 lab fee applies. (Section filled)*

## **Social Science II**

### **ECON 251 Principles of Macroeconomics (3 hours)**

An analysis of U.S. economic issues such as unemployment, inflation and the business cycle and government policies used to correct these problems. Since we live in a global economy, international trade and economic development are also explored. By taking this course, the student should be able to understand the fundamentals of macroeconomic issues and how they impact households and businesses. This is a required course for business and economics majors. **Section 71195 is reserved for Professor Measell's advisees.**

### **PSYC 157 Introduction to Psychology: Science for the Citizen (3 hours)**

An introductory survey of theories, topics and applications in psychology. Courses cover a wide range of classic and contemporary topics in psychology, including brain and behavior, thinking and intelligence, and psychological disorders. The 157 course emphasizes social science methodology and, therefore, students will conduct basic studies to address psychological questions using appropriate research methods. *Credit granted for either PSYC 156 or PSYC 157, not both.*

### **PSYC 157W Introduction to Psychology: Science for the Citizen (3 hours)**

A unit of the tandem Book Club, taken in conjunction with RLST 101W. See "Special Opportunities in the Curriculum" (page 23).

**This course is reserved for Professor Davis's advisees.**

*Credit granted for either PSYC 156 or PSYC 157, not both.*

### **SOC 153 Sociological Imaginations (3 hours)**

How do social forces such as race, ethnicity, social class, gender, age, or religion impact your life? How can sociological research help you comprehend important public issues like inequality and poverty, education, or unemployment? Sociology is a valuable tool for understanding the social world around you. In this course a student will develop her "sociological imagination" in order to understand how personal problems and public issues are interconnected. Overall, students will gain an understanding of the basic social processes of the social world including social behavior, group dynamics, the role of culture, and the significance of social structures. *This course also satisfies the LO 3 Social Responsibility A requirement.*

### **SOC 203 Social Problems (3 hours)**

This course focuses on some of the phenomena which have been identified as social problems in the United States. Among the issues discussed are poverty, gender and racial stratification, hyperconsumerism, changing family structures, inequality in the educational system, health care issues, the work environment, drug abuse, and crime. Particular attention will be given to the role of the social structure in the creation and perpetuation of social problems, and how social problems are interrelated.

### **SOC 203W Social Problems (4 hours)**

The content of this course is similar to that of SOC 203, with the added opportunity to earn the W. *This course also satisfies the LO 3 Global Learning B and Social Responsibility A requirements.*

### **SOC 204 Social Psychology (3 hours)**

Social psychology seeks to understand and explain human behavior in its social context. It is concerned with how people, and the social forces that impinge upon them, affect one another's thoughts, feelings, and behavior. The course consists of an overview of major theories and research studies in modern social psychology, and an exploration of subspecialties in the field. *This course also satisfies the LO 3 Social Responsibility A requirement.*

### **SOC 220 Contested Masculinities (3 hours)**

This course is an introduction to various forms of masculinity, how masculinities are constructed and performed by individuals, and how individual performativities create larger social and cultural understandings of masculinity in specific historical, social, and cultural settings. *This course also satisfies the LO 3 Social Responsibility A requirement.*

## Arts for Living Creative and Performing Arts

### ART 101 Drawing I (3 hours)

This is a broad foundation course that introduces a variety of drawing techniques, approaches, and subject matter. A focus on observational drawing improves the student's ability to "see" (visual perception) and develops technical drawing skills. Projects are designed to enhance the understanding and use of formal elements, principles and composition while exploring drawing's creative and expressive potential. Subject matter includes still life, landscape, interiors, and the figure. Studio projects are augmented by critiques, visual presentations and discussion. Sketchbook/journal required.

### ART 103 2D Design (3 hours)

The fundamentals of two-dimensional design: line, shape, value, texture, and color are explored individually and in composition using a variety of 2D media. Critical discussion of design principles is an important requisite of the course. Individual and group critiques.

### ART 125 Silkscreen (3 hours)

Introduction to the various methods of serigraphy, with exploration of color, tone, and texture as the natural result of the process.

### ART 211 Ceramics: Introduction to Clay (3 hours)

This is an introductory course in basic ceramic techniques and creative processes that use clay as an expressive medium. The semester is divided into two major sections. Section one is hand building, and section two is throwing on the potter's wheel and glazing/finishing.

### ART 218 Modeling and Replication (3 hours)

An introductory level sculpture course that explores traditional and contemporary moldmaking and casting techniques. You'll learn to replicate originals in a variety of ways: part molds from found objects, lifecasting, and other forms of object replication. A variety of traditional and contemporary casting materials (plaster, rubber, candy, etc.), and casting methods (solid and hollow) will be used. You'll employ numerous presentation methods appropriate for your creative project ideas, from traditional pedestal dependant works, to installation/site-specific. You will also be investigating replication as an idea through creative projects that address themes such as: simulation; editioning; hyperreality; copy and paste culture; appropriation; sampling; mash-ups; and repurposing to name a few. Creative projects will be supplemented with discussions pertaining to a number of shared source materials—fiction, film, essays, and presentations about contemporary artists. *This course also satisfies the LO 2 Women's Voices requirement.*

### ART 221 Photography I (3 hours)

Introductory black and white photography. Students study the basic elements necessary for control in the exposure, development, and printing of photographic materials. Initial exploration of the medium

stresses consideration of its visual and aesthetic dimensions through a creative problem-solving approach. Variable shutter/aperture camera required.

### ART 236 Sustainable Textiles (3 hours)

Due to use of pesticides and chemicals, land degradation, depletion of fossil fuels, release of harmful emissions, and production of wastewater, the global textile industry is said to be one of the most unsustainable. This course will investigate the environmental and ethical issues surrounding the textile and fashion industry and the positive contribution we can make as artists, designers and consumers. We will consider the innovative, multidisciplinary field of green design and the exciting work being done by contemporary artists, architects, designers, scientists and engineers to create sustainable solutions and bring the public's attention to environmental concerns. Examples of studio projects can include handmade paper from local plants and discarded cloth, eco-dyeing and printing, the re-purposing and upcycling of salvaged materials, and/or the design of portable, textile shelters that incorporate renewable energy. *This course also satisfies the LO 3 Social Responsibility B requirement.*

### ART 266 Introduction to New Media (3 hours)

An introduction to the new visual technologies and basic concepts (mechanical, visual, and aesthetic) for their creative use in the visual arts. Those fields involved may include photography, film, video, computer imagery, holography, and other contemporary media. Students will be introduced to these media through lectures, direct laboratory experience, discussion, and creative problem-solving projects. No prerequisites: ART 103 desirable (also listed as COMM 266). **(Section filled)**

### COMM 103 Introduction to Communication (3 hours)

Students develop an increased competency in communicating with precision and style, and also have the opportunity to think critically and creatively about the process of communication. Major topics in communication theory and practice are surveyed in addition to a focus on public speaking.

