

# SAINT ANSELM COLLEGE

Catalogue 2002-2003

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Saint Anselm College reserves the right to change or modify, without prior notice, the provisions, requirements and information in this catalogue and in its other publications.

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## Calendar 2002-2003

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<b>First Semester</b>	August 30 –		
	September 1	Fri. - Sun.	New Student Orientation
	September 1	Sunday	Registration Day
	September 2	Monday	Labor Day—College Holiday
	September 3	Tuesday	Classes Begin
	September 10	Tuesday	Last day to Change Registration
	October 4 - 6	Fri. - Sun.	Family Weekend
	October 11	Friday	Course Material Due from Departments
	October 14	Monday	College Holiday
	October 15	Tuesday	College Day (Monday Classes meet)
	October 21	Monday	Mid-Term Deficiencies Due
	November 1	Friday	All Saint's Day - Holy Day
	November 1	Friday	Last Day to Remove "I" Notation
	November 4 - 8	Mon. - Fri.	Pre-registration with Departments
	November 27	Wednesday	Thanksgiving Recess Begins at 12:30
	December 2	Monday	Classes Resume
	December 3 - 12	Tues. - Thurs.	Registration - Registrar's Office
	December 12	Thursday	Last Day of Classes
	December 13	Friday	Reading Day
	December 14	Saturday	Examinations Begin
December 21	Saturday	Examinations End	
December 23	Monday	Grades Due	
<b>Second Semester</b>	January 13	Monday	Classes Resume
	January 20	Monday	Martin Luther King, Jr. Day - No Classes
	January 21	Tuesday	Last Day to Change Registration
	February 14	Friday	Course Material Due from Departments
	February 28	Friday	Mid-Semester Recess Begins at 5:30
	March 3	Monday	Mid-term Deficiencies Due
	March 10	Monday	Classes Resume
	March 10 - 14	Mon. - Fri.	Pre-registration with Departments
	March 21	Friday	Last Day to Remove "I" notation
	March 21	Friday	Saint Benedict's Day - No Classes
	March 31 -		
	April 7	Mon. - Mon.	Registration - Registrar's Office
	April 16	Wednesday	Easter Recess Begins at 5:30
	April 22	Tuesday	Classes Resume (Monday Classes Meet)
	April 30	Wednesday	Last Day of Classes
	May 1	Thursday	Reading Day
	May 2	Friday	Examinations Begin
	May 9	Friday	Examinations End
	May 10	Saturday	Grades Due
	May 17	Saturday	Commencement

## Location, Travel Directions

Saint Anselm College is located outside the city of Manchester, New Hampshire, approximately fifty miles north of Boston. Manchester is served by major airlines and bus companies. Bus lines connect to the campus.

### From Points Southeast

Take Rt. 101 North to Rt. 201 North, turn left to Rt. 101 (aka Bedford, Colchester) to junction of 101 and 114 (see of light) then continue as described.

### From Points Southwest

Take Rt. 11 South. Continue to Forest St. turn to Rt. 101 (see above, junction of 101 and 114 (see of light) then continue as described.

### From Points North

Take Rt. South (Rte. 201) South (leave tunnel) to Rt. 101 West to junction of 101 and 114 (see of light) then continue as described.

### From Westport

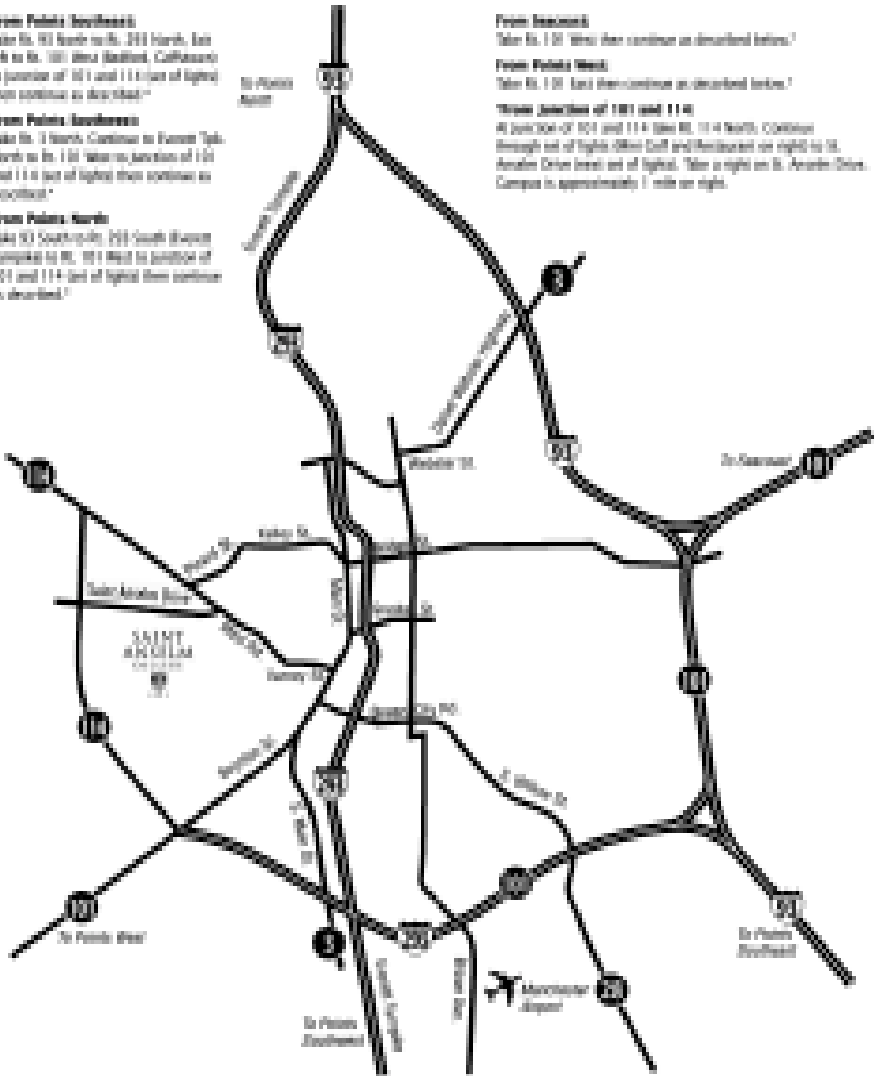
Take Rt. 101 West then continue as described below.

### From Points West

Take Rt. 101 East then continue as described below.

### From Junction of 101 and 114

At junction of 101 and 114 (see Rt. 114 North). Continue through set of lights (West Hill and Westport) on right to St. Anselm Drive (west) set of light. Turn a right on St. Anselm Drive. Campus is approximately 1 mile on right.



# SAINT ANSELM COLLEGE

## The College — General Information

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### Philosophy

Saint Anselm College is a Catholic liberal arts college in the Benedictine tradition. The College proposes to offer its students access to an educational process which will encourage them to lead lives that are both creative and generous. Saint Anselm challenges its students to engage in the fullest experience of a liberal arts education, to free themselves from the strictures of ignorance, illiteracy and indecision, and to dedicate themselves to an active and enthusiastic pursuit of truth. It is through an appreciation of the several kinds of truth - the scientific, the technical, the poetic, the philosophical, and the theological - that students may learn to challenge resourcefully both personal and social problems. Saint Anselm seeks to admit students who are capable of benefiting from the liberal arts education which it offers. The College stands open to receive students of every race, national origin, and creed. Indeed, the College seeks to enroll a student body which reflects a variety of racial and cultural backgrounds. As a Catholic, Benedictine institution, Saint Anselm observes and promotes Christian and Catholic standards of value and conduct. The College accepts and retains students on the condition that they respect and observe those standards.

### History

Saint Anselm College was founded in 1889 by the Benedictine monks of St. Mary's Abbey of Newark, New Jersey, in response to the invitation of Bishop Denis M. Bradley, the first bishop of Manchester. A six-year classical course, with curricula in philosophical and theological studies, was organized and opened to qualified students. In 1895, the General Court of the State of New Hampshire empowered the new institution to grant the standard academic degrees. From its beginning, Saint Anselm has been, and desires to remain, a small college. The school is moved to this decision not only because it wishes to accept only those students whom it can prepare efficiently for their life's work, but also because it wishes to retain the family spirit characteristic of a Benedictine institution.

### Facilities

The **Abbey** is the home of the Benedictine monks who conduct the College. St. Scholastica Convent is the home of the Benedictine sisters who assist the monks in the work of the College. Saint Joan of Arc Convent is the home of the Sisters of Saint Joan of Arc.

The **Abbey College Church** is the liturgical center of the College. The spacious upper church allows the College community to join with the monastic community for the daily celebration of the Eucharist and the Liturgy of the Hours. The lower church permits smaller groups of the community to assemble for worship, and houses the Lady Chapel, the St. Basil Byzantine Chapel, the Offices of Campus Ministry, and meeting rooms.

**Alumni Hall**, the first building to be erected on campus, houses the administrative offices and some instructional facilities.

**Bradley House**, named in honor of Bishop Denis M. Bradley, the first bishop of Manchester, contains faculty offices.

The **Carr Activities Center**, named in honor of John Maurus Carr, a longtime friend and generous benefactor of the College, is a multi-purpose complex housing intramural and recreational sports facilities, including basketball, volleyball, tennis, racquetball courts, and a fitness center. The fitness center provides a variety of strength and cardiovascular training options. The center also houses athletic offices and is used for concerts and social events.

The *Alva deMars Megan Chapel Art Center* is the College's gallery for the exhibition of fine art. Founded in 1963, this facility is a gracious setting for specially curated exhibitions and also houses a small permanent collection. Formerly the College's chapel, the gallery has maintained a beautifully decorated vaulted ceiling with allegorical lunettes, and magnificent stained glass windows. Its uniquely serene ambiance and rich historical significance make for the perfect cultural setting. As a center for the promotion of the fine arts, exhibitions coincide with lectures, tours, concerts, and recitals.

The **Coffee Shop and Pub** offers dining and snack services to students, faculty and staff.

The **Comiskey Center**, named in honor of Professor Edward J. Comiskey, Jr., who for 35 years was director of the Abbey Players, features classroom space, fine arts studios and a small theater.

The **Cushing Center**, named in honor of Richard Cardinal Cushing, a generous benefactor of the College, contains the College post office, Academic Resource Center, offices for the Student Government and student activities, the Center for Volunteers, Campus Ministry outreach offices, Career and Employment Services, Office of Academic Advisement, and recreational and meeting rooms.

The **Charles A. Dana Humanities Center** includes the 660-seat Ann and Joseph Koonz Theatre, seminar rooms, the offices of the Humanities Program, and of Campus Events.

**Davison Hall**, named in honor of Robert C. and Lucille E. Davison, contains the College dining facilities and the offices of Dining Services.

**Gadbois Hall**, named in honor of Edgar L. Gadbois, contains facilities for the Department of Nursing, including classrooms, laboratories, faculty offices, and lounges.

The **Geisel Library** was first constructed in 1960 as a result of a large gift from the Hon. Joseph H. Geisel of Manchester. It houses more than 220,000 volumes as well as some 4,000 periodical titles, 1,200 video recordings, 18,000 microforms, 1,600 musical compact discs, and 600 audio tapes. It also contains several special collections including rare books pertaining to New England history and culture and the Institute for Saint Anselm Studies, a research center containing books, articles and other materials pertaining to the life of Saint Anselm of Canterbury.

The **Goulet Science Center** is named in honor of Leon and Elizabeth Goulet of Manchester, N.H. Mr. Goulet is a 1947 graduate of Saint Anselm. The facility is the center for the Departments of Biology, Chemistry, Physics, and Psychology. In addition to modern laboratories and classrooms, among the Goulet Center's many distinctive features is the Weiler Computer Center with state-of-the-art information technology for research and classroom instruction. Another is Perini Lecture Hall featuring advanced multimedia technology. A science reading room and library is also an integral part of the center.

The **Grappone Stadium**, named in honor of John and Ruth Grappone, seats 2,500.

**Izart Observatory**, named in honor of J. Henry Izart, provides facilities for celestial observation and instruction in astronomy.

**Jean Hall**, named in honor of Joseph F. Jean, class of 1953, houses the Bookstore.

The **Thomas A. Melucci, Jr., Soccer and Lacrosse Field**, is named in memory of the member of the Class of 1988.

**New Hampshire Institute of Politics at Saint Anselm College** is located in the former Craft Brothers United States Army National Reserve property at the intersection of Saint Anselm Drive and Rockland Avenue, on the lower campus. Renovated in 2000-2001, facilities include four classrooms, three seminar rooms, office space, a research center, a large public auditorium, two conference rooms, a reading room with a collection of political memorabilia, and a learning resource center with state of the art technology. The Institute also houses the Department of Politics.

**Poisson Hall**, a gift of the Poisson family and named in honor of Albert D. Poisson, houses the Office of Information Technology Helpdesk, the Academic Computing Center, classrooms, the Computer Science Majors Laboratory, and the Computer Science department and faculty. Facilities include the central campus DEC Alpha systems, a computer classroom, and the media center, and Internet and intranet management services for the College.

The **Dr. James J. Powers Health Services** facility is located on the lower level of the Cushing Center.

The **Stoutenburgh Gymnasium**, named in honor of William J. Stoutenburgh, longtime chairman of the College's Board of Trustees, is the home of varsity athletic teams and provides facilities for some intramural activities, athletic offices, equipment, laundry, training and locker rooms.

**Residence halls:** Housing on campus can accommodate 1,646 students in a variety of living arrangements, from traditional residence facilities to townhouses and apartments. All College residence areas are single-sex facilities with a limited intervisitation policy. The residence facilities are Second Street, Third Street, Baroody Hall,

Falvey House, Robert and Dorothy Collins House, Bishop Matthew F. Brady Hall, Abbot Bertrand C. Dolan, O.S.B. Hall, Abbot Hilary Pfraengle, O.S.B. Hall, Father Dominic Scherer, O.S.B. Hall, St. Joan of Arc Hall, and St. Mary Hall. Croydon Court includes Father Raphael Pfisterer, O.S.B. Hall, Von dy Rowe House, Annie L. Rowell House, Joseph E. Sullivan House and M. Constance Breck House. Benedict Court consists of Conrad and Millicent Danais Hall, Abbot Gerald McCarthy, O.S.B. Hall, Bishop Ernest J. Primeau Hall, Anthony V. and Helen Mareski Hall, Benjamin S. and Marian C. Cohen Hall. Father Bernard, O.S.B., Court includes Thomas J. Paul Hall, John J. Reilly, Jr., Hall, Sister Nivelles Berning Hall, Joseph E. and Margaret M. Faltin Hall, and Charles T. L. and Laura Barlow Hall.

**Accreditation and Memberships**

Saint Anselm College is accredited by the New England Association of Schools and Colleges, Inc. It holds membership in the Association of American Colleges, The American Council on Education, the National Catholic Educational Association, The National Association of Independent Colleges and Universities. The College is on the approved list of the American Chemical Society and of the New Hampshire State Board of Education for teacher training. The baccalaureate program in nursing is fully accredited by the National League for Nursing and the New Hampshire Board of Nursing. The Department of Nursing is a member of the American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education, the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, and the Nightingale Society. The Continuing Nursing Education program is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

**The New Hampshire College and University Council**

Saint Anselm College is a member of the New Hampshire College and University Council ([www.nhcuc.org](http://www.nhcuc.org)), a consortium of New Hampshire institutions established for the purpose of institutional cooperation. Members include:

- Colby-Sawyer College
- College for Life Long Learning
- Daniel Webster College
- Dartmouth College
- Franklin Pierce College
- Keene State College
- New England College
- Plymouth State College
- Rivier College
- Saint Anselm College
- Southern NH University
- University of New Hampshire

A student exchange program allows students of one Council member institution to register for courses at other participating institutions.

**The Alumni Association**

The Saint Anselm College Alumni Association was organized in 1906. Membership is open to all former students. Its object is to foster among the alumni of Saint Anselm College a spirit of friendship and loyalty, to encourage maintenance of personal bonds among themselves and with Saint Anselm and to promote, whenever possible, the welfare of its members and of the College.

## Athletics

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### Intercollegiate Athletics

Saint Anselm considers intercollegiate athletics an important aspect of life at the College, both for those who participate in team sports and for the larger college community. Saint Anselm seeks to field intercollegiate teams for men and women that are representative of the student community.

A member of the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Northeast-10 Conference, and numerous other college sports organizations, Saint Anselm fields teams that have been highly successful in representing the College. Varsity sports for men include baseball, basketball, cross-country, football, golf, hockey, lacrosse, skiing, soccer, and tennis. Women's varsity sports include basketball, cross-country, golf, lacrosse, soccer, skiing, softball, tennis, volleyball and field hockey.

### Intramural Sports

A well-rounded intramural and recreational program provides an opportunity for students at every level of skill to participate in sports. Intramural activities include basketball, football, hockey, soccer, softball, and volleyball.

Recreational activities include racquetball, tennis, aerobics, strength training, and mountain biking.

## Academic Support Services

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### Academic Advisement

The central function of the Office of Academic Advisement is to help students define and achieve their education goals, whether those goals are as simple as choosing the correct elective courses during pre-registration or as complex as selecting and applying to graduate schools.

The Office of Academic Advisement, in collaboration with the faculty of the academic departments, provides multi-faceted individual and group advising services and activities. Students with a declared major are assigned a faculty member from their major department; undeclared students are assigned a faculty member from the "Undeclared Advising Team." Through their commitment to the individual student, faculty advisors seek to accomplish two fundamental goals: help each student develop meaningful relationships within the academic community, and help foster the academic and personal development of each student.

In this developmental advising process, advisors assist students in the evaluation of their educational progress, helping them focus on the selection of an educational program consistent with their interests, skills, and life goals.

Although the responsibility for fulfilling both the general academic requirements of the College and the specific requirements of departmental majors rests exclusively with each student, advisors

are available to provide information regarding policies, procedures, requirements, and educational options.

Each semester the Office of Academic Advisement offers a variety of services including workshops on graduate and law school, information sessions on study abroad, and GRE preparation classes. Individual appointments with the Director of Academic Advisement are available for students to discuss major selection, graduate school planning, personal statement review, study abroad plans, and other academic related issues.

### **Career and Employment Services**

As a liberal arts college, Saint Anselm provides an educational foundation which allows its students to base informed judgments regarding career options, including graduate or professional school and employment opportunities. Career and Employment Services offers assistance to students and alumni in planning careers.

The career library offers general information on career fields, potential employers, job search strategies and graduate or professional schools. In addition workshops regularly address topics such as resume writing, job search correspondence, interviewing and career investigation.

Individual counseling is offered to students in order to develop a specific career plan that best meets the student's needs. Additionally, self-assessment tools are available to students who require an in-depth exploration of career-related issues. Students are encouraged to utilize the office's services prior to their senior year in order to fully develop and understand their skills, interests and values in relation to employment and graduate school opportunities.

Saint Anselm maintains contact with a variety of external organizations which offer both on-campus recruitment activities and, as a service to students, provides listings of full-time, part-time and summer employment opportunities.

### **Academic Resource Center**

Saint Anselm College recognizes that effective learning skills and strategies are fundamental to academic success. Through the Academic Resource Center, students may avail themselves of a professional staff and peer tutors who offer support in developing and mastering academic skills. Assistance is available through workshops and individual instruction.

**The Writing Center** – Located in the Academic Resource Center, the Writing Center is designed to support students in their efforts to meet the writing demands of the curriculum. The Writing Center offers both professional and peer tutoring services to assist students with their writing assignments. Forty computers are available for student use.

**The College Skills Program** – The Academic Resource Center offers a college skills program to help students develop skills and strategies essential for academic success. Skills covered include time management, reading and note-taking, listening and note-taking,

and preparing for and taking examinations. An additional fee is charged for this program.

**Visual  
Resource Study  
Center**

Located in the Department of Fine Arts and Music in South Hall, the Visual Resource Study Center provides slides, videos and CD-ROMs as support for classroom presentations and projects. Assistance is provided daily by the Curator and support staff for faculty and students. The Visual Resource Study Center provides part-time student employment opportunities.

## **Student Support Services**

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**Campus  
Ministry**

Campus Ministry strives to foster a genuine faith community at Saint Anselm, a community nourished and supported by the teachings of Christ and the tradition of the Catholic Church. The Office of Campus Ministry has entrusted to it, as its primary responsibility, the spiritual growth of the College community, calling the entire institution to spread the Gospel and to preserve and enrich its religious traditions. Conscious of its Benedictine nature, Campus Ministry shares an appreciation of the contemplative dimension of all men and women, making every effort to instill some understanding of the rhythm of “work and prayer” which so characterizes Benedictine life.

By encouraging participation in the sacramental life of the Church and the daily rhythm of monastic prayer, together with private reflection and prayer, Campus Ministry attempts to form in students a habit of worship, as well as a vibrant and personal spirituality. In the spirit of Benedictine hospitality, Campus Ministry welcomes all members of the College community, engaging their gifts and talents for the upbuilding of the Church and local community. In a special way, Campus Ministry aims to concretize the fundamental values professed by the Benedictines, namely the primacy of God and the things of God, a reverence for the sacred, and a profound awareness of the meaning of one’s existence.

Campus Ministry recognizes its obligation to the universal Church to preach the Gospel of Christ and to assist all men and women in achieving their full destiny. For the Catholic and the non-Catholic, Campus Ministry attempts to create a community of faith in the academic environment that is Saint Anselm College, gathering faculty, students and staff into a community of shared values, a community which pursues truth which alone can set all men and women free.

Campus Ministry makes a special effort to assist students in the formation of a Christian conscience. Campus Ministry prepares them to face the complex ethical issues that the world presents, and enabling them to make good moral choices according to gospel values. The academic world raises questions about social justice as well as personal morality. Thus, Campus Ministry encourages individuals to respond to the needs of the local community, and to be active in

projects and programs intended to promote a just social order where peace and a profound reverence for life are possible. Campus Ministry thereby facilitates personal development and human wholeness, developing future leaders for society and the Church.

### **Center for Volunteers**

The Center for Volunteers supports the mission of Saint Anselm College by helping to prepare students for creative and generous lives. The Center accomplishes this by promoting, organizing and supporting community service, civic engagement and the development of student leadership.

Students, faculty and staff can volunteer with community agencies and schools serving children, the homeless, the elderly, people with special needs, the mentally ill, and the incarcerated, just to name a few. Each semester hundreds of students give two or more hours per week at over 40 local agencies. The Center for Volunteers arranges placements based on volunteer skills and interests, and assists with transportation as needed. New initiatives are launched nearly every year to respond to new ideas that students have or new community needs that are brought to our attention.

Students can also volunteer for occasional projects and special events such as Special Olympics events, annual children's festivals, park clean-ups, food drives, college shadowing days and others. The Center for Volunteers work closely with student organizations and residence halls to help groups of students wanting to get involved with agencies in need of assistance.

The Center for Volunteers is able to keep pace with student initiative and community requests by encouraging student leadership. The Center employs over 30 Student Volunteer Coordinators and Office Assistants (mostly work-study students) to help recruit, place and support volunteers. Most of this coordination is done right from the agency where the leaders serve clients directly and coordinate the service of their fellow students. The Center helps these coordinators gain the knowledge and skills necessary to be effective leaders.

### **College Health Services**

In support of the educational mission of Saint Anselm, College Health Services seeks to educate students to live a healthy life style as an important determinant of overall health, and to insure the responsibility of the individual as an active participant in maintaining personal health.

College Health Services include medical services, counseling services and health education. In each of these areas, the staff endeavors to assist the student to make responsible life choices which affect future health and well-being and lead to an integrative balance of the many aspects of the self.

Medical services are available to resident students and, for an annual fee, to non-resident students. A registered nurse and/or advanced registered nurse practitioner is in attendance at specified times. A physician is available at the clinic twice a week and is available for

consultation and referral at other times. All health service visits and records are confidential. Because our approach is multidisciplinary (involving nursing, medical and counseling professionals) in certain instances (when an issue has both medical and counseling components) our staff members confer with one another to better coordinate care. In addition, nursing staff members are available for health related educational presentations in residence halls, to clubs, or in the classroom.

A health assessment form is sent to each student who has been accepted for admission. All students planning to enroll at Saint Anselm College are required to complete this form and to return it to the College. Registration for classes and campus housing assignment will be made only after receipt of an acceptable assessment form.

Counseling services are available to all students on an individual basis. The College encourages students who are having difficulties of a personal, emotional or social nature, or who simply need support and encouragement, to seek the services of a personal counselor. All communications are directly between the counselor and student, are confidential, and do not become a part of academic or other college records. During each semester, counseling services offers a number of supportive and therapeutic groups and educational programs related to mental health issues.

The **College Health Committee** is composed of administrators, faculty, staff, and students. Committee members meet regularly during the academic year and serve in an advisory capacity to the Director of Health Services on issues of campus health.

An **Alcohol Education Program** is available to students through College Health Services. This program is designed to influence lifestyle risk reduction by presenting research based information and exploring attitudes about alcohol and other drug use.

The **Campus Rescue Team** includes volunteers, certified EMT's in the State of New Hampshire, who respond to emergency situations on campus where there is a need for medical attention. Volunteers are students who have received special training as first responders and who work in cooperation with Health Services and Campus Security.

## **Extracurricular Activities**

While the development of the intellectual life is the primary reason for a student's enrollment in a liberal arts college, a college education includes more than the hours spent in classrooms, libraries, and laboratories. Students are encouraged to attend and to participate in the liturgical, artistic, cultural, recreational, charitable and social activities which are sponsored by or through the College. Membership and participation in student organizations or activities provide valuable practical experience in interpersonal relations and lead to the development of initiative, leadership, responsibility and fair play, all of which are critical to the realization of a mature personality and a meaningful life.

Extracurricular activities are many and varied. Some of the major

activities are: the Abbey Players, the Saint Anselm Chorus, the Saint Thomas More Debate Society, “The Quatrain” (the College literary magazine), “The Saint Anselm Crier” (the student newspaper), “Anselmia” (the College yearbook), and the Saint Anselm Jazz Band. A complete listing of extracurricular clubs and organizations is published in the Student Handbook.

### **Chapel Art Center**

Saint Anselm seeks to integrate the arts as a vital part of the students education. In addition to course offerings relating to the visual and performing arts, Saint Anselm supports a wide variety of opportunities for enrichment in these areas outside the classroom.

The *Alva deMars Megan* Chapel Art Center organizes specially curated and traveling art exhibitions to be integrated with the College’s curriculum. Both historical and contemporary art formulate a large variety of themes in these exhibitions. There are receptions, lectures, recitals, small seminars, and classroom discussion groups within this artful setting to facilitate the integration of disciplines.

### **Theatre Performances**

Theatre performances at Saint Anselm College are regularly produced by the Anselmian Abbey Players, the student theatre interest organization on campus, and are performed in the Koonz Theatre of the Dana Humanities Center. From its first production in 1949 of “Career Angel” the Abbey Players have consistently produced high quality theatre performances. This student organization currently presents five annual major productions: the Family Weekend Show, the Fall Production, student-directed One-Act plays, the Spring Musical, and Shakespeare scenes. Students interested in learning about and participating in all phases of theatre production are encouraged to join.

## Information Technology

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The Office of Information Technology plays a leading role in guiding and supporting the integration of technologies on campus. The goal is to help Saint Anselm College faculty, students, and staff use technologies in learning, teaching, research, and administrative settings.

Facilities include two student computing centers, one in the Goulet Science Center and the other in Poisson Hall. All computers are connected to the campus fiber optic network which also provides high-speed access to the Internet. The Weiler Computing Center of Goulet has 20 Pentium-based personal computers and 20 iMac Macintosh computers, and the Academic Computing Center of Poisson Hall is equipped with 62 Pentium-based personal computers. Both centers provide laser printers, scanners, and a variety of computer applications, including word processors, database programs, statistical analysis programs, and on-line tutorials.

The College provides students with full T3 Internet access and has installed a campus wide fiber optic backbone network which provides additional services, such as electronic mail, cable television, client/server applications, and World Wide Web access from all facilities, including faculty and staff offices, classrooms and all residence halls. Please refer to the current Saint Anselm College Student Handbook or the College web page for further details on College telephone and computer use policies.

Information Technology provides telephone and phone mail services to all students, faculty and staff. Students are required to provide their own phone. The College supplies phone service and voice mail is provided to all full time students, both on and off campus. All students living in campus-owned housing have network access and cable T.V. services. Academic departments, administrative offices and student service programs provide information on-line via the College's WWW home page.

Information Technology maintains the campus card system, supporting meal plan options, purchasing privileges, and building access privileges. Lost or stolen cards can be invalidated and the patron account protected by single entry to a system database.

Information Technology provides computer and video based presentation services to the College community, including equipment on several computer platforms for the production of multimedia programs and computer graphic slides and overheads. Video services consist of laser disc players, VCR equipment, camcorders and monitors for playback and recording purposes and a linear editing system for piecing simple video programs together and the duplication of videotapes.

The administrative computing environment operates on an IBM AS/400 Model 300. Administrative applications used by staff and faculty

of the College include: academic advisement, admissions, alumni development, student billing, financial aid management, student registration, accounts payable, and personnel management.

## Admissions

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Saint Anselm College is an academic community whose students bring a wide variety of backgrounds and interests to the campus. All qualified students are eligible for admission to Saint Anselm regardless of race, color, age, sex, physical ability, religion, or national origin.

The Office of Admissions is looking for students who have demonstrated a capacity for academic achievement and who possess intellectual curiosity, strength of character, and an awareness of social responsibility.

Admission to Saint Anselm is competitive. Thus when reviewing applications, the Admission Committee will evaluate your application based on a number of factors: the rigor of your high school curriculum; academic achievement; standardized testing; writing ability; co-curricular activities, particularly evidence of leadership; and letters of recommendation from your college counselor and teachers. Candidates for admission to the freshman class are required to submit a completed application form including essay, an official secondary school transcript(s), the results of the SAT I or ACT examinations, a teacher evaluation form from an academic teacher in your last two years of secondary school, a school report form, and a \$50 non-refundable application fee or fee waiver.

Although not required, students are encouraged to submit SAT IIs in any subject area.

The completion of a minimum of 16 acceptable units of secondary school course work or its equivalent is usually required for admission to the freshman class. Such preparation typically includes four years of English; three or more years of a laboratory science and mathematics; two or more years of social science; and additional credit electives. The College requires a minimum of two years of foreign language, but recommends that an applicant will be better served with the completion of three or four years.

Saint Anselm College wishes to have reliable assurance of the quality of its applicants' educational preparation for admission. Therefore, the College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status.

### **Application for Admission**

Candidates for admission to the freshman class should file an application early in the final year of secondary school. Priority will be given to those applications received before March 1. The deadline for admission to the term starting in January is December 1. Saint Anselm

College also accepts the Common Application, the Catholic College Admission Application and the Peterson's Universal Application. For candidates who wish to use a computer in the application process, the software services made available by the Common Application, CollegeLink or Apply! may be used. A non-refundable fee of \$50 must accompany the application, unless a waiver is being requested.

Notification of the Admissions Committee's decision is made on a rolling basis, usually beginning in mid-January. Upon receipt of formal notification of admission, candidates are asked to indicate acceptance of the offer by making a non-refundable admissions deposit of \$400, no later than May 1, to reserve a place in the entering class. This deposit is credited toward the first semester.

The nursing major at Saint Anselm College is a four year program with a determined number of participating students. Consequently, the College can accept only a limited number of applicants into the nursing department. To ensure a place in the nursing program, interested candidates should indicate this preference at the time of submitting an application.

### **Early Decision**

If Saint Anselm College is your clear first choice college, you are strongly encouraged to apply under the Early Decision (ED) program. As an Early Decision applicant, you agree that this is the only ED application you will file and that if admitted you will withdraw pending applications from all other institutions, you will not initiate any new applications, and you will submit a non-refundable tuition deposit and enroll at Saint Anselm College in the fall. The Admission Committee may choose to postpone the decision on your Early Decision application until the spring. In that event, you will be asked to submit a record of your school-work from the first half of your senior year. Notification of the Admissions Committee's decision is sent on December 15. Early Decision candidates either will be offered admission, deferred for further consideration with regular applicants, or denied.

### **Advanced Placement**

Saint Anselm College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who receive a grade of "3" or better in the Advanced Placement Examinations may be granted advanced placement and credit in the appropriate subject. Applicants who have completed examinations under the College Level Examination Program (CLEP) may receive advanced placement and credit if the scores are acceptable to the College.

### **Transfer Students**

Students from other colleges who desire to enter Saint Anselm College with advanced standing are required to submit a complete record of all previous high school and college work. Normally, full credit is awarded for college courses in the liberal arts in which a grade of "C" (2.00) or higher has been achieved at an accredited college or university within the last eight years. Provided that the equivalent of

the general requirements of Saint Anselm and the basic courses in the field of concentration have been fulfilled, a transfer student should be able to complete a degree program without loss of time. Students transferring from other institutions generally are required to spend at least two years and to undertake the majority of studies in the major at Saint Anselm before receiving a degree. All students must spend the complete senior year at Saint Anselm and fulfill all of the College's requirements for graduation. Advanced standing is provisional and transferred credit may be withdrawn if subsequent academic performance fails to justify the credits allowed at the time of entrance.

### **International Students**

Saint Anselm College is authorized under United States Federal Law, Immigration and Nationality Act, to enroll non-immigrant alien students. Applicants are required to follow the regular admission procedures. International applicants must also provide a satisfactory score on the Test of English as a Foreign Language examination (TOEFL), a certification of health and accident insurance, and a request for a Certification of Eligibility. Academic transcripts must be certified as official. Transcripts in languages other than English must be accompanied by official and certified English translations, and authentic verifying statements and signatures. Final verification should be attested to by a United States Embassy or Consular official. Because financial aid is limited for international students, a statement of financial resources to support education costs is required.

### **Campus Visits**

Candidates for admission are encouraged to visit the campus and are invited to write or call the Office of Admission for information. Although campus interviews are not required of applicants, they provide an opportunity to discuss academic programs and to view the facilities of the College. The Office of Admissions' Student Host Program also provides students with a further opportunity to investigate the academic and student life of the College.

## **Academic Regulations**

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### **Registration**

All students must register at the times indicated in the College calendar. Those who fail to register on the appointed dates will be charged a fee of \$10 for late registration. Students may register for no more than five courses in any one semester. Five courses per semester for eight semesters (a total of forty semester courses) are required for the baccalaureate degree and constitute the normal student course load. Academic work undertaken at other accredited collegiate institutions subsequent to enrollment at Saint Anselm must have the prior written approval of the Dean of the College or of the Registrar. Credit will be granted only for those courses which have been approved by the Registrar and for which a grade of "C" or better is earned. Students who complete fewer than five courses per semester will be required to supplement their work by attendance at

summer school or additional semester sessions. Unless otherwise indicated, each course is scheduled to meet the equivalent of three fifty-minute class “hours” per week.

<b>Class Attendance</b>	Students are expected to attend every class meeting of each course for which they are registered. Students are to consult the Student Handbook for the details of the class attendance policy.
<b>Withdrawal From Classes</b>	<p>From the beginning of the semester until early in the second week, student may “drop” (withdraw from) a course through the Office of the Registrar without a grade penalty. After that, during the remainder of the first half of the semester, a student may withdraw from a course without grade penalty by completing a withdrawal form with his or her academic advisor. During the second half of the semester, until two weeks prior to the end of the semester, the student may withdraw from a course by completing a withdrawal form with his or her academic advisor. The professor teaching the course from which the student is withdrawing advises the Academic Dean on whether a “W” or “WF” is appropriate. The “WF” is transcribed and has a negative effect on GPA.</p> <p>A student may not withdraw from a course during the last two weeks of the semester; e.g., the last two weeks of classes.</p>
<b>Withdrawal From The College</b>	A student desiring to withdraw from the College should consult with both the assigned academic advisor and the appropriate Dean. Students receiving financial aid must have an exit interview with the director of financial aid. The form for withdrawal from the College is available in the Office of the Registrar. It must be signed by the student and returned to the Registrar. Refund of fees or charges will be based on the date on which the completed form is received in the Office of the Registrar.
<b>Readmission</b>	Students who separate from the College, whether by formal withdrawal procedure or otherwise, and who wish to return to Saint Anselm on either a part-time or full-time basis, must apply to the Dean of the College and be accepted for readmission before they become eligible to register for additional course work at Saint Anselm. Course work undertaken without having been formally readmitted to the College will not usually be credited toward fulfillment of graduation requirements. Students who interrupt their program of studies at Saint Anselm are subject to the academic regulations and degree requirements in force at the time of their return to the College.
<b>Leave of Absence</b>	A student may apply to the Dean of the College, the Dean of Students, or to the Registrar for a leave of absence from the College. Students receiving financial assistance must have an exit interview with the director of financial aid before making application for a leave and limit the time of leave to a single semester. A leave of absence for students not receiving financial assistance is granted for a specific period of time, usually not more than two semesters. Applicants for

a leave must have no outstanding debts at the College. A student on leave may apply for an extension. To insure transferability of credits taken at other institutions during a leave of absence, students must obtain prior written approval of the courses from the Dean of the College or the Registrar. Courses undertaken without such approval are not transferable to Saint Anselm College. Provided that notification of the intention to resume studies at Saint Anselm has been received by the Dean of the College at least one month in advance of the semester of return, a student on leave may return to the College at the end of the leave without applying for readmission.

## **Grades and Notations**

The designations A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, HP, LP, P, NP are employed to indicate the quality of student work. "A" indicates excellent work; "B" indicates above-average work; "C" indicates average work; "D" indicates below-average work; "E" indicates failure; the symbols "+" and "-" indicate intermediate levels; "HP" indicates High Pass; "LP" indicates Low Pass; "P" indicates Pass; "NP" indicates No Pass. The designations "HP", "LP", "P" and "NP" are used only in grading some internship and clinical area programs.

Notations that may be assigned by the Office of the Dean of the College are: I, W, WF, and F. "I" indicates incomplete work because of illness or other serious reason reported to and accepted by the Dean of the College; "W" indicates withdrawal from a course with permission of the Dean; "WF" indicates the withdrawal from a course at a time when the student's work is below passing quality; "F" indicates insufficient attendance to warrant a passing grade.

## **Grade Reports**

At the end of each semester, a grade report is sent to each student at the permanent home address currently on file in the Office of the Registrar. Change of address forms are available in the Offices of the Dean of Students and of the Registrar. Students are urged to check the grade report for accuracy. Errors should be reported to the Registrar immediately.

## **Appealing a Final Grade**

When a student wishes to contest a final grade assigned by an instructor, the following procedure must be initiated within ten school days of the date postmarked on the grade report.

1. The student will confer with the instructor who assigned the grade.
2. If the discussion with the instructor proves unsatisfactory, the student will confer with the chairperson of the department of which the instructor is a member.
3. If the discussion with the chairperson of the department proves unsatisfactory, the student may appeal the case to the Dean of the College.
4. If the appeal to the Dean of the College proves unsatisfactory, the student, as a final appeal, will request the Dean to call a meeting of the instructor, the chairperson of the department

and the Dean of the College. The student may present evidence supporting the request for a change in grade. Final decision of the issue will be made by the Dean of the College.

**Change of an Officially Recorded Grade**

Except in the case of clerical or machine error, an officially recorded grade may be changed only by means of a written request to that effect, signed by the instructor and filed in the Office of the Dean of the College. Student requests for a change of grade must be made within ten school days after the mailing of the official grade report form. A change of grade which is submitted later than sixty school days after the close of the semester for which the grade was given will not be honored by the Office of the Registrar.

**Course Repeat Policy**

1. A student is allowed to repeat once up to three courses in the major in which the student has earned a grade of C- or below. When a passed course is repeated, the course will count only once toward the required graduation course count.
2. All earned grades will appear on the student's permanent academic record. When a course in a student's major is repeated, both grades remain on the transcript and are computed in the cumulative grade point average, but only the higher grade is computed in the major grade point average.

**Transcript of College Record**

An official transcript of the College record will be issued by the Office of the Registrar only after receipt of a written authorization by the student. A transcript is official when it bears the impression of the seal of the College and the signature of the Registrar. Transcripts will be issued only when all financial accounts have been settled. The transcript fee is \$3 per copy.

**Cumulative Grade Point Average**

In computing a student's cumulative grade point average (gpa), numerical values are assigned to each letter grade as follows: A: 4.00; A-: 3.67; B+: 3.33; B: 3.00; B-: 2.67; C+: 2.33; C: 2.00; C-: 1.67; D+: 1.33; D: 1.00; D-: 0.67; E: 0.00; F: 0.00; WF: 0.00.

The cumulative grade point average is derived by totaling the grade points received, and dividing that total by the number of courses carried.

All grades, and all notations of WF or F, remain on the student's permanent record and are included in the computation of the cumulative grade point average. Grades received at other institutions are not included in the computation of the cumulative grade point average.

**Dean's List of Scholars**

Students who register for and complete five courses of study during a given semester and who achieve in that semester a grade point average of 3.0 are eligible for inclusion in the Dean's List of Scholars. In all five courses, students must receive letter grades that compute in determining the gpa.

**Family Educational Rights and Privacy Act**

This act, with which the College intends to comply fully, was designated to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

In keeping with the provisions of the above act, Saint Anselm College will consider all students as “dependents” unless specifically informed to the contrary in writing and within two weeks following registration.

**Directory Information**

Saint Anselm College hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the College, at its discretion, for any purpose.

Category I      Name, address, telephone number(s) dates of attendance, class membership.

Category II      Previous institution(s) attended, major field of study, awards, honors (including Dean’s list), degree(s) conferred (including dates).

Category III      Past and present participation in officially recognized sports and activities, physical factors e.g., height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received in the Office of the Registrar, Saint Anselm College, on or before September 15 (or not later than two weeks following an initial registration for classes in spring or summer semesters). Forms requesting the withholding of “Directory Information” are available in the Office of the Registrar.

Saint Anselm College assumes that the failure on the part of any student to request specifically the withholding of categories of “Directory Information” indicates individual approval for disclosure.

**The Student Right to Know and Campus Security Act**

In compliance with the Student Right to Know and Campus Security Act, information is made available regarding graduation rates and campus crime statistics in the following offices:

Graduation Rates - the Office of the Registrar

Graduation Rates for Student Athletes - the Athletics Office

Institutional Security Policy and Campus Crime Statistics - Campus Security Office; Office of the Dean of Students

## Standards of Progress

Wide opportunities are available for student advisement, both within the departments and from the Office of Academic Advisement. However, each student is solely responsible for selecting courses which satisfy departmental requirements for a major, as well as the general requirements for graduation. Both sets of requirements are set forth in subsequent pages of this catalogue. Students are responsible for familiarizing themselves with this information. Exemption from, or exception to, any published requirement is valid only when approved in writing by either the Registrar or the Dean of the College.

The following guidelines are used by the Office of the Dean of the College to evaluate less than satisfactory progress.

- Warning is the likely consequence of:
  - two grades in the D category in one semester, or
  - one grade in the D category and a failing grade in one semester, or
  - a failing grade in consecutive semesters or
  - unsatisfactory scholarship as reflected in the semester grade point average.
- Probation is the likely consequence of:
  - three grades in the D category in one semester, or
  - two grades in the D category and a failing grade in one semester, or
  - two grades in the D category in one semester following a semester with one or more failing grades, or
  - two grades in the D category in one semester following a semester with two grades in the D category, or
  - two failing grades in one semester, or
  - unsatisfactory scholarship as reflected in the grade point averages of two consecutive semesters.
- Dismissal is the likely consequence of:
  - four grades in the D category in one semester, or
  - three failing grades in one semester, or
  - one or more grades in the D category and two failing grades in one semester, or
  - the accumulation of five grades below the C category in two consecutive semesters, or
  - unsatisfactory scholarship (e.g., two grades in categories below the C category) during a semester of probation, or failure to obtain a 2.00 grade point average in the major field of concentration by the end of the sixth or any subsequent semester.

Academic warning or probation ceases at the end of the semester for which it has been imposed, provided no further action is taken by the Office of the Dean of the College.

A student who has been dismissed for academic reasons is usually not eligible for readmission to the College and may not register for additional course-work creditable toward a degree at Saint Anselm College without the written permission of the Dean of the College. Appeal of an academic dismissal may be made to the Dean of the College. The appeal must be made in writing and be received in the Office of the Dean within ten days of the date of the letter of dismissal.

Students who have not maintained an acceptable scholastic standing may not run for elective office in student organizations, participate in intercollegiate athletic contests or represent the College at public events.

**Class Standing** For sophomore standing, a student must have completed successfully at least ten courses; for junior standing, a student must have completed successfully at least twenty courses; for senior standing, a student must have completed successfully at least thirty courses and be eligible for graduation at the next Spring commencement.

## **Requirements for Graduation**

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Requirements for the baccalaureate degree are satisfied upon successful completion of forty semester courses, at least thirty of which must be of “C-” grade or higher.

Candidates for degrees must have an average of 2.00 or higher in the departmental and ancillary courses of the major field of concentration.

Only those seniors who have met all graduation requirements are eligible to participate in the commencement exercises.

Exemption from, or exception to, any requirement for a degree is valid only when approved in writing by either the Registrar or the Dean of the College.

A more detailed listing of required and recommended courses will be found under the departmental headings.

Candidates for degrees must spend eight full semesters at Saint Anselm College, unless the time has been shortened by the granting of advanced standing to students transferring from other institutions, or by summer courses taken with the approval of the Dean of the College or the Registrar. The entire senior year must be spent at Saint Anselm College.

For students who have matriculated full-time, the expectation is that requirements for the degree will be completed within eight years from the date of initial enrollment. Courses in specialized areas will not be recognized towards requirements for the degree after eight years.

No student will be recommended for graduation who has not satisfied the faculty and administration of the College as to uprightness of character and sufficient accomplishment in scholarship.

An application for degree and intent to graduate form must be completed and submitted to the Registrar’s office to generate senior audit and place order for diploma.

- Bachelor of Arts**     The following are required for the degree of Bachelor of Arts:
1. English 3 - 4.
  2. Humanities I, II, III, IV.
  3. Two semesters of a same foreign language (ancient or modern) beyond elementary work.\*
  4. Two semesters of a same laboratory science course.
  5. Three courses in Philosophy (Philosophy 5, 7, and an elective).
  6. Three courses in Theology (Theology 10, and two electives).
  7. A major field of concentration in accordance with departmental regulations.
  8. A comprehensive examination in the major field of concentration.

\* With permission of the Dean of the College, students whose first language is not English may fulfill the language requirement by successfully completing two courses in English beyond English 3 - 4.

**Bachelor of Science**     *NOTE: Nursing courses in the nursing sequence apply only to the Bachelor of Science in Nursing degree and may not be used to fulfill the requirements for a Bachelor of Arts degree.*

The following are among those courses required for the degree of Bachelor of Science in Nursing:

1. Education 15
2. English 3 - 4.
3. Humanities I, II, III, IV.
4. Biology 7, 17, 31-32, 44, 46.
5. Psychology 9.
6. Sociology 1, 12
7. Three courses in Philosophy (Philosophy 5, 7, and an elective).
8. Three courses in Theology (Theology 10, 29 and an elective).
9. Three unrestricted electives
10. Courses in Nursing in accordance with departmental regulations.
11. A comprehensive examination.

**Graduation Honors**     According to the degree of academic excellence, graduates may be awarded the distinctions of cum laude, magna cum laude, summa cum laude. Candidates for the distinction cum laude must have a grade-point average of 3.0; for the distinction magna cum laude, a grade-point average of 3.4; for the distinction summa cum laude, a grade-point average of 3.7.

**Honor Societies**     **Delta Epsilon Sigma**, a national Catholic scholastic honor society, was founded in 1939 to recognize academic excellence, to foster scholarly activities, and to encourage a sense of intellectual community among its members. The Saint Anselm College Tau Chapter was established in 1940. Membership is by election.

**Delta Sigma Rho - Tau Kappa Alpha** was founded in 1963 to promote interest in, and to award suitable recognition for, excellence in forensics and original speaking, and to foster an appreciation of

freedom of speech as a vital element of democracy. The Saint Anselm College Chapter was founded in 1964. Membership is by election.

**Pi Gamma Mu** was founded in 1924 to recognize scholarship in the social sciences. The Saint Anselm College Chapter was founded in 1968.

**Phi Alpha Theta** was founded in 1921 to recognize and encourage excellence in the study of history. The Saint Anselm College Sigma Omega Chapter, the first in the State of New Hampshire, was founded in 1972. Membership is by invitation.

**Omicron Delta Epsilon** was founded in 1963 to recognize scholastic attainment and outstanding achievement in the field of economics. The Saint Anselm College Gamma Chapter was founded in 1974. Membership is by invitation.

**Sigma Theta Tau** was founded in 1922 to recognize superior achievement, to develop leadership qualities, and to foster high professional standards in nursing. The Saint Anselm College Epsilon Tau Chapter was founded in 1982. Membership is by invitation.

**Sigma Delta Pi** was founded in 1919 to honor those who seek and attain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking people. The Saint Anselm College Omicron Rho chapter was founded in 1984. Membership is by invitation.

**Pi Delta Phi** was founded in 1906 to honor those who seek and attain excellence in the study of the French language and of the literature and culture of French-speaking people. The Saint Anselm College Kappa Epsilon Chapter was founded in 1989. Membership is by invitation.

**Psi Chi** is the national honor society in psychology. Its purpose is to encourage, stimulate, and maintain excellence in scholarship of its members in all fields, particularly in psychology. Saint Anselm College was granted Chapter membership in 1990. Membership is by invitation.

**Pi Sigma Alpha**, the national honor society in political science, was founded in 1920. It honors those who seek and attain excellence in the study of politics and government. The Saint Anselm College Upsilon Lambda Chapter was founded in 1995. Membership is by invitation.

**Beta Beta Beta**, the national honor society for students majoring in the biological sciences, was founded in 1922. The society is dedicated to recognizing excellence in academic achievement, improving the understanding and appreciation of biological study and promoting the active involvement of students in scientific research. The Saint Anselm College Chi Zeta Chapter was established during the Spring semester of 1996. Membership is by invitation.

## Programs of Study

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Candidates for a degree select a program of studies from the following: Accounting, Biochemistry, Biology, Business, Chemistry, Classics, Computer Science, Criminal Justice, Economics, English, Environmental Science, Fine Arts, Finance, French, History, Liberal Studies in the Great Books, Mathematics, Natural Science, Nursing, Philosophy, Politics, Psychology, Sociology, Spanish, or Theology. Depending on the educational objectives of the student, a combined or interdisciplinary course of studies may be appropriate. All programs should be submitted to the Dean of the College for approval. Programs should be planned to cover in sufficient depth a major field of concentration, to include ancillary courses in fields of related disciplines and elective courses, and to allow the student a sufficiently wide choice of courses in the liberal arts. At least eight courses in the major field, exclusive of introductory courses, are required for graduation. Specific requirements are indicated under individual department sections.

### Cooperative Engineering

Saint Anselm College offers a five-year cooperative liberal arts and engineering program in affiliation with the University of Notre Dame, Notre Dame, Indiana; the University of Massachusetts Lowell; The Catholic University of America, Washington, D.C.; and Manhattan College, Riverdale, New York. The student spends three years at Saint Anselm College, fulfilling the liberal arts and science prerequisites for engineering. In an additional two years, at one of the above universities selected by the student, the remaining engineering requirements are fulfilled. Under this arrangement, the student receives the Bachelor of Arts degree from Saint Anselm College, subsequent to the fulfillment of graduation requirements, and, upon the successful completion of the fifth year, an engineering degree from the cooperative institution's School of Engineering.

### Nursing

The student pursues the sequence of courses listed under the Department of Nursing. Preparation for graduate study occurs within the Department.

### Preprofessional Advisement

The College offers several programs of study for students who are preparing for specific professions. Their content is determined largely by the general requirements for graduation and the particular requirements of individual programs.

**Pre-Medical and Pre-Dental:** The Health Professions Advisor and Chairperson of the Preprofessional Committee oversees the preparation of students intending to apply to schools of medicine (allopathic and osteopathic), dentistry, optometry, podiatry, or veterinary medicine as well as graduate programs in the allied health care professions. Whatever their major field, these students are directed to the prerequisite coursework and extracurricular experience that is appropriate for them and given guidance as they apply to professional school.

**Pre-Legal:** No specific program of study is required to gain admittance to law school. Students interested in law school should meet with the Director of Academic Advisement for individual academic planning. A specific program of study based on educational interests and career goals can be shaped for the individual student.

The **Pre-Theological Program** involves concentration in Philosophy, and courses in the Classical Languages.

### **Service-learning**

Service-learning is an educational strategy which applies specific course content through significant service to the community. A number of faculty at Saint Anselm have created a service-learning option in their courses through which students can perform community service over the course of the semester. The sites are selected based on the learning goals of the course, and students are asked to apply what they are learning in class to their field experiences.

The integration of academic and community learning involves guided reflection to clarify the academic, personal, and civic components of the experience. Service-learning frequently enhances class learning as students examine and apply the concepts in a challenging community context. At the same time, the class content enhances the service experience as students are equipped with academic insight into the social complexities found in service. Service-learning is currently offered in 9 academic departments and over 25 different courses, and is coordinated through the Center for Volunteers.

### **Teaching**

Students preparing to become certified teachers must register with the director of teacher education no later than the beginning of the sophomore year in order to plan their program. Those who satisfactorily complete the studies of the state-approved program enjoy all the advantages of the Interstate Certification Compact, providing for mutual recognition of licensing among the member states. Member states currently include those in the New England and Middle Atlantic regions.

## The Honors Program

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The Saint Anselm College Honors Program offers students of demonstrated superior academic ability a challenging and exciting blend of enhanced core courses, honors electives, independent research projects, thesis development, and enriched interaction with faculty and fellow Honors students. Grounded firmly in the belief that a truly liberal education combines breadth and depth, the Honors Program draws highly motivated students and faculty from all disciplines to work closely together in intensive critical thinking, research, and cultural experiences. The Honors Program is one way for students to deepen their mastery of the liberal arts, and to distinguish themselves as they pursue graduate and professional schools, and employment.

Requirements for the Honors Program include Honors core courses and electives, advanced language/literature, and an Honors thesis. Students enroll in Honors sections for the four semester Humanities sequence, and they must take Honors Ethics and two other Honors core courses drawn from English, Theology, and Philosophy. Additional course requirements include four Honors electives (one of which may be fulfilled by an Honors contract for a non-Honors course), and two semesters of advanced language/literature. The language requirement can become the basis for a certificate in language, and it can also be fulfilled abroad or through independent study. The Honors thesis can be written in junior or senior year and it can be interdisciplinary. For students whose majors require a senior thesis, the Honors thesis can be an augmented version of the departmental requirement, the guidelines for which are determined by each department.

Students choose to follow one of three Honors Tracks: Arts and Sciences, Social Sciences, or Nursing. The Nursing Track substitutes a senior seminar on Ethical Issues in Nursing for the advanced language requirement. The Honors Program encourages students to shape their research and course selection around their interests, and the College makes every effort to be flexible regarding study abroad, internships, and independent study requests. The Honors Program offers a variety of academic, social, and cultural activities throughout the year, planned by the Honors Student Advisory Council.

Completing the Honors Program requirements is an impressive achievement, which Saint Anselm College recognizes by granting successful graduates the Honors Bachelor of Arts or Honors Bachelor of Science in Nursing degree. Admission into the Program is obtained primarily by invitation, but interested students with demonstrated academic achievement may also apply to the Director. For additional information and program requirements, contact the Director of the Honors Program.

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Unless otherwise noted, each course is scheduled to meet the equivalent of three 50 minute class “hours” per week and carries three semester hours of credit.

The College reserves the right to change procedures, programs, curricula, courses, fees and charges, instructors and degree requirements without prior notice. It further reserves the right to sever the connection of any student with the College for an appropriate reason.

NOTE: The course sequence outlines appearing under each department are illustrative only, and do not supersede either general or departmental requirements. Extra-departmental courses ancillary to the major, and specified by name or course number in the sequence outlines, are considered to be an integral part of the major program.

## Biological Sciences Overview

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**Chairperson:** Daniel J. Lavoie

**Professors:** Craig S. Hieber, F. Jay Pitocchelli, Donald H. Rhodes, Barbara J. Stahl, Barry J. Wicklow; **Associate Professors:** John R. Feick, Daniel J. Lavoie, Robert C. Vallari; **Assistant Professor:** Stephen W. Tobin.

The Department of Biology administers four majors: Biochemistry, Biology, Environmental Science and Natural Science. For students enrolled in these majors, the curriculum is designed: 1) to explore the basic properties of life from the molecular to the community/ecosystem level, 2) to evaluate critically this information through rigorous application of the scientific method, and 3) to incorporate this body of information in the framework of modern evolutionary theory. Laboratory and field work are important components of all four major programs.

For the liberal-arts major, with a general interest in the study of living things, the introductory course (Biology 1-2) explores the scientific way of thinking, the basic methods of science, the diversity of living things, and the relationship of the biological sciences to many of the current problems facing a modern society. In addition, “The Biosphere at Risk” (Biology 5), an introductory environmental science course, explores environmental issues of global significance, providing a scientific basis for both understanding the causes of and developing solutions for environmental problems.

Students wishing to take part in the College’s Teacher Education Program must plan an appropriate selection of courses with the Biology Department’s liaison (Prof. Lavoie) with the Education Department. A list of required choices for the secondary education Biology and Natural Science majors can be found in the Natural Science section of this catalogue.

### **Performance requirements:**

Student majors in the department are required to earn a minimum of a “C” average (2.0) in General Biology BI 03 and BI 04 and in General Chemistry CH 11 and CH 12, the traditional first year biology and chemistry courses, in order to continue enrollment in a biology department administered major into the second year.

A student receiving a final letter grade below “C” in either General Biology BI 03 or General Chemistry CH 11 will be placed on probationary status in his or her respective major until completion of General Biology BI 04 and General Chemistry CH 12. A student earning less than a “C” average (2.0) in either the General Biology BI 03 and BI 04 or the General Chemistry CH 11 and CH 12 sequence will not be permitted to continue in a biology department administered major. A student meeting the minimum 2.0 average after receiving a final letter grade below “C-” in any of the above-mentioned courses must repeat the course and earn a grade of “C” or better to remain

in the major. The student will remain on probationary status until the course(s) in which he or she received the below “C-” grade(s) is (are) repeated. The repeated courses must be completed with a final grade of “C” or better by the start of the following academic year. Beyond the introductory courses, students must maintain each semester a minimum grade point average of 2.0 in their major courses (biology, chemistry, physics and mathematics) in order to continue in their respective majors.

### **Course Descriptions**

*Course descriptions are also available online at <http://www.anselm.edu/internet/bio/course.html>. A more complete description of the Faculty, Major programs, Internships, etc. can be found at <http://www.anselm.edu/internet/bio/bio.html>.*

**1-2  
General Biology** This elective course satisfies the science requirement of non-majors. It surveys the structure and biochemistry of cells, the form and function of plants and animals, human organ systems, and topics in genetics, evolution, and ecology. Note: Students preparing for graduate programs in the health care field are strongly encouraged to take BI03 and BI04.

Three hours of lecture and two hours of laboratory each week for two semesters. Four credits, each semester.

**3-4  
General Biology** A study of the general principles of cell and organismal life, including a survey of structure and function in representatives of the major groups in the five kingdoms. Basic biochemistry, genetics and ecology are also treated. For Biology, Natural Science, Biochemistry and Environmental Science majors. Note: Students preparing for graduate programs in the health care field are strongly encouraged to take BI03 and BI04.

Three hours of lecture, one hour of recitation, and three hours of laboratory each week for two semesters. Five credits, each semester.

**5  
Biosphere  
At Risk** A study of significant global biological and ecological processes and their relation to human existence now and in the future. Topics may vary from year to year. Required for Environmental Science majors and open to non-science majors, the course does not satisfy the College’s laboratory science requirement. Three credits. Fall Semester.

**7  
Elementary  
Biochemistry** Designed primarily to serve the needs of students enrolled in the College’s Nursing Program, the course seeks to develop an understanding of and appreciation for the chemical basis of life. Fundamental principles of general, organic and biological chemistry are covered with a particular emphasis on clinical applications. Adequate preparation for this course includes a working knowledge of high school level algebra.

Three hours of lecture, one hour of recitation, and two hours of laboratory each week for one semester. Five credits. Fall Semester.

- 15-16  
Comparative  
Anatomy**      Emphasis is placed on the evolution of the vertebrates, and the structure and embryonic development of vertebrate organ systems. Laboratory work includes dissection of marine, aquatic, and terrestrial vertebrate forms.
- Two hours of lecture and four hours of laboratory each week for two semesters. Four credits, each semester.
- 17  
Microbiology**      An introductory course, focusing on the general principles underlying the life processes of microorganisms. Topics include microbial cell structure, metabolism, genetics, and growth characteristics. Emphasis is given to disease-causing (pathogenic) microorganisms and the various systems of defense employed by the human host. Previous experience of Elementary Biochemistry is recommended.
- Three hours of lecture and two hours of laboratory each week for one semester. Four credits. Spring Semester.
- 19  
Aquatic  
Ecology**      An introduction to the ecology of freshwater systems including rivers and streams, lakes, and wetlands. Students will be exposed to both theoretical and practical concepts of freshwater ecology. Topics include biotic communities (macrophytes, zooplankton, benthic macroinvertebrates, fish and other vertebrates), species interactions, biodiversity issues, biotic indices and biomonitoring, pollution, habitat degradation, and conservation. This course has a strong field component and is designed primarily for biology, environmental science, and natural science majors.
- The equivalent of three hours of lecture and three hours of laboratory each week. Four credits. Fall Semester.
- 20  
Ecology**      The lectures consider the relations between organisms and the physical and biological factors affecting, and affected by, them. These relations are explored at the individual, population, and community/ ecosystem levels within an evolutionary context. In the laboratory, current ecological theories are tested by statistical analysis of data collected in the field. Genetics is recommended as preparation for the course.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Fall Semester.
- Prerequisite: Biostatistics.*
- 21-22  
Independent  
Research**      Individualized research experience in the biological sciences, under the direction of a science faculty member, including literature searching, hypothesis development and testing, graphical and statistical analysis, and oral and written presentation. Note: *Open only to upper-class students who have applied for and been admitted into a position in a science faculty's research laboratory. Two sequential semesters must be taken to earn credit.*
- Four credits earned upon satisfactory completion of Biology 22.

- 23**  
**Cell and Tissue Culture**
- The theory and techniques of cell and tissue culture. The application of culture methods to genetic analyses, virus culture, cancer research, and plant propagation is stressed. Biology of Microorganisms is recommended as preparation for the course. Note: This course will not be offered in the spring 2003 semester.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.
- 24**  
**Developmental Biology**
- A lecture, seminar and laboratory study of embryonic development, including cellular differentiation, molecular control and gene regulation. The anatomy, physiology and genetics of developmental processes from gametogenesis to senescence, with emphasis on early embryonic life, will be studied. Laboratory work will include anatomical observation, experimental intervention and biochemical testing.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Fall Semester.
- 25**  
**Evolutionary Biology**
- This course focuses on topics at the microevolutionary level such as the agents of evolutionary change leading to speciation and isolating mechanisms between species. It also addresses macroevolution, history of life on earth, systematics and biogeography. Laboratories will reinforce concepts presented in lecture.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.
- Prerequisite: Biostatistics.*
- 27**  
**Genetics**
- An introductory course, focusing on the molecular biology of gene expression. Topics include a brief review of classical genetics, structure-function of DNA, and the regulation of gene expression in prokaryotic and eukaryotic cells. The laboratory is composed of a series of experiments utilizing current molecular biology techniques including PCR, construction of recombinant DNA molecules, gel electrophoresis and Southern analysis.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Fall Semester.
- 28**  
**Conservation Biology**
- A focus on biological diversity and the processes that have led to species rarity and extinction. Topics include speciation theory, genetic variation, populations, species interactions, disturbance regimes, invasive species and community and ecosystem level conservation and restoration. Emphasis on scientifically sound strategies for saving endangered species in both terrestrial and aquatic systems. Plants and invertebrates as well as vertebrates are considered.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.
- 29**  
**Environmental Biology of Plants**
- An introductory lecture and laboratory course in general plant biology that emphasizes plant ecology and evolution. Lecture will focus on plant life history strategies and physiological and anatomical adaptations that enable plants to survive under conditions of

environmental stress. In laboratory, students will explore basic plant anatomy and physiology, as well as growth, competition and plant-animal interactions.

Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.

**30**  
**Principles of**  
**Biotechnology**

Biotechnology employs plant cells, animal cells, and micro-organisms to manufacture goods and medicines, as well as to generate products and procedures that promise to improve the quality and health of livestock, agriculture crops and the environment at large. It is at the forefront of present-day applied sciences. This course will emphasize class discussion of current literature on this subject and practical laboratory experience in the methodologies of this new and evolving field, as well as a treatment of its social and ethical implications. Note: This course will not be offered in the fall 2002 semester.

Three hours of lecture and three hours of laboratory each week for one semester. Four Credits. Fall Semester.

**31-32**  
**Human Anatomy**  
**Physiology**

The structure and function of human cells, tissues, organs, and organ systems are considered. The interdependence of these systems is emphasized and related to the total field of biology. Laboratory work includes the dissection of a typical mammal and completion of classical experiments of physiology. High school biology is recommended as preparation for the course.

Three hours of lecture and four hours of laboratory each week for two semesters. Five credits, each semester.

**33**  
**Cell Biology**

A review of the anatomy and physiology of the fundamental unit of life. The laboratory will investigate the structure and vital processes of prokaryotes and eukaryotes, with particular attention to membranes, organelles, and macromolecules.

Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.

**34**  
**Animal**  
**Physiology**

The function of the organs and organ systems of animals. Topics include feeding and digestion, circulation, gas transport, water balance and aspects of endocrinology. Basic physiological techniques and methods will be examined in laboratory sessions.

Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Spring Semester.

*Prerequisite: Biostatistics.*

**35**  
**Biology of**  
**Microorganisms**

A study of microorganisms in terms of structure, function and ecology. Emphasis is placed on the role of microbes in molecular biology and genetic engineering.

Three hours of lecture/seminar and three hours of laboratory each week for one semester. Four credits. Spring Semester.

- 36**  
**Biochemistry**
- A review of the structure and function of biologically important molecules and their role in the catabolic and anabolic processes of the cell. The laboratory sessions stress standard procedures useful in a wide range of experimental situations.
- Three hours of lecture, one hour of recitation, and three hours of laboratory each week for one semester. Five credits. Fall Semester.
- Prerequisite: Organic Chemistry*
- 37**  
**Vertebrate Zoology**
- A representative overview of vertebrate biology emphasizing the evolution and ecology of vertebrates. Using an organismal approach, the lectures include aspects of the physiology, morphology, behavior, and natural history of vertebrates. Laboratory and field work focus on classification and identification.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Fall Semester.
- 38**  
**Invertebrate Zoology**
- A survey of the invertebrate phyla, based on current taxonomic classification and phylogenetic organization. Aspects of the anatomy, physiology, behavior, and ecology of these animals are discussed as they relate to habitat, life-style, and evolution. The laboratory portion is an introduction to the form and function of this group, and includes dissections, prepared slides, demonstrations, and observations of live animals.
- Three hours of lecture and three hours of laboratory each week for one semester. Four credits. Fall Semester.
- 41**  
**Selected Topics in Biochemistry**
- This course services the needs and interests of junior biochemistry majors foremost, but also those of upper level biology and chemistry majors possessing an interest in biochemistry and molecular biology. The current design of the course includes in-depth analysis of protein structure-function relationships and an up-to-date look at the subject of cancer biochemistry. Laboratory exercises emphasize techniques applied to the study of rare proteins.
- Three hours of lecture, one hour of recitation, and three hours of laboratory each week for one semester. Five credits. Spring Semester.
- 44**  
**Nutrition**
- A theoretical and practical study of human nutrition. This course will examine the basic scientific principles of healthy nutrition, including: a survey of the major macromolecules and their effects on each of the major body systems, nutrient requirements throughout the life cycle, dietary assessment techniques, factors affecting food habits, herbs in health promotion, food safety, and biotechnology. A basic understanding of general biology and chemistry and of human anatomy and physiology is recommended as preparation for the course.
- Three hours of lecture each week for one semester. Three Credits. Fall semester.

- 45  
Biostatistics** An introduction to the most frequently used parametric and non-parametric techniques for analyzing biological data. The design of experiments, methods of sampling, and the presentation of data will also be covered. Assignments will involve manual calculations and use of statistical software on the Macintosh computer. Required for Biology and Environmental Science Majors.
- Three hours of lecture each week for one semester. Three credits. Offered both Fall and Spring Semester.
- 46  
Pharmacology** A theoretical and practical study of the biochemistry and physiology of drugs. Principles and concepts of drug action are developed using specific examples of drugs affecting each of the major body systems. A basic understanding of general, organic, and biological chemistry and of human anatomy and physiology is recommended as preparation for the course.
- Three hours of lecture each week for one semester. Three credits. Spring Semester.
- 47  
Ornithology** This course focuses on identification and biology of birds of the Northeastern United States. Field laboratories constitute an important part of the course. Offered in response to sufficient interest.
- The equivalent of three hours of lecture and three hours of laboratory each week. Offered only in the first Summer Session. Four credits.
- 49  
Special Topics  
Biology** This course will consist of a detailed investigation of a topic not covered in other biology department offerings. The topic will be in chosen by a student in consultation with a faculty member who will facilitate the learning process. The topic must be relevant to current thought in the biological sciences and be accessible to undergraduate students. The experience is equal to one academic course.
- Prerequisite: Permission of the Chair of the Biology Department.*
- 50  
Washington  
Internship** After application to and acceptance by the Washington Center, students are placed in a relevant field experience with scientific organizations in the greater Washington, D.C. area. Selection for this typically fall semester program is completed in the preceding spring semester. The experience is equivalent to five academic courses.
- Permission of the department chairperson is required.
- 51-52  
Biology  
Internship** Qualified students may be offered the opportunity to develop, with the aid of the chairperson of the department, an internship experience relevant to their academic needs. Assessment will be based on a portfolio that includes the agency's outcome assessment, the student's objective and subjective journal, and a primary-source referenced term paper in an area allied to the internship.
- The experience is typically the equivalent of one or two academic courses. Students have participated in internships with the Wisconsin Department of Natural Resources, the Wells National Estuarine

Research Reserve, the Piscataquog Watershed Association, the New Hampshire Department of Environmental Services, Optima Health, New Hampshire Custom Brewers, the University of New Hampshire Department of Biochemistry and Molecular Biology, the Southern Maine Regional Genetics Service Program, the Foundation for Blood Research, Covino Environmental Associates, Catholic Medical Center, members of the Congress of the United States, and the Fitness Network, among many other organizations.

Permission of the department chairperson is required.

## Major Program Director: Robert C. Vallari

Professors: Craig S. Hieber, F. Jay Pitocchelli, Donald H. Rhodes, Barbara J. Stahl, Barry J. Wicklow; Associate Professors: John R. Feick, Daniel J. Lavoie, Robert C. Vallari; Assistant Professor: Stephen W. Tobin.

An interdisciplinary major in Biochemistry draws upon the resources of the departments of Mathematics, Physics, Chemistry, and Biology. The program focuses on life processes at the molecular level, with emphasis on the biochemistry and molecular biology of cellular systems in simple and complex organisms. The curriculum is designed for students seeking preparation for graduate studies, training in the health-care professions or for entry-level positions in science-related industries.

Students majoring in Biochemistry select schedules in consultation with a faculty advisor to include the following required courses: General Biology (3-4), Genetics (27), Cell Biology (33), Biochemistry (36), Selected Topics in Biochemistry (41); General Chemistry (11-12), Organic Chemistry (27-28), Analytical Chemistry II (34), Physical Chemistry I (37); Calculus (MA 7-8); General Physics (27-28) or Classical Physics (29-30). Also, a laboratory research project is an obligatory component of the curriculum and can be fulfilled by enrollment in Independent Research in Biology (BI 21-22), Research and Seminar (CH 50-51), and/or Internships (BI 50, 51, and/or 52).

Following the sophomore year, a student may investigate additional areas of personal interest by selecting elective courses from among the following: Biology 23, 30, 34, 35,45; Chemistry 33, 38, 44, 45, 46. Other courses available to Biology and Chemistry majors may be chosen with the approval of the Biochemistry Major Program Director or the Biology Department Chairperson.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language/Mathematics 7 Chemistry 11 Biology 3	Humanities II Freshman English 4 Language/Mathematics 8 Chemistry 12 Biology 4
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Chemistry 27 Biology 27	Humanities IV Philosophy/Theology Language Chemistry 28 Biology 33
<b>Junior Year</b>	Philosophy/Theology Chemistry 37/Elective Biology 36 Physics 27 or 29 Language/Elective	Philosophy/Theology Chemistry 34/Elective Biology 41 Physics 28 or 30 Language/Elective

<b>Senior Year</b>	Philosophy/Theology	Philosophy/Theology
	Biology 21/Chemistry 50	Biology 22/Chemistry 51
	Elective/Chemistry 37	Elective/Chemistry 34
	Elective	Elective
	Elective	Elective

See Biological Sciences Overview (p. 32) for additional information.

# Biology

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## Major Program Director: Donald H. Rhodes

Professors: Craig S. Hieber, F. Jay Pitocchelli, Donald H. Rhodes, Barbara J. Stahl, Barry J. Wicklow; Associate Professors: John R. Feick, Daniel J. Lavoie, Robert C. Vallari; Assistant Professor: Stephen W. Tobin.

The Biology major is designed for students wishing to explore life science at multiple levels ranging from the molecular to the organismal to the ecosystem level. Departmental requirements include: General Biology (3-4), Biostatistics (45), General Chemistry (11-12), Organic Chemistry (27-28), General or Classical Physics (27-28 or 29-30). Beyond these requirements, students must select a minimum of seven other courses in Biology from among the following: 15, 16, 19, 20, 23, 24, 25, 27, 28, 29, 30, 33, 34, 35, 36, 37, 38, 41, 47.

To assist students in selecting a balance of courses from several academic areas, each Biology major is assigned a faculty advisor with whom a close advisee-advisor relationship must be developed. Scientific research is an important aspect of an education in science and each major is strongly recommended to replace one of the seven required courses with one of the following: (1) under the direction of a faculty member, participate in the Independent Research in Biology (BI 21-22); (2) develop, with direction from the Department Chair, an individual internship program (BI 51 and/or 52); or (3) participate in the Washington Internship Program (BI 50).

The Biology Program seeks to develop in its majors organizational and communication skills, critical thinking and the ability to synthesize information. Graduates of the program are well prepared to undertake advanced study in graduate, medical or dental school, or for a career in business or education. Science requirements for the Teacher Education Program are noted under the Natural Science Major.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Biology 3 Chemistry 11	Humanities II Freshman English 4 Language Biology 4 Chemistry 12
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Biology Chemistry 27	Humanities IV Philosophy/Theology Language Biology Chemistry 28
<b>Junior Year</b>	Philosophy/Theology Biology Biology/Elective Physics 27 Elective	Philosophy/Theology Biology Biology/Elective Physics 28 Elective

<b>Senior Year</b>	Philosophy/Theology	Philosophy/Theology
	Biology	Biology
	Biology/Elective	Biology/Elective
	Biology 21	Biology 22
	Elective	Elective
	Elective	

See Biological Sciences Overview (p.32) for additional information

# Chemistry

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## Chairperson: Derk A. Wierda

Professor: Derk A. Wierda; Associate Professors: Paul L. Damour, George A. Parodi, Carolyn K. Weinreb; Assistant Professors: Mary Kate Donais.

The Department of Chemistry offers courses which are intended to introduce students to the descriptive and theoretical foundations of the chemical sciences. For students majoring in the other sciences, chemistry courses are offered which support and complement the major programs in those disciplines. Within the major, the department provides a core of basic information in the chemical sciences permitting the pursuit of a number of educational and career pathways. The major and two tracks are listed below.

### Chemistry Major Curriculum

The curriculum provides the chemistry courses upon which individualized programs may be constructed. Specific programs are arranged by students in consultation with their advisor and must be approved by the chairperson of the Department of Chemistry.

Major requirements: Mathematics 7-8; Physics 27-28 or 29-30; Chemistry 11-12,27-28,33,34,37,38,45,50,51. (For the teacher certification track, Biology 3-4 and Education 32 substitute for Chemistry 34,38, and 51.)

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Chemistry 11 Mathematics 7	Humanities II Freshman English 4 Language Chemistry 12 Mathematics 8
<b>Sophomore Year</b>	Humanities III Language Physics 27 or 29 Chemistry 27 Theology/Philosophy	Humanities IV Language Physics 28 or 30 Chemistry 28 Chemistry 33
<b>Junior Year</b>	Philosophy Theology Chemistry 37 Elective Elective Elective	Philosophy Theology Chemistry 34 Chemistry 38 Chemistry 50*
<b>Senior Year</b>	Philosophy/Theology Chemistry 45 Chemistry 51 Elective Elective	Elective Elective Elective Elective Elective

\* CH50 Research and Seminar I carries no credit.

**Chemistry Major (American Chemical Society Certified)** The Department of Chemistry is approved by the Committee on Professional Training of the American Chemical Society (ACS). Completion of the approved program leads to a Bachelor of Arts degree in Chemistry with American Chemical Society Certification. Students who complete this program are well qualified for graduate study or professional employment.

Major requirements: Mathematics 7-8; Physics 29-30; Biology 36; Chemistry 11-12,27-28,33,34,37,38,44,45,46,50, 51, and at least one elective chosen from among Chemistry 42,43, and 47. In consultation with the student's advisor, and with the permission of the department chairperson, advanced courses in Biology, Physics, Mathematics or Computer Science may be substituted for Chemistry electives.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Chemistry 11 Mathematics 7	Humanities II Freshman English 4 Language Chemistry 12 Mathematics 8
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Chemistry 27 Physics 29	Humanities IV Chemistry 33 Language Chemistry 28 Physics 30
<b>Junior Year</b>	Philosophy/Theology Philosophy/Theology Chemistry 37 Biology 36 Elective	Philosophy/Theology Chemistry 34 Chemistry 38 Chemistry 50* Elective Elective**
<b>Senior Year</b>	Philosophy/Theology Chemistry 44 Chemistry 45 Chemistry 51 Elective**	Philosophy/Theology Chemistry 46 Elective** Elective Elective

\* CH50 Research and Seminar I carries no credit.

\*\* At least one of these electives must be from the list of ACS approved courses.

**Chemistry Major (Teacher Certification in Chemistry)** A program of studies in Chemistry which meets the requirements of the State of New Hampshire Department of Education for Teacher Certification in Chemistry. The program offers a curriculum which emphasizes chemistry, yet provides a background in related science areas needed by the high school teacher.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Chemistry 11 Mathematics 7	Humanities II Freshman English 4 Language Chemistry 12 Mathematics 8
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Chemistry 27 Physics 27 or 29 Early Field Exp <i>Sophomore Early Field Experience should be taken either semester</i>	Humanities IV Education 30 Language Chemistry 28 Physics 28 or 30 Early Field Exp
<b>Junior Year</b>	Philosophy/Theology Chemistry 37 Biology 3 Education 15 Elective	Philosophy/Theology Chemistry 33 Biology 4 Education 22 Elective
<b>Senior Year</b>	Philosophy/Theology Chemistry 45 Philosophy 23 History 41 or History 42 Theology Research and Seminar CH50*	Education 32**(Student Teaching) Education 42 Education 31

\* In CH50 the student will plan a research project in chemical education. The project will be implemented in ED32.  
CH50 Research & Seminar I carries no credit.

\*\* ED32 fulfills the CH51 requirement for chemistry majors in the educational track.

- 5 Principles of Physical Science I** A study of the basic concepts of physical science including the influence of the scientific method in understanding energy and motion, Newtonian physics, electricity, magnetism, light, wave motion and kinetic theory of matter. Methods of scientific calculation are also treated.  
Three hours of lecture and two hours of laboratory each week. Four credits.
- 6 Principles of Physical Science II** A continuation of the study of the basic concepts of physical science, including: chemical reactions, ions and solutions, the Periodic Law, basic organic chemistry, meteorology and geology.  
Three hours of lecture and two hours of laboratory each week. Four credits.
- 7 -8 Chemistry and Society I - II** Chemistry and Society is a two-semester chemistry course designed to satisfy the laboratory science requirement for students who do not plan to take additional science courses. The primary goal of the course is to present chemical principles and facts at a level sufficiently

rigorous that a student successfully completing the course can act as an informed citizen and consumer. Among the topics considered: chemistry of the atmosphere; solution chemistry; energy and the laws of thermodynamics; important industrial processes; nuclear chemistry; plastics and polymers; drugs; and consumer chemistry. The course will not fulfill any requirement satisfied by CH11 or CH12, other than the College's laboratory science requirement.

Three hours of lecture/discussion and two hours of laboratory each week. Four credits. (Chemistry 7 is Prerequisite for Chemistry 8)

**11-12  
General  
Chemistry I-II**

The principles of chemistry with emphasis on the pertinent aspects of chemical theory and behavior. The descriptive chemistry of the more common elements is investigated and correlated to their structures, reactivity and properties. The laboratory work is largely quantitative with particular emphasis on scientific observation, recording of data, and evaluation of results.

Three hours of lecture, one hour of recitation, and three hours of laboratory each week for two semesters. Five credits, each semester. (Chemistry 11 is Prerequisite for Chemistry 12)

**26  
Forensic  
Chemistry**

A one-semester chemistry course designed to allow non-science students interested in forensics an opportunity to explore the theory and practice of this discipline. The primary goal of the course is to present chemical principles and facts at a level sufficiently rigorous that a student successfully completing the course can act as an informed citizen and be able to use this information in a criminal justice setting.

Three hours of lecture and three hours of laboratory each week. Four credits.

*Prerequisites: Chemistry 8, 12 or Biology 4, 7. Chemistry 6 or Biology 2 with permission of instructor.*

**27-28  
Organic  
Chemistry I-II**

A study of the structure, nomenclature, preparations, characterization methods and reactions of organic compounds. Modern theories and reaction mechanisms will be used as unifying bases.

Three hours of lecture, one hour of recitation and three hours of laboratory each week for two semesters. Five credits, each semester.

*Prerequisite: Chemistry 12. (Chemistry 27 is a prerequisite for Chemistry 28.)*

**29  
Environmental  
Chemistry**

A one-semester chemistry course designed as an introduction to environmental chemistry. The course will be taught in three parts which address the following topics: basic properties of chemicals, contaminants in the environment, and processes in the natural environment. The laboratory portion of the course will address current methods used in the environmental science field.

Three hours of lecture and three hours of laboratory each week.

*Prerequisites: Chemistry 12 and 27*

- 30  
Research  
Juniors and seniors are provided with the opportunity to undertake a research project under the direction of a faculty member.  
*Prerequisite: Permission of the chairperson. This course may not replace a chemistry elective.*
- 33  
Analytical  
Chemistry I  
The principles and methods of volumetric and gravimetric analysis including: ionic equilibria, ionization constants, pH, buffers, salt hydrolysis, indicators, oxidation-reduction and gravimetric factors.  
Three hours of lecture and four hours of laboratory each week. Five credits.  
*Prerequisite: Chemistry 12.*
- 34  
Analytical  
Chemistry II  
A study of the theoretical principles associated with many of the more important instrumental methods employed in chemical and biological analysis. Practical applications of these principles are presented through a selection of instrumental experiments.  
Three hours of lecture and four hours of laboratory each week. Five credits.  
*Prerequisites: Chemistry 33 and 37, or permission of the instructor.*
- 37  
Physical  
Chemistry I  
A study of the properties of systems at equilibrium including the development and application of the laws of thermodynamics; equations of state; a brief treatment of electrochemistry; kinetic theory of gases; elementary chemical kinetics including rate laws, integrated rate laws, and the steady state approximation.  
Three hours of lecture and four hours of laboratory each week. Five credits.  
*Pre- or Co-requisites: Mathematics 7-8, Classical Physics 30, Chemistry 33.*
- 38  
Physical  
Chemistry II  
The principles of quantum mechanics are developed and illustrated by consideration of simple systems. The properties of atoms and molecules are explored and spectroscopy is presented as a tool for probing the properties of individual molecules. Statistical mechanics is introduced as a bridge between the microscopic quantum view and the macroscopic thermodynamic view.  
Three hours of lecture and four hours of laboratory each week. Five credits.  
*Prerequisite: Chemistry 37.*
- 42  
Polymer  
Chemistry  
The chemical and physical properties of synthetic and biological macromolecules are studied. Included are the methods and mechanisms for polymer synthesis, the physical properties of polymers, and how these properties are utilized.  
*Prerequisite: Chemistry 28.*  
*Pre- or Co-requisite: Chemistry 37-38, or permission of the instructor.*

- 43  
Organic  
Chemistry III
- A survey of physical organic chemistry, stressing the qualitative use of molecular orbital theory in topological descriptions of structure and bonding. Thermodynamic concepts are applied toward the prediction of chemical reactivity and the elucidation of reaction mechanisms.
- Prerequisite: Chemistry 28*  
*Pre- or co-requisite: Chemistry 37-38, or permission of the instructor.*
- 44  
Synthesis and  
Characterization
- The lecture and laboratory work consider the synthesis and characterization of organic and inorganic compounds by procedures that are more sophisticated than those used in elementary courses. A variety of instrumental techniques are included. At the end of the term, students are required to design and carry out an independent synthesis project.
- Two hours of lecture and five hours of laboratory each week. Four credits.
- Prerequisite: Chemistry 28. Chemistry 45 is recommended.*
- 45  
Inorganic  
Chemistry I
- Introduction to inorganic chemistry including structure-bonding relationships, reaction mechanisms, descriptive chemistry of the elements and co-ordination chemistry.
- Prerequisite: Chemistry 11-12*
- 46  
Inorganic  
Chemistry II
- Specific applications of inorganic chemistry are presented. Topics covered include organometallic chemistry, bioinorganic chemistry, spectroscopic studies, catalysis and radiochemistry.
- Prerequisites: Chemistry 37-38, and 45 or permission of the instructor.*
- 47  
Physical  
Chemistry III
- Topics include electrical and magnetic properties of molecules, transport properties, advanced chemical kinetics, dynamics, and photochemistry.
- Prerequisite: Chemistry 38.*
- 50  
Research and  
Seminar I
- The student conducts library research and plans a research project under the direction of a faculty advisor. The student presents periodic oral reports to the class and faculty. In addition, faculty members and outside guest speakers present lectures on topics not covered in other courses.
- Required of Chemistry majors. Open to qualified students in other majors with the permission of both department chairpersons. *This course carries no credit, but is a prerequisite for Chemistry 51.*
- 51  
Research and  
Seminar II
- The student conducts research under the direction of a faculty advisor. The student presents periodic oral reports to the class and faculty, writes a senior thesis describing his/her research, and may be required to present results in poster presentations. In addition, faculty members and outside guest speakers present lectures on topics not covered in other courses.

Required of Chemistry majors. Open to qualified students in other majors with the permission of both department chairpersons. Successful completion of this course earns three credits.

*Prerequisite: Chemistry 50.*

# Classics

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## Chairperson: David B. George

Professor: David B. George; Assistant Professor: Alexander S. Inglis;  
Lecturer: Linda E. Rulman

Courses in Classics place students in direct contact with the sources of Western civilization, both Christian and non-Christian. The close attention given to Greek and Latin texts develops in the Classics major the ability to think critically, examine and weigh words carefully, and communicate effectively. The department, by teaching these universally recognized skills, and transmitting our Graeco-Roman heritage, seeks to prepare its students for careers in both academic and non-academic professions. Majors often pursue further studies in Classics and related fields in the liberal arts, or attend professional schools in law or medicine. The department also encourages students with concentrations in English, History, Philosophy, and Theology to supplement their studies with courses in Classics.

Major requirements: Students majoring in Classics may concentrate either in Greek or in Latin. If Latin is chosen, six courses in Latin, exclusive of Latin 3-4, and four courses in Greek are required. If Greek is chosen, six courses in Greek, exclusive of Greek 1-2, and four courses in Latin are required. It is strongly recommended that History 11-12, Philosophy 11, Fine Arts 4-5 and two years of a modern foreign language be taken as electives. The student must also pass a written comprehensive examination in the language, literature and culture of Greece and Rome.

Classics majors who have met the requirements of Classics 3-4 and 5-6 and wish to prepare for state certification to teach Latin in secondary schools (See Education and Teacher Education Program) will also take Classics 21-22, Classics 58, and History 12 and participate in Sophomore Early Field Experience, and Supervised Student Teaching in the second semester of the senior year.

<b>Freshman Year</b>	Humanities I	Humanities II
	Freshman English 3	Freshman English 4
	Science	Science
	Classics	Classics
	Elective	Elective
<b>Sophomore Year</b>	Humanities III	Humanities IV
	Philosophy/Theology	Philosophy/Theology
	Classics	Classics
	Classics	Classics
	Elective	Elective
<b>Junior Year</b>	Philosophy 11	Theology
	Classics	Classics
	Classics	Classics
	History 11	History 12
	Elective	Elective

Senior Year	Philosophy/Theology Classics Classics Elective Elective	Philosophy/Theology Classics Classics Elective Elective
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## Greek

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1-2 Elementary Greek	Provides a systematic study of Greek grammar, syntax and vocabulary accompanied by exercises designed to enable the student to read Greek prose and poetry.
7 Xenophon	Readings from Xenophon's Anabasis, Symposium or Memorabilia. Grammatical analysis and vocabulary building are emphasized.
9 Herodotus	Readings from Herodotus' Histories with discussions on his style, techniques of composition, and sources. Lectures are also given on the development of Greek historiography.
10 Homer	Readings and discussions center on selected books from the Iliad. Lectures on the Homeric question, Homeric dialect, and the development of Greek epic poetry are given.
11-12 Intermediate Greek	A review of Greek grammar and syntax and a survey of Greek prose and verse with an emphasis on strengthening reading skills.
13 Plato	Reading of one complete Dialogue with lectures on the development of Greek philosophy with emphasis on Plato, his works and his style.
14 Greek Tragedy	One complete tragedy is read, chosen from the corpus of Aeschylus, Sophocles, or Euripides. Supplementary lectures are given on the origins of Greek tragedy, on Greek dramatic production, and on Greek tragic meters.
15 Greek Comedy	A Greek comedy, chosen from the works of Aristophanes or Menander, is read in its entirety. Lectures are given on the themes of Greek comedy and on the differences between Greek Old Comedy and Greek New Comedy.
17 New Testament Greek	Selected readings from the Gospels and Epistles of the New Testament, or from the Greek Fathers, together with lectures on the development of Koine Greek and its differences from Attic Greek.
19 Seminar	The seminar allows students to pursue studies in a selected topic dealing with Greek literature and civilization.

## Latin

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3-4 Elementary Latin	Intended for students who have had no previous instruction in Latin, the primary objective of this course is the acquisition of the skill to read Latin through study of word forms and their use, of vocabulary, and of the rules of syntax.
5-6 Intermediate Latin	A review of Latin grammar and syntax and a survey of Latin prose and verse with an emphasis on strengthening reading skills.
21-22 Latin Prose Composition	A study of the rules of Latin syntax in order to give a closer insight into the workings of the Roman mind. Selected passages from various Roman authors are translated and analyzed.
23 Vergil	Readings from the Aeneid with lectures on Vergil's style, the epic tradition, and Vergil's relationship to Augustan Rome. Selected readings from the Eclogues and Georgics are also included.
24 Cicero	Selected readings from Cicero's speeches with lectures on Roman rhetorical techniques, Cicero's prose style, and late Republican history.
25 Ovid	Readings from the Metamorphoses, supplemented by lectures on Ovid's style and his place in the epic tradition. Selections from the Tristia and the Ars Amatoria are included.
31 Roman Comedy	Selected readings from the plays of Plautus and Terence with lectures on the development of Roman comedy and its influences on the Renaissance and later writers.
32 Horace and Catullus	Selected readings from Horace's Odes and Catullus' poems with lectures on themes, meter, and style.
33 Roman Elegiac Poets	Selected readings from Tibullus, Propertius, and Ovid supplemented by lectures on the development of the genre.
34 Roman Satire	Selected readings from Horace, Persius, and Juvenal supplemented by lectures on the evolution of Roman satire and the relationship of the genre to the political and social environment.
40 Silver Age Latin	Selected readings of Silver Age prose and poetry with lectures on Roman imperial history after Augustus.
41 Roman Historiography	Selected readings from Caesar and Sallust or Livy and Tacitus with lectures on genre and style.

46 Post Classical Latin	Selected readings from the Church Fathers, late pagan authors, and significant medieval prose writers and poets with lectures on the evolution of Latin and various topics pertinent to the chosen authors.
50 Seminar	Selected authors or topics are presented for special study.
55 Classical Archaeology	An introduction to the discipline and methods of archaeology through a survey of important sites and excavations from around the Greco-Roman world. The course pays special attention to how archaeology relates to other approaches to the study of the classical world e.g. history, art history, and philological studies.
57 Classical Mythology: The Gods	A study of major Greek myths, their origin, content and possible interpretation, as well as their role in ancient religion. Consideration is also given to the various approaches to mythology and the influence of classical mythology upon ancient and modern art and literature.
58 Etymologies: Words and Word Power	Vocabulary building and reading comprehension through a study of the common Greek and Latin bases which form many English words. Introduction to the principles of English word formation and to the relationship between culture and language.
59 Classical Mythology: The Heroes	A study of major Greek and Roman saga cycles (the stories of Heracles, Oedipus, Jason, Odysseus, Aeneas, Romulus, etc.), their origin, content and possible interpretation. Consideration is also given to the various approaches to saga, and to the influence of classical saga upon ancient and modern art and literature.
60 Ancient Law	A survey of the legal systems of several ancient cultures, including those of Greece and Rome, as well as the relevance and influence of these systems for modern legal institutions. Contemporary juridical debate frames discussion about the history of lawyers, the function of legislation, and the impact of law in society.
80 Archaeological Internship	

## Computer Science

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**Acting Chairperson: Jeffrey W. Schnick**

Associate Professor: Carol M. Traynor; Assistant Professor: Guillermo S. Zeballos; Lecturers: Kimberly M. Eckenrode, Thomas M. Murphy, Scott A. Valcourt.

The Department of Computer Science offers a major program of study in computer theory and applications. The curriculum is designed to prepare students for graduate studies or for work in industry. Students take courses which acquaint them with both software and hardware.

Major requirements include Computer Science 9, 10, 11, 12, 13, 15, and four other computer science courses numbered above 13, two of which must be from CS19, CS21, CS24, CS36 and CS38. Students are also required to take MA7-8 and a statistics course.

<b>Freshman Year</b>	Humanities I Freshman English 3 Computer Science 11 Language Computer Science 9	Humanities II Freshman English 4 Computer Science 12 Language Computer Science 10
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Science* Computer Science 15	Humanities IV Philosophy/Theology Language Science* Computer Science 13
<b>Junior Year</b>	Philosophy/Theology Computer Science Economics 4 Mathematics 7 Elective	Philosophy/Theology Computer Science Mathematics 8 Elective Elective
<b>Senior Year</b>	Philosophy/Theology Computer Science Elective Elective Elective	Philosophy/Theology Computer Science Elective Elective Elective

\*Elementary or General Physics recommended.

### **1 Computer Applications**

An introduction to microcomputers and their applications for non-specialists. Topics include Windows, word processing, spreadsheets, and databases.

### **9-10 Computer Programming I-II**

An introduction to techniques of computer programming in C++. The top-down approach for writing programs is emphasized. The data structures available in the language are used to introduce the students to the basic concepts of data structures.