### COMM 103W Introduction to Communication (3.5 hours)

The content of this course is similar to that of COMM 103, with the added opportunity to earn the W. **This course is reserved for Professor Baxter's advisees.**

### DANC 240 Introduction to Dance (3 hours)

A survey of dance as an art form presented in both lecture and studio format. This course includes a brief history of dance, dance theatre, and world dance forms as a model of cultural identity. The creative process is explored through Laban based motif notation (movement notation). The practical experience of this course is intended to develop the student's personal aesthetic and appreciation of dance. *Note: For additional information on dance courses, see page 36.*

### **MUS 111-131 Applied Music: Private Lessons— Instrumental or Voice (1–2 credits) or Class Guitar (MUS 104)**

*Multiple courses may be used to satisfy this requirement as long as they add up to at least 3 credit hours.*

Lessons are offered for voice, piano, and all brass, string, woodwind and percussion instruments. Fees are \$240 per semester for a half-hour lesson a week (one semester hour of credit), and \$400 per semester for a 50-minute lesson a week (two semester hours of credit). *There is no fee for Class Guitar. For information on choirs and class lessons, see page 36.*

### **MUS 181 Theory I: Fundamentals of Music (3 hours)**

For students with little or no previous training in music. A study of the organizational principles inherent in pitch and rhythm systems, with emphasis on the notation of these in written symbols. Such concepts as tonality, transposition, modulation, harmonic motion, and simple forms are introduced. Aural skills, keyboard applications, and the development of fluency in notation are stressed. One half hour of computer drill per week is required. First semester of the theory sequence for majors and minors.

### **THTR 135 Introduction to Theatre (3 hours)**

A broad and comprehensive view of theatre and how it communicates.

### **THTR 205 Introduction to Acting (3 hours)**

Exploration of the elements of a realistic acting technique using games, improvisations and exercises, culminating in two-character scenes later in the semester.

## **Professional Arts**

### **SW 202 Introduction to Social Work (3 hours)**

This course is an introduction to the knowledge and skills of the generalist practice of social work. It includes an examination of the history, principles, practice, research, and literature in the social welfare field. Theoretical and professional foundations, diverse client systems, areas of practice, contemporary social policies, and social work values are examined. The student is given opportunities to visit community agencies. *This course also satisfies the LO 2 Women's Voices and LO 3 Social Responsibility A and B requirements. Section 71201 reserved for Professor Kominkiewicz's advisees.*

### **SW 235 Human Behavior and the Social Environment I (3 hours)**

This course examines human behavior and the social environment using the generalist social work theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is given to the biological, social, psychological, and cultural factors that affect human behavior within these micro and mezzo systems. *This course also satisfies the LO 3 Social Responsibility A and B requirements.*

## **Mathematical Arts**

If you wish to select a mathematics course for the first semester, the following courses are offered. Suggestions for the appropriate course according to high school background, aptitude, interests, and performance on the math placement test are given with each description. The placement test is required for all incoming students and must be completed before registering for the fall semester.

Please note that students whose basic mathematics problem-solving skills need to be stronger (as shown by previous academic background and performance on the placement test) must take Math 100. Anyone wishing to be placed in another math class must make a case for exception to the Math Placement Advisor. Students wishing to enroll in a calculus course (Math 105, Math 131) and who need more preparation (as shown by previous academic background and performance on the math placement test) must successfully complete Math 103 before enrolling in a calculus course.

### **MATH 100 Problem Solving Strategies in Mathematics (3 hours)**

Intensive study of the problem-solving process. Algebraic, patterning, modeling, and geometric strategies are explored. This course does not fulfill a Sophia Program requirement in mathematical arts but is required for students whose basic mathematics problem-solving skills need to be stronger for college-level work. This is required for students with 3 or 4 years of high school math who meet any one of the following: math placement test score of less than 21, math SAT score of less than 480, or math ACT score of less than 19. *This course does not fulfill the Sophia Program requirement in mathematical arts. This course is offered only in the fall semester.*

### **MATH 102 Liberal Arts Mathematics (3 hours)**

Mathematical modeling through the use of graph theory. Topics include graphs, directed graphs, trees, matchings, and network flows. Suggested for students with a math SAT score of 480–520, a Math ACT score of 19–23, or a score of 21–28 on the math placement test.

### **MATH 103 Precalculus (3 hours)**

Study of polynomial, rational, exponential, logarithmic, and trigonometric functions from the symbolic, numeric, and graphical perspectives that provides a solid preparation for a college-level calculus course. Recommended for students who need a calculus course for their program of study but who are not yet ready for the calculus course as suggested by a math placement test score of 20–28. *This course does not fulfill the Sophia Program requirement in mathematical arts.*

### **MATH 104 Finite Math (3 hours)**

Set theory, counting techniques, probability, random variables, expected value, variance, standard deviation, and linear programming. Suggested for students with three or four years of high school math



and who meet any one of the following: a math SAT score of 530 or higher, a Math ACT score of 24–26, or a score of 26–32 on the math placement test.

### **MATH 105 Elements of Calculus (3 hours)**

Introduction to differential and integral calculus with emphasis on applications. This course is designed primarily for liberal arts students and those in the professional programs. Suggested for those with four years of high school math who meet any one of the following: a math SAT score above 530, a math ACT score above 25 if no calculus was taken, or a score of 27–35 on the math placement test. This is not a course for math or science majors or for students who took calculus in high school. *This course is offered only in the fall semester.*

### **MATH 131 Calculus I (4 hours)**

Algebraic and transcendental functions, limits, continuity, derivatives, maxima and minima, concavity, related rates, Mean Value Theorem, anti-differentiation, Riemann sums, the Fundamental Theorem of Calculus. The course is based on graphical, numerical, and symbolic points of view. Graphics calculators are used throughout the course. Students registering for this course should have four or five years of high school math and should meet any one of the following: a math SAT score over 570, a math ACT score over 26, or a score of 33–40 on the math placement test. In general, the student should not have taken a full year of advanced placement calculus.

### **MATH 133 Theory and Application of Calculus (4 hours)**

This course is designed for students who have completed a full year of calculus in high school at the AP or equivalent level and have mastered the mechanics of differentiation and integration. Students who have taken the Math AP AB Exam should have a score of at least a 3. The basic concepts of calculus, including limits, derivatives, integrals, sequences, and series, will be explored in depth. The emphasis of the course is on understanding the theory of calculus and constructing mathematical models. It is typically followed by MATH 225: Foundations of Higher Math or MATH 231: Calculus III.

## Elective Course Offerings Fall 2013

### Dance

The following dance courses are available for fall semester. These courses have not been approved for the Sophia Program at this time. Students receive two credit hours for technique courses taken for the first time and one credit hour for subsequent enrollment in the same level technique course. All two-credit technique courses include an academic component: required and recommended literary sources, as well as written midterm and final examinations that test knowledge of terminology and movement concepts.

#### **DANC 144 Modern Dance Technique: Beginning (2 hours)**

An introduction to skills and movement concepts of modern dance. Designed for students with no previous movement training. May be repeated for one credit.

#### **DANC 145 Ballet Technique: Beginning (2 hours)**

An introduction to basic ballet technique and terminology. Designed for students with no previous movement training. May be repeated for one credit.

#### **DANC 146 Improvisation (2 hours)**

Movement exploration in response to given problems or ideas. Emphasis on individual movement and group interaction.