<b>11-12</b> <b>Discrete</b> <b>Mathematics</b>	<p>An introduction into the mathematical structures fundamental to various areas of computer science. Topics include combinatorics, logic, set theory, matrix algebra, graph theory, trees, Boolean algebra, recursion, and algebraic structures.</p>
<b>13</b> <b>Assembly</b> <b>Language</b>	<p>A study of assembly language, number systems used in computers, register identification and addressing modes, instruction for loading, moving, looping, comparing and branching, I/O routines, conditional assembly, masking, packing and unpacking, and the use of macro instructions.</p> <p><i>Prerequisite: Knowledge of at least one programming language.</i></p>
<b>15</b> <b>Data Structures</b>	<p>A study of techniques to represent data in an efficient manner. Data representations considered include queues, stacks, deques, linked lists, arrays, trees and graphs. Both strings and numeric data are considered. Algorithms for sorting and searching data are also studied.</p> <p>This course was previously listed Computer Science 40.</p> <p><i>Prerequisite: Computer Science 9-10</i></p>
<b>19</b> <b>Organization</b> <b>and Theory of</b> <b>Programming</b> <b>Language</b>	<p>A study of the features of programming languages: syntax, semantics, control structures, study of types, subprograms, parameters and passing mechanisms, design issues for languages, and an introduction to classification of languages e.g., functional, procedural, object-oriented, etc.</p> <p><i>Prerequisite: Computer Science 9-10.</i></p>
<b>21</b> <b>Computer</b> <b>Architecture</b>	<p>An examination of the basic functional components found in a computer, i.e., the CPU, the memory systems, and I/O systems. Each of these three areas will be developed in detail with a focus on the system design and component integration. Topics will include CPU control and ALU operation, computer timing, data address and I/O bus activity, addressing model, programmed and DMA I/O, and instruction sets and microcode.</p> <p><i>Prerequisite: Computer Science 13</i></p>
<b>23</b> <b>Human-Computer</b> <b>Interaction</b>	<p>This course is a survey of the field of Human-Computer Interaction (HCI). It focuses on design strategies for making software usable by real-world people for doing real-world work. The topics studied will include: the role of HCI in the software product life cycle, task analysis of the user's work, architectures for human-computer dialogues, new and traditional approaches to user interface design, user interface standards, human-computer interface evaluation, computer-supported cooperative work, usability issues, and ethical issues. Classes will include both lectures and hands-on lab work.</p> <p><i>Prerequisite: CS10 or other programming experience or permission of instructor</i></p>

<b>24 Database Management</b>	<p>An introduction to techniques for handling a large database, the physical organization of data, indexed files, sequential addressing, random access, concurrent operation, data inquiries, and query optimization, implementation of data structures and the time-space trade-off, database protection with file security.</p> <p><i>Prerequisite: Computer Science 10.</i></p>
<b>26 Internet and Web-Based Systems</b>	<p>The course provides overviews of the basic understanding and knowledge of how the Internet and the Worldwide Web operate, and the technical knowledge required to establish and maintain an Internet/Web site. Further, we look at the various (technical and non-technical) directions the Internet/Web is taking, and its increasing influence on our day-to-day lives. Students will be given a series of projects that apply the overviews into practice.</p> <p><i>Prerequisite: Computer Science 15 or permission of the instructor.</i></p>
<b>27 Introduction to Systems</b>	<p>An introduction to system analysis and design techniques used in the systems development cycle. A number of analysis and design techniques are examined and evaluated resulting in a structured approach to system design.</p> <p><i>Prerequisite: Junior Standing</i></p>
<b>28 Advanced Systems</b>	<p>Students complete a system project which they have designed, implemented and documented. A programming design tool will be used to complete the system project and the development cycle will be analyzed in detail.</p> <p><i>Prerequisite: Computer Science 27.</i></p>
<b>32 Computer Logic Design</b>	<p>A study of the internal workings of computers. Concepts studied include digital components, logic circuit design, data representation, basic computer organization, and microprogram control.</p> <p><i>Prerequisite: Computer Science 13 or permission of the instructor.</i></p>
<b>33 Computer Networks</b>	<p>This course is designed as an introduction to computer networks. Both local and wide area networks will be considered. Various network protocols will be investigated. Different network technologies will be compared. The students will have an opportunity to experiment with a microcomputer network.</p>
<b>34 Object Oriented Programming</b>	<p>An introduction to object-oriented analysis, design, and programming. The concepts of objects and classes are presented. The issues of inheritance and polymorphism are studied. The course includes a substantial amount of programming in an object-oriented language such as C++ or Smalltalk.</p>

- 35 Automata Theory** A comparison of abstract machines and their physical counterparts, finite state machines, neural networks, regular expressions, Turing machines, the concept of computability and the relationship to machines, digital computers and universal machines. Mathematical proofs are an integral part of the course.  
*Prerequisite: Computer Science 12 or permission of the instructor.*
- 36 Operating Systems** An operating system is a manager of computer resources, including the memory, the processor, the I/O devices, and the information. Topics considered include partitioned memory, paged memory, segmented memory, job scheduling, processor scheduling, traffic controllers, I/O schedulers, shared devices and virtual devices, interrupt handling and resource protection.  
*Prerequisite: Computer Science 13.*
- 38 Analysis of Algorithms** A study of many of the algorithms and algorithmic design techniques that underpin much of today's computer programming. Among the design techniques covered will be divide and conquer, dynamic programming, local search algorithms, and various forms of organized tree searching. A number of graph algorithms will also be presented including depth-first search, finding minimal spanning trees, shortest paths, and maximal matching.  
*Prerequisite: Computer Science 15.*
- 39 Artificial Intelligence** An introductory overview of the technical, practical and philosophical issues involved in the machine simulation of intelligent' behavior. Among the technical issues to be covered are analogy recognition and simple concept learning, exploiting natural constraints and exploring alternatives, controlling attention and interpreting language, knowledge representation and knowledge engineering, symbolic pattern matching, and logic and theorem proving.  
*Prerequisite: Computer Science 15 or permission of the instructor.*
- 41 Computational Theory of Computer Graphics** An introduction to the computational concepts that generate graphics and animations with a computing system. This introduction surveys the Computer Graphics sub-field of Computer Science. This introductory survey includes the hardware, software, computer languages, and mathematical tools used in the construction of graphic images on a computer screen. Selected topics include graphics data structures and modeling, 2-D and 3-D mathematical tools for modeling and viewing graphic components, hidden line and hidden surface removal, and generating 3-D models for use on the Internet.  
*Prerequisite: Computer Science 15 or permission of the instructor.*
- 50 Selected Topics in Computer Science** Topics are selected from areas of interest to the current faculty. Some choices for the course will be Simulation, Compiler Construction, and Logic Programming.  
*Prerequisite: Permission of the instructor.*

- 51  
Research and Seminar I
- The student conducts library research and plans a research project under the direction of a faculty advisor. The student presents periodic oral reports to the class and faculty. In addition, faculty members and outside guest speakers present lectures on topics not covered in other courses. *This course carries no credit, but is a prerequisite for Computer Science 52.*
- Prerequisite: Permission of the department Chairperson*
- 52  
Research and Seminar II
- The student conducts research under the direction of a faculty advisor. The student presents periodic oral reports to the class and faculty, writes a thesis describing his/her research, and may be required to present the results in poster presentations. In addition, faculty members and outside guest speakers present lectures on topics not covered in other courses.
- Prerequisite: Research and Seminar I*
- 80  
Internship  
(Two courses)
- Students are placed at a company in the greater Manchester area in order to obtain practical computer experience. (CS80 is graded on a Pass/Fail basis.)
- 81 82  
Internship  
(Two courses)
- 83  
Internship  
(One course)

## Computer Science with Business Emphasis

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**Acting Chairperson: Jeffrey W. Schnick**

The Computer Science Department offers a degree program for students who are interested in computer applications in business. The courses selected in this major are designed to equip the student to apply computers to business situations and orientations.

Major requirements include Computer Science 9,10,11,12,13,15, 24 and at least three other computer science courses numbered above 13, with 27, and 28 strongly recommended. Also required are Economics 4,31,35 or 37,40, and either 43 or 44.

**Freshman Year**

Humanities I  
Freshman English 3  
Computer Science 11  
Language  
Computer Science 9

Humanities II  
Freshman English 4  
Computer Science 12  
Language  
Computer Science 10

<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Science* Economics 31	Humanities IV Philosophy/Theology Language Science* Economics 35
<b>Junior Year</b>	Philosophy/Theology Economics 40 Computer Science 15 Computer Science Elective	Philosophy/Theology Economics 43/44 Computer Science 13 Economics 4 Elective
<b>Senior Year</b>	Philosophy/Theology Computer Science Computer Science Elective Elective	Philosophy/Theology Computer Science Elective Elective Elective

\*Elementary or General Physics recommended

## Computer Science with Mathematics Emphasis

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**Acting Chairperson: Jeffrey W. Schnick**

The Computer Science Department also offers a degree program for students who wish to combine Computer Science and Mathematics. Major requirements include Computer Science 9,10,11,12,13,15, and at least two other Computer Science courses numbered above 30, with Analysis of Algorithms strongly recommended. Mathematics requirements include: 7,8,11,22,31, and two other mathematics courses from 34,47, and 49. Students are encouraged to take statistics and additional computer science courses as electives.

<b>Freshman Year</b>	Humanities I Freshman English 3 Computer Science 11 Language Computer Science 9	Humanities II Freshman English 4 Computer Science 12 Language Computer Science 10
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Mathematics 7 Science*	Humanities IV Philosophy/Theology Language Mathematics 8 Science*
<b>Junior Year</b>	Philosophy/Theology Computer Science 15 Mathematics 11 Computer Science Elective	Philosophy/Theology Computer Science 13 Mathematics 22 Elective Elective

**Senior Year**

Philosophy/Theology  
Mathematics 31  
Mathematics  
Elective  
Elective

Philosophy/Theology  
Mathematics  
Computer Science  
Elective  
Elective

\*Elementary, General or Classical Physics, recommended

# Criminal Justice

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**Chairperson: Peter J. Cordella**

Professor: John A. Humphrey; Associate Professors: Peter J. Cordella, Elaine M. Rizzo; Assistant Professors: Thomas J. Hammond, Tony R. Smith.

The objective of the Department is to provide the student with an understanding of the problem of crime in America, the impact of crime on victims, and the systems which identify, process, and treat the offender. Criminal Justice encompasses the areas of law enforcement, prosecution, the courts, and corrections, including probation and parole. Requirements: Criminal Justice 1,3,9,22,30,31, and four additional courses in Criminal Justice; one semester of American History, Introduction to Sociology, and Psychology 9,10. Students who opt to take Criminal Justice 50 Internship will complete six additional courses in Criminal Justice beyond the required courses.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Criminal Justice 1	Humanities II Freshman English 4 Science Language Criminal Justice 3
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Criminal Justice 31 Language General Psychology 9	Humanities IV Philosophy/Theology Criminal Justice 22 Language General Psychology 10
<b>Junior Year</b>	Philosophy/Theology Criminal Justice 9 Criminal Justice Liberal Arts Elective Liberal Arts Elective	Philosophy/Theology Elective Intro. Sociology American History Liberal Arts Elective
<b>Senior Year</b>	Philosophy/Theology Criminal Justice Criminal Justice Liberal Arts Elective Liberal Arts Elective	Philosophy/Theology Criminal Justice Criminal Justice 30 Liberal Arts Elective Liberal Arts Elective

**1**  
**Introduction to the Criminal Justice System** Traces the history and philosophy of criminal justice, considers constitutional limitations, studies the roles of various agencies, reviews the process of justice, and evaluates modern criminal justice.

**3**  
**Theories and Practice of Punishment** An overview of the philosophical and theoretical assumptions behind various approaches to punishment. The course will also examine the historical development and content of various correctional programs.

<b>4 Criminal Investigation</b>	The fundamentals of criminal investigation, including crime scene procedure, crime scene search, collection and preservation of evidence, a survey of related forensic science, police reports, interviews and interrogations, and methods of surveillance. Methods of preparing and presenting the case to the court are also studied. <i>Prerequisite: Criminal Justice 1.</i>
<b>9 Criminal Law</b>	The history of criminal law, its development in America, elements of crime, law of arrests, and courtroom procedures. <i>Prerequisite: Criminal Justice 1.</i>
<b>10 Probation and Parole</b>	The function of probation and parole in the administration of Criminal Justice, including the law and theory of probation and parole, conditions under which they are granted, an evaluation of their efficacy, possible alternative dispositions. <i>Prerequisites: Criminal Justice 1 and 3.</i>
<b>11 Evidence</b>	The rules of evidence, types of evidence, principles of exclusion, evaluation and examination of evidence and proof, competency of witness, hearsay rule and opinion, testimony in court. <i>Prerequisites: Criminal Justice 1 and 9.</i>
<b>12 Criminal Procedure</b>	An examination of the law of search and seizure, including a thorough study of basic concepts in the law of search and seizure, search incident to arrest, search warrants, consent searches, emergency searches, administrative searches, procedural requirements, exclusionary evidence rule, state statutory provisions relating to search and seizure. <i>Prerequisites: Criminal Justice 1 and 9.</i>
<b>18 Juvenile Corrections</b>	An analysis of the juvenile correctional system. Areas covered include both the traditional closed facilities and the more recent trend toward community-based corrections with regard to both management principles and treatment modalities. Special emphasis will be placed on correctional theory and research, as well as contemporary issues, such as diversion, deinstitutionalization, and aftercare. <i>Prerequisites: Criminal Justice 1 and either 3 or 31.</i>
<b>20 Community Corrections</b>	An examination of correctional programs that specifically utilize such assets of the community as family support, employment and training opportunities, social services, and opportunities for victim compensation. Special attention will be directed to the merger of punitive, rehabilitative and reintegrative elements within the community corrections model. Among the community corrections programs to be examined will be halfway houses, community service, house arrest, work release, and victim/offender reconciliation. <i>Prerequisite: Criminal Justice 1 and 3.</i>
<b>21 Deviance and Social Control</b>	An examination of the origin, nature and scope of socially disapproved behavior. Special attention will be directed to mechanisms of social control utilized by different societies to limit deviant behavior.

Among the substantive areas to be covered will be mental illness, addiction, violence, suicide and corporate and organizational deviances. In addition the course will compare and contrast images of deviance and social control historically and cross culturally.

**22  
Research  
Methods in  
Criminal Justice**

An introduction to the issues of problem formulation, research ethics, research designs, data-gathering strategies and statistics and data analysis. The course will attempt to familiarize the student with research methods through the use of criminal justice studies.

*Prerequisite: Criminal Justice 1.*

**23  
White Collar  
Crime**

An examination of both occupational and organizational criminality. Special attention will be directed to the unique nature of white collar criminality in light of our traditional understanding of crime. The course will explore such issues as the evolution of regulatory law, corporate responsibility, and the limits of law and law enforcement in combating white collar crime.

**24  
Police and  
Society**

An examination of the police image in a changing society, including police-citizen partnership in crime prevention. Issues in policing, including use of deadly force, stress, education, and corruption together with administrative issues, including recruitment, promotion, and management are considered.

*Prerequisite: Criminal Justice 1.*

**26  
Criminal Justice  
Organization  
and  
Administration**

An appraisal of the principles of organization and management which may be applied to criminal justice agencies, including command and control, operational and administrative planning, allocation of resources, and program budgeting. Emphasis is directed toward executive development.

*Prerequisite: Criminal Justice 1.*

**27  
Statistical  
Techniques  
for  
Criminal Justice**

This course involves the application of statistical techniques to social science data as typically illustrated in the research and writing of Criminal Justice professionals. As a course for majors, it represents an important part of the student's methodological training with respect to the statistical analysis of data typically used by social scientists. Students are expected to carry out a number of exercises involving the statistical analysis of data and to interpret the results. The course covers widely used statistical techniques including descriptive and inferential statistics, hypothesis testing, cross tabulation, correlation, and linear regression.

*Prerequisite: Criminal Justice 1.*

**28  
Crisis  
Intervention**

An academic understanding of crisis situations and crisis behavior, as well as practical orientation to the techniques and skills necessary for effective intervention. Special attention will be given to specific crisis situations such as family violence, rape, and suicide.

<b>30</b> <b>Senior Seminar</b>	A critical examination of selected components of the criminal justice system, emphasizing contemporary considerations including minority recruiting, review board, furlough programs, and organizational expectations of the college-trained practitioner. <i>Prerequisite: Criminal Justice 1.</i>
<b>31</b> <b>Juvenile Justice System</b>	A review of the Juvenile Court system, highlighting such areas as Juvenile Law, Court Diversion, Court Procedures, Dispositions, Sentencing, and Waiver and Corrections. <i>Prerequisite: Criminal Justice 1.</i>
<b>35</b> <b>Victims of Crime and Social Injustice</b>	An examination of the role and characteristics of victims of crime and social injustice. Analysis will include shared victim attributes, determinants of vulnerability and risk, the victim-offender relationship, and the psychological impact of victimization. Attention will also be given to societal reaction to victims, the treatment of victims in the justice system, and the relationship between criminal victimization, human rights violations, principles of social justice and contemporary developments in policy and services to address the rights and needs of victims.
<b>50</b> <b>Internship</b>	Criminal Justice seniors may be selected to spend one semester interning with a Criminal Justice Agency. The student must spend an average of 40 hours per week with the agency. Twelve credits are awarded for the successful completion of the program.
<b>51</b> <b>Internship</b>	Criminal Justice seniors may be selected to spend one semester interning with a Criminal Justice Agency. The student must spend an average of 20 hours per week with the agency. Six credits are awarded for the successful completion of the program.
<b>53</b> <b>Internship</b>	Available only to students who have successfully completed the six credit internship, CJ 51. Six credits are awarded for the successful completion of the program.
<b>61</b> <b>Women and Crime</b>	An analysis of sex-linked differences in aggression provides the conceptual basis for examination of the nature and extent of female crime through history to the present day, focusing on the most common forms of criminal expression. Emphasis is placed on traditional and contemporary theories of causality, the legal status of women, the processing of women through the criminal justice system and the impact of rising female criminality upon fundamental institutional structures and social organization.
<b>63</b> <b>Comparative Constitutional Law</b>	An analysis of constitutional development in England, France, Japan and the United States with particular attention to individual rights and their effect upon the Criminal Justice System. <i>Prerequisites: Criminal Justice 1 and 9.</i>

## Economics and Business

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### Chairperson: Jeanne H. Kenison

Professor: Arthur M. Kenison; Associate Professors: Gilbert B. Becker, Jeanne H. Kenison, Anthony T. Moses, John F. Romps; Assistant Professors: Terrence T. Kroeten, R. Janet Romaine; Lecturers: Michael S. DeLucia, William Peacock, David R. St. Cyr.

The Department of Economics and Business offers a major for those who plan to do graduate work in economics or business administration, or who will seek employment in the business world.

The program of studies established by the department allows the student to select one of four areas: Business, Economics, Financial Economics or Accounting. The student must make this selection by the beginning of the junior year.

In addition, combined majors, Computer Science with Business, or Mathematics with Economics, are offered. For details see the descriptions under the Computer Science or Mathematics departments.

### Major Requirements

All students are required to study Economics 1,2,4,31 and Computer Science 01.

Business Requirements: Economics 37, 38, 40, 43, 44, 50 and two Economics and Business electives.

Economics Requirements: Economics 10, 12, 14, 15, 17 and one of the following courses: Economics 16, 18, 20, 65, plus two Economics and Business electives.

Financial Economics Requirements: Economics 10, 12, 14, 38, 56, and 39 or 58, plus two Economics and Business electives.

Accounting Requirements: Economics 33, 34, 36, 37, 38, 48, 52 and one Economics and Business elective.

### Freshman Year

Humanities I  
Freshman English 3  
Science  
Language  
Economics 2

Humanities II  
Freshman English 4  
Science  
Language  
Economics 1

### Sophomore Year

Humanities III  
Philosophy/Theology  
Language  
Computers Their Applications  
Economics 31

Humanities IV  
Philosophy/Theology  
Language  
Economics 4  
Economics

### Junior Year

Philosophy/Theology  
Economics  
Economics  
Elective  
Elective

Philosophy/Theology  
Economics  
Economics  
Elective  
Elective

Senior Year	Philosophy/Theology Economics Economics Elective Elective	Philosophy/Theology Economics Elective Elective Elective
<b>1</b> Principles of Economics: Macro	Designed to give the student a basic understanding of the national economy through a study of economic theory. Basic problems and concepts of economics, concentrating on income analysis, are stressed.	
<b>2</b> Principles of Economics: Micro	Examines the concept of the firm and the way it operates in the economy. Topics such as price determination, resource allocation, costs, and welfare are examined.	
<b>3</b> Introduction to Economics	An analysis of the American economic system from the viewpoint of society and the individual with discussion of current economic issues. For non-major students.	
<b>4</b> Statistics	The study of measures of central tendency, measures of variation, probability, estimation, hypothesis testing, chi-square, regression, and correlation. Applications to economics and business are made throughout the course.	
<b>5</b> Introduction to Business	Designed to give the student a basic understanding of the business world, emphasizing the use and interpretation of quantitative data. For non-majors.	
<b>6</b> Quantitative Methods	Presents the mathematical techniques necessary for the major. Topics covered include algebra, present value analysis, differentiation, and integration as they apply to business and economics.  <i>Prerequisite: Economics 1 and 2.</i>	
<b>8</b> Conceptual Foundations of Business	The course studies portraits of significant business men and their corporations in the late 19th and early 20th centuries as a means of understanding how the contemporary American business system works. Through an examination of these portraits the course addresses questions of value, choice, and the real meaning of that portion of the students' lives that will be devoted to their careers. Portraits include: J.P. Morgan and the Morgan Banks; J.D. Rockefeller and Standard Oil; Henry Ford and Ford Motors; F.C. Dumaine and Amoskeag Manufacturing; and Alfred Sloan and General Motors.  <i>Juniors and Seniors Only.</i>	
<b>10</b> Intermediate Macroeconomic Analysis	Presents a theoretical and empirical analysis of aggregate income, employment, growth and fluctuations. The classical, Keynesian and monetarist models of aggregate economic theory and activity are analyzed. The instruments of macroeconomic policy and their effect on the economy are also discussed.  <i>Prerequisite: Economics 1.</i>	

<b>12 Intermediate Microeconomic Analysis</b>	The theory of demand, production, and supply for different markets in partial and general equilibrium are presented.  <i>Prerequisite: Economics 2.</i>
<b>14 Money and Banking</b>	A study of the theory and practice of money and banking and its use in the field of economics in light of modern theories.  <i>Prerequisite: Economics 1.</i>
<b>15 Economics of Industrial Organization</b>	An economic analysis of market structure, conduct and performance in the economy as the criteria for government intervention into markets. An examination of antitrust activities and regulation of both public utilities and private firms within the framework of alternative schools of thought. Exploration of the historical development of economic theory and resultant public policy.  <i>Prerequisite: Economics 2.</i>
<b>16 Public Finance</b>	The concepts of public sector budgeting, expenditures and taxation are discussed from an economic point of view. Emphasis is on both the macro and micro aspects of government policy.
<b>17 Econometrics</b>	Introduction to the field of econometrics as a means of testing economic theories and providing quantitative estimates of the magnitudes of relationships among variables.  <i>Prerequisite: Economics 1,2,4.</i>
<b>18 History of Economic Thought</b>	The theories and doctrines of leading economic thinkers from ancient times to the present.  <i>Prerequisite: Economics 1 and 2.</i>
<b>20 International Economics</b>	Studies the theoretical and policy determinations of international trade flows, balance of payments, exchange rate adjustments and capital flows. Examines the institutional structures which integrate and accommodate trade and payment flows in world economy.  <i>Prerequisite: Economics 1 and 2.</i>
<b>22 Organizational Behavior</b>	An introduction to issues and dilemmas confronted by managers in an organizational setting. Emphasis is placed on problem solving and communication skills.
<b>23 Women and Men in Business</b>	This course focuses on gender issues that arise in the workplace, or in relation to work. Topics covered include occupational segregation, gender stereotypes, sexual harassment, pay equity and comparable worth, and gender differences in communication and decision-making.

<b>31</b> <b>Financial Accounting</b>	Introduction to the accounting system. Emphasis placed on balance sheet and income determination.
<b>33-34</b> <b>Intermediate Accounting I-II</b>	Designed to build on the knowledge obtained from Financial Accounting. Theory and concepts are integrated to give the student a working knowledge of current practices and policies in the accounting profession. Opinions and policies of leading professional and research organizations are discussed and applied to practical situations through the use of problems and exercises.  <i>Prerequisite: Economics 31.</i>
<b>36</b> <b>Federal Taxation I</b>	Introduction to the complexities of the Internal Revenue Code, including determination of gross income, taxable income, allowable deductions, and the treatment of taxable gains and losses. Emphasis on the preparation of income tax returns for individuals, including forms 1040, 1040A and 1040EZ.
<b>37</b> <b>Cost Accounting</b>	Introduction to the specialized area of cost behavior with emphasis on accumulation procedures relating to direct materials, direct labor, and manufacturing overhead necessary to accurately “cost” a product or service. Areas of study include job order costing, process costing, standard costing, and variance analysis.  <i>Prerequisite: Economics 31</i>
<b>38</b> <b>Financial Management</b>	An analysis of the financial decision-making processes of the firm. Topics include the time value of money, risk return analysis, cash flow analysis, investment decision-making, the cost of capital, optimum capital structure, and dividend theory.  <i>Prerequisites: Economics 4 and 31.</i>
<b>39</b> <b>Financial Management II</b>	An expansion of the topics covered in Financial Management. In addition to treating the concepts of cost of capital, optimum capital structure and capital budgeting, the topics of convertible securities, leasing, mergers, and reorganizations are considered.  <i>Prerequisite: Economics 38</i>
<b>40</b> <b>Marketing I</b>	Introduction to the basic problems and issues in marketing management, focusing on the development of marketing mixes, current marketing strategies of major corporations, and other contemporary issues.
<b>41</b> <b>Advertising</b>	Students learn how behavioral science theories are applied in the design of advertising and marketing communications in support of new products, socio-political issues, and institutional services and missions. Survey and opinion research theories and methods are examined which are used to investigate population sub-culture attitudes, motivations and opinions and to assess the effectiveness of advertising and communication. Ethics and social responsibility

issues in advertising are analyzed. Field research projects are conducted by student teams.

- 42 Marketing II** An analysis of the micro-marketing problems inherent in the marketing process, including the managerial implications of marketing and the strategic decision making-process. Case studies, simulation, and projects may be utilized.  
*Prerequisite: Economics 40.*
- 43 Human Resource Management** An analysis of theories and practices for leading and managing an organization's human resources. Topics covered include motivation and reward systems, performance evaluation, organizational structure, job design, leadership, labor relations, productivity, and quality management. Case studies and field research projects are utilized.
- 44 Operations Management** Focuses on the diverse activities required to conduct a business efficiently and effectively. Quantitative techniques used to enhance economic performance are emphasized.  
*Prerequisite: A course in statistics*
- 45 Consumer Behavior** Examines theories of consumer motivations and psycho-social variables which influence consumer attitudes, preferences, and decision-making. Proposes methods for the design of consumer research surveys and experiments, and describes how to utilize their results for planning new products, advertising, and marketing strategies.
- 46 Federal Taxation II** The complexities of the Internal Revenue Code are examined in relation to business taxation. Emphasis is placed on the preparation of federal income tax returns for sole proprietorships, partnerships and corporations.
- 47 Principles of Management** Examines and critiques management theories and practices for planning organization goals and the design of structures, processes, controls, and human resource management programs to achieve goals. Current management challenges, such as the culturally diverse work force, the global economy, ethics, and new technology are analyzed. For non-business majors only.
- 48 Business Law** The law applicable to everyday business transactions, including contracts, agency, sales, partnerships, corporations, and negotiable instruments.
- 49 Marketing Research** This is an introductory course in marketing research. It investigates the systematic gathering, recording, and analyzing of data about problems relating to the marketing of goods and services. In essence, it is a methods course, which looks at the questions that must be answered and the decisions that must be made with respect to the choice of techniques used to solve a research problem. The course will combine class discussion, practical problem solving, and data base analysis.

<b>50 International Business Management</b>	The objective of the course is to familiarize students with the issues and the environment that impact the international operations of multinational firms. The emphasis will be on the managerial viewpoint rather than that of the social science approach.
<b>51 International Marketing</b>	International Marketing studies how companies attempt to internationalize their operations, providing an analytic framework for the development and implementation of global marketing programs. The course will examine key management decisions connected with the global marketing process, including: whether to internationalize; which markets to enter; how to enter the foreign market; how to design the global marketing program; and how to implement and control the marketing program. The course will combine class discussion, practical problem solving, and case analysis.  <i>Prerequisite: Economics 40.</i>
<b>52 Auditing</b>	EC-52 introduces the student to the role of the auditor in a specialized area of accounting known as “auditing.” during the semester, auditing philosophy and theory related to the examination of financial statements and internal control are studied. Auditing standards, objectives, and procedures developed by the accounting profession, as well as the legal and ethical responsibilities of the independent auditor, are discussed.  <i>Prerequisite: Economics 34.</i>
<b>53 International Financial Management</b>	This course introduces the student to the theory of International Financial Management. Topics covered include: international monetary relationships and balance of payments, hedging and options, international capital budgeting and foreign investing, and international capital markets. A case study approach is utilized.  <i>Prerequisites: Economics 01, 02, 37, 38.</i>
<b>54 Personal Finance</b>	A comprehensive overview of the financial facts of everyday life. The course covers topics ranging from banking and credit to taxes with attention paid to typical consumer concerns such as insurance, investments and financial planning. For non-business majors.
<b>56 Investments</b>	Introduction to various types of securities from the viewpoint of the investor, including the investment process, sources of information, and investment strategies.  <i>Prerequisite: Economics 31</i>
<b>58 Portfolio Analysis</b>	An introduction to the theory of investments. Topics covered include: valuation principles, analysis and management of bonds, analysis of stocks, and portfolio theory.  <i>Prerequisite: Economics 56.</i>

<b>60</b> <b>Seminar in</b> <b>Business</b>	Current business topics are discussed using the case-study approach.  <i>Prerequisite: Permission of the instructor.</i>
<b>65</b> <b>Seminar in</b> <b>Economics</b>	Current topics in the field of economics are discussed using the case-study approach.  <i>Prerequisite: Permission of the instructor.</i>
<b>80</b> <b>Internship</b> (one course)	Students are placed in a field experience situation with corporations in the Greater Manchester area.  <i>Prerequisite: Permission of the coordinator.</i>
<b>81 82</b> <b>Internship</b> (two courses)	
<b>87 - 88 - 89</b> <b>Washington/</b> <b>New York</b> <b>Internship</b>	Students are placed in a field experience in Washington or New York City.

## Education

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### Chairperson: James A. Chenoweth

Associate Professor: Sister Christopher M. Weber, O.S.B.; Lecturer: Nancy J. Lessard.

The Education Department offers a state-approved teacher-education program leading to certification to teach in secondary schools (grades 7-12). Graduates of the program are served by the Interstate Certification Compact, a reciprocal certification agreement among member states.

Prospective teachers may major in any of the following: Biology, Chemistry, Criminal Justice, English, French, History, Latin, Mathematics, Natural Science, Politics, or Spanish. The department does not offer a major concentration.

Minimum grade point averages of 2.50, both cumulatively and in the major subject, must be obtained by the end of the first semester of the senior year in order to qualify for Supervised Student Teaching in the second semester. With the exception of Supervised Student Teaching, Fundamentals of Teaching, and Methods of Teaching, Education courses are open to students wishing to supplement their major field of concentration with the permission of the Education Department Chairperson.

## Teacher Education Program

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All students planning to complete the Teacher Education Program should refer to the handbook, Reach Out and Teach Someone, for additional requirements in the major. Copies of the handbook are available in the Education Department.

### Sequence of Studies

Freshman Year - Discuss your plans with your advisor. Concentrate on general and major course requirements. Second semester, see Chair of Education Department to arrange for placement in Sophomore Early Field Experience (SEFE).

Sophomore Year - During the first semester, complete SEFE, the non-credit prerequisite for student teaching and enroll in ED30: Introduction to American Education. Second semester, apply for acceptance into the Teacher Education Program.

Junior Year - Elect ED15: Human Growth and Development. Continue to plan program of study with major department advisor so that you have included all requirements of the Teacher Education Program. Additional requirements include: PH23: Philosophy of Education and one semester of U.S. History. Students must successfully complete the Praxis I exam prior to student teaching.

Apply second semester for Supervised Student Teaching.

Senior Year - Complete all general and major course requirements during the first semester. ED22: Introduction to Special Education, should be taken prior to the student teaching semester. During the second semester students will take ED31: Fundamentals of Teaching, ED32: Supervised Student Teaching, and Methods of Teaching.

During the final semester, student teachers should complete the Praxis II test in their major field.

\*\* This preferred sequence is designed for the student who makes an early decision to enter the Teacher Education Program. Arrangements, if necessary, will be made for Juniors to complete the Early Field Experience. Also, some of the required courses are offered during Summer School.

Sophomore Early Field Experience:

This is a thirty hour, non-credit experience as observer, teacher aide, laboratory assistant (where appropriate), and tutor in a local school. Its purpose is to help the Education Department and the student to make a better informed decision concerning the student's pursuit of a teaching career.

**15  
Human Growth  
and  
Development**

A survey of the domains of human development of the individual through the lifespan with emphasis on aspects relevant to teaching and learning. Required of all students in the Teacher Education program. The course is not open to freshmen or to students who have already taken Psychology 28 or 29.

**22  
Introduction to  
Special  
Education**

This course will provide an overview of the characteristics of exceptional children. Emphasis concentrates on different learning styles and strategies in modifying regular classroom instruction. Topics include a history of special education, federal regulations, funding, inclusionary education and other current issues which impact on special education.

**30  
Introduction to  
American  
Education**

Outlines the historical, economic, and social foundations of American education, identifies current issues in education, and explores recent efforts in school reform. The course also introduces students to learning theories, discipline models, and character education. Required of all students in the Teacher Education Program.

**31  
Fundamentals  
of Teaching**

This course examines the role of teacher as decision maker, introduces students to strategies to enhance learning in the various content areas, and explores alternative means of student assessment. Open only to, and required of all, students in the senior year of the Teacher Education Program.

**32  
Supervised  
Student Teaching**

A full-time teaching practicum in a local secondary school. Open only to, and required of all, students in the senior year of the Teacher Education Program. The practicum is the equivalent of three courses. Students are required to arrange their own transportation.

**Methods  
of Teaching**

Introduction to classroom methodology with emphasis on current approaches to teaching. Open only to, and required of all, students in the senior year of the Teacher Education Program. A student may elect from the following offerings:

40 Methods of Teaching English

41 Methods of Teaching Modern Languages

42 Methods of Teaching Science

43 Methods of Teaching Social Studies

44 Methods of Teaching Mathematics

45 Methods of Teaching Latin

**50  
Special Topics**

A study of selected topics in Education.

### Chairperson: Landis K. Magnuson

Professors: Gary M. Bouchard, Elona K. Lucas, Daniel W. Reagan; Associate Professors: Denise T. Askin, Meaghan B. Cronin, Edward J. Gleason, Rev. Thomas G. Kass, C.S.V., Landis K. Magnuson, Ann V. Norton; Assistant Professor: Rev. Jerome J. Day, O.S.B., Bindu M. Malieckal; Lecturers: Jeanne M. Cavelos, Ann-Maria Contarino, Mark W. Cronin, Arthur R. Deleault, Donna Kessler-Eng, Jennifer L. Morton, Michael R. Pugh, Lorianne R. Schaub, Kenneth J. Walker, Michelle F. Walker.

The English Department has a dual aim: to teach students how to read literature appreciatively and expertly, and to help them develop a mastery of written and oral expression. To accomplish the first aim, the department offers courses which require students to read widely—primarily in British and American literature—and courses which introduce students to literary theory and history. Together, both types of courses acquaint the student with the rich variety of literary works, their relationship to historical events and intellectual currents, and changing conceptions of literature. The department seeks to produce readers who can recognize literary excellence in ancient poetry or modern novels, and who can discern the humanistic values intrinsic to these works. To accomplish the second aim—skillful writing—the department offers a wide range of courses from basic to advanced composition and creative writing. Students are encouraged to develop clear, graceful, and effective prose, as well as to master the particular skills of technical writing or journalism.