#### **DANC 148 Jazz Technique: Beginning and Intermediate (2 hours)**

A practical course in contemporary jazz technique, hip hop, and lyrical styles. May be repeated for one credit.

#### **DANC 149 Body Conditioning (2 hours)**

An introduction to the Pilates conditioning process includes beginning mat, stretch band, fitness circle, and foam roller workouts. Muscle groups are strengthened through a series of resistance exercises. Primary areas of concentration are core conditioning and maintaining the natural curves of the spine. General knowledge of muscle groups, movement, function, and personal alignment will be explored. May be repeated for one credit.

#### **DANC 243 Dance Ensemble Workshop (D.E.W.) (1 to 3 hours)**

The ensemble functions as the student dance company in residence. D.E.W. presents a fully produced concert and offers other performance opportunities. The dancers meet regularly for technique classes, master classes, and workshops and rehearsals with faculty and guest choreographers. Variable credit offered for performance and production. Performance students must be concurrently enrolled in a technique class. May be repeated for a maximum of nine credit hours. By audition and/or permission only.

#### **DANC 244 Modern Dance: Intermediate (2 hours)**

A course exploring various approaches to, and styles of, technique. Students are challenged to improve physical skills, increase vocabulary, and develop strength in execution and expression. May be repeated for one credit.

#### **DANC 245 Ballet Technique: Intermediate (2 hours)**

A technique course with an emphasis on correct alignment and proper execution of barre and center exercises. May be repeated for one credit.

#### **DANC 247 Pointe Technique: Beginning (1 hour)**

Pointe technique beginning is for intermediate level students with no previous experience in pointe. Prerequisite: placement audition. Corequisite: DANC 245 or 345. May be repeated.

#### **DANC 248 Jazz Technique: Intermediate (2 hours)**

Jazz technique at an intermediate level with emphasis on performance and styles. May be repeated for one credit.

#### **DANC 344 Modern Dance Technique: Advanced (2 hours)**

A more advanced technique course with an emphasis on technical execution and artistic expression. Retention, clarity, strength, and endurance will be challenged through complex patterns and combinations. May be repeated for one credit.

#### **DANC 345 Ballet Technique: Advanced (2 hours)**

A continuation of ballet technique with an emphasis on accuracy, style, intricate combinations, strength, endurance, and a more extensive vocabulary. May be repeated for one credit.

#### **DANC 348 Jazz Technique: Advanced (2 hours)**

A continuation of jazz technique providing a stimulating and rigorous application of both the traditional jazz dance vocabulary and contemporary styles. May be repeated for one credit.

### Music

#### MUSIC ENSEMBLES

Students may enroll for ensemble courses that offer one hour of credit per semester. Auditions are required before acceptance into any of the ensembles. After you arrive on campus, sign up for an audition appointment in Moreau Hall, Room 313. If you are selected for one of the groups, you may add the course to your schedule at the Academic Affairs and First Year Studies office.

#### **MUS 201 Collegiate Choir (1 hour)**

A women's choir that performs primarily on campus. Goals include developing excellent individual and group tone quality, working toward clear and proper diction, and strengthening aural and music reading abilities. Performs quality women's repertoire, both sacred

and secular, in 2–4 parts. Membership by audition only. Auditions will take place during August orientation through the first week of classes.

### **MUS 203 Women’s Choir (1 hour)**

The College’s select women’s ensemble. Performs music of all periods with an emphasis on new music. Regularly commissions and records new works. National concert tours every other year, and Carnegie Hall appearances every four years. Regular performances with the South Bend Symphony Orchestra. Hosts the annual High School Women’s Choir Festival. Membership by audition only. Auditions will take place during August orientation through the first week of classes. For information on additional ensembles at area colleges and universities, please call the music department at (574) 284-4632.

**MUS 104 Class Guitar** is for beginning students.

## **Physical Education**

The Physical Education Department offers selected courses based on student needs and interests. These courses are offered throughout the day and week to satisfy a broad range of fitness interests. You can de-stress with Yoga or work on your core and flexibility with Pilates. Fitness Challenge incorporates a combination of Zumba Dance, step aerobics, kick boxing, strength, cardio, and more! Our very popular Spinning Class is an intense biking workout sure to get you in great shape! The addition of our SMC “X” treme class has been a great option for students focused on a solid conditioning program. The SMC “X” treme course incorporates lifting and plyometrics into an intense conditioning workout that will help with toning and overall fitness.

Physical Education classes and participation in intercollegiate athletics carry one-half semester hour of elective credit. One semester hour of credit may be applied to graduation.

The following courses are available each semester:

- PE 50 - Belles for Fitness**
- PE 50 - Fitness Challenge**
- PE 50 - Personal Fitness Instruction**
- PE 50 - Pilates**
- PE 50 - Spinning**
- PE 50 - Yoga**
- PE 50 - SMC “X” treme**







# International Programs



## Study Abroad Programs

Saint Mary's has a long history of providing high quality international programs as an essential part of our educational mission—forming women leaders who make a difference in the world. Students considering study abroad should begin the planning process as early as possible in their college career.

### ROME, ITALY

Since 1970, when the College established its center in Rome, approximately 4,000 students have lived and studied on our Rome campus, taken archaeology classes in the Roman Forum, participated in ceremonies at the Vatican, and become part of the lively culture of Italy.

Courses offered in the Rome Program, designed primarily for sophomores, include Italian language and literature, anthropology, Italian art history, political science, history, music appreciation, mythology, philosophy, religious studies, principles of marketing, and survey of international business and economics. Many of these courses fulfill Sophia Program requirements. It is strongly recommended that students complete a year of college-level introductory Italian before going overseas.

### MAYNOOTH, IRELAND

Every year 35-45 rising sophomore and junior applicants are selected to participate in Saint Mary's Ireland Program. They travel to Ireland to study from mid-September to late May at the National University of Ireland in Maynooth, located 14 miles west of Dublin. Now in its 36th year, the Saint Mary's Ireland Program offers students the opportunity to enroll in courses with Irish classmates and to live in housing on N.U.I.M.'s campus.

Courses selected from the National University of Ireland in Maynooth's curriculum include anthropology, classical civilization, economics, history, literature, philosophy, sociology, and theology. A course in Irish culture, including lectures and tours, is also required of all students in the program. Mainly, the course selection fulfills Saint Mary's Sophia Program requirements, but some advanced courses are available to students with strong backgrounds in a particular discipline. The Ireland Program is open to all majors.

### SEVILLE, SPAIN AND CÓRDOBA, ARGENTINA

The College is officially affiliated with the Spanish Studies Abroad in Seville, Spain, and Córdoba, Argentina, and offers study abroad opportunities for Department of Modern Languages majors and minors in Spanish. The Spanish Studies Abroad programs offer a wide range of courses that fulfill requirements in the Spanish major and minor at Saint Mary's. Students may also take courses that fulfill Sophia Program requirements.

In Argentina, students study at the distinguished Universidad Nacional de Córdoba (UNC) and take courses designed for international students as well as one course at UNC with Argentine students. Typically, students participate in one of these programs in the second semester of their sophomore year, but a full year of study abroad is available for those students whose academic program permits it. Summer study is also available in both locations.

### ANGERS, FRANCE

Saint Mary's College offers students the opportunity to study at the Université Catholique de L'Ouest in the heart of the Loire Valley. Students who have previously taken French and earned a B average may take courses for the full year, fall, or spring semesters with courses that range from beginning to advanced French. Depending on language placement, students may earn some credits toward the Sophia Program requirements. Since all of the coursework is done in French, students can expect to apply the bulk of their academic credits in Angers toward a French major or minor at Saint Mary's and to elective credits toward the degree requirements. Students live with host families and participate in a variety of extracurricular activities at the Université. The program includes a few excursion trips each semester; in the Spring semester there is usually a Saint Mary's Heritage excursion to LeMans. The Department of Modern Languages recommends that interested students study in Angers during their sophomore (preferred) or junior year or during the summer semester.

### FREMANTLE, AUSTRALIA

In 2003, Saint Mary's established its first direct student exchange program with the University of Notre Dame, Australia, in Fremantle on the west coast. Students can choose from a wide range of courses offered and study for a year or semester. All Saint Mary's students are required to take a course on Australian history and society, which includes a field trip to the Kimberly region of Western Australia to visit aboriginal communities and experience the Australian Outback.

### INNSBRUCK, AUSTRIA

Saint Mary's German students are encouraged to participate in the program at the University of Innsbruck through our partnership with the University of New Orleans for the spring semester or the full year. Besides intensive language study, courses accommodate the general curricular needs of Saint Mary's students, and are taught by faculty from the University. Typical offerings include history, music, fine arts, and humanities courses. There is a choice of several courses taught in either German or English. The program also accommodates students without previous German instruction. Students live in residence halls with German-speaking students.

### IFRANE, MOROCCO

The town of Ifrane is a small French-style ski resort nestled in the Middle Atlas Mountains. A semester or year in Ifrane allows students

to gain accurate knowledge of the Arab and Islam world, both areas that are critical to global dynamics. Saint Mary's students take courses for the Sophia Program requirements at Al Akhawayn University, and all classes are taught in English. Students also have the opportunity to develop language skills in Arabic or French. The average class size at Al Akhawayn University, a small American-style university, is seventeen, ensuring that students have the opportunity to interact with faculty and classmates. Students live in the residence halls with Moroccan and other international students.



#### **PIETERMARITZBURG, SOUTH AFRICA**

Saint Mary's College offers an international program provided by International Studies Abroad at the University of KwaZulu-Natal in the charming, old-world city of Pietermaritzburg, about an hour from the Indian Ocean, nature reserves, and the bustling tourist resort area of Durban. The program is an ideal fit for students interested in social justice, environmental biology, African literature, history, ethnic studies, religion, and sociology. Students typically take four classes or the equivalent of 16 credit hours while enrolled at the University of KwaZulu-Natal. Students may enroll for fall or spring semester or the full year.

Students will live in a single room in a dorm located at the center of the campus. Upon arrival, students participate in an orientation program and visit local attractions. The program is open to sophomores, juniors, and seniors. It is expected that participating students be in good disciplinary standing and exhibit emotional maturity and adaptability to new experiences.

#### **SEOUL, SOUTH KOREA**

In 2008, Saint Mary's started a direct student exchange program with Ewha Women's University in Seoul, South Korea, which was established in 1886 as the first higher education institution for Korean women. It is now one of the most prestigious universities in Korea and the largest women's university in the world. Students choose from a wide range of courses in English. Korean language courses are offered, and students can enroll for a year or semester. Korean language is not required.

In 2012, Saint Mary's started another semester exchange program in South Korea—Catholic University of Korea (CUK), which is about an hour drive from Seoul. English courses offered by the program include business, international studies, religious studies, law, public administration, and Korean language etc. CUK offers English teaching assistantship opportunities and stipend for the work. Students live in the international dorm with local Korean students and international students from other countries. Korean language is not required, but students are encouraged to take the language course. Students can enroll for a year or semester.

#### **SHANGHAI/NANJING, CHINA**

Saint Mary's students may participate in the program at the Shanghai Center on the campus of East China Normal University through our partnership with the Council of International Educational Exchange (CIEE) for the fall, spring semester or the full year. Shanghai, one of Asia's most exciting business and cultural centers, is the perfect environment for students to take business classes and other courses (Chinese culture, economics, international politics, history, journalism, women's studies, and Chinese language courses, etc.) in English to understand China in a global context. Students have opportunities to learn outside the classroom through volunteer opportunities, cultural activities, a three-day field trip with excursions to Chinese companies and factories, or an organizational internship. The Shanghai Program is open to students of any major and Chinese language background is not required.

The Nanjing Intensive Chinese Language and Culture Program at the CIEE center on the campus of Nanjing University is open to students who have studied Mandarin Chinese for two semesters. Nanjing, China's ancient capital, is rich in scenic and historic sites. The goal of the program is to increase students' language proficiency and cross-cultural competency through close interaction with community life via small classes, a unique area studies course taught in English and Chinese, and a research project with guidance from individual advisors. Students have opportunities to explore Southwest China in the fall and Northwest China in the spring on a one-week module and visit memorial museums and temples in Nanjing and other cities in Eastern China.

*Continued on next page*



## OXFORD, ENGLAND

Saint Mary's is one of a few Catholic colleges and universities in the United States that has been invited to participate in the Overseas Student Programme at Blackfriars Hall of Oxford University. The program provides highly motivated and advanced students (GPA of at least 3.5 and turning 21 by their return) with a special opportunity to spend up to a year studying at one of the world's most storied universities, as well as at one of the most famous centers for the study of the Catholic intellectual tradition. Participants in the program are able to work one-on-one with world-class faculty members, enjoy conversations and forge friendships with other talented students from around the world, and imbibe the history and culture of a medieval university city as well as that of England itself.

Blackfriars' course offerings are most robust in the disciplines of philosophy, theology, history and literature, though it is also possible to take tutorial and lecture courses at Blackfriars in economics, politics, and psychology, as well as to take lectures, seminars and language courses from the full range of offerings across Oxford University. Students who participate in the program should work closely with the program coordinators to craft a course of study that allows them to take full advantage of the opportunities available at Blackfriars while making progress toward their major and Sophia Program requirements at Saint Mary's.

## SAINT MARY'S SEMESTER BREAK PROGRAMS

Saint Mary's College sponsors travel and experience learning opportunities during semester breaks. These programs currently include Honduras and Education Studies in Ireland.

## SAINT MARY'S SUMMER PROGRAMS

Saint Mary's College sponsors travel and experience learning opportunities during the summer in Ecuador, Greece, Honduras, South Korea, Argentina, Spain, France, Uganda, China, traveling in Europe, and internships in London and Seville. Most programs ordinarily extend from mid-May to mid-June. Students may earn a maximum of six credit hours.

## OTHER PROGRAMS ABROAD

In addition to the programs already described, the College also recognizes established programs abroad administered by other American colleges and universities or third party program providers. International study may be pursued during the sophomore or junior year, for one or two semesters. Plans for study abroad at other colleges must be approved in advance by the Global Education Office of the Center for Women's Intercultural Leadership and the Office of Academic Affairs. Students need to complete a Change of Status Form at the Global Education Office.