Students completing the major should possess both theoretical knowledge and practical skills to enhance their careers and their intellectual lives. The theoretical knowledge may lay the foundation for teaching or graduate work. The practical ability to analyze and express ideas underlies many careers in industry and business and helps the student as well during a lifetime to understand personal aesthetic experience and to integrate it with philosophical and theological knowledge.

Students majoring in English are required to take English: 6, 33, 34, 36, either 37 or 38, 41 and 75. Of the five remaining electives in English, at least three must be literature courses and at least one a course in literature before 1800. Students pursuing a teaching certificate must take Introduction to General Linguistics (English 55).

As requirements for graduation, English majors must write and defend a senior thesis (done within the Senior Seminar course) and take a written comprehensive examination which tests general literary knowledge.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language English 6/Elective	Humanities II Freshman English 4 Science Language English 6/Elective
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language English 41 Elective	Humanities IV Philosophy/Theology Language English 33 Elective
<b>Junior Year</b>	Philosophy/Theology English 34 English English/Elective Elective	Philosophy/Theology English 36 English/Elective English/Elective Elective
<b>Senior Year</b>	Philosophy/Theology English 37 or 38 English 75 Elective Elective	Philosophy/Theology English /Elective English Elective Elective

**3-4  
Freshman  
English** A two-semester sequence designed to help students become better thinkers, readers and writers and to initiate the training they need to satisfy the demands of their college education. It focuses primarily on the writing process and the interrelated stages of that process. The second semester also introduces students to research methods. All degree-candidate students must complete successfully English 3 and English 4.

**6  
Proseminar  
in English** Introduces the beginning English major to the study of literature through discussion of various critical theories and methods and through analysis of literary forms and genres.

**7  
Advanced  
Composition** The study of the essay in theory and practice, its prevalent forms in journalism and scholarship.

**10  
Theory of  
Rhetoric** Focuses on the history and importance of rhetorical tradition from the fifth century B.C. to the present, including the role classical rhetoric has played in the development of modern rhetorical theory.

**12  
Creative Writing:  
Fiction** A workshop in the composition of short fiction. After initial guidelines on the forms of writing short fiction are set out, students will read from their work-in-progress and receive critiques from their peers and from the instructor. Permission of the instructor is required.

13 Creative Writing: Poetry	A workshop in the composition of poetry. After initial guidelines on the forms of writing poetry are set out, students will read from their work-in-progress and receive critiques from their peers and from the instructor. Permission of the instructor is required.
16 Principles and Practices of Journalism	An introduction to the basic methods and techniques of writing for the print and broadcast media. The student practices clear and concise writing, effective editing, and efficient gathering and organization of news stories.
21 Public Speaking	Stresses building effective speaking skills necessary for professional careers and participation in civic life. Students learn various strategies that are available for assessing and meeting the demands of speaking situations. Assignments include a series of informative, persuasive, and commemorative speeches.
22 Oral Interpretation of Literature	Applies techniques used in the art of oral interpretation to various literary genres. Works performed are analyzed. Individual performance is required.
25 Communication Theory	Various theories about the nature and dynamics of human communication are presented. A study of the language base of the discipline will open to an examination of applications in interpersonal, intergroup, mass and media communications situations.
28 Literature of the Western World	An introduction to the principles and the ideas expressed in master works of Western Literature.
33 Studies in Medieval Literature	Selected works of medieval English literature, from Anglo-Saxon through late Middle English.
34 Studies in Renaissance Literature	The poetry, prose, and drama of major 16th and 17th century writers such as Wyatt, Sidney, Spenser, Shakespeare, Jonson, More, Donne, Herbert, Marvell, Webster, Ford, and Milton.
36 Studies in Eighteenth Century Literature	The study of English literature between John Dryden and Samuel Johnson; analysis and criticism of representative works of Dryden, Swift, Addison, Pope, Boswell, and Johnson. This study will be informed by the governing intellectual and poetic impulses of the Enlightenment such as rationalism, classicism, Deism, and Tory-Whig politics. The rise of the novel is studied in selected works of such authors as Defoe, Richardson, Fielding, Sterne, and Austen. Readings in selected dramatists such as Wycherly, Congreve, Gay, Sheridan, and Goldsmith.

37 Studies in the Romantic Movement	The major writers of the English Romantic Period, with emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.
38 Studies in Victorian Literature	The social and intellectual problems of the Victorian Age seen through the chief novelists, poets, and essayists.
39-40 Studies in Twentieth Century British Literature	A survey of the major figures and movements of the 20th century. The first semester treats authors from the Edwardian and Georgian Period to 1936; the second, from 1936 to the present.
41 Studies in Major American Writers I	A study of representative 19th century writers such as Irving, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, and James.
42 Studies in Major American Writers II	A reading of 20th century writers such as Cather, Frost, Eliot, Faulkner, Stevens, O'Neil, Bellow, Morrison, and Updike.
51 Shakespeare	Close reading of representative comedies, histories, and tragedies.
52 Milton	The major works of Milton, including Paradise Lost, Paradise Regained, and Sampson Agonistes.
53 The Novel	The course examines the novel from its eighteenth-century origins to the present day. The course explores both formal and contextual questions about the novel; it examines the novel's evolution as a genre, the readership developed by the novel, the concentrated set of features that came to be associated with the genre, and the development of critical theories about the form. Writers such as Bunyan, Defoe, Fielding, Austen, Dickens, Hardy, James, Conrad, Lawrence, and Joyce will be studied.
54 Foundations of Literary Theory	General principles and trends in the theory and criticism of literature, with emphasis on Plato, Aristotle, Horace, and the English Tradition.
55 Introduction to General Linguistics	Designed to provide students with a grasp of fundamental linguistic principles, concentrating on the grammar of English. It emphasizes the analysis of English according to the traditional, structural, and generative transformational approaches. Included are the implications of applied English linguistics for teachers, literary scholars, and other professionals.

<b>56</b> <b>History of the English Language</b>	The historical development of the English language: the phonological, morphological, and syntactic changes through the centuries governed by language laws and foreign influences.
<b>61</b> <b>Beginning Acting</b>	An introduction to the basic vocal and physical techniques of acting with emphasis on the development of technical skills and the emotional and intellectual resources required in acting. Improvisations and theatre games are used extensively. Formal acting is explored through monologue and duet acting scenes. <i>Cross-listed as Fine Arts 61.</i>
<b>62</b> <b>Beginning Directing</b>	Instruction and practical experience in the art of staging plays. Selection of materials, script analysis, casting, blocking, rehearsal procedure, and techniques of communication with the actor are explored. Directing methods are examined in a major scene prepared for presentation to the class. <i>Cross-listed as Fine Arts 62.</i>
<b>63</b> <b>Topics in the History of the Theatre</b>	Various phases of theatre development are studied. Representative plays are read as examples for discussion. Sample topics: American Drama and Culture, European Masters of Drama, American Playwrights since 1945, Great Ages of the Theatre.
<b>Special Topics</b>	<p>64 Special Topics in Medieval Literature Sample Topics: Chaucer; Arthurian Legends; Celtic Traditions</p> <p>65 Special Topics in the Sixteenth Century Sample Topics: Edmund Spenser; The Sonnet</p> <p>66 Special Topics in the Seventeenth Century Sample Topics: The Metaphysical Poets</p> <p>67 Special Topics in the Eighteenth Century Sample Topics: Jane Austen; Neo-classical Satire; Eighteenth Century Novel; Pope and Swift</p> <p>68 Special Topics in the Romantic Period Sample Topics: The Gothic Novel</p> <p>69 Special Topics in the Victorian Period Sample Topics: The Other Victorians; Gerard Manley Hopkins</p> <p>70 Special Topics in the Twentieth Century Sample Topics: James Joyce; Twentieth Century Irish Poetry; Bloomsbury: Virginia Woolf and Her Circle; Conrad and Lawrence</p> <p>71 Special Topics in American Literature Sample Topics: The Harlem Renaissance; African-American Literature, 1930-1950; Willa Cather; Hawthorne and Melville; Postmodern American Poetry</p> <p>72 Special Topics in Writing Sample Topics: Advanced Journalism; Writing and Traditional Grammar</p>

73 Special Topics in Literary Genres  
Sample Topics: Tragedy: Theory and Practice; Comedy

74 Special Topics in Literary Theory/Criticism  
Sample Topics: Contemporary Theory

**75  
Senior Seminar** Required of all senior majors, the seminar encourages coordination of literary knowledge by bringing literary theory, history, and criticism into conjunction with one another. Each student will concentrate on a single major author.

**81-82  
Internship** Student-originated internships, supervised by the English Department, in areas of communications, publishing, journalism, and theatre.

## Environmental Science

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### Major Program Director: Donald H. Rhodes

Professors: Craig S. Hieber, F. Jay Pitocchelli, Donald H. Rhodes, Barbara J. Stahl, Barry J. Wicklow; Associate Professors: John R. Feick, Daniel J. Lavoie, Robert C. Vallari; Assistant Professor: Stephen W. Tobin.

The Environmental Science major is designed for students with a strong interest in the life and physical sciences, and a desire to improve the quality of their environment by working toward sustainable development and environmental protection. The program offers a multi-disciplinary approach with its core curriculum firmly based in the lecture and laboratory experiences of foundation courses in Biology, Chemistry, and the Physical Sciences. The major also requires courses from the economic and political sciences to introduce the student to the economic and political influences that lend complexity to environmental decision making and the implementation of environmental solutions.

Students majoring in Environmental Science will select courses with the assistance of a faculty advisor and are required to take a minimum of 6 basic science courses and 8 environmental core courses (see below). A research or internship experience is also an obligatory component of the curriculum. The program is designed to provide the fundamental background necessary to understand environmental issues, while providing students with the skills to both investigate these issues and to design and implement actions aimed at solving environmental problems. Overall, this program enhances students' problem solving abilities, quantitative methods, modeling skills, ability to critically review scientific literature and information, field methods, critical thinking, and communication skills. In addition, the program should foster a stronger personal environmental ethic.

Students majoring in Environmental Science are required to take:

Basic Science Courses: General Biology (BI 3-4), General Chemistry (CH 11-12), Organic Chemistry I (CH 27), Biostatistics (BI 45)

Environmental Core Courses: Biosphere at Risk (BI 05), Aquatic Ecology (BI 19), Ecology (BI 20), Conservation Biology (BI 28), Environmental Biology of Plants (BI 29), Environmental Chemistry (CH 29), Principles of Microeconomics (EC 02), Politics of the Environment (PO 15)

Each Environmental Science student is required to gain additional laboratory or field experience by 1) enrolling in either Independent Research in Biology (BI 21-22) or Research and Seminar (CH 50-51), 2) developing an individual internship program with direction from the department's Chairman (BI 51 and/or 52), or 3) participating in the Washington Internship Program (BI 50).

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Biology 3 Chemistry 11	Humanities II Freshman English 4 Language Biology 4 Chemistry 12
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Biology 5 Chemistry 27	Humanities IV Philosophy/Theology Language Biology 45 Elective
<b>Junior Year</b>	Philosophy/Theology Biology 20 Chemistry 29 Economics 02 Elective	Philosophy/Theology Biology 29 Politics 15 Elective Elective
<b>Senior Year</b>	Philosophy/Theology Biology 19 Biology 21/Chemistry 50 Elective Elective Elective	Philosophy/Theology Biology 28 Biology 22/Chemistry 51 Elective Elective

See Biological Sciences Overview (p. 32) for additional information.

## Fine Arts and Music

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### **Chairperson: Katherine A. Hoffman**

Professors: Katherine A. Hoffman, Joseph E. Scannell; Associate Professors: Donald R. Cox, Landis K. Magnuson; Assistant Professor: Steven J. Polacco; Lecturers: Betsy Sterling Benjamin, Lisa A. Cleveland, Murray W. Dewart, Adrienne LaVallee, Rev. Iain G. MacLellan, O.S.B., Elsa Voelcker.

Fine Arts courses are designed to introduce students to the languages of music and the visual arts, and the cultures and contexts in which they have arisen and developed. Opportunity is provided to sharpen perceptual skills and delve more deeply into personal, as well as larger, cultural identities. Historical courses explore the variety of musical and visual forms which civilizations have devised as means of self expression and describe how they reflect the culture which gave them birth. The historical forces which have shaped artists, their processes of working, and their interaction with society are reviewed.

Studio courses, through the hands-on study of techniques and modes of artistic expression, allow exploration of potential for creative expression as a facet of personal development or as preparation for professional training after graduation. Students are given opportunity to work under practicing artists in a setting which facilitates discussion of technical problems and critique of artistic performance.

Courses in music and the visual arts provide a valuable and oftentimes an indispensable complement to work in other humanistic disciplines. They assist students to prepare for graduate studies and for a variety of career possibilities, including arts administration, museum and gallerywork, arts education, art therapy, graphic design, and work in the mass media. Internships are available through the Fine Arts department.

The Fine Arts major is interdisciplinary. The student majoring in Fine Arts will complete twelve courses offered by the department, including Introduction to Art, Drawing, Junior/Senior Seminar and a music course. Five courses will be taken in the field of the visual arts, at least three of which must be in history or criticism. The remaining three courses will be electives within the major and may include visual arts, theater, and/or music. If possible a student should take one course in Ancient or Medieval Art, one course in Renaissance or Baroque Art, and one course in 20th Century Art. Students will complete and defend a senior project/paper under the guidance of an advisor, and take a written, more general, departmental comprehensive examination. Students will select courses in conjunction with an advisor, selecting courses in appropriate areas of language, philosophy, theology, etc., to fit the individual student's interests and field of concentration.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Science Introduction to Art	Humanities II Freshman English 4 Language Science Drawing
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Music Course Elective	Humanities IV Philosophy/Theology Language Concentration Course Elective
<b>Junior Year</b>	Philosophy/Theology Concentration Course Fine Arts Elective Elective Elective	Philosophy/Theology Concentration Course Fine Arts Elective Elective Elective
<b>Senior Year</b>	Philosophy/Theology Concentration Course Senior Seminar Elective Elective	Philosophy/Theology Concentration Course Fine Arts Elective Elective Elective

## Visual Arts

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- 1  
Introduction  
to Art** An investigation of topics in the visual arts and architecture from selected European and other cultures. We will study especially rich chapters in art history which afford us the opportunity to examine methods and traditions which continue to inform the art of the modern world.
- 2  
Introduction to  
Architecture** An examination of the practical and aesthetic basis of architecture and urban design. Elementary engineering and design problems in housing and other small scale structures. The properties of common building materials and their appropriate use. Basic drafting and model building.
- 3  
Art and  
Architecture of the  
Ancient World** The development of Greek and Roman classical art and architecture within the context of religious practice, literature and public affairs. Depiction of the human figure, representation of mythical subjects and the development of the temple and other significant secular building types.
- 6  
Art and  
Architecture of  
the Middle Ages** From the foundations of Christian art and architecture in late antiquity through the fourteenth century in Europe and the British Isles. The development of a distinctive iconographies and new building types to meet the needs of the religious and secular realms.

- 7  
Renaissance Art** The influence of Humanist thought on the development of a distinctive new style, shaped by the study of Roman buildings and sculpture. The emergence of artist scholars like Alberti and Leonardo da Vinci, influential for their theoretical writings as well as their works of art.
- 8  
Baroque Art** European painting, sculpture and architecture from the seventeenth through the late eighteenth century. The spread of the dramatic Baroque style from Italy throughout Europe (Bernini, Rembrandt, Velazquez, Tiepolo, Reynolds). The development of the more intimate Rococo style, bourgeois realism, and Neoclassicism.
- 9  
Nineteenth Century Art** An examination of revolutionary change in painting, sculpture, and architecture, the changing role of the artist in society from courtier to critic to activist and mystic recluse. Neoclassicism, Romanticism, Naturalism, Impressionism, Post-Impressionism are among the movements studied.
- 10  
Twentieth Century Art** A study of revolutionary individuals and movements in the visual arts of the 20th century, including Fauvism, Cubism, Expressionism, Constructionism, Dadaism, the Bauhaus, and Surrealism. Emphasis on European works up to 1945.
- 11  
The Arts of the United States and the Americas** Aspects of the American experience as reflected in painting, sculpture, architecture, and photography from the colonial period to the end of World War II. Major artists, themes, and movements in the United States with consideration of artistic developments throughout the Americas.
- 14  
History of Modern Architecture** The course examines the clash between the progressives, those who embraced the new technologies and the search for a distinctively modern style, and the traditionalists who tried to stem the tide. It also studies problems in housing, high-rise buildings and urban design brought to the fore by the effects of industrialization.
- 15  
Contemporary Art** An exploration of contemporary trends in the visual arts and of the role of the artist in society from 1945 to the present with emphasis on American art. Areas of study will include abstract expressionism, pop art, minimalism, conceptualism, earthworks, neo-expressionism, video, performance art, post-modernism, the breaking of traditional media boundaries, etc.
- 16  
Survey of Latin American Art** An introduction to the art and architecture of Latin America from pre-Columbian civilizations to the present. Native American, European, and African traditions are considered separately and in combination as they lead to contemporary Latin American art forms.

21 - 40  
Special Topics

Major figures and topics in art history and criticism are offered periodically. Some examples include:

- |                               |                            |
|-------------------------------|----------------------------|
| 24 Frank Lloyd Wright         | 31 Computer Graphics       |
| 25 The Family in Art and Film | 32 Painting II             |
| 28 Picasso                    | 33 Watercolor              |
| 29 Asian Art                  | 34 Other figures or topics |
| 30 Women Artists              |                            |

61  
Beginning  
Acting

An introduction to the basic vocal and physical techniques of acting with emphasis on the development of technical skills and the emotional and intellectual resources required in acting. Improvisations and theatre games are used extensively. Formal acting is explored through monologue and duet acting scenes. *Cross-listed as English 61.*

62  
Beginning  
Directing

Instruction and practical experience in the art of staging plays. Selection of materials, script analysis, casting, blocking, rehearsal procedure, and techniques of communication with the actor are explored. Directing methods are examined in a series of short scenes prepared for presentation to the class. *Cross-listed as English 62.*

63  
Topics in the  
History of the  
Theatre

Various phases of theatre development are studied. Representative plays are read as examples for discussion. Sample topics: American Drama and Culture, European Masters of Drama, American Playwrights since 1945, Great Ages of the Theatre.

64  
The Cinematic  
Eye: A History  
of Film to 1945

A study of the history of film (motion pictures) as an art form from its origins to the end of World War II. Focus will primarily be on influential European and American films, and major advancements in filmmaking techniques as well as the significance of a film for the society of its time. Different genres of film will be explored as well as the work of major individual directors.

65  
Contemporary  
Film: 1945 to the  
Present

A study of American and Foreign cinema in the post World War II era. The interaction of film and society, as well as specific genres and directors will be considered.

70  
Intermediate  
Architecture

An exploration of architectural design through a series of collaborative projects focusing on campus and area needs which will enable us to deal with problems in new building, renovation and landscape design. *Prerequisite: Introduction to Architecture or permission of the instructor.*

71  
Elementary  
Oil Painting

The principles of color theory and composition are explored in this introduction to the materials and tools of oil painting. Students work from life to create still lifes, portraits, figure studies and landscapes. Studio work is complemented by readings, critical writings, museum

visits, and discussion of artistic works of the past and present. In addition to the studio fee, students are responsible for purchase of paints and some supplies.

- 72  
Printmaking** An introduction to printmaking through explorations of traditional and experimental techniques including etching, engraving, relief collagraphy, and monotype. Studio and materials fees charged. Students are responsible for the purchase of some supplies.
- 73  
Photography** An introduction to black-and-white photography, including the history, technique, and aesthetics of photography. Students are taught to operate a 35mm camera, develop black-and-white film, and make prints. Assignments stress the different elements involved in making a successful photograph. Students are expected to have their own manually operated 35mm camera. Studio and materials fees charged.
- 74  
Intermediate  
Photography** A continuation of Fine Arts 73. Technical goals include the ability to use different films properly, control contrast, and produce fine quality prints on fiber based paper. Students will work on long-range assignments. Emphasis on personal vision and making clear statements through editing and sequencing photographs. Studio and materials fees charged.
- 75  
Sculpture** Explores principles of three-dimensional work in the sculpture studio. Elements such as mass, space, time, and motion will be examined as they relate to such design concepts as scale, rhythm, balance, and contrast. Students work with a variety of materials including clay, light-weight wire, metal, wood, paper, and plastic. Studio and materials fees charged.
- 76  
Drawing I** A beginning level course open to students with little or no visual arts experience. The methods of rendering a variety of subjects, including still-life, portrait and human figure in pencil, charcoal, and ink. The works of contemporary and historical artists are examined through slide lectures. Studio and materials fees charged.
- 77  
Digital and  
Traditional  
Approaches to  
Color and  
Design** An introduction to the principles of color and of two-dimensional design through an evaluation of a broad spectrum of works of art. Experimentation with color harmonies and composition in computerized and traditional collage and painting assignments. Studio and materials fees charged; students are responsible for certain printing costs and some supplies.
- 78  
Visual  
Communication  
and Graphic  
Design** An introduction to forms of visual communication in contemporary society, highlighting the creative, informative, and persuasive images in print media, computer graphics, and publishing. Studio and materials fees charged.

79 Three- Dimensional Design	An introduction to three-dimensional design as it relates to structure, process, continuity, relationships, functions, psychological necessity, and the view of total design with its environmental implications. Students will be required to solve a series of design problems utilizing hands-on materials and 3-D computer graphics. The course may serve as a foundation for sculpture, engineering and structural design. Studio and materials fees charged
80 Junior/Senior Seminar	In some years, depending upon enrollments, this course may be offered as Junior/Senior seminar. This course is required of all Fine Arts majors.
81 - 82 Internship	An opportunity to explore different experiences in work settings in the arts. Three to six credits.
84 History of Photography	An introductory chronological survey of the history of photography as a revolutionary new art form from its 19th century origins to the present. This course will address critical and historical “readings” of content, style and techniques of photographs in various cultures and time periods, including digital images in contemporary photography. Emphasis on photography as an art with some consideration of photojournalism, advertising, etc. Lecture and discussion.
86 Drawing II	A continuing examination of the techniques and principles of organization which were introduced in Drawing I. The course will be divided into four focus areas— the human figure and portraiture with emphasis on anatomical structures; the enclosed environment; the open-air environment; and personal expression. Slide lectures and discussion. Studio and materials fees charged.  <i>Prerequisite: Drawing I</i>

## Music

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**Director: Katherine A. Hoffman**

Associate Professor: Donald R. Cox; Lecturer: Lisa A. Cleveland.

1 Introduction to Music and Musicians	A study of the basic elements of music: notation, melody, rhythm, harmony, tone color, texture and form, and how they are employed in various musical styles. Designed expressly for the student with no musical background, this course is devoted to the development of listening skills and a survey of major forms and types of Western art music. Other musical styles, including selected genres of American popular music and traditional non-Western music, may also be covered.
11 Introduction to Music Theory	An analytic investigation of the basic elements of music: melody, rhythm, harmony and form in the context of Western common-practice tonality. Topics will include rhythm and meter, keys and scales, chords

and their inversions, melodic construction, elementary harmonic progressions, and ear training. Some familiarity with musical notation is recommended.

**21  
History of  
Western Music  
Before 1750**

The changing styles of European music from the emergence of Gregorian chant through about 1750. Topics to be covered include Medieval chant, polyphony, and secular song; Renaissance motet, mass, and madrigal; and Baroque opera, oratorio, cantata, sonata, suite and concerto. Composers to be studied include Machaut, Josquin, Palestrina, Vivaldi, J.S. Bach and Handel.

**22  
Music of the  
Classic and  
Romantic Eras**

The development of European music styles and genres from approximately 1750 to 1900 in the works of composers such as Mozart, Haydn, Beethoven, Schubert, Berlioz, Chopin, Schumann, Brahms, Liszt, Wagner, Verdi, Tchaikovsky, and Mahler. Genres considered include symphony, concerto, string quartet, piano sonata, opera, and art song.

**23  
Music of the  
Twentieth  
Century**

Western art music has taken many divergent paths since Debussy and the impressionists. Topics will include Stravinsky and neo-classicism, Schoenberg and serialism, Bartok and nationalism, Copland and populism, Cage and indeterminacy, Glass and minimalism, and others.

**24  
American Music**

The music of the United States from colonial days to the present, traced to its European roots but with primary focus on the contributions of distinctively American figures, such as William Billings, Stephen Foster, Charles Ives, Scott Joplin, George Gershwin, Duke Ellington, and Leonard Bernstein. Topics include twentieth-century American contributions to art music, the rise of American musical theatre, jazz, and rock and roll.

**40-41  
Special Topics**

Major figures and topics in music history and criticism are offered periodically. Some examples include:

Beethoven  
Jazz Studies  
American Musical Theatre

# Geography

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**Director: Philip E. Pajakowski**

Lecturer: Michael G. Mensoian

Although there is no major field of concentration in Geography, a selection of geography courses is available through the History Department. These elective courses, taught in the liberal-arts tradition, are open to all students.

**2  
Political  
Geography**

A systematic study of the state as the primary unit of spatial organization, including its evolution, morphology, internal processes, and external relations. Contemporary issues and problems within and between states and their geopolitical bases are emphasized.

**12  
Cultural  
Geography**

A systematic approach to the study of human societies within a spatial and ecological framework. Studies include development of the cultural landscape, population and spatial mobility, the role of language and religion, types and level of economic development from primitive to post-industrial cultures, urbanization and settlement patterns, and the political organization of the earth.

**16  
Physical  
Geography and  
Environmental  
Management**

A systematic study of environmental components with emphasis on landform development and climate. Within the diverse natural environments produced by natural physical processes, the role of human societies ranges from being active critical agents of change to being dominated by the natural elements. The course will explore the ramifications of these relationships and the need for prudent environmental management policies under ever changing socioeconomic conditions.

**21  
Economic  
Geography**

An introductory study of the basic interactions between people and their particular habitat, and the physical and human resources of their economy, including a critique of theories of location and economic development.

**22  
Latin American  
Geography**

A systematic and regional study of the natural environment and of the human society-environment nexus that produces the unique spatial patterns and contributes to the socioeconomic, demographic, and environmental problems and issues within this major world culture region.

**23  
Middle East  
Geography**

A systematic and regional study of the natural environment and the human society-environment nexus that produces the unique patterns characterizing this pivotal region. Emphasis on contemporary socioeconomic, demographic, and strategic problems and issues within this major world culture region.

# History

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## Chairperson: Silvia C. Shannon

Professor: Philip E. Pajakowski; Associate Professors: Rev. James G. Cassidy, O.S.B., Silvia C. Shannon; Assistant Professors: Hubert F. Dubrulle, Anne L. Foster, Rev. Augustine G. Kelly, O.S.B., Bro. Malachy R. McCarthy, O.S.B.; Sean T. Perrone, Beth A. Salerno, Rev. William J. Sullivan, O.S.B.

The study of history fulfills the goals of a liberal education by freeing the student from narrowness of vision. When a person can think clearly about the past, alternatives in the present and future become more readily perceptible. Instruction in the department is designed to introduce the student to the historical process and to a sense of the past, and to present the history of civilization as a foundation for the future.

History is a primary undergraduate major, preparing students for a wide range of careers. Recent graduates have entered advanced degree programs in history, law, business administration, international relations, library science, education, public administration, museum science, and religion. Most students enter the work place at graduation, going into business, government, service industries, as well as in human services, education, and related fields.

Courses numbered 1-10 are considered introductory courses, have no prerequisites, and are open primarily to freshmen, sophomores, and non-majors as elective courses.

Major requirements: History majors are required to take 12 courses in History, 10 of which must be above the introductory level (courses numbered 11 or above). Two semester courses from three of the four areas of course offerings—Europe before 1600; Europe since 1600; United States; and Special Areas—must be included among the 10 advanced courses. All majors must take a Reading Seminar, a Research Seminar or the Applied Internship. History Internships and study abroad are endorsed by the department. Students seeking certification in Teacher Training must complete all history and core requirements by the end of the seventh semester and meet the requirements of the Education Department.

<b>Freshman Year</b>	Humanities I	Humanities II
	Freshman English 3	Freshman English 4
	Science	Science
	Language	Language
	History	History
<b>Sophomore Year</b>	Humanities III	Humanities IV
	Philosophy/Theology	Philosophy/Theology
	Language	Language
	History	History
	Elective	Elective

<b>Junior Year</b>	Philosophy/Theology History History Elective Elective	Philosophy/Theology History History Elective Elective
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<b>Senior Year</b>	Philosophy/Theology History History Elective Elective	Philosophy/Theology History History Elective Elective
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**1**  
**Origins of European Civilization**

Western Civilization, from its Middle East origins to approximately 1600.

**B**  
**Introduction to the Study of History**

This course is intended to introduce you to the ways that historians learn, know, and think. We will explore how to read, understand, and critique books and articles written by historians, and we will also begin to learn how to conduct historical research and construct arguments based on that research. We will read about history and do history in this class.

**3**  
**War and Revolution in the Modern World**

Compares and contrasts various wars and revolutions since 1688 by explaining their context and place in the modern era.

**4**  
**The Peopling of America**

An introductory level course exploring the history of the diverse ethnic and racial composition of the United States from the colonial period to the present. The course will examine the impact of mass immigration and inter-race relations in this country. The course will make use of autobiography, oral history, and primary sources to show how the United States developed into a pluralistic society. This course will discuss the experiences of European, African American, Asian and Latin American immigrants.

**5**  
**World Empires**

After exploring different types of empires, the course will trace the development of selected empires and their lingering effects in our own day.

**6**  
**The U.S. Presidency**

Emphasizes the development and role of presidential leadership in the American republic.

**7**  
**Cities and Social Change**

An introduction to urban and social history. It examines selected cities over time, looking at their physical composition and the impact of their economic, social, political, and cultural functions on social change.

<b>8</b> <b>Modern Nationalism: Israel and Ireland</b>	Examines the concept, origins, and consequences of national identity in the world with case studies of Israel and Ireland.
<b>11</b> <b>Ancient Greece</b>	A study of the political, social, and cultural history of Greece from Homer to 146 B.C. Topics include: the Age of Homer, rise of Sparta and Athens, Athenian democracy and imperialism, and Hellenism.
<b>12</b> <b>Ancient Rome</b>	A study of the political, social and cultural history of Rome from 509 B.C. to the Fall of the Empire. It will examine the rise of the Roman Republic, expansion and imperialism, Roman society and culture, and Roman legacy to the West.
<b>13-14</b> <b>Medieval World</b>	The first semester examines the creation of Western Medieval society after the fall of Rome by looking at the rise of Christianity, feudalism and chivalry up to the renaissance of the 12th century. The second semester will examine the flowering of medieval civilization in the 13th century, the crisis of the 14th century and the Hundred Years War.
<b>15</b> <b>The Renaissance</b>	An intellectual, cultural, and social history of 14th-15th century Europe. Special emphasis on society and politics in Renaissance Italy, the humanists, and their patrons. Machiavelli and statecraft, and Christian humanism of Erasmus and More.
<b>16</b> <b>The Reformation</b>	This course covers the Age of the Reform in 16th century Europe. Students will study the thought of the religious reformers, the impact of the Reformations and the Counter Reformation, the interaction of religion and politics in France, England, and Germany, and the rise of toleration.
<b>17</b> <b>Medieval Spain</b>	This course examines the history of the Iberian Peninsula from the Muslim conquest in 711 to the Christian Reconquest of Grenada in 1492. The course emphasizes the chief social, political, religious and economic transformations within the Christian and Muslim peninsular Kingdom.
<b>19</b> <b>Special Topics: Early Europe</b>	Topics to be arranged.
<b>20</b> <b>Early Modern Europe</b>	The course explores the origins of modernity in early modern Europe, and it examines the major economic, political, social, intellectual, and cultural developments of the seventeenth and eighteenth centuries. Topics of special interest include the Thirty Years' War, witchcraft, rise of absolutism, "consumer revolution", colonial expansion, the Scientific Revolution, the Age of Reason and Enlightenment, and the French Revolution and Napoleonic Wars.