For more information, please visit the website of the Center for Women's Intercultural Leadership: [cwil.saintmarys.edu](http://cwil.saintmarys.edu)





# College Services



## Academic Affairs and First Year Studies

In recognition of the unique needs of first year students, Saint Mary's College established the First Year Studies Office. Advisors assist first year students in curricular planning and help facilitate the transition from high school to college. Our services include the following:

### Advising and helping with course selection

Faculty advisors and advisors in the Academic Affairs and First Year Studies Office will help plan your class schedule each semester.

### Administering academic policies

A number of academic policies may affect you during your first year of college. Please visit Academic Affairs and First Year Studies for help with any academic policy including: excused absences, final exam changes, questions regarding transfer credit and credit by exam, and withdrawals from a course.

### Assisting with academic adjustments

We encourage you to stop by our office to ask questions and discuss any concerns during your first year. At Saint Mary's all departments are here to help; we want your transition into college life to be as smooth as possible.

### Location and contacts

Academic Affairs and First Year Studies is located in 121 Le Mans Hall. For more information, please call our office at (574) 284-4594.

Ms. Susan Vanek  
Associate Dean for Advising  
Director of First Year Studies

Ms. April Lane  
Senior Academic Advisor

Ms. Rebecca Clarke Foster  
Senior Academic Advisor

### Career Crossings Office (CCO)

Located in Spes Unica, Room 114, the Career Crossings Office (CCO) assists students with choosing a major, career exploration, developing effective job and internship search strategies, and preparing for graduate/professional school studies. Services include career assessments, résumé and cover letter writing, networking, interviewing, researching and applying to graduate/professional schools. Career counseling is available through individual, group, email, and telephone consultation. Additional resources include:

- The Alumnae Resource Network (ARN) is a database of over 6,000 contacts that enables students to identify alumnae throughout the professional spectrum to conduct information interviews and networking.

- Go BELLES, the online job/internship vacancy and résumé referral system, enables students to access opportunities 24/7.
- The Career Resource Center (CRC), located within the CCO, houses more than 300 books and publications on a wide variety of career topics ranging from career exploration to internship and job searching to preparing for graduate school.

For more information, please contact: Ms. Stacie Jeffers, Director of Career Crossings Office, Spes Unica Room 114, (574) 284-4775, [saintmarys.edu/career-center](http://saintmarys.edu/career-center), or [cco@saintmarys.edu](mailto:cco@saintmarys.edu)

### Cross Currents Program: *Four Years and Beyond*

The Cross Currents Program, while primarily housed in the Academic Division, integrates many new and existing programs offered by the Academic, Mission, and Student Affairs divisions. Cross Currents expands the opportunities available to a student over four years, providing her with a robust approach to advising. As a college committed to the legacy of the Sisters of the Holy Cross, this new advising system focuses the student's attention on several key questions. In the first year, programs such as a First Year Faculty Advising Program, Peer Mentoring, and Common Experiences, allow all first year students to explore answers to the question, "Why am I here?"

In the sophomore and junior years, students explore the answers to the questions, "What are my gifts and passions?" and "What do my community and the world need from me?" through programs sponsored by Campus Ministry, the Office of Civic and Social Engagement, the Center for Spirituality, and the Career Crossings Office. These programs include retreats, experiential learning opportunities, Real Life Calling seminars, Strengths-Quest workshops, and internships. In their senior year, our students will prepare to leave us with some provisional answers to the question, "How can I make a difference in the world?" through their participation in programs such as the Community Engagement Summit and Senior "Disorientation."

### Student Programs within Cross Currents

MAJOR Crossroads Seminar  
Study Abroad Programs  
Intercultural Leadership Certificate  
Sophomore Pathways  
Sophomore Parent Weekend  
Strengths-Quest  
Real Life Project  
Indiana Community Grants for Students

Internship Prep Seminars  
Summer Indiana Internship Grants  
Lay Ministry Certificate  
Ministry Assistants for Residence Halls  
Justice Education Initiative  
Junior Jumpstart  
Senior "Disorientation"

## Cushwa-Leighton Library

The Saint Mary's College campus library contains a collection of more than 250,000 volumes. It provides access to more than 20,000 journal titles in print and electronic format, the rare book collection, the 24-hour Trumper Computer Center, and the Huisling Instructional Technology Resource Center. The College archives is a part of the library and is located in Madeleva Hall.

All materials are listed in the web-based online catalog with direct access to the catalogs of the University of Notre Dame, Bethel College, and Holy Cross College. Other catalogs of educational and public institutions are also available through web access. The library is a critical resource for college coursework. Instruction in library use and information research is available in connection with various courses and on individual request.

Library hours are Monday through Thursdays, 7:45 a.m. to midnight; Fridays, 7:45 a.m. to 8 p.m.; Saturdays, 9 a.m. to 5 p.m.; Sundays, 11 a.m. to midnight. Reference service is available in person and online, Monday through Thursday, 9 a.m. until 9 p.m.; Friday, 9 a.m. to 5 p.m.; Sunday, 1–9 p.m. Complete information about services and library policies is available on the web at: [saintmarys.edu/library](http://saintmarys.edu/library)

For more information, please call: Ms. Janet Fore, Library Director, at (574) 284-5280 or (574) 284-5287, or call the Reference Desk at (574) 284-5288.

## Disabilities Resource Office

Ms. Iris Giamo, specialist for students with disabilities, coordinates services for students with disabilities. She reviews documentation, requests accommodations, and works with students with learning disabilities. She can be reached at (574) 284-4262.

If you have a disability and need accommodations or assistance, please send documentation to the Academic Affairs and First Year Studies Office.

## Math Center

The Math Center provides tutoring and resources for students taking mathematics and computer science courses. Director Suzanne Cox is available for one-on-one or group tutoring of students taking 100- and 200-level math courses. She is available weekdays at regularly scheduled hours; no appointment is necessary.

The Center, located in room 354 Madeleva, includes a library of supplementary texts which students are free to borrow. The Center also has several computers loaded with the software used in mathematics and computer science courses. Students are encouraged to use these as they work on class projects.

## Office for Student Success

Ms. Diane Fox, Director of Student Success (574) 284-4463

Located in the Academic Resource Center in Madeleva Hall, the Student Success Program better ensures that students accepted to the College successfully adjust to the demands of a collegiate career. Students admitted to the Success Program are enrolled in a 2-credit hour Academic Skills & Strategies course, meet regularly with the Program director, and have assistance monitoring their grades and learning. The Office for Student Success, from which the Success Program originates, also offers student success workshops, programs, and individual consultation for any interested student from the general student population.

## Pre-Health Professions Advising

Dr. Nancy Nekvasil, chair of the Department of Biology, assists students in selecting courses to fulfill prerequisites for graduate or professional programs in health-related areas. This includes but is not limited to degrees in medicine, dentistry, optometry, pharmacy, occupational therapy, physician assistant, and physical therapy. Typically in the first and sophomore years, students discuss plans for graduate or professional health-related programs with their academic advisors. Then, beginning in the junior year, students are advised individually by Dr. Nekvasil as they begin the process of applying to health-professions programs.