21 Modern European History	A survey of the major political, economic, social, and cultural events that have shaped modern Europe since 1815. Topics discussed include the Industrial Revolution, the emergence of modern political ideologies, and the conflicts of the twentieth century.
23 Twentieth Century Europe	Beginning with the Origins of World War I, the course looks at the decline of European hegemony, challenges to democratic liberalism, the tragedy of World War II, and the rise of the “New Europe.”
25-26 History of England	The first semester concerns Reformation politics under Henry VIII and Elizabeth I, and the Puritan upheavals of Oliver Cromwell. The second term investigates modern England since about 1760, concentrating on social, political, cultural, and imperial issues, and Britain’s new European status since World War II.
27 Early Modern France	Social, cultural and political foundations of the Ancient Regime in France from 1500 to the French Revolution of 1789. Covered in the course: the French Renaissance, the development of absolutism, French society and culture and the coming of the French Revolution.
28 The Habsburg Empire	A survey of this unique Central European state from its emergence in the 16th century to its fall in 1918. Emphasis is on the 18th and 19th centuries.
29 Modern Germany	The history of the German lands since 1815. Topics include Germany’s unification and industrial transformation, the rise of Nazism, the country’s division after World War II and its subsequent reunification.
30 Eastern Europe in the Twentieth Century	Europe’s most volatile and crisis-ridden region. Topics include the emergence of the independent East European states, their subsequent political and economic problems through World War II, and the rise and fall of Communist regimes.
31 European Socialism	An examination of the origins of Socialism and its historical European development. Attention will be given to the thought of Karl Marx, the growth of socialist political parties, both reformist and revolutionary, and the establishment of Communist regimes in Russia and Eastern Europe.
33 Modern France	Modern France will begin with the aftermath of the Napoleonic era and conclude with France of 1989, two hundred years after its famous revolution. It will cover domestic political and social issues, so intertwined in French history, and seek to appreciate France’s position in the contemporary modern world.
39 Special Topics: Modern Europe	Topics to be arranged.

41-42 United States History	A survey of basic American economic, political, and social developments. The first semester covers the period from colonial times through Reconstruction. The second semester covers the period from the Gilded Age to the present.
43 Colonial North America	This course focuses on British North America in the 17th and early 18th century, including social, intellectual, and political growth, race relations, and the development of trans-Atlantic economic and imperial ties.
44 The New Republic, 1763-1824	This course examines the American Revolution (1763-89), and the early national period through the administration of James Monroe.
45 Jacksonian America: 1824-1850	A study of the market and transportation revolutions, Jacksonian politics, the rise of the west, the impact of religious revivals, and the multiple reform movements of the 19 <sup>th</sup> century.
46 The Civil War and Reconstruction: 1850-1877	An analysis of the complicated set of events surrounding the break down of the American political and social consensus, the war itself and the new directions taken by the nation in the post-war period.
47 Emergence of Modern America: 1877-1929	America's dynamic growth from an agrarian nation into an urban, industrial world power. Attention is focused on the new problems created by this rapid growth, and the attitudes and ideas which retarded or fostered solutions of these problems, culminating in the Stock Market Crash.
48 Contemporary America: 1929 to present	Focuses on recent events, modes of thought and the impact of technological developments which explain current popular attitudes, government, and culture in domestic America.
50 Modern American Foreign Relations	Surveys American foreign relations from 1890 to the present. The course examines the emergence of the United States as a world power, the challenges of war and peace, and America in the Cold War and post-Cold War world.
53 United States Labor History	A study of the development of organized labor movements in the United States from the colonial period to the present.
54 History of New England	A focus on New England's unique history and culture, and its influence and interactions with American history and development from the age of European explorations to the present.

<p>55  <b>American  Women's History</b></p>	<p>A study of the history of women in the United States from early European settlement through the late 20th century. The course examines the ways in which the roles of women have changed in response to economic, political and cultural forces.</p>
<p>59  <b>Special Topics:  United States</b></p>	<p>Topics to be arranged.</p>
<p>60  <b>Asian  Civilization</b></p>	<p>The course introduces the history of Asia, with primary attention to East and Southeast Asia. It explores interactions among the Asian countries, and ways in which Asians made sense of social relations, politics, economic change, and culture. <i>(This course formerly numbered History 10.)</i></p>
<p>61-62  <b>Latin American  History</b></p>	<p>The first semester traces the development of the Central and South American nations from their discovery to 1824. The second semester traces that development from independence to the present, with stress on the ABC powers and Mexico.</p>
<p>64  <b>History of  Russia</b></p>	<p>A survey of Russian history in the 19th and 20th centuries, focusing on the fall of the tsarist empire, the Communist superpower of the 20th Century, and its successors.</p>
<p>65  <b>Modern China</b></p>	<p>Surveys China from the decline of the Qing dynasty to the present. The course examines late Imperial China (1750-1911), Republican China (1912-1949), and the People's Republic of China (1949-present) to understand the paradox of Chinese growth without development, China's response to the challenges of the West and Japan, and the constant struggle of China to modernize.</p>
<p>66  <b>Modern Japan</b></p>	<p>Surveys the development of Japan since the Meiji Restoration. The course examines Meiji Japan (1868-1912), the Japanese empire (1895-1945), and the Japanese economic "miracle" (1945-present) in which considerable attention is afforded to the transformation of Japan from a relatively sheltered feudal society to a preeminent world economic power in little more than a century.</p>
<p>67  <b>History of  Southeast Asia</b></p>	<p>This course surveys the social, economic, political, and cultural development of Southeast Asia from precolonial times to the present. The nations to be covered include Indonesia, Vietnam, Thailand, the Philippines, Malaysia, Singapore, Burma, Cambodia, and Laos.</p>
<p>69  <b>History of the  Middle East</b></p>	<p>The course surveys the history and culture of the Middle East from the time of Muhammad to the present. Three themes are emphasized: the emergence of Islam, the Ottoman Empire, and the historical background of the contemporary problems of the region.</p>

71 Topics in History of Biology	Historical survey selected from social, cultural, scientific and philosophical perspectives. Topics may vary and include such developments as evolution, genetics, eugenics, natural history and ecology, creationism, and racism, among others.
72 History of Medicine	A survey of selected topics in the history of medicine, with primary focus on American medicine from colonial times to the contemporary period, including such issues as the professionalization of health care, scientific medicine and medical education, the development of the medical industry, and medical politics.
74 Special Topics: Special Areas	Topics to be arranged.
75-76 Internship	A student originated internship supervised by the history department with cultural, legal, and state agencies. Not credited to History major requirements.
77 Applied History	An introduction to applied history methodology. The course concentrates on archival techniques for manuscript and record collection and preservation, and oral history techniques, interviewing, and transcribing. <i>Prerequisite: Two semesters of History</i>
80 Applied History Internship	An internship in local historical or manuscript collections for history majors. <i>Prerequisite: History 77</i>
81 Seminar in History Research	A course in research methods. Students research their own topic, write a paper, and defend the research before the seminar.
89 Directed Reading Seminars	Reading seminars provide upper level students with the opportunity to pursue a particular topic, selected by historical theme, epoch, or interpretation.

## Humanities

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**Director:** Kevin M. Staley

Lecturers: Duane F. Bruce, Joseph Catanese, Michael J. Connolly, Joseph M. Horton, Michael Petillo, Graham L. Ward, Jeremy D. Wilkins.

All students participate in the Humanities Program, “Portraits of Human Greatness,” during their freshman and sophomore years and may elect further Humanities courses in their junior and senior years. Humanities does not offer a major program.

Through readings, lectures, seminars, and a varied program of films, concerts, exhibitions, and stage presentations, the Humanities Program seeks to confront the student with questions of value, moral choice, and the real significance of human life.

### Humanities I-II (required of all students)

The first year consists of seven units, each a portrait of human greatness, which range from ancient Greece through the European Middle Ages. In examining these portraits, the student experiences diverse value systems and can face the questions of why and whether a given individual or portrait can be called “great.” Four credits, each semester.

The list of units is subject to ongoing evaluation and restructuring by the Humanities faculty. These ten portraits are currently offered in Humanities I and II:

The Warrior	The Convert
The Prophet	The Ruler
The Philosopher	The Townsman
The Citizen	The Poet
The Civic Patron	The Teacher

### Humanities III-IV (required of all students)

The second year consists of portraits of individuals arranged chronologically from the Italian Renaissance to the 20th century. Each individual, great in his or her own right, has far-reaching social, cultural, or political significance. Four credits, each semester.

Twelve individuals make up the current list of portraits in Humanities III and IV:

Michelangelo	Ludwig van Beethoven
Martin Luther	George Sand
William Shakespeare	Vladimir Lenin
Thomas Hobbes	Marie Curie
Catherine the Great	Mohandas Gandhi
Thomas Jefferson	Pablo Picasso

# Comparative Cultures

The Humanities curriculum continues with elective courses, “Comparative Cultures.”

*Prerequisites: HU 01-04 or permission of instructor.*

- 5**  
**Paris and New York in the Twenties and Thirties**
- Concentrates on a dramatic and clearly defined historical period in France and the United States, a period characterized by rupture with tradition on many levels of human activity. The decades after the First World War saw the values and premises of intellectual and cultural heritage challenged or discarded. The course will examine the criticisms leveled against traditional values and explore new principles for life and art which came into being during this period.
- 6**  
**Germany - U.S.A. Between the Wars**
- Compares the cultures of Germany and the United States of America during the 1920s and 30s with emphasis on the literature and film of the period against the background of the failure of the Weimar Republic and the rise of National Socialism in Germany, as well as the Great Depression and the New Deal in the United States. The course format is lecture/seminar, supported by an integrated series of films, video tapes, slides, and readings.
- 8**  
**The United States and Russia**
- Probes the conflict and convergence of the two dominant national cultures of our century through readings of source materials and reflective essays by contemporary scholars.
- 9**  
**Ancient China - Ancient Rome: Virtue and Governance**
- Examines the meaning of virtue and governance in two ancient cultures: China, the world’s oldest continuous culture and the inheritance of one-fifth of humanity, and Rome, the parent and teacher of Western civilization. The two cultures will be examined through the writings of major thinkers (Confucius, Mencius, Cicero, Livy), through the general features of the Chinese and Latin languages, and through concepts clusters (for China, li, yi, ren, dao, de, tian, ming; for Rome, fas, lex, jus, virtus, pietas, officium, decorum).

## Liberal Studies in the Great Books

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**Director: Dr. Robert D. Anderson**

The Liberal Studies in the Great Books Program, administered by the Philosophy Department, aims to bring about a fully integrated liberal education. Through the study of great works in the arts, literature, philosophy, science, and theology of Western Civilization, the program challenges students to seek out what is true, what is good, and what is beautiful, so that they may become wiser and better human beings. The program engages the abilities to think clearly, to write well, and to communicate persuasively. When developed, these abilities are applicable to a wide range of career options within the social, economic, and political world into which the student graduates.

In addition to pursuing an integrated understanding of a great range of human wisdom, this course of study has two other significant features. The first is an emphasis on discussion seminars rather than lecture classes. The second is the use of primary rather than secondary sources or textbooks.

Majors are required to take Great Books Seminars (GBS) 61, 62, 63, 64, 65, 66, and two preceptorials (Philosophy 67). In addition to Philosophy 05 which is required of all students, majors must take Ethics Tutorial (Philosophy 08) and three additional courses in systematic philosophy, Philosophy 21, 25, and 31. Majors must also successfully complete a Fine Arts elective (exclusive of studio courses) and two English Literature electives.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Fine Arts Elective	Humanities II Freshman English 4 Science Language GBS I-Greek
<b>Sophomore Year</b>	Humanities III Philosophy 5 Language GBS II-Roman Elective	Humanities IV Theology 10 Language GBS III-Medieval Elective
<b>Junior Year</b>	Philosophy 21 GBS IV-Renaissance Theology Elective English Elective Elective	Philosophy 7 GBS V-Modern Preceptorial English Elective Elective
<b>Senior Year</b>	GBS VI-Late Modern Theology Elective Philosophy 25 Elective Elective	Philosophy 31 Preceptorial Elective Elective Elective

<b>Great Books Seminars</b>	The seminars provide a unique opportunity to participate in the study of the works of the major writers who have influenced the development of thought in the Western World.
61 <b>Great Books Seminar - Greek</b>	Selected readings are chosen from among the following: Homer, Aeschylus, Sophocles, Xenophon, Herodotus, Thucydides, Plato, Aristophanes, Plutarch, and Aristotle.
62 <b>Great Books Seminar - Roman</b>	Selected readings are chosen from among the following: Vergil, Lucretius, Cicero, Tacitus, Seneca, Plutarch, St. John the Evangelist, St. Ignatius of Antioch, St. Augustine, and Plotinus.
63 <b>Great Books Seminar - Medieval</b>	Selected readings are chosen from among the following: Boethius, St. Augustine, St. Bede, St. Anselm, Beowulf, The Cloud of Unknowing, St. Bonaventure, and St. Thomas Aquinas.
64 <b>Great Books Seminar - Renaissance</b>	Selected readings are chosen from among the following: Erasmus, Luther, Bacon, St. Thomas More, Machiavelli, Montaigne, Shakespeare, and Milton.
65 <b>Great Books Seminar - Modern</b>	Selected readings are chosen from among the following: Galileo, Hobbes, Descartes, Locke, Moliere, Hume, Kant, Pope, and Goethe.
66 <b>Great Books Seminar - Late Modern</b>	Selected readings are chosen from among the following: Madison, Hamilton, DeTocqueville, Hegel, Dostoevski, Kierkegaard, Nietzsche, Tolstoy, and Newman.
67 <b>Preceptorial</b>	<p>The preceptorial studies a single book or author. Each student chooses a topic pertinent to the material under discussion and, with the help of several individual conferences with the instructor, writes a long essay. Examples of Preceptorials are:</p> <p>Aquinas: Treatise on the Virtues, Summa Theologiae  Confucius and Lao-Tzu  Plato: The Republic  Plato, Aristotle, St. John, Aelred of Riveaux: On Friendship  Euclid: Geometry  Dante: The Divine Comedy  Images of Utopia  Milton: Paradise Lost  Newman: The Idea of the University  Pascal: Pensees and Provincial Letters  Fiction of Joseph Conrad</p> <p>Courses which are not philosophical in content do not satisfy the College's three-course requirement in Philosophy. Consult the director.</p>

# Mathematics

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**Chairperson: Gregory R. Buck**

Professors: Gregory R. Buck, Peter W. Lindstrom, Donald L. Stancl.

The objectives of the Mathematics curriculum are: to develop the attitude of mind required for efficient use and understanding of mathematics; to enhance student ability to problem-solve with the aid of quantitative models; to use technology to provide stimulating opportunities for the student to experience mathematics independently as a pattern-seeking science; and to provide sufficient background for further studies in mathematics and related disciplines. Requirements for the major include Mathematics 7-8,11,22,23, 31-32,41-42,50, two mathematics or mathematics related electives, and a senior-year mathematics project.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Mathematics 7	Humanities II Freshman English 4 Science Language Mathematics 8
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Mathematics 11 Elective	Humanities IV Philosophy/Theology Language Mathematics 22 Elective
<b>Junior Year</b>	Philosophy/Theology Mathematics 31 Mathematics 23 Elective Elective	Philosophy/Theology Mathematics 32 Mathematics Elective Elective Elective
<b>Senior Year</b>	Philosophy/Theology Mathematics 41 Mathematics Elective Elective Elective	Philosophy/Theology Mathematics 42 Mathematics 50 Elective Elective

**1**  
**Basic Concepts of Mathematics**

A review course for students who wish to develop quantitative skills. Topics covered include: number systems, linear equations and inequalities, exponents, polynomial and rational expressions, polynomial equations, relations and functions. Not open to students with demonstrated quantitative skills.

**3**  
**Fundamentals of Mathematics**

A course in mathematical modelling. Topics include linear, quadratic, difference equation, linear programming, matrix, and stochastic models and their applications.

*Prerequisite: One year of high school algebra.*

5 <b>The Nature of Mathematics</b>	A study of the nature and development of some of the most important mathematical ideas. Topics may include, but are not limited to: infinity, variation, symmetry, numbers and notation, topology, mathematics and calculating machines, dimension, coordinate systems, dynamical systems, randomness, and probability.
7-8 <b>Calculus with Analytic Geometry I-II</b>	A study of the differentiation and integration of algebraic and transcendental functions with applications. Topics in analytic geometry include a study of conics. Four credits, each semester.  <i>Prerequisite: 2 years of high school algebra and a half year of trigonometry.</i>
11 <b>Calculus III</b>	A continuation of Mathematics 7-8. Topics include infinite sequences and series, vectors and vector calculus, and multivariable calculus.  <i>Prerequisite: Mathematics 8.</i>
22 <b>Vector Analysis and Differential Equations</b>	A study of vector analysis and ordinary differential equations and their applications. Topics include vector fields, line and surface integrals, first order differential equations, linear differential equations, and systems of differential equations.  <i>Prerequisite: Mathematics 11.</i>
23-24 <b>Mathematical Statistics</b>	A study of probability distributions and their application to statistical inference. Topics include probability, probability distributions, and parametric and non-parametric statistics.  <i>Prerequisite: Mathematics 11.</i>
26 <b>Problem-Solving</b>	Via the solution of interesting problems, this course isolates and draws attention to the most important problem-solving techniques encountered in undergraduate mathematics. The aim is to show how a basic set of simple techniques can be applied in diverse ways to solve a variety of problems.  <i>Prerequisite: Mathematics 8.</i>
31 <b>Linear Analysis</b>	A study of linear algebra with emphasis on its application to the solution of differential equations. Topics include linear systems, matrices, vector spaces, and linear transformations.  <i>Prerequisite: Mathematics 22.</i>
32 <b>Introduction to Modern Algebra</b>	A study of algebraic systems, including groups, rings, and fields.  <i>Prerequisite: Permission of the instructor.</i>
33 <b>Modern Geometry</b>	An axiomatic approach to geometry including both Euclidean and non-Euclidean geometries.

34 Operations Research	A study of the fundamental ideas of operations research and the application of mathematics to decision problems. Topics include linear optimization models, the simplex method, network models, dynamic optimization of inventory scheduling, integer programming, combinatorial models, and optimization with a non-linear objective function.
41-42 Advanced Calculus I-II	Designed to bridge the gap between manipulative elementary calculus and theoretical real analysis. The fundamentals of elementary calculus are treated in a more rigorous manner. Point set topology is introduced and general theorems concerning continuity, differentiation, and integration on the real line and in Euclidean n-space are proved. Sequences and series of constants, and sequences and series of functions are also covered. <i>Prerequisite: Mathematics 11.</i>
43 Introduction to Complex Variables	Topics for discussion include complex numbers and their properties, analytic functions, integration in the complex plane, Cauchy's integral formula, Taylor and Laurent series, and methods of contour integration. <i>Prerequisite: Mathematics 22.</i>
47 Introduction to Numerical Analysis	A study of numerical methods for function evaluation, solution of equations, approximation and interpolation, integration, differential equations, and linear systems. <i>Prerequisite: Mathematics 22.</i>
49 Combinatorics	Modern combinatorics at an introductory level. Topics covered are: enumeration, equivalence relations, partitions and multisets, algebraic counting techniques, graph theory, matching and optimization, combinatorial designs and partially ordered sets.
50 History of Mathematics	Introduction to the history and development of mathematics from pre history to the present. <i>Prerequisite: Mathematics 22.</i>
51 Topics in Mathematics	This course will consist of a detailed investigation of a topic important to contemporary mathematics. The topic will be chosen by the department for its relevance to current mathematical thought and its accessibility to students. <i>Prerequisite: Mathematics 31 or permission of the instructor.</i>

## Mathematics with Economics

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Chairperson: Gregory R. Buck

Requirements for the Mathematics with Economics major include Mathematics 7-8,11,22,23-24,31,41-42,50, Economics 1-2,10,12,14, one additional economics elective, and a senior mathematics project.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Mathematics 7	Humanities II Freshman English 4 Science Language Mathematics 8
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Mathematics 11 Economics 1	Humanities IV Philosophy/Theology Language Mathematics 22 Economics 2
<b>Junior Year</b>	Philosophy/Theology Economics 10 Mathematics 31 Mathematics 23 Elective	Philosophy/Theology Economics 12 Mathematics 50 Mathematics 24 Elective
<b>Senior Year</b>	Philosophy/Theology Mathematics 41 Economics 14 Elective Elective	Philosophy/Theology Mathematics 42 Economics Elective Elective Elective

## Modern Languages and Literatures

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Chairperson: George B. von der Lippe

Professors: Teresa Mendez-Faith, George B. von der Lippe; Associate Professors: Roger E. Blais, John H. D'Espinosa, Elizabeth S. Fouts, Lourdes N. Jimenez, Catherine A. Spitzer, Brother Andrew L. Thornton, O.S.B.; Instructors: Jennifer Estrella, Lorraine Ledford, Carmen M. Sullivan, Eva S. Taber; Lecturers: Danielle A. Lesage-Blais, Gloria A. Normile, Susanne M. Rossbach, Renee E. Turner.

Native Speakers: Margot Amboni, Stefanie England, Silvana Gomez, Xenia Kraus, Toni Mihok, Michaela Olsen, Maria Teresa Peguri, Marie Carmen Pepin, Robert Perreault, Sonia Urbina, Françoise Veach, Lucie Watt.

Language is an inherent part of the human condition. It is a fact of consciousness, a mode of being, an intentional and intellectual structuring of reality. Foreign language study engages the entire person. It improves understanding of one's own language through comparison and identification of linguistic structures. It increases intellectual capacity by exercising analytical and synthetical faculties: memory, attention, will-power, and self-discipline. It helps to exercise discrimination in the choice of words and to develop the ownership of a most valuable possession, a language sense, the feeling for correct form, for the exact word, for an elegant style; a skill that transfers into the student's daily use of English.

Through a two-year sequence of courses in French, German, Russian or Spanish, emphasizing understanding, speaking, reading, and writing, the department seeks to develop linguistic skill and provide cultural enrichment. In addition to deepening their knowledge of a particular language, intermediate level students use their language skills to study the culture and civilization of the countries and people belonging to that language group.

During the junior year or during the summer, a student may take advantage of approved study abroad programs in Paris, Aix-en-Provence, Vienna, Madrid, Valencia, Granada, Geneva, Montreal, Mexico, Heidelberg, Saint Petersburg, Salzburg, and other cities.

The modern Languages and Literatures Department has access to several study abroad programs for both majors and non-majors. For details, contact your language professor and the Office of Academic Advisement.

### Freshman Year

Humanities I  
Freshman English 3  
Science  
French/Spanish  
Elective

Humanities II  
Freshman English 4  
Science  
French/Spanish  
Elective

<b>Sophomore Year</b>	Humanities III Philosophy/Theology French/Spanish Elective Elective	Humanities IV Philosophy/Theology French/Spanish Elective Elective
<b>Junior Year</b>	Philosophy/Theology French/Spanish French/Spanish Elective Elective	Philosophy/Theology French/Spanish French/Spanish Elective Elective
<b>Senior Year</b>	Philosophy/Theology French/Spanish French/Spanish Elective Elective	Philosophy/Theology French/Spanish French/Spanish Elective Elective

## **French: Program of Concentration**

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The Program of Concentration in French is designed to provide the student with a level of fluency applicable to a variety of professional situations and to give insight into the thought patterns of French culture.

Major requirements include oral and written control of the French language; adequate knowledge of historical, literary, and cultural values; eight semester courses (at least four in literature) beyond Modern Languages 11-12 that meet departmental approval. At least four of the eight courses must be taken at Saint Anselm College.

Students interested in teaching French are required to successfully complete a French immersion program for at least one semester (or equivalent summer program) in order to receive a teaching certificate.

### **1-2 Elementary French**

The student is required to undertake a careful study of the fundamentals of the French language. Conversation with native speakers and laboratory drills are designed to reinforce class work in reading, writing, speaking, and understanding. The course requires three class meetings and one session of conversation with the native speaker each week, plus laboratory practice, for two semesters.

### **11-12 Intermediate French**

The student is required to undertake a thorough review of grammar, exercises in composition, intensive readings and translations, and correlated laboratory drills. The second semester emphasizes culture and civilization. The course requires three class meetings and one session of conversation with the native speaker each week, plus the use of supplemental tapes, slides, and film-strips.

<b>28 French Women Writers</b>	This course, held in French, will introduce students to some of the major works and theories of French women writers. It will be either taught as an overview or concentrate on a certain time period, theme, or author.
<b>30 Phonetics</b>	An applied phonetics approach to improve pronunciation, intonation, and diction. Strongly recommended to all French majors and available to non-majors.
<b>31-32 Advanced French Grammar and Composition</b>	A thorough review of grammar, vocabulary-building and idioms, with exercises in composition, syntax, and stylistics.
<b>33 French Conversation</b>	A course designed to develop oral fluency. Discussions are based on current themes and extemporaneous speaking on assigned topics.
<b>34 17th Century French Literature: Age of Classicism</b>	A study and analysis of the classical authors and their works. Conducted in French.
<b>35 18th Century French Literature: Age of Enlightenment</b>	Focuses on major writers representing the literary and ideological currents of the Age of Enlightenment in France. Conducted in French.
<b>36 Francophone Literature</b>	A study of the literary works of francophone writers from Canada, Africa, the Caribbean, etc. Conducted in French.
<b>37 - 27 Culture and Civilization</b>	The great cultural epochs of French life are reviewed through an examination of 'la race, le milieu et l'homme.' Conducted in French.
<b>38 Selected Topics in French</b>	Topics to be arranged.
<b>39 The French Short Story</b>	The theory and history of the French short story through readings and discussions which reflect a period of French literature, a common theme, or the short story in the Francophone world. Conducted in French.
<b>40 19th Century French Literature: Age of Revolutions</b>	A study of the major movements, themes, and authors of nineteenth century French literature. Conducted in French.

41-42 Survey of French Literature	A general view is given of the main currents of French literature from the Chanson de Roland to the new formulas of recent years. Conducted in French.
43-44 The French Novel	The chronological study of the French novel gives particular emphasis to literary movements since the Renaissance. Conducted in French.
45-46 French Poetry	A panoramic study of the science and art of French lyric verse, designed to develop the student's appreciation of, and sensitivity to, poetic forms of expression. Conducted in French.
47-48 The French Theatre	A study of French dramatic art in its major manifestations from the Middle Ages to the present. Conducted in French.
49-50 French Senior Seminar	Selected topics.
	For a description of the special studies certificate in French, see the section on Certificate Programs in this catalog.

## German

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00 German Language/ Culture	An intensive program of German language instruction at all levels, as well as full immersion into German culture, through summer programs at German universities. Saint Anselm course credit available upon completion of a written and oral exam at Saint Anselm.  <i>Prerequisite: ML 14.</i>
5-6 Elementary German	A careful study of the fundamentals of the German language. Conversation with native speakers and laboratory drills are designed to reinforce classwork in reading, writing, speaking, and understanding. This course involves three class meetings and one session of conversation weekly, plus laboratory practice, for two semesters.
13-14 Intermediate German	A thorough review of grammar, exercises in composition, intensive readings and translations, and correlated laboratory drills. The second semester is a survey of historical, as well as current culture and civilization of German-speaking countries. This course requires three class meetings and one session of conversation with the native speaker each week, plus the use of supplemental tapes, slides and film.
19-20 Advanced German	Primary emphasis is placed on the development of written and spoken German through discussion and written treatment of contemporary German press articles and modern German fiction. Language laboratory and advanced grammar are included.

- 21  
Business  
German** While reviewing German grammar, this course considers the usages of German business and economic terminology, and language forms. Students will read, translate, and compose German business letters, read and analyze business news and advertisements in the German press, and experience interview situations. The course will also focus on the position of the Federal Republic of Germany in the European, American, and world economic community, and on career opportunities in German business.
- 22  
Contemporary  
German  
Storytellers** This course, conducted in German, seeks to help students realize three goals: to read a representative selection of the short prose literature of contemporary German-speaking authors, to analyze their various narrative techniques, and to become aware of the political and social concerns which they voice from their unique vantage point in Middle Europe. Works include stories of Bichsel, Boell, Grass, Handke, Wolf, and others.
- 23  
Translating  
German Prose** This course, conducted in German and in English, introduces students to the science and the art of translating. Texts come from a variety of sources: history, philosophy, fine arts, biography, as well as from newspapers and webpages. Students will evolve strategies for dealing with difficult constructions and for using dictionaries effectively.
- For a description of the special studies certificate in German, see the section on Certificate Programs in this catalog.

## Russian

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- 9-10  
Elementary  
Russian** A study of the fundamental structure of the language with vocabulary development, practice in reading, writing, and conversation. The course involves three class meetings and one session of conversation with the native speaker each week, plus laboratory practice, for two semesters.
- 15-16  
Intermediate  
Russian** An intensive review of basic grammar with spoken and written exercises including a study of idioms and training in modes of expression. The course requires three class meetings and one session of conversation with the native speaker each week, plus laboratory practice, for two semesters.
- 29  
Russian Literature  
in Translation** A study, in English translation, of important writings by major 19th and 20th century Russian authors from Pushkin to the present. The readings focus on short story, novel and drama rather than poetry. Lectures supply a detailed look at social and political events which helped shape the literature. Knowledge of Russian is not required.
- For a description of the Russian area studies certificate, see the section on Certificate Programs in this catalog.

## Spanish: Program of Concentration

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The Program of Concentration in Spanish is designed to provide the student with a level of fluency applicable to a variety of professional situations and gives the student insight into the thought patterns of Spanish and Spanish-American culture.

Major requirements include oral and written control of the Spanish language; familiarity with all periods of Spanish and Spanish-American literature, and basic understanding of the historical and cultural development of Spain and Spanish America. Eight semester courses beyond Modern Languages 17-18 are required and must include: Advanced Spanish Grammar and Composition (ML 51-52), Introduction to Spanish and Spanish-American Literature (ML 57-58) and at least two additional literature courses (one in Spanish and one in Spanish-American literature). Because of the comprehensive nature of the survey courses (ML57-58), these two courses would normally be taken at Saint Anselm College. At least four of the eight courses must be taken at Saint Anselm College.

Students interested in teaching Spanish are required to successfully complete a Spanish immersion program for at least one semester (or equivalent summer program) in order to receive a teaching certificate.

### 7-8 Elementary Spanish

A careful study of the fundamentals of the Spanish language, including conversation with native speakers and laboratory drills to reinforce class writing, speaking, and understanding. The weekly requirements are three class meetings and one session of conversation, plus laboratory practice, for two semesters.

### 17-18 Intermediate Spanish

A thorough review of grammar, exercises in composition, more intensive readings, and correlated laboratory drills. The second semester emphasizes culture and civilization. This course's weekly requirements include three meetings and one session of conversation with a native speaker, plus laboratory practice and the use of slides, audio and video tapes, readings, and correlated laboratory drills.

### 51-52 Advanced Spanish Grammar and Composition

This course is designed to maintain and perfect the four main skills of language learning with emphasis on listening, writing, and reading. The class consists of a thorough review of grammar with oral presentations, frequent compositions, and varied readings.

### 53 Advanced Spanish Conversation

This course is designed to further develop and improve oral fluency through discussion of contemporary items from the Hispanic press as well as other media. The class also includes frequent oral presentations and reports based on current themes and extemporaneous speaking on assigned topics.

*Prerequisite: ML 52 or equivalent.*

55 Peninsular Culture and Civilization	A study of the origins and development of the Iberian civilization which examines the development of modern Spain as the cumulative result of external and internal geographical, historical, and cultural factors. The course will provide a context in which to better understand the literary evolution studied in the upper-level literature courses.
56 Introduction to Latin-American Culture and Civilization	A study of Latin-American culture from its origins to the present time, emphasizing the contemporary situation, the transformation of Latin-American societies, their present problems and dilemmas as reflected in their artistic and cultural output. Conducted in Spanish.
57 Introduction to Peninsular Literature	A survey course, conducted in Spanish, considers the general development of Peninsular literature from the earliest times to the present.
58 Introduction to Spanish-American Literature	A survey course, conducted in Spanish, considers development of Spanish-American literature from the earliest times to the present.
61 Spanish Literature before 1700	A comprehensive survey, conducted in Spanish, studies the origins and development of Spanish prose, poetry, and drama from the Middle Ages up through the Siglo de Oro.
62 18th and 19th Century Spanish Literature	A study, conducted in Spanish, of the evolution of Spanish prose, poetry and drama from the close of the Golden Age through 19th century realism and romanticism.
63 Contemporary Spanish Literature	This course, conducted in Spanish, involves reading, analysis, and discussion of selected, representative works of 20th Century Peninsular Spanish poetry, prose, and drama. Works are viewed in literary context but critical assessment of individual texts is stressed.
64 Colonial Through 19th Century Spanish-American Literature	A critical reading and discussion of selected texts, conducted in Spanish, ranging from Columbus' Diario to works by Ruben Dario and other representatives of the Spanish-American "modernista" movement. Although emphasis is placed on the texts themselves, an attempt is made to delineate the socio-historical and literary contexts wherein they originated. Conducted in Spanish.
65 Modern Spanish- American Literature	A study, conducted in Spanish, of the major patterns of thematic and formal development in the literature of Spanish America, concentrating on the individual study of selected texts written between 1900 and 1950.

**66**  
**Contemporary**  
**Spanish-American**  
**Literature**

A critical reading and assessment of the more recent Spanish-American literature (1950-present) in the light of modern theory and criticism. Conducted in Spanish.

**67**  
**Hispanic**  
**Short Story**

This course, conducted in Spanish, traces the development of the Hispanic short story from its beginning to the present. Although it moves from the didactic tone of El Conde Lucanor to the magic realism of current Latin-American Writers, emphasis is placed on the output of the 20th century.

**69-70**  
**Spanish Senior**  
**Seminar**

Selected topics.

**71**  
**Selected Topics**

Topics to be arranged.

For a description of the special studies certificate in Spanish, see the section on Certificate Programs in this catalog.

## Natural Science

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### Major Program Director: Robert C. Vallari

Professors: Craig S. Hieber, F. Jay Pitocchelli, Donald H. Rhodes, Barbara J. Stahl, Barry J. Wicklow; Associate Professors: John R. Feick, Daniel J. Lavoie, Robert C. Vallari; Assistant Professor: Stephen W. Tobin.

Natural Science is an interdisciplinary major combining mathematics with the physical and biological sciences. It is designed to offer maximum flexibility and scope for an individual's interest within the sciences, while also providing opportunities to investigate other disciplines. Students planning to attend a graduate or professional school should include organic chemistry among their courses of study.

Each student, in consultation with an advisor, will select a series of courses to provide preparation for individual goals or interests. Students majoring in Natural Science are required to take Biology 3-4, Chemistry 11-12, Physics 27-28. In addition, the student is required to complete successfully five additional courses from among those offered by the Departments of Mathematics, Physics, Chemistry and Biology. Since scientific research is an important aspect of an education in science, Natural Science majors are strongly recommended to replace one of the five required courses with one of the following: (1) under the direction of a faculty member, participate in Independent Research (BI 21-22); (2) develop, with direction from the Department Chair, an individual internship program (BI 51 and/or 52); (3) participate in the Washington Internship Program (BI 50); or (4) participate in Research and Seminar I and II (CH 50-51).

Students in the Teacher Education Program must plan with the Biology Department's liaison person (Prof. Lavoie) with the Education Department to complete the science courses recommended for teacher certification by the New Hampshire Department of Education. In addition to general biology, general chemistry and general physics, a selection of ten courses from among the following is recommended to ensure a broad background in the sciences: Mathematics (MA 7-8 and/or BI 45), Chemistry (CH 27-28), Biochemistry (BI 07, 36, and/or 41), Cell Biology (BI 23 and/or 33), Genetics (BI 27 and/or 30), Microbiology (BI 17 and/or 35), Botany (BI 29), Zoology (BI 15-16, 24, 31-32, 34, 37, 38, and/or 47), Evolution (BI 25), Ecology (BI 05, 19, 20, and/or 28) and Research (BI 21-22, 50 and/or 51-52). Students must complete all course requirements by the end of the seventh semester in order to student teach during the eighth semester.

### Freshman Year

Humanities I  
Freshman English 3  
Language  
Biology 3  
Chemistry 11

Humanities II  
Freshman English 4  
Language  
Biology 4  
Chemistry 12

<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Science/Mathematics Elective	Humanities IV Philosophy/Theology Language Science/Mathematics Elective
<b>Junior Year</b>	Philosophy/Theology Physics 27 Science/Mathematics Elective Elective	Philosophy/Theology Physics 28 Science/Mathematics Elective Elective
<b>Senior Year</b>	Philosophy/Theology Biology 21/Chemistry 50 Elective Elective Elective Elective	Philosophy/Theology Biology 22/Chemistry 51 Elective Elective Elective

See Biological Sciences Overview (p.32) for additional information.

# Philosophy

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## Chairperson: Montague Brown

Professors: Robert M. Augros, Montague Brown, Susan F. Krantz, James M. Mahoney, James J. O'Rourke, Joseph S. Spoerl, Kevin M. Staley; Associate Professors: Robert D. Anderson, David M. Banach, Rev. John R. Fortin, O.S.B.; Assistant Professors: Thomas R. Larson, Max Latona.

The study of philosophy is an indispensable part of a liberal education. In its critical function, philosophy teaches students to analyze arguments and to assess the value of various claims of knowledge. In its systematic function, it develops an integral view of the world, with a special focus on the human person and with final reference to God as the highest cause. In its ethical function, philosophy presents an account of the rational principles which ought to guide one's moral life. Accordingly, the Philosophy program endeavors to sharpen students' critical skills, integrate their knowledge of reality, and assist them in living a more rational and more worthy life.

All students take 3 courses in philosophy: Philosophy of Nature and Man, Ethics, and a philosophy elective. Students who major in philosophy follow a program in the history of philosophy and in the major branches of systematic philosophy. This is usually a three-year program, but students who become majors at the end of their Sophomore year will be able to complete their requirements. After graduation, many philosophy majors attend law school or graduate school; others pursue employment in a variety of capacities, such as managerial positions in business and government.

Majors are required to take 10 courses in philosophy, including the histories of ancient, medieval, modern, and contemporary philosophy, Philosophy of Nature and Man, Formal Logic, Ethics Tutorial, Metaphysics, Philosophy of Science, and Philosophy Seminar. In addition, majors must select two Seminars in Liberal Studies in The Great Books.

<b>Freshman Year</b>	Humanities I Freshman English 3 Language Science Elective	Humanities II Freshman English 4 Language Science Philosophy 4
<b>Sophomore Year</b>	Humanities III Language Philosophy 11 Philosophy 5 Theology	Humanities IV Language Philosophy 12 Philosophy 21 Elective

<b>Junior Year</b>	Philosophy 13 Philosophy 8 Great Books Seminar Elective Elective	Philosophy 14 Theology Great Books Seminar Elective Elective
<b>Senior Year</b>	Philosophy 25 Theology Elective Elective Elective	Philosophy 31 Philosophy 50 Elective Elective Elective
<b>4 Philosophical Inquiry</b>	An elective course for freshmen who wish to explore the field of philosophy, introducing them to the method and topics of philosophical study.	
<b>5 Philosophy of Nature and Man</b>	An introduction to the traditional topics of speculative philosophy, pertaining to nature, the human person, and God.	
<b>7 Ethics</b>	A presentation of the rational principles of moral conduct, with application to specific cases; includes discussion of major ethical theories.	
<b>8 Ethics Tutorial</b>	A textual study and discussion of several major works in ethical theory: Nichomachean Ethics (Aristotle); Treatise on Law (Thomas Aquinas); Inquiry Concerning the Principles of Morals (Hume), and Foundations of the Metaphysics of Morals (Kant).	
<b>11 Ancient Philosophy</b>	A survey of Western philosophy from its pre-philosophical beginnings to the closing of the Academy in 529, A.D., including the Presocratics, Plato, Aristotle, and the Hellenistic philosophers.	
<b>12 Medieval Philosophy</b>	A survey of the major medieval thinkers, including Augustine, Anselm, Thomas Aquinas, Bonaventure, and John Duns Scotus.	
<b>13 Modern Philosophy</b>	The history of philosophy from Descartes to Kant, with emphasis on epistemological and metaphysical issues.	
<b>14 Contemporary Philosophy</b>	A survey of Western philosophy from Hegel to 1970. Emphasis may vary among the following topics: British idealism; Anglo-American philosophy; Continental philosophy; phenomenology; existentialism.	
<b>20 Critical Thinking</b>	A study of logical methods of analysis involved in the critical evaluation of arguments, technical prose, and in problem solving. Covers basic formal methods in classical and propositional logic, fallacies, and argument forms of ordinary language, scientific and causal reasoning, and systematic methods of problem solving.	

21 Formal Logic	A critical study of reasoning, including classical syllogistic logic, truth functional logic, formal fallacies, fallacies of ordinary language, and inductive reasoning.
22 Epistemology	A study of the different views of the nature and value of the modes of knowledge, with an attempt to formulate an adequate critical theory.
23 Philosophy of Education	An examination of classical and modern theories of education, focusing on the nature and purpose of learning and teaching, with application to current policies in the United States.
24 Philosophy of Mind	A philosophical study of the human person, including issues regarding the soul, consciousness, cognitive functions, and freedom.
25 Metaphysics	A discussion of the basic metaphysical conceptions of Western philosophy through a historical and systematic analysis. Major attention is given to Plato, Aristotle and Thomas Aquinas.
26 Philosophy of God	A study of the fundamental philosophical questions regarding the existence and nature of God, our knowledge of God, and the character of religious belief.
31 Philosophy of Science	An inquiry into the nature, method, and significance of scientific knowledge.
32 Political Philosophy	A study of the nature of political order, with particular emphasis on the connections between ethics and politics.
33 Business Ethics	An examination of ethical issues in business, including management/employee relations, social justice, advertising, the environment, and the moral responsibilities of multinational corporations.
34 Philosophical Issues in Management	An examination of the philosophy of leadership, authority, work, motivation, wealth, freedom, and other issues related to a free-market economy.
35 Philosophy of Law	A study of theories of law, including the nature of law, legal systems, law and morality, theories of punishment, and jurisprudence.
36 Aesthetics	A study of the major philosophical theories of art.
38 Contemporary Images of Human Life	A study of some of the influential 20th century visions of individuals and society as found in fiction and in philosophical treatises.

40 Nineteenth Century Philosophy	A survey of philosophy in the 19th century, including treatment of Hegel, Marx, Kierkegaard, and Nietzsche.
41 American Philosophy	A study of the most influential American thinkers from the colonial intellectual to the philosophers of the American Golden Age and the current period.
42 Existentialism	A survey of the existentialist philosophers, focusing on such issues as the meaning of existence, anxiety, individuality, authenticity, and the confrontation with death.
43 Marxism	A study of the philosophical writings of Hegel, Marx, Engels, and Lenin, followed by an examination of Marxism-Leninism and other related trends.
44 Scientific World Views	An investigation of the contrasting world views of 19th and 20th century science with a focus on their philosophic implications.
45 Modern Christian Philosophers	A discussion of the works of prominent 19th and 20th century Christian philosophers, including S. Kierkegaard, J. H. Newman, J. Maritain, C. S. Lewis, E. Gilson, J. Pieper and others.
46 Confucian Thinkers	Through central texts of the Confucian tradition, the course introduces students to patterns of thought, vocabulary, and argumentation that characterized the thought of Confucius and his followers. The views of Confucius, Mencius, Xunzi and others will be the basis for coming to understand the way of thinking embodied in one of the world's most important and widespread traditions.
50-51 Philosophy Seminar	A seminar required of all philosophy majors. It may also be taken by non-majors. Students prepare and deliver research papers on a topic chosen annually by department members.

## Chairperson: David V. Guerra

Associate Professor: David V. Guerra; Assistant Professor: Jeffrey W. Schnick.

The ideas of physics have a profound significance for anyone who would think about nature and its intelligibility. The department offers a sequence of courses that provides an opportunity for students to study the models, theories, and laws that have been developed in an attempt to describe the physical universe. In addition to serving the general liberal arts education, the department offers a major in applied physics and courses which support those enrolled in pre-engineering and the life and physical sciences.

- 1  
Astronomy** An introduction to the current understanding of the universe combined with an observational component which involves familiarization with the night sky and telescopic observation of the moon, planets, stars, star clusters, nebulae, and galaxies.
- 2  
Geology** An introduction to physical geology with emphasis on three topics: (1) the origin, classification, and identification of minerals, rocks, and related structures; (2) plate tectonics; and (3) processes that shape the earth's surface. The course does not have a separate laboratory component but some class time is used for hands-on familiarization with rock and mineral samples as well as topological map reading exercises. The course also includes one or more field trips for the investigation of local geological features.
- 3  
Meteorology** An introduction to the physical principles that are used to understand the mechanisms that control the Earth's atmosphere. Topics covered will include: the Earth's Heat Budget, the Hydrologic Cycle, Atmospheric Stability, Cloud Formation, Global Circulation Patterns, Wave Cyclone Theory, and climate Change Theories. The class will also provide insight into understanding the fundamental science behind issues such as global climate change, stratospheric ozone depletion, acid rain, and air pollution.
- 7-8  
Conceptual  
Physics** A conceptual physics course offered to non-science majors emphasizing classical and modern topics. The mathematical knowledge necessary for the course is studied and reviewed as required. This course can be used to fulfill the general College requirement of a freshman science for non-science majors.
- Three hours of lecture a week and two hours of laboratory each week for two semesters. Four credits, each semester.
- 27-28  
General Physics** A study of the phenomena and fundamentals of mechanics, waves, heat, electricity, magnetism, light, the atom, the nucleus, and special relativity. Some knowledge of algebra, plane geometry, and elementary trigonometry required. Calculus is not required. This course fulfills

the physics requirement of students majoring in Biology and Natural Science.

Three hours of lecture and two and one-half hours of laboratory each week for two semesters. Four credits, each semester.

**29-30**  
**Classical Physics**

A study of mechanics, waves, heat, electricity, magnetism, and optics at a level more sophisticated than General Physics, since the emphasis is more theoretical and calculus is used as a tool. This course fulfills the physics requirement of students majoring in Chemistry and Co-operative Engineering.

Three hours of lecture and two and one-half hours of laboratory each week for two semesters. Four credits, each semester.

*Co-requisite: Mathematics 7-8 or equivalent.*

**31**  
**Modern Physics**

A one-semester course that naturally follows the two-semester Classical Physics sequence. Topics include special relativity, quantum mechanics, atomic structure, nuclear structure and reactions, and statistical physics.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**41**  
**Statics**

A study of rigid-body mechanics that provides a foundation for the design and analysis of structural and mechanical systems. Topics covered include force vectors, structural analysis, internal forces, and moments of inertia.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**42**  
**Dynamics**

A study of Newtonian mechanics applied to the motion of particles, systems, and rigid-bodies. Topics covered include analysis in several coordinate systems, conservation laws, rigid-body analysis, and engineering concepts of dynamics.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**43**  
**Strength of Materials**

This standard early course in the engineering area is referred to alternately as mechanics of solids, mechanics of materials, or strength of materials. Topics covered include stress analysis, strain, the Mohr circle, yield and failure criteria, torsion, and bending of beams.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**45**  
**Electrical Circuits**

An introduction to the analysis of electrical circuits, devices, and systems providing the basis for continued study in electrical engineering. Three hours of lecture and three hours of laboratory, each week. Four credits.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**46**  
**Thermodynamics**

A study of such topics as Zeroth and first law, state variables, quasi-state processes; flow equation, enthalpy, specific heat; equations of state; second law, entropy, Carnot cycle, irreversible flow processes;

cycles, power generation, Rankine and air-standard cycles, and gas compressors.

*Prerequisite: Physics 29-30 or permission of the instructor.*

**49  
Topics in  
Physics**

This course will consist of a detailed investigation of a topic important to contemporary physics. The topic will be chosen by the department for its relevance to current research in physics and its accessibility to students.

*Prerequisite: Physics 29-30 or permission of the instructor.*

## **Applied Physics**

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The Applied Physics major consists of (a) a “core” of ten courses which provide a firm grounding in the concepts and procedures of physics; (b) a choice of three tracks that allow students to focus their studies on a particular aspect of the science; and (c) a capstone course in research. The ten core courses are: PS 29, 30, 31, 42; MA 7, 8, 11, 22, 31; and CS 9. The three tracks are in Engineering Science [CH 11, PS 41, 43, 46]; Experimental Emphasis [CH 11, 12, 37, 38]; and Analytical Emphasis [CS 10, MA 23, PS 45, 46].

The sample schedule below represents options for all three tracks in Applied Physics.

<b>Freshman Year</b>	Humanities I Freshman English 3 Mathematics 7 Physics 29 Language	Humanities II Freshman English 4 Mathematics 8 Physics 30 Language
<b>Sophomore Year</b>	Humanities III Philosophy/Theology or Chemistry 11 Physics 31 Mathematics 11 Language	Humanities IV Philosophy/Theology Elective or Chemistry 12 Mathematics 22 Language
<b>Junior Year</b>	Philosophy/Theology Philosophy/Theology or Comp Sci 9 Mathematics 31 Chem 11 or Chem 37 or Physics 45 Elective	Philosophy/Theology Physics 46 or Comp Sci 10 Physics 42 Chemistry 38 or Elective Elective
<b>Senior Year</b>	Philosophy/Theology Physics 41 or Mathematics 23 Comp Sci 9 or Elective Elective Elective	Philosophy/Theology Physics 43 or Elective Elective Elective Research

## Cooperative Engineering Program

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Saint Anselm College offers a five-year liberal arts and engineering program in cooperation with the University of Notre Dame, Notre Dame, Indiana; the University of Massachusetts-Lowell, Lowell, Massachusetts; the Catholic University of America, Washington, D.C.; and with Manhattan College, Riverdale, New York. The student spends three years at Saint Anselm College following the liberal arts curriculum and the science and mathematics prerequisites for engineering. In an additional two years, at the cooperating university chosen by the student, the remaining engineering requirements are fulfilled. Under this arrangement, the student receives the Bachelor of Arts degree from Saint Anselm College following fulfillment of the requirements for graduation and, upon successful completion of the fifth year, an engineering degree from the university's school of engineering.

<b>Freshman Year</b>	Humanities I Freshman English 3 Mathematics 7 Physics 29 Language	Humanities II Freshman English 4 Mathematics 8 Physics 30 Language
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Mathematics/Chemistry Engineering	Humanities IV Philosophy/Theology Language Mathematics/Chemistry Engineering
<b>Junior Year</b>	Program varies with the choice of engineering disciplines. For details, contact the Physics department chairperson.	

### **Chairperson: Paul Christopher Manuel**

Professor: Barbara S. Baudot, Paul Christopher Manuel; Associate Professors: Dale S. Kuehne; Assistant Professors: Peter B. Josephson, Dante J. Scala; Instructor: Bro. Isaac T. Murphy, O.S.B.; Lecturer: Anne Marie Cammisa.

Aristotle characterized politics as the “queen of the sciences” because he comprehended the centrality of the discipline in human endeavors. Indeed, the study of politics and government is fundamental to a liberal arts education in that it prepares students for citizenship as an American and as a member of an increasingly interdependent world community.

The program of study offered by the Department of Politics seeks to pose both the significant theoretical and practical questions of political science, and rests upon two related bases. The first of these is to provide disciplinary training in the four subfields of political science, which include American Government, International Relations, Comparative Government and Political Theory. Second, departmental courses pay attention to the normative and philosophical dimensions of public policy and political science. The politics curriculum provides a suitable foundation for students planning careers in fields such as law, public policy, public administration, campaign management, government service, legislative relations, international relations, diplomacy, and teaching.

**Major Requirements:** The politics major must complete 10 courses offered by the department. Among these ten, majors must successfully complete Politics 1,2,3,4,6,9, 78 and 79. The remaining two required courses may be taken from any of the other courses offered by the department. Department advising will help majors select the appropriate courses in terms of their interests.

### **New Hampshire Institute of Politics at Saint Anselm College (NHIOP)**

In conjunction with the program of study offered by the Department of Politics, the New Hampshire Institute of Politics at Saint Anselm College provides students with state-of-the-art facilities. These include a resource center with on-line and print materials, and an instructional area, where interested students are encouraged to exchange ideas on the major issues of the day.

The NHIOP will sponsor research programs to benefit the academic community and the public-at-large. Four research centers are located at the Institute. One is the Jeanne D. Smith Center for the Study of American Democracy and Citizenship, whose purpose is to advance the study of civic education and political life in the state and nation, including public attitudes, political activities and community dimensions. The second is the Center for the Study of New Hampshire Politics, which focuses on New Hampshire political traditions,

including the first-in-the-nation presidential primary. A third is the Center for International Affairs, which will explore issues relating to democracy and citizenship in other countries. The fourth, the Center for the Study of Religion and Public Life, will analyze the relationship among religion, civic activity and liberal democracy.

Institute facilities and programs are designed to complement and deepen the College's program in politics and government, and are open to the entire Saint Anselm community.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Politics 1	Humanities II Freshman English 4 Science Language Politics 4
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Politics 2 Politics 3	Humanities IV Philosophy/Theology Language Politics 6 Elective
<b>Junior Year</b>	Philosophy/Theology Politics 9 Politics Elective Elective	Philosophy/Theology Politics Elective Elective Elective
<b>Senior Year</b>	Philosophy/Theology Politics 78 Elective Elective Elective	Philosophy/Theology Politics 79 Elective Elective Elective

**1  
Introduction  
to Politics: The  
Problem of  
Freedom**

This course is an introduction to the discipline of political science and the concepts of political philosophy by means of an in-depth examination of the problem of freedom. Class lectures and assigned reading will explore the moral and material impact of freedom, free societies, and free enterprise, as it has been understood in classical, modern and contemporary contexts. Course lectures and reading will approach the larger issues related to the problem of freedom in terms of three key questions: (1) does freedom encourage higher moral virtue? (2) do freedom and the rule of law lead to progress and prosperity? (3) does freedom encourage a culture of values? These three questions will structure the course, and serve as an entry into a deeper conversation about politics, government and international relations. Required of Politics majors.

**2  
American  
Government**

An introduction to the constitutional framework, institutions, and political processes of American government. Required of Politics majors.

<b>3 Political Science Research Methods</b>	Designed to equip students with the basic skills of research design, measurement, data collection, and processing for the study of political phenomenon. It promotes the ability to think systematically and critically about social and political problems, and to analyze material in professional journals. Required of Politics majors.
<b>4 Comparative Government and Politics</b>	A comparative study of politics and political structures in selected countries. Emphasis is on patterns of political organization and behavior, with particular attention to government institutions, political parties, elections, political participation and social movements. Required of Politics majors.
<b>6 International Relations</b>	An investigation of the scope and methods of international politics. Emphasis will be placed on analysis of the distinctive characteristics of the international arena and the recurrent patterns of interstate action. Required of Politics majors.
<b>9 Elements of Political Theory</b>	An examination of the nature, functions, and goals of the political society through the writings of Plato, Aristotle, Machiavelli, Hobbes, Locke, and Marx, among others. The major topics to be covered include tensions and congruencies between human nature and institutions, the ends of society, legitimacy, power, and authority. Required of Politics majors.
<b>10 Legislative Process</b>	An examination of the composition, organization, and procedures of legislative bodies, with special emphasis on Congress. Attention will be paid to committees, political parties, and pressure groups. Comparisons will also be made to legislative bodies in other countries. <i>Prerequisite: American Government, or permission of the instructor</i>
<b>11 Executive Branch Politics</b>	An examination of the executive branch in the political system. The course will compare presidential and parliamentary systems, emphasizing institutional, constitutional, and political contexts in which the American President, state governors, and executives in other countries are forced to operate. <i>Prerequisite: American Government, or permission of the instructor</i>
<b>12 Constitutional Law</b>	A study of the American Constitution in light of judicial interpretation. Basic constitutional principles defining governmental powers in the federal system and the relationship between government and the people are examined. Skills in case analysis, briefing, and argument stressed. Students prepare a moot court presentation.
<b>14 International Law</b>	An examination of the theory and practice of international law. Topics include social justice, territorial claims and jurisdiction, environmental law, and war. Develops skills in argument, case analysis, and briefing.
<b>15 Politics of the Environment</b>	Designed to enhance skills in environmental decision-making. Integrates politics, economics, and environmental ideologies.

- 19**  
**State and Local Government** An examination and study of American politics and government at the state and local levels. Topics covered include governors and state legislatures, county government, city government, and the New England town meeting.
- 24**  
**International Organization: the United Nations System** An examination of the historical and conceptual questions of international organization. Emphasis is on the structural characteristics of the United Nations system as well as its activities, including peace keeping, development, technical assistance, and social justice. Comparisons are made with other international and regional organizations, such as the European Union, and with non-governmental organizations.
- 25**  
**Political Ideologies and Contemporary Issues** Contemporary political ideologies, including liberal democracy, socialism, communism, fascism, environmentalism, and feminism, are classified, analyzed, and critically evaluated.
- 26**  
**Latin American Government and Politics** Survey of Latin American government and politics. Analysis of representative cases of liberal-pluralist, authoritarian and totalitarian systems in terms of the region's political, economic, and social features.
- 27**  
**European Government and Politics** A comparative study of politics and political structures in selected European countries. Emphasis is on Europe's 'Big Four': France, German, England and Italy. The European Union is also considered.
- 28**  
**Government and Politics in Portugal and Spain** This course examines the politics and political structures of Portugal and Spain. Lectures will emphasize various themes related to Iberian political development, which include the Spanish Civil War, the Portuguese colonial wars, the Fascist period, the transition to democracy, Spanish regionalism, the Roman Catholic Church, relations between the two countries, and relations with the rest of Europe. Each of the countries will be considered individually, but similarities and contrasts among them will be emphasized.
- 29**  
**Russian Area Politics** Analysis of contemporary politics in Russia. The course emphasizes those historical, geographical, and economic features which influence Russian political developments. Attention is also given to the uniqueness of Russian political thought and cultural influences.
- 30**  
**International Political Economy** An examination of the politics of the world economy. Issues include the coordination of trade and monetary policies, the management of finance and debt, prospects for development, strategies for industrial adjustment, and North-South relations.
- 35**  
**American Foreign Policy** An analysis of American foreign policy. Emphasis is on the Vietnam War, the Cold War, and post-1989 developments. Attention is also given to the present administration's response to changes in the international environment.

<p>42  <b>Selected Topics  in World Politics</b></p>	<p>This course will examine a contemporary topic confronting world politics. Its objective is to provide an opportunity for a critical examination and discussion of relevant issues in world affairs. Topics vary by semester, and may include the Mideast Peace Process, Islamic fundamentalism, and social justice issues in the Third World.</p>
<p>45  <b>Public  Administration  and Bureaucracy</b></p>	<p>An examination of bureaucratic organization and behavior at the federal, state and local levels. Topics covered include the role of political cultures in shaping public administration, theories and politics of bureaucracy, ethics, accountability, and approaches to administrative reform.</p>
<p>46  <b>Selected Topics  in American  Politics</b></p>	<p>An examination of a current topic in American politics and society. Topics vary by semester, and include campaigns and elections, legislation and lobbying, media relations in politics, women in politics, and ethical issues in politics.</p>
<p>47  <b>Justice and War  in International  Relations</b></p>	<p>This course considers whether ethical action in international affairs is possible. The major topics to be covered are just war theory, military intervention, the morality of nuclear deterrence, human rights, and terrorism. Emphasis will be placed on the efforts to subject military policies to normative restraints.</p>
<p>48  <b>Public Policy  Process</b></p>	<p>An examination of the creation of public policy at the federal and state levels. Attention will be given to the actors and politics of agenda-building, formulation, legitimation, and implementation. Emphasis is on the political and ethical context in which policy decisions are made.</p>
<p>53  <b>Politics of  Diversity</b></p>	<p>This course examines how diverse groups in America's multi-ethnic plural society manage their political, social, and economic relations. Attention is given to the strategies and policies for gaining economic and racial equality. The condition of women, African-Americans, Native-Americans, Latinos, among others, are considered.</p>
<p>55  <b>Civil Liberties /  Civil Rights</b></p>	<p>A study of the American Bill of Rights. This course will examine civil liberties (individual rights to act and be protected in the criminal process) and civil rights (protections against discrimination) in terms of four broad areas: the relationship between Church and State, freedom of expression, equal protection of the laws, and criminal rights. By means of a careful study of Supreme Court opinions as well as commentaries on some of these controversial issues, this course will explore how our understanding and interpretation of these liberties and rights have evolved over time.</p>
<p>58  <b>American  Political Thought</b></p>	<p>Emphasizes past and present problems of the American political system. Major writings which attempt to deal with these problems will be critically analyzed.</p>

<b>60 Comparative Democratization</b>	<p>A study of the process of democratization in light of the recent world-wide expansion of democratic regimes. The course reviews the principle theories of democratization, and then compares and contrasts selected cases.</p> <p><i>Prerequisite: Permission of the instructor.</i></p>
<b>78-79 Senior Seminar</b>	<p>A two-semester seminar required of all politics majors during the senior year. Students prepare and deliver papers on a topic chosen by department members.</p>
<b>80 Government Internship (One Course)</b>	<p>Students are placed in a federal or state government agency.</p> <p><i>Prerequisite: Permission of the Chair</i></p>
<b>81 - 82 Government Internship (Two Courses)</b>	<p>Students are placed in a federal or state government agency.</p> <p><i>Prerequisite: Permission of the Chair</i></p>
<b>87-88-89 Washington Internship</b>	<p>Students are placed in a federal agency in Washington, D.C..</p> <p><i>Prerequisite: Permission of the Chair</i></p>

# Psychology

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## Chairperson: Paul E. Finn

Professor: Paul E. Finn; Associate Professors: Kathleen A. Flannery, Scott M. Krauchunas, Maria W. McKenna, Elizabeth P. Ossoff, Joseph R. Troisi; Assistant Professor: Joanna Gonsalves; Lecturers: Todd R. Coy, Laurie C Geck.

The Department of Psychology provides a wide choice among the many facets of the science of psychology, satisfying the needs of students who wish to understand the behavior of human and animal organisms.

Students who major in psychology are given preparation for graduate study, for counseling, teaching, guidance and personnel positions, or for related business, administrative and human service careers.

Departmental courses reflect basic as well as recent trends in clinical, experimental, cognitive, developmental, and social psychology, affording a liberal rather than a compartmentalized perspective on the science of psychology. Courses in personality and clinical psychology reflect the functions of therapy, personality assessment, and understanding of personality theory.

Experimental psychology emphasizes the research tradition through laboratory exercises and individual research projects. Developmental psychology traces human growth from birth to old age. The recent development of political, social, humanistic, and health psychology reflects concern for the growth of the normal person.