Professor Nancy Nekvasil, Chair, Department of Biology, Science Hall, Room 268, [nekvasil@saintmarys.edu](mailto:nekvasil@saintmarys.edu)

## Pre-Law Professions Advising

Career Crossings Office, Spes Unica, Room 114

Pre-law advising is primarily facilitated by the Career Crossings Office in collaboration with Professor Sean Savage in political science and Professor George Trey in philosophy. The CCO serves as resource for students seeking information on registering and preparing for the LSAT, writing personal statements, and researching law schools. The CCO also coordinates announcements to the College community on law school fairs and related programs and events as well as information sent to the College on specific law school programs. The academic departments involved in pre-law advising provide academic advising, guidance, and counsel to students in major and course selection, coordinating law school information sessions for their major(s), and serving as a main point of contact for students interested in law school programs with targeted interests (i.e., civil rights, criminal law, education, environmental, family, health, immigration, sports, and entertainment).

Professor Sean Savage  
Department of Political Science | Spes Unica, Room 247E

Associate Professor George Trey  
Chair, Department of Philosophy | Spes Unica, Room 160E

## Women's Health

To assist first year students, Women's Health, which consists of the Counseling and Health Centers, supports the educational mission of the college by providing high quality care in an accessible, safe, secure, and confidential environment.

The Women's Health staff is committed to assisting students in their acquisition of knowledge, skill, and behaviors necessary to become self-directed health advocates. We encourage women to participate actively in their own mental and physical health maintenance and to make informed choices regarding their care.

Women's Health is open Monday through Friday 8:30 a.m. to 5 p.m. and is located in the basement of Holy Cross Hall. Appointments can be made by calling Women's Health at (574) 284-4805. All services are confidential. A more detailed explanation of Women's Health services can be found at [saintmarys.edu/WomensHealth](http://saintmarys.edu/WomensHealth)

## Writing Center

The Writing Center provides tutoring for writers of all proficiency levels. Peer tutors representing a variety of majors work with students on a one-to-one basis. The tutors help students through any phase of the writing process, from brainstorming ideas to polishing a final draft. Students can drop by or call (574) 284-4710 to make an appointment. For more information and the hours of operation visit [saintmarys.edu/WritingCenter](http://saintmarys.edu/WritingCenter)





## Directory Information for First Year Students

Office	Phone Number
Academic Affairs and First Year Studies	284-4594
Admission	284-4587
Athletics and Recreation	284-5548
Business Office (Student Accounts)	284-4730
Campus Ministry	284-5391
CCO—Career Crossings Office	284-4775
Cushwa-Leighton Library	284-5280
Disabilities Resource Office	284-4262
Financial Aid	284-4557
Food Services (Sodexo)	284-5542
Global Education	284-4056
Information Technology	284-4715
Multicultural Services and Student Programs	284-4721
Office of Student Success	284-4463
OCSE—Office for Civic and Social Engagement	284-5368
Residence Life	284-4522
Security	284-5000
Shaheen Bookstore	284-4719
<b>Student Involvement</b>	284-4561
Writing Center	284-4710
Women’s Health	284-4805



# Policies/Credit by Examination



## Credit by Examination

### Advanced Placement Examination (AP)

If you took Advanced Placement examinations, please send your scores to Saint Mary's (college code #1702). The results of the Advanced Placement examinations reach Saint Mary's in July. Please do NOT wait for your AP results before you register for classes. After we receive your AP score, we will adjust your schedule if necessary. Please refer to the chart on the right.

### SAT II: Subject Tests

You may refer to the chart on page 51 for test scores that will exempt you from a Saint Mary's requirement. If you wish to take an upper-level course in the area of your exemption, you may request information about courses open to you.

### International Baccalaureate (IB)

Saint Mary's College grants credit for higher-level subject examinations of the IB. No credit is awarded for subsidiary-level courses. Students do not have to be granted the IB diploma in order to receive credit for an individual higher-level subject. An official copy of test results should be sent to Academic Affairs and First Year Studies.

### College Level Examination Program (CLEP)

Saint Mary's College grants credit only for CLEP Subject Examinations, not for the General Examinations. You can receive a "Description of the Subject Examinations" and a "List of CLEP Test Centers" by writing to the following address: College Entrance Examination Board, Box 592, Princeton, NJ 08540.

### Saint Mary's College will accept up to 30 credit hours by examination

## Advanced Placement Test

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
Art History	3	ART 141	yes	3 hrs
Biology	4	BIO 105-106	yes	8 hrs
Biology	5	BIO 153-154	yes	8 hrs
Calculus AB	4	MATH 131	yes	4 hrs
Calculus AB	5	MATH 131-132	yes	8 hrs
Calculus BC	4	MATH 131-132	yes	8 hrs
Chemistry	3	CHEM 101-102	yes	8 hrs
Chemistry	4	CHEM 121-102	yes	8 hrs
Computer Science A	3	CPSC 207	no	3 hrs
Computer Science AB	4	CPSC 207 & CPSC elective	no	6 hrs
English Lang & Comp**	4	ENWR 100 level	no	6 hrs
English Lit & Comp**	4	ENLT 100 level	yes	6 hrs
Environmental Science	4	ENVS 171	yes	3 hrs
European History	4	HIST 101-102	yes	6 hrs
French	4	MLFR 111-112	yes	8 hrs
German	4	MLGR 111-112	yes	8 hrs
Gov't & Politics: US	4	POSC 201	yes	3 hrs
Italian	4	MLIT 111-112	yes	8 hrs
Macroeconomics	4	ECON 251	yes	3 hrs
Microeconomics	4	ECON 252	yes	3 hrs
Physics B	3	PHYS 101-102	yes	8 hrs
Physics B*	4	PHYS 217-218	yes	6 hrs
Psychology	4	PSYC 156	yes	3 hrs
Spanish	4	MLSP 111-112	yes	8 hrs
Statistics	4	MATH 114	no	3 hrs
U.S. History	4	HIST 201-202	yes	6 hrs
World History	4	HIST 103-104	yes	6 hrs

\* 2 additional credits may be granted after reviewing high school laboratory text and notebook.

\*\* Students may earn a maximum of 6 credit hours for AP English.



## College Board Subject Tests

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
American History	700	HIST 201-202	yes	0
Biology (Ecological or Molecular)	630	BIO 105-106	yes	8
Chemistry	630	CHEM 101-102	yes	8
French	640	100 level	yes	0
German	630	100 level	yes	0
Spanish	630	100 level	yes	0

# International Baccalaureate— Higher Level Exams

Test	Minimum Score Required	Course Equivalent	General Education Requirement	Credit
Individuals and Societies				
English A1	5	100 level ENLT & 1 humanities core	yes	6 hrs
Economics	5	ECON 151	yes	3 hrs
Economics	6	See Department Chair		
History Americas	5	HIST 201-202	yes	6 hrs
History Europe	5	HIST 103-104	yes	6 hrs
Philosophy	5	See Department Chair		
Psychology	5	PSYC 156	yes	3 hrs
Social Anthropology	5	ANTH 253	yes	3 hrs
Sciences				
Biology	5	BIO 105-106	yes	8 hrs
Biology	6	BIO 153-154	yes	8 hrs
Chemistry	6	CHEM 121	yes	4 hrs
Physics	6	PHYS 217	yes	4 hrs
Mathematics				
Math with Option 12	5	MATH 105	yes	3 hrs
Math with Option 12	6	MATH 131	yes	4 hrs
Math with Option 12	7	MATH 1 1-132	yes	8 hrs
Math with Option 9	5	MATH 114	yes	3 hrs
The Arts				
Music	5	MUS 241	yes	3 hrs
Language				
French	5	MLFR 111-112	yes	8 hrs
German	5	MLGR 111-112	yes	8 hrs
Spanish	5	MLSP 111-112	yes	8 hrs

## Transfer Credit Policy for First Year Students

Students may receive credit for college courses taken before entering Saint Mary's College under the following conditions:

1. All credit must be earned at a regionally accredited college or university (community and junior colleges are included).
2. A maximum of six credit hours will be accepted for one semester and 12 credit hours for two semesters. A maximum of nine credit hours may be earned in two summer sessions.
3. Sophia Program requirements may not be fulfilled by transfer credit. Transfer credit is elective credit only.
4. Work must be in a curricular area generally recognized for credit at Saint Mary's.
5. Credit will be granted only for a grade of C or better. The grade will not be averaged as part of the Saint Mary's grade point average.
6. No credit will be granted for courses which the student again enrolls at Saint Mary's College.
7. No college-level course used to satisfy an admission requirement may also be awarded college credit.
8. No transfer credit will be accepted by Saint Mary's for courses which the student took before she completed her eleventh year of school.

Approval of courses is based on official transcripts and course descriptions, to be provided by the student.

## Notre Dame Co-Exchange Program

Saint Mary's College and the University of Notre Dame maintain a cooperative program permitting students to take courses at the neighboring institution. First year students do not participate in co-exchange courses, except in unusual circumstances, and only with approval from the Office of Academic Affairs and First Year Studies.

## Academic Policies

**Attendance and Absence:** A student is expected to attend every meeting of a class for which she is registered. The responsibility for attendance rests with the student. Excused absences may be granted to students who must miss class(es) for legitimate and documentable reasons of personal health, family concerns (illness, funeral, wedding), or participation in varsity athletics or other officially recognized activities. However, every absence carries the penalty of the loss of

instruction given during absence, which may result in a lower grade for the course. Limited excused absences for personal health or family concerns are granted by Academic Affairs and First Year Studies.

## Continuation in College

**Academic Good Standing:** The standard for continuance (good standing) in the College is a 1.80 cumulative GPA for students completing the first semester of the first year; 1.90 cumulative GPA for students completing the second semester of the first year; and 2.00 cumulative GPA thereafter.

**Academic Probation:** The record of a student whose GPA falls below these figures is reported to the Academic Standards Committee at the end of each semester. If, in the opinion of this committee, the record offers little or no promise of successful completion of work for a degree, the student is subject to dismissal. Otherwise, she is placed on academic probation for one semester. Students on academic probation are not allowed to participate in major cocurricular activities, may not hold a major student leadership position, or participate in varsity athletics. The notation "academic probation" appears on the student's permanent record.

**Academic Dismissal:** A student is subject to dismissal under the following circumstances: academic probation for two consecutive semesters or for three non-consecutive semesters, first academic probation with little or no promise of academic success, or unsuccessful in two majors. Dismissal will be recorded as part of the student's permanent record. If a student is dismissed for poor scholarship, she may reapply after one year, provided she can present evidence of potential academic success to assist the Academic Standards Committee in making this decision.

**Appeal:** A student has the right to appeal a dismissal. Her appeal must include new information that was not taken into consideration at the time of her dismissal and a plan for future success. The student must submit this appeal to the Chair of the Academic Standards Committee within ten working days upon receipt of notification. The chair of the Academic Standards Committee, along with other two committee members, will hear the appeal.

**Deficiency Notices:** Instructors send deficiency notices to all students whose work is not satisfactory at midterm. Failure to receive a midterm deficiency notice does not preclude the possibility that the student may still fail the course nor does it imply that the student will automatically pass the course. A deficiency notice does not become part of a student's permanent record. Deficiency notices are available online through PRISM. Notices are not sent via mail.

**Final Exam Change:** The final exam schedule is published at the beginning of the semester, and students are responsible

for knowing the dates and times of their exams; transportation should be planned accordingly. Students should request a final exam change if they are scheduled for three exams in one day or three consecutive exam periods.

**Withdrawal from a Course:** After five weeks a first year student may withdraw from a course with the permission of her instructor and Academic Affairs and First Year Studies. If a student withdraws from a course with a passing grade, the grade recorded is a W. If she is not passing, the grade is recorded as an F. With permission, a student may withdraw from a course up to the last class day. However, in most cases, a late withdrawal is not advisable.

## Students with Disabilities

Saint Mary's College provides reasonable accommodations to qualified students with properly documented disabilities. Documentation must be in writing and must be current. Three to five years is the outside limit for learning disabilities. Psychiatric disabilities should be documented yearly.

Documentation must be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, and a mental health provider licensed to diagnose psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform her faculty of the accommodations to which she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and her faculty each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

## Academic Honesty

### Statement on Academic Honesty

Each student shall be honest in her academic work and shall support the honesty of others. She shall, moreover, guard against any appearance of dishonesty. Faculty members have a responsibility to refer to the College policy on academic honesty at the beginning of each course. Teachers shall foster the honesty of their students by conducting each course in a manner which discourages cheating or plagiarism. They shall, moreover, thoroughly investigate any evidence of cheating in their classes. Course instructors who have evidence of cheating or plagiarism shall make the charge and any subsequent action known to the student. Only then shall an appropriate penalty be imposed. It is recommended that the instructor submit in writing

the name of any student found guilty of academic dishonesty serious enough to have been penalized, along with a description of the penalty imposed, to the Associate Dean for Advising and Director of First Year Studies. Such reports will be kept in confidence, except in the case of continued violations by a student, in which case the reports may be presented to the Committee on Academic Standards.

The instructor of the course in which a violation of academic honesty occurs will determine an appropriate penalty. Penalties may range from a refusal of credit for an individual assignment to failure in the course, depending on the seriousness of the offense. In cases recommended to it for further consideration, the Committee on Academic Standards may also recommend other penalties, including academic dismissal from the College.

In addition:

Any member of the College community is encouraged to report a violation of academic honesty of which he or she has evidence to the instructor of the course.

Any member of the College community has the right to refer a violation of academic honesty of which he or she has evidence to the Associate Dean for Advising and Director of First Year Studies for further consideration.

Any student has the right to refer an accusation of academic dishonesty or a grade resulting from such an accusation to the Associate Dean for Advising and Director of First Year Studies for further consideration.

At the written request of any involved party, the Associate Dean for Advising and Director of First Year Studies shall refer an appeal to the Committee on Academic Standards for a wider hearing.

Any student taking a course through the Notre Dame Co-Exchange Program or the N.I.C.E. Consortium shall adhere to and be subject to the host institution's Academic Code of Honor or Academic Honesty Policy as it applies to that course.

At the discretion of the Associate Dean for Advising and Director of First Year Studies, a case involving repeated violations of academic honesty by a student may be referred to the Academic Standards Committee for further consideration and possible disciplinary action. The student involved will be notified before any such referral is made.



## Violation of Academic Honesty

When a student submits any work for academic credit, she makes an implicit claim that the work is wholly her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any other area. Students are free to study and work together on homework assignments unless specifically asked not to by the instructor. In the case of examinations (tests, quizzes, etc.), the student also implicitly claims that she has obtained no prior unauthorized information about the examination, and that she will neither give nor obtain any assistance during the examination. Moreover, a student shall not prevent others from completing their work.

Examples of violation include but are not limited to the following:

1. Supplying or receiving completed papers, outlines, or research or submission by any person other than the author;
2. Submitting the same, or essentially the same, paper or report for credit on two different occasions;
3. Supplying or receiving unauthorized information about the form or content of an examination prior to its administration—specifically including unauthorized exam material prior to the exam;
4. Supplying or receiving partial or complete answers, or suggestions for answers, assistance in the interpretation of questions on any examination from any source not explicitly authorized, including copying or reading another student's work or consulting notes or other sources during examinations;
5. Copying or allowing the copying of assigned work or the falsification of information;
6. Removing study or research materials or equipment intended for common use in assigned work without authorization;
7. Altering any materials or apparatus and, thereby, interfering with another student's work; and
8. Plagiarism (see the following statement in which plagiarism is defined).

Any exception to the above must be explicitly stated by the person giving academic credit for the work.

## A Note on Plagiarism<sup>1</sup>

Plagiarism means presenting, as one's own, the works, the work, or the opinions of someone else. It is dishonest, since the plagiarist offers, as her own, for credit, language, information, or thought for which she deserves no credit.

Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source (exceptions are well-known quotations—from the Bible or Shakespeare, for example). In formal papers, the source is acknowledged in a footnote; in informal papers, it may be put in parentheses or made a part of the text: "Robert Sherwood says..." This first type of plagiarism, using without acknowledgment the language of someone else, is easy to understand and to avoid. *When a writer uses the exact words of another writer or speaker, she must enclose those words in quotation marks and give their source.*

A second type of plagiarism is more complex. It occurs when the writer presents, as her own, *the sequence of ideas, the arrangement of material, and/or the pattern of thought of someone else, even though she expresses it in her own words.* The language may be hers, but she is presenting and taking credit for the work of another. She is, therefore, guilty of plagiarism if she fails to give credit to the original author of the pattern of ideas.

Students writing informal theses, in which they are usually asked to draw on their own experience and information, can guard against plagiarism by a simple test. They should be able to answer NO to the following questions:

1. Am I deliberately recalling any particular source of information as I write this paper?
2. Am I consulting any source as I write this paper?

If the answer to these questions is NO, the writer need have no fear of using sources dishonestly. The material in her mind, which she will transfer to her written paper, is genuinely digested and her own.

The writing of a research paper presents a somewhat different problem; the student is expected to gather material from books and articles read for the purpose of writing the paper. In the careful research paper, however, (and this is true of term papers in all college courses), credit is given in footnotes for every idea, conclusion, or piece of information which is not the writer's own, and the writer is careful not to follow closely the wording of the sources she has read. If she wishes to quote, she encloses the passage in quotation marks and gives credit to the author in a footnote, but she writes the bulk of the paper in her own words and in her own style, using footnotes to acknowledge the facts and ideas taken from her reading.

<sup>1</sup> Saint Mary's College, which has edited this material, reprints it with the permission of the publisher from *Understanding and Using English*, by Newman P. Birk and Genevieve B. Birk (Odyssey Press: 1972).



# Appendix



# Saint Mary's College Academic Calendar for 2013–14

## Fall Semester 2013

August 22–24	Thursday–Saturday	Orientation and advising for all new students
August 24	Saturday	Celebration of Eucharist for Belles Beginnings
August 25–Sept 1	Sunday–Sunday	Enrollment for all students
August 26	Monday	Classes begin at 8 a.m.
August 28	Wednesday	Mass of the Holy Spirit
September 1	Sunday	Last day to add classes on PRISM (11:59 p.m.)
September 27	Friday	Last day to drop classes
October 19–27	Saturday–Sunday	Mid-semester break
October 22	Tuesday	Mid-semester deficiencies due
October 28	Monday	Classes resume at 8 a.m./Advance registration begins
November 18	Monday	Pre-registration begins for spring 2014
November 27–Dec 1	Wednesday–Sunday	Thanksgiving holiday
December 2	Monday	Classes resume at 8 a.m.
December 12	Thursday	Last class day
December 13–15	Friday–Sunday	Study days (no examinations)
December 16–20	Monday–Friday	Final examinations
December 24	Tuesday	All grades due to Registrar

## Spring Semester 2014

January 12	Sunday	New Student Orientation (afternoon)
January 12–19	Sunday–Sunday	Enrollment for all students
January 12	Monday	Classes begin at 8 a.m.
January 19	Sunday	Last day to add classes on PRISM (11:59 p.m.)
February 14	Friday	Last day to drop classes
March 1	Tuesday	Deadline for 2014–15 Financial Aid application
March 8–16	Saturday–Sunday	Mid-semester break
March 11	Tuesday	Mid-semester deficiencies due
March 17	Monday	Classes resume at 8 a.m./Advance registration begins
April 14	Monday	Pre-registration for fall semester 2014 begins
April 18–21	Friday–Monday	Easter holiday
April 22	Tuesday	Classes resume at 8 a.m.
May 1	Thursday	Last class day
May 2–4	Friday–Sunday	Study days (no examinations)
May 4	Sunday	Convocation
May 5–9	Monday–Friday	Final examinations
May 13	Tuesday	All grades due to Registrar
May 17	Saturday	Commencement



## Glossary

**Course**—As a general rule, courses at Saint Mary's are one semester (from August through December, or January through May). Most are worth 3 semester hours of credits.

**Credit**—College work is measured in semester hours, or credits. Most courses at Saint Mary's are worth 3 semester hours, or 3 credits. Each student must complete a minimum of 128 semester hours to graduate from Saint Mary's.

**Electives**—Courses not required for the Sophia Program requirements or for a student's major are called electives. The number of elective courses varies with each degree program, as the requirements vary. All students need electives to reach the 128 semester hours to graduate.

**Prerequisites**—Some courses require specific background which students gain in another course. The background course is called a prerequisite. Some majors—notably in the sciences, business, and the fine arts—require prerequisites in the first year to prepare students for the major-level courses they will take as sophomores.

**Tandems**—Saint Mary's offers specially designed courses that are taken concurrently. The course material is coordinated to help students compare and integrate ideas and approaches from different fields. The same students will be enrolled in both courses.

**W or fulfilling the W requirement**—These terms refer to the first level of proficiency in writing required of all Saint Mary's students. Most students work on the first level of proficiency by enrolling in a course that has a W as part of the course number. Simply enrolling in and completing the course may not be sufficient; the W represents a level of demonstrated writing proficiency.

For a list of degrees and majors, refer to the Saint Mary's College Bulletin.

## Saint Mary's College Mission Statement

Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.



[saintmarys.edu/FirstYear](http://saintmarys.edu/FirstYear)