Major requirements include Psychology 9,10,11,12,15,24, any three of the following: Psychology 13,14,16,17,25,26,42 plus any three of the following: Psychology 18,19,20,21,23,28,29,30,31,32,33,34, 35,41,43,80,81.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Psychology 9	Humanities II Freshman English 4 Science Language Psychology 10
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Psychology Psychology 15	Humanities IV Philosophy/Theology Language Psychology Elective
<b>Junior Year</b>	Philosophy/Theology Psychology Psychology Elective Elective	Philosophy/Theology Psychology 11 Psychology Elective Elective

<b>Senior Year</b>	Philosophy/Theology Psychology 12 Psychology Elective Elective	Philosophy/Theology Psychology 24 Elective Elective Elective
<b>9-10 General Psychology I-II</b>	<p>Introduces the student to the science of human and animal behavior. The scientific basis of psychology is examined. Basic topics covered are biological and cognitive foundations of behavior, individual differences, measurement techniques, personality theories and development, motivation and emotion, normal vs. abnormal behavior, perception, and learning.</p> <p><i>Prerequisite: Psychology 9 or Psychology 10.</i></p>	
<b>11-12 Experimental Psychology: Research Methods and Design I-II</b>	<p>Methods of designing and conducting behavioral experiments. Psychological methods, data collection procedures and analysis are presented in laboratory exercises. The second semester is devoted to laboratory projects in which close cooperation between students and faculty results in completing individual studies.</p> <p><i>Prerequisites: Psychology 9-10, 15.</i></p>	
<b>13 Cognitive Psychology</b>	<p>The scientific study of the workings of the human mind. Topics to be covered include perceptual processes and attention, memory, mental imagery, language, reading, problem solving, reasoning, decision making, and cognitive and language development. The basic theme is the examination of how humans process information.</p> <p><i>Prerequisites: Psychology 9-10.</i></p>	
<b>14 Physiological Psychology</b>	<p>Functional and gross anatomical study of cells and networks within the nervous and endocrine systems, emphasizing the processes of sensory input, integration of information and motor system output. Selected topics such as emotion, mental illness, disorders of aging, learning, memory and drug abuse will be studied in terms of recent experimental findings.</p> <p><i>Prerequisite: Psychology 9-10, or permission of the instructor.</i></p>	
<b>15 Behavioral Statistics</b>	<p>This introductory course begins with a review of basic mathematics. Next, descriptive and inferential statistics are presented. Descriptive to include single subject methods and inferential to cover both parametric and non-parametric methods. This course will introduce the student to laboratory resources and use of computers in assisting design, analysis and presentation of results.</p> <p><i>Prerequisites: Psychology 9 - 10.</i></p>	
<b>16 Psychology of Personality</b>	<p>An explanation of personality structure, function, dynamics, and development. The scientific bases of the study of the personality are established. Main points of view of leading personality theorists are analyzed. The normal personality is emphasized.</p> <p><i>Prerequisite: Psychology 9-10 or permission of the instructor.</i></p>	

<p>17 Abnormal Psychology</p>	<p>The classifications and incidence of behavioral disorders. Issues of etiology, causes of abnormality, methods of treatment and clinical diagnosis are discussed.</p> <p><i>Prerequisite: Psychology 9-10 or permission of the instructor.</i></p>
<p>18 Methods of Clinical Psychology</p>	<p>A review of the status of clinical psychology. Evaluation and diagnostic techniques are presented and the growth of psychotherapy is examined from Freud to recent behavioral modification techniques. Individual and group methods are evaluated.</p> <p><i>Prerequisite: Psychology 9-10, 16, or permission of the instructor.</i></p>
<p>19 Problems in Contemporary Psychology</p>	<p>This course examines current problems and issues in psychology such as compartmentalism versus generalization of psychology, social responsibilities of humanistic, clinical and behavioral psychology. Specific topic areas are assigned based on contemporary issues.</p>
<p>20 Organizational Psychology</p>	<p>Examines the application of psychology to the general field of industry and organizations. Specific areas covered are measurement and analysis of jobs and job proficiency, personnel selection procedures, interview techniques, psychological testing, and conditions affecting work productivity.</p>
<p>21 Humanistic Psychology</p>	<p>Concentrates on the developments of the Humanistic movement from the 1950s to the present. Emphasis is placed on the normal and fully actualizing human, as well as other areas of human behavior ignored by traditional psychology.</p> <p><i>Prerequisite: Psychology 9-10, 16, or permission of the instructor.</i></p>
<p>23 Tests and Measurements of Cognition and Personality</p>	<p>The construction and utilization of tests are considered with particular emphasis on cognitive and personality tests. The student is expected to become proficient in the evaluation of several tests.</p> <p><i>Prerequisite: Psychology 9-10 and 16.</i></p>
<p>24 Seminar in Psychology</p>	<p>Written papers and presentation of individual research projects which reflect an integration of the field of psychology. Required of all senior psychology majors.</p> <p><i>Prerequisite: Psychology 12.</i></p>
<p>25 History and Systems of Psychology</p>	<p>The historical roots of the development of modern psychology are entertained. Major areas include the behavioral and cognitive revolutions. Additionally psychoanalysis and reactions from the developing field are considered. Current topics and their roots include neuroscience, perception and intelligence.</p> <p><i>Prerequisite: Psychology 9-10 or permission of the instructor.</i></p>

<p><b>26</b>  <b>Psychology of Learning and Motivation</b></p>	<p>Major topics include classical and operant conditioning and their applications. Associative, cognitive and vicarious learning are also considered. Additional topics include motivation, drives and incentives. Major theorists and their contributions to learning are discussed.</p> <p><i>Prerequisite: Psychology 9-10 or permission of the instructor.</i></p>
<p><b>28</b>  <b>Child Psychology</b></p>	<p>The psychological development of the individual from conception to pre-adolescence, including areas of cognition, personality, learning, and the emotional development of the child.</p>
<p><b>29</b>  <b>Adolescent Psychology</b></p>	<p>The psychological development of adolescence. Areas covered are the development of the intellectual, emotional, social, and moral aspects of adolescence. Special consideration is paid to family interaction and the current forces affecting the behavior of youth today.</p>
<p><b>30</b>  <b>Psychology of Adulthood and Aging</b></p>	<p>This course examines the biological, intellectual, personal and social development of adults beginning with early adulthood and continuing to the end of life. Students will explore the research that has been conducted in the field of adulthood, and study the events of adulthood, such as occupational choice, marriage, parenthood, and retirement. Some of the fundamental concerns and controversies that accompany the study of adult development and aging are also addressed.</p>
<p><b>31</b>  <b>Psychology of Addiction and Dependency</b></p>	<p>The psychological aspects of addiction and dependency are surveyed. The concept of addiction is entertained as related to the physical and psychological aspects of addictive behaviors. Substances that modify human behavior and emotions are studied as they relate to psychopathology and the functioning of the healthy individual. Additional topics include clinical treatment of addiction and dependency.</p>
<p><b>32</b>  <b>Health Psychology</b></p>	<p>The role of psychological factors in four health-related areas: the prevention and treatment of mental and physical illness; the development of mental and physical illness; the promotion and maintenance of good health behavior; and the organization and formation of health-care policy and the health-care system. The student will be exposed to the underlying psychological theories and methods employed in this area, as well as their clinical applications.</p>
<p><b>33</b>  <b>Childhood Psychopathology</b></p>	<p>An examination of childhood psychological disorders, including etiology, approaches to treatment and research issues. Topics include autism, mental retardation, anxiety disorders, and learning disabilities, as well as the child's interaction with family and society.</p> <p><i>Prerequisite: Psychology 28 or permission of the instructor.</i></p>
<p><b>34</b>  <b>Psychology of Gender</b></p>	<p>This course explores the meaning and significance of "gender," focusing on the view of this construct from within psychology. Included are investigations of most of the major subfields within psychology</p>

(e.g. perception/cognition, neuroscience, social/ personality, developmental). Relevant psychological theories, approaches to research, and research results are critically discussed and evaluated. Related topics covered include biological differences between males and females, intimate relationships, stereotypes, and language.

**35  
Psychology  
and Law**

This course addresses psychological knowledge as it pertains to law. Emphasis is in two broad areas. First, is presentation and critical analysis of the application of Psychology-based research to areas of law, such as the influence of sensation and perception on witness memory. Second, is the presentation of usual and customary practice of Psychology in areas of law, such as assessing police personality, jury selection, child abuse evaluations and effects of imprisonment on behavior.

**41  
Political  
Psychology**

Application of psychological theory to the practical political realm to identify rationales and motivations associated with political thinking processes and behavior. Topics include political communication, information processing, persuasion, socialization, social conflict, negotiation and bargaining, and mass media effects.

**42  
Social  
Psychology**

This course deals with the psychology of the individual interacting with his/her social environment, that is, how we influence and are influenced by friends, groups, organizations, and cultures. Topics include social thinking, understanding the psychological causes of our social behaviors and beliefs, attitudes and attitude change, social influence on health behavior, group psychology, romantic attraction, aggression and prejudice, altruism, and environmental influences on social behavior.

*Prerequisite: Psychology 9-10.*

**43  
Sensation and  
Perception**

This course will study the various sensory systems in both humans and animals while focusing on the visual, auditory, and tactile senses. Additionally, the course will examine the theories that pertain to the influence that environmental, physiological and personal factors have on how we perceive the stimulus. Laboratory demonstrations and the examination of perceptual illusions will be used to illustrate various concepts discussed in lecture.

*Prerequisite: Psychology 9-10.*

**80-81  
Internship**

Qualified students may be offered the opportunity to work as interns in agencies which offer significant roles for psychologists, e.g., schools, clinics, rehabilitation centers, or in industry or other typical organizations which offer opportunities to integrate academic studies in the liberal arts and in psychology with the practical aspects available in the site locations.

# Sociology

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## Chairperson: Karen Lynch Frederick

Professor: Michael E. Dupre; Associate Professors: William J. Farrell, Karen Lynch Frederick; Assistant Professors: Dennis W. MacDonald, Michael W. Smith; Lecturers: Francis M. Catano, Daniel F. Forbes.

The study of Sociology gives the student an understanding and appreciation of the nature of society, social institutions, and people as social beings and creators of culture. Through systematic investigation and analysis, students gain knowledge and insight into the complex systems of relations constituting the modern world. Thus, students will be better prepared to make intelligent judgments in their own lives and to contribute more effectively to shaping society and the world.

Sociology provides a background for pursuing further study in sociology, business, law, social work, social services, counseling, communications, and other related areas. Sociology also prepares students for employment in the public and private sectors in such areas as management, public relations, human resources, applied research, public policy, administration, and teaching.

The program in Sociology is structured to offer emphasis in either general sociology or social work.

Major requirements: All majors are required to complete Sociology 1,11,12,25, and 53. Students selecting the general sociology emphasis take an additional six sociology courses (excluding Sociology 57 and 58). Students selecting the social work emphasis, in addition to the above-mentioned requirements, and four additional courses in Sociology, take Sociology 55,56,57, and 58.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Sociology 1	Humanities II Freshman English 4 Science Language Sociology
<b>Sophomore Year</b>	Humanities III Philosophy/Theology Language Sociology/Sociology 55 Elective	Humanities IV Philosophy/Theology Language Sociology/Sociology 56 Elective
<b>Junior Year</b>	Philosophy/Theology Sociology 11 Sociology 25 Elective/Sociology 57 Elective	Philosophy/Theology Sociology 12 Sociology Elective/Sociology 58 Elective

<b>Senior Year</b>	Philosophy/Theology Sociology 53/Sociology Sociology Elective Elective	Philosophy/Theology Sociology/Sociology 53 Elective Elective Elective
<b>1 Introduction to Sociology</b>	An introduction to the scientific study of human behavior in its social context. It explores the nature of social interaction, social structures and processes, and social institutions. It introduces basic sociological principles, methods, and major social theories.	
<b>2 American Society</b>	A study of the changing composition of the American social scene underscoring the factors relating to this change in the past and the current picture of American social institutions.	
<b>4 Sociology of Aging, Dying, and Death</b>	An introduction to social gerontology and to the aspects of dying and death. While the primary emphasis is a philosophical-sociological examination of these life-processes in modern society, the student will be encouraged to translate theory into practical applications of concepts.	
<b>5 The Family</b>	An analysis of the family as a social institution and of marriage as a system of social interaction. Emphasis is given to the family in America and the sub-cultures which form its history. Interactions between family members will be analyzed using a socio-psychological model and will focus on courtship practices and the problems of marital adjustment.	
<b>6 Social Problems</b>	An analysis of some of the fundamental problems of modern society. War and violence, hunger and poverty, problems of the workplace and the environment are among the problems typically explored.	
<b>9 Gender and Society</b>	An examination of the social and cultural significance of gender. The social and cultural processes that contribute to gender, the organization of gender within social institutions such as education, economy, politics, and family, and the relation of gender to social differences such as class, age, and race are explored and critiqued using relevant sociological theory and method.	
<b>11 Research Methods</b>	Attention is given to the development of research designs, sampling procedures, and the use and evaluation of basic data collection techniques employed in the social sciences.	
<b>12 Social Statistics</b>	An introduction to the logic and techniques of statistical analysis as applied to human behavior, including organization and presentation of statistical data, measures of centrality and dispersion, probability, sampling, hypothesis testing, estimation, tests of association and significance, and an introduction to multivariate techniques.	

- 15  
Criminology** An examination of the relationship between crime and modern social life. The course will focus on the nature and types of crime and criminality, theories of crime and law, crime as a social problem, as well as the agencies and institutions through which society attempts to prevent and control crime.  
*Prerequisite: Sociology 1 or permission of the instructor.*
- 16  
Juvenile  
Delinquency** An examination of juvenile delinquency and society's response to it. The course will focus on the nature and extent of the delinquency problem, theories of delinquency, delinquency policy, and the juvenile justice system.  
*Prerequisite: Sociology 1 or permission of the instructor.*
- 18  
Individual  
and Society** An examination of social behavior among individuals in social and cultural contexts. Explored are the influences and consequences of social interaction in various social settings such as work, politics, and personal life.  
*Prerequisite: Sociology 1 or permission of the instructor.*
- 21  
Deviance and  
Social Control** An examination of the origin, nature and scope of socially disapproved behavior. Special attention will be directed to mechanisms of social control utilized by different societies to limit deviant behavior. Among the substantive areas to be covered will be mental illness, addiction, violence, suicide and corporate and organizational deviances. In addition the course will compare and contrast images of deviance and social control historically and cross culturally.
- 25  
Sociological  
Theory** A survey of the development of sociological theory from Auguste Comte to the present, focusing on an explanation and interpretation of sociological theory and its relationship to the development of conceptual sociology.  
*Prerequisite: Sociology 1 or permission of the instructor.*
- 28  
Sociology Of  
Health and  
Illness** The social aspects of health and illness. Medical concerns such as medical education and illness behavior are used to answer basic sociological questions, and sociological findings are used to contribute answers to medical problems. Topics include societal perceptions of health and illness, the patient's role, health as a social institution, and organization of health care.  
*Prerequisite: Sociology 1 or permission of the instructor.*
- 29  
Mass  
Communication/  
Public Opinion/  
Propaganda** An examination of mass communication, its media, its content, and its effect on an audience. Inquiry is also directed toward the process and institution of public opinion and its place in the communication network. Propaganda is investigated as it offers a perspective on the nature of communication.  
*Prerequisite: Sociology 1 or permission of the instructor.*

<b>30 Minority - Majority Relations</b>	<p>Dominant-subordinant relations based on race, ethnicity, class, and gender are examined at the individual, group, institutional, and global levels with a focus upon minority/majority conditions of political and economic inequality, ideology, and social processes.</p> <p><i>Prerequisite: Sociology 1 or permission of the instructor.</i></p>
<b>34 Global Society</b>	<p>An examination of the global nature of social life in the modern world. Special emphasis will be given to globalization and development, important global social institutions and global social issues, particularly poverty, conflict and environmental degradation.</p>
<b>42 Social Stratification</b>	<p>The social and cultural aspects of stratification phenomena, emphasizing American stratification. Cross-cultural stratification systems are also discussed.</p> <p><i>Prerequisite: Sociology 1 or permission of the instructor.</i></p>
<b>43 Economy and Society</b>	<p>An analysis of current economic institutions and their impact of people in society. Topics of discussion include the social impact of industrialization, bureaucracies, and the social structure of work.</p> <p><i>Prerequisite: Sociology 1 or permission of the instructor.</i></p>
<b>44 Political Sociology</b>	<p>An analysis of American political institutions, the social influence of government on society and the influence of society on government. Topics of discussion include the social foundations of political order, and the social bases for political behavior.</p> <p><i>Prerequisite: Sociology 1 or Politics 1.</i></p>
<b>51 Special Topics in Sociology</b>	<p>Detailed examination, in a seminar format, of a topic of current sociological interest or concern. The department will choose and announce the topic prior to course registration.</p>
<b>53 Senior Seminar</b>	<p>A required integrative course engaging seniors in empirical research. The student, under direction of a faculty member, develops theory, designs methods of research and data collection, analyzes data and, finally, presents conclusions in a formally structured research report.</p> <p>Open only to senior Sociology majors</p>
<b>54 Internship</b>	<p>Provides seniors with supervised experience in a professional setting to enhance the academic learning received in the classroom. It may include work experience in human service, a business environment, or government agency. Participation may take such forms as a supervised case worker, research analyst, or other approved roles.</p> <p><i>Prerequisite: Permission of the departmental faculty.</i></p>

## Courses in Social Work

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- 55  
**Social Welfare:  
Poverty and  
Public Policy** Study of the philosophy and development of private and government welfare activities, with special emphasis on approaches to prevent and alleviate poverty. Included are examination and evaluation of public and private efforts in the areas of health, housing, food, and income maintenance.
- 56  
**Social Services** A study of the areas in which social work is practiced, including common problems encountered and the role of the social worker. Areas covered include family and child services, work with the aged, mental health, medical and school social work, and corrections.
- 57  
**Social Work I:  
Therapeutic  
Interviewing** An introduction to social work practice, values, and principles. Special emphasis is given to developing the knowledge and skills required for therapeutic interviewing and problem-solving with clients.
- 58  
**Social Work II:  
Social-Support  
Networks** An introduction to the operation of social-support networks and to the complexities of informal non-professional helping. Special emphasis is given to the role of the worker in establishing, maintaining, and enhancing informal networks.

# Theology

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**Chairperson: James McGhee**

Professors: James McGhee, Kevin A. McMahon, Dennis M. Sweetland;  
 Associate Professors: Rev. Benedict M. Guevin, O.S.B., Assistant  
 Professors: Rev. Peter J. Guerin, O.S.B., Thomas M. Kelly, Rev.  
 Thomas L. Leclerc, M.S., Kelley E. Spoerl, Sister Maureen E. Sullivan,  
 O.P., Elizabeth K. Tillar; Instructor: Paul J. Lachance.

In a Catholic liberal arts college, the study of theology occupies an essential position in the core curriculum. Generally speaking, theological inquiry seeks an understanding of the mystery of God and of the human condition. Specifically, the task of Christian theology is to express meaningfully the revelation of Jesus, and to examine and explain the faith of the Christian community in its historical and contemporary context. Theology is equally concerned with the practical implications of living a life of faith, particularly in its moral, spiritual, and liturgical dimensions.

Students majoring in Theology complete 12 courses in Theology. These include Theology 10, 13, 15, 23 or 24, 28, and one additional course in each of the following areas: Old or New Testament, systematic theology, and theological ethics. The remaining courses are electives, one of which must be in seminar format. If the theology major takes two semesters of a same *modern* foreign language beyond elementary work, then two of these electives may be fulfilled by a traditional ancient/biblical language. The successful completion of a comprehensive examination is also required of theology majors.

<b>Freshman Year</b>	Humanities I Freshman English 3 Science Language Theology 10	Humanities II Freshman English 4 Science Language Theology
<b>Sophomore Year</b>	Humanities III Philosophy/Elective Elective Language Theology	Humanities IV Philosophy/Elective Elective Language Theology
<b>Junior Year</b>	Philosophy/Elective Modern Language Theology Theology Elective	Philosophy/Elective Modern Language Theology Theology Elective
<b>Senior Year</b>	Philosophy/Elective Theology Theology Elective Elective	Philosophy/Elective Theology Theology Elective Elective

<b>2</b> <b>The Gospels</b>	A study of the Gospels of Matthew, Mark, Luke, and John which examines the sources, literary character, and theological purpose of each Gospel.
<b>5</b> <b>Writings of Saint Paul</b>	Investigates the life of Paul and the content of his letters, with emphasis on his characteristic theological ideas.
<b>7</b> <b>The Prophets</b>	A study of the writings of the prophets of the Old Testament.
<b>9</b> <b>The Pentateuch</b>	Considers the first five books of the Old Testament and the historical development of the oral and written traditions that went into their making.
<b>10</b> <b>Biblical Theology</b>	An introduction to Divine Revelation enabling students to gain an understanding of the total Bible—the Old Testament and the New Testament.
<b>12</b> <b>Approaches to God</b>	An inquiry into the manner in which contemporary Christians come to an awareness of God and how, once aware, people respond to and live in relationship to this Mystery.
<b>13</b> <b>Christology</b>	A study of the significance of the person and work of Jesus Christ as presented in the New Testament and Church councils, and interpreted in the writings of the Fathers of the Church, and of theologians.
<b>14</b> <b>The Church</b>	An investigation of the nature of the Church as both mystery and institution, emphasizing the Church in biblical imagery, the ministry, the idea of reform, and the future of the Church.
<b>15</b> <b>The Early Church</b>	An introduction to the history of the early Church as presented in the writings and theological works of the Church Fathers of the first five centuries.
<b>16</b> <b>The Sacraments</b>	The sacramental life of the Church, from New Testament times to the recent reforms, is studied using scriptural, patristic and liturgical sources, conciliar teachings, and theological reflection.
<b>17</b> <b>The Eucharist</b>	Studies the Eucharist in the life of the Church in its historical roots in the life of Christ, in the early Church, in medieval developments and modern reforms, particularly since Vatican II. Theological reflections on biblical data and patristic and medieval practices are complemented by contemporary studies.
<b>18</b> <b>Liberation Theology</b>	Examines this contemporary and distinct theological method beginning with its roots in Latin America, and its historical, socio-political, and pastoral ramifications.

<b>20</b> <b>Seminar</b>	An opportunity for critical examination of a selected topic or a particular theologian. It is designed for theology majors. Non-majors may register for the course with the consent of the instructor.
<b>22</b> <b>Catholic Vision</b>	This course provides an introductory survey of the distinctive vision of the Catholic tradition as that vision has been articulated in doctrine, practice, and culture.
<b>23</b> <b>Religions of the West</b>	A study of the major monotheistic religious traditions originating in the Ancient Near East: Judaism, Christianity, and Islam. The course concentrates on the history, thought, and practice of the three great Abrahamic traditions. Special attention is given to the contemporary varieties of each tradition.
<b>24</b> <b>Religions of Asia</b>	A survey of the major religious traditions of South and East Asian origin, especially Hinduism, Jainism, Buddhism, Sikhism, and the traditional and new religions of China, Korea, and Japan
<b>28</b> <b>Christian Moral Life</b>	Examines the eucharistic character of Christian moral life. It studies the virtues of this life, precepts derived from Scripture and the teaching Tradition of the Church, the application of these precepts to contemporary issues, and the nourishing of moral life through the Sacraments.
<b>29</b> <b>Medical Ethics</b>	An investigation of the moral problems which can arise in the practice of modern medicine. A brief historical survey of medical ethics is followed by a study of the basic Christian principles of morality. Questions discussed include the concept of health and illness, the inception, preservation, and termination of human life.
<b>30</b> <b>Christian Marriage</b>	Marriage viewed in its sacramental dimension as a Christian mystery. The biblical, theological, and canonical foundations of the relationship of man and woman are presented.
<b>31</b> <b>Christian Social Ethics</b>	A study of issues emerging from contemporary society examined from the perspective of Christian moral reflection. It addresses itself to key questions of justice in the world.
<b>32</b> <b>Sexual Ethics</b>	This course introduces the student to the Church's teaching on sexual ethics. Scripture and tradition will serve as the foundation for an examination of a variety of sexual issues, as well as the virtue of chastity.
<b>38</b> <b>Medieval Theology</b>	A study of the major figures whose thought influenced the shape and content of Western theology from the time of Augustine to the 13th century.
<b>40</b> <b>Protestant Theology</b>	A study of the development of Protestant religious thought from the sixteenth-century Reformation to the present.

- 41  
Women in the  
Catholic  
Tradition** This course examines the historical contributions of women to the thought and practice of the Catholic religion from New Testament to modern times. Lectures and readings in primary texts examine women's involvement in early Christian martyrdom, in monasticism, ministry, and Church reform, as well as women's contributions in the areas of doctrine and spirituality. Figures studied have included Perpetua of Carthage, Hildegard of Bingen, Catherine of Siena, Teresa of Avila, Teresa of Lisieux, and Mother Teresa of Calcutta.
- 42  
Christian  
Spirituality** The art and discipline of presence to God is studied from the perspective of Christian faith and tradition with its emphasis on the gift of the Holy Spirit and the attainment of purity of heart by prayer, Scripture reading, and ascetical practices. Masterpieces of Christian spirituality are considered.
- 43  
Religion  
in America** A study of the role of religion in the American experience from the colonial period to the present. The focus of the course is on the place of religion in the history and culture of the United States. The course examines the development of Protestant, Catholic, and Jewish traditions as well as Native American religions and new and alternative religions in American society.
- 44  
American Catholic  
Thought** A survey of Catholic intellectual life in the United States from the colonial period to the present.
- 45  
Special Topics** A study of selected issues in Theology.

# Nursing

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**Director and Chairperson:** Joyce B. Barker

**Program Coordinator:** Sylvia M. Durette

Professors: Mary K. Kazanowski, Martha H. Lynch, Valerie A. McKeon, Kathleen Perrin; Associate Professors: Mertie L. Potter; Assistant Professors: Mary A. Cunningham, Maureen M. O'Reilly, Sheila M. Perrault; Instructors: Catherine J. Fogg, Margaret O. Hayes, Caryn A. Sheehan; Lecturers: James J. Gaynor, Judith A. Mitchell.

## General Information

The Department of Nursing offers two programs in nursing education: a generic Baccalaureate Program and a Continuing Nursing Education Program. The degree program in the Department leads to the Bachelor of Science degree in Nursing. Courses in the department are not applicable to the Bachelor of Arts degree.

## Mission

The mission of the Department of Nursing is to provide an environment in which students are actively engaged in the acquisition of knowledge that prepares them to:

1. Express Christian and Catholic values and ethics within professional nursing practice.
2. Integrate knowledge from the arts, sciences, humanities, and nursing to think critically and manage complex problems with all client systems.
3. Communicate effectively as a member of an interdisciplinary team when caring for all client systems.
4. Assume the role of the professional nurse when caring for all client systems.

## Philosophy

The philosophy and mission of the Department of Nursing is consistent with the philosophy of Saint Anselm College, a Catholic liberal arts college in the Benedictine tradition. The nursing program builds on a foundation in the liberal arts and sciences, and integrates four major concepts throughout the curriculum: critical thinking, communication, professionalism and ethical decision making. The Department of Nursing is committed to preparation of professional nurses who will provide care in ways that express Christian and Catholic values and ethics in both the delivery of health care and the advancement of the profession.

The curriculum is based on concepts, theories, and research from nursing and other disciplines. Courses are designed to enhance learner responsibility for acquiring knowledge. Faculty guidance and selection of relevant learning experiences through a variety of formats facilitate acquisition of knowledge and development of critical thinking skills. Nursing process provides a holistic approach to problem solving.

The framework of the nursing curriculum is an adaptation of the

Neuman Systems Model in which: the client is viewed as an open system composed of physiological, psychological, sociocultural, spiritual and developmental variables; the client interacts continuously with internal and external environments; the interaction between client and environments influences the health of the client; health and alterations in health are viewed on a continuum; and health (or wellness) is the condition in which client variables are in harmony, while deviations from health result in disharmony. Nursing is a caring profession that promotes health and healing without restriction to a problem-focused orientation. Nursing care is designed to maintain client system harmony. As providers of care, nurses collaborate with client systems and other health providers in a culturally sensitive manner. <sup>1</sup> *The goals of nursing interventions are to promote, maintain, and restore optimal client system wellness.*

The Department of Nursing supports the American Nurses' Association's definition of Nursing as "the diagnosis and treatment of human responses to actual or potential health problems." <sup>2</sup> The multifaceted role of the nurse requires knowledge and development of sensitivity and skills necessary to communicate effectively. Communication includes the ability to: listen and respond to clients' needs, convey both oral and written information, and utilize available technology. Communication occurs with individuals and in groups, and with diverse client and professional populations.

The baccalaureate graduate nurse is prepared to assume the role of the professional nurse in a leadership position. In this role, the nurse as a member of an interdisciplinary team designs, manages, and coordinates nursing care. The nurse is committed to uphold the Code of Ethics and the Standards of Care and Practice set forth by the American Nurses' Association. <sup>3</sup> The professional nurse must maintain competency in a health care system that is changing at a rapid rate. This requires a commitment to life long learning through continuing nursing education.

The goals of the Department of Nursing are to prepare the graduate for the professional licensing examination, entry-level nursing positions in varied health care settings, graduate education; and to promote and improve health care through continuing education.

<sup>1</sup> Neuman, B. (1995). The Neuman Systems Model (3rd ed.) Stamford, CT: Appleton & Lange.

<sup>2</sup> American Nurses' Association. (1995). Nursing's social policy statement. Washington, DC: Author

<sup>3</sup> American Nurses' Association (2001). Code of ethics for nurses with interpretive statements. Washington, DC: Author.

## **Admission Requirements**

A candidate for admission to the nursing program is considered individually by the committee on admissions and must meet all college requirements. The high school transcript must show that the student has completed at least 10 of a total 16 units in the following areas: English, mathematics, language, social, physical and biological sciences. The college preparatory chemistry course is required.

The nursing major at Saint Anselm College is a four-year program with a determined number of participating students. Therefore, the College limits the number of students accepted into the nursing program. Candidates interested in the nursing major should indicate this preference at the time of submitting an application.

Open House for senior high school students is conducted as part of the College Open House. Information may be obtained from the College Admissions Office.

**Personal  
Qualifications**

Personal qualities, such as maturity, sense of responsibility, emotional stability, integrity, respect for others, and moral character determine to a great degree whether a student will be successful in the field of nursing. Health status must meet all requirements of the nursing program.

**Class  
Attendance**

When enrolled in a nursing course, a student may not be absent without express permission of the program coordinator of the Department of Nursing or the faculty member involved. Absence from class or the clinical area will be excused only in case of illness or other grave cause. Make-up time for clinical absences is required.

**Class Standing  
and Promotion**

Freshmen must have completed 10 courses, earned a minimum cumulative grade point average (CGPA) of 2.0, and achieved a grade of “C” or better in the nursing course and microbiology course to progress to sophomore year.

Sophomores must achieve a grade of “C” or better in each nursing and biology course and a minimum CGPA of 2.0 each semester to progress within the nursing program, and must have completed 20 courses to progress to junior year.

Juniors must achieve a grade of “C” or better in each nursing course and maintain a minimum CGPA of 2.0 to progress within the nursing program, and must have completed 30 courses to progress to senior year.

Seniors must achieve a grade of “C” or better in each nursing course and maintain a minimum CGPA of 2.0 to progress within the nursing program, must have completed 40 courses and pass a comprehensive examination to qualify for graduation.

All clinical experiences are graded Pass/Fail. A clinical failure will result in failure of the course.

**Refer to the Department of Nursing Handbook for specific grading criteria in nursing courses.**

**Student  
Representation**

Nursing majors serve as voting members on most major committees of the department.

**Cooperating  
Health Care  
Agencies**

Numerous area health care agencies.

<b>Student Expenses</b>	Expenses for nursing majors are the same as for other students enrolled in the College with the following additional charges subject to adjustment: 1) Uniforms and equipment approximately \$175; 2) Annual Student Liability Insurance Premium of approximately \$22.00 commencing sophomore year, and 3) Annual clinical fee of approximately \$1,020 for each of the junior and senior years, and \$518 for sophomore year.
<b>Transportation</b>	Each student must have use of a car as early as second semester sophomore year due to individual community assignments.
<b>Health Requirements</b>	Health and immunizations are monitored to meet the basic requirements of clinical affiliations, and to assist in the maintenance of physical and emotional health necessary to meet the demands of the curriculum. Required immunizations include: Diphtheria-Pertussis-Tetanus (DPT); Tetanus booster within 10 years; Measles-Mumps-Rubella (MMR); Tuberculosis testing; Hepatitis-B; and Poliomyelitis (Sabin type) vaccines. A Varicella titer is required during sophomore year; a Hepatitis-B titer is required before junior year. Students are required to have a physical examination by their own health care providers in the summer prior to the sophomore year. During the sophomore, junior and senior years, students must provide evidence of yearly tuberculosis testing. Incoming sophomores are required to have had a complete blood count (CBC) and urinalysis. Preexisting health problems must be brought to the attention of the chair of the Department of Nursing. The problems remain the responsibility of the student and/or parents or guardians and may not interfere with the goals of the program.
<b>Hospitalization and Health Insurance</b>	Neither Saint Anselm College nor the cooperating agencies provide student hospitalization or health insurance coverage. An insurance plan is available for the convenience of students who are not already enrolled in a family plan. Sophomore, junior and senior nursing majors must provide evidence of current health insurance coverage.

### Course Sequence (Effective for students entering program in 2002-2003)

<b>Freshman Year</b>	Humanities I English 3 Biology 7 Psychology 9 Sociology 1	Humanities II English 4 Biology 17 Education 15 Nursing
<b>Sophomore Year</b>	Humanities III Biology 31 Biology 44 Philosophy 5/Theology 10 Nursing	Humanities IV Biology 32 Biology 46 Theology 10/Philosophy 5 Nursing

<b>Junior Year</b>	Philosophy 7/Theology elective General elective #1 Nursing (3 courses)	Philosophy 7/Theology Elective Sociology 12/General Elective Nursing (3 courses)
<b>Senior Year</b>	Theology 29 Philosophy Elective General Elective #2/Sociology 12 Nursing (2 courses)	General Elective #3 Nursing (4 courses)
<b>Nutrition</b>	Please refer to Biology Department course listing for course description for BI44.	
<b>Introduction to Professional Nursing</b>	<p>This course introduces the student to the art and science of the profession of nursing, as well as the metaparadigm of nursing: the interfacing of person, environment, health, and nursing. A historical perspective allows the student to explore nursing history, the development of nursing theory, research, and the role of the nurse within the health care system. Issues and challenges that impact the profession are explored.</p> <p><i>NOTE: This course and those that follow in the nursing sequence apply only to the Bachelor of Science in Nursing degree and may not be used to fulfill the requirements for a Bachelor of Arts degree.</i></p>	
<b>Health Assessment</b>	This course focuses on health assessment over the lifespan with emphasis on health promotion and prevention. The progressive concepts are integrated into classroom and laboratory settings. Four credits.	
<b>Health Assessment &amp; Interventions</b>	<p>This course builds upon the knowledge and skills acquired in the Health Assessment course. The concentration is on care of clients with chronic illness and the therapeutic interventions required to attain and maintain optimal client system wellness. Concepts are integrated into classroom, laboratory, and clinical settings, with a focus on interventions at the tertiary level. Clinical assignments are with clients in rehabilitation/long term care facilities. Four credits.</p> <p><i>The courses listed below are available only to students who entered the Program prior to the academic year 2001-2002. See p.148 for information on curriculum sequence for students entering the Nursing program in 2001-2002.</i></p>	
<b>33 Dimensions of Nursing I</b>	This course focuses on the nursing process and use of Neuman's prevention as intervention typology. Emphasis is placed on caring for individuals with actual or potential health problems, and their families. The progressive concepts are integrated into classroom, laboratory and clinical settings. Students alternate between adult nursing or parent-child nursing specialty areas. Clinical assignments are determined by the specialty. Twelve credits/three course count.	
<b>34 Dimensions of Nursing II</b>	This course builds on the knowledge and skills developed in Dimensions of Nursing I and continues to focus on nursing process and use of Neuman's prevention as intervention typology. Emphasis is placed	

on caring for individuals with actual or potential health problems and their families. The progressive concepts are integrated into classroom, laboratory and clinical settings. Students alternate between adult nursing or parent-child nursing specialty areas. Clinical assignments are determined by the specialty. Twelve credits/three course count.

#### **Adult Nursing Specialty**

Adult nursing provides students with the theoretical content necessary to assess, plan, implement and evaluate nursing care for adult clients with select actual or potential health problems. Primary, secondary and tertiary prevention strategies are addressed in the theoretical and clinical components of this course. The students' experience takes place primarily in the acute care setting but may include the use of other community-based resources.

#### **Parent Child Nursing Specialty**

The parent child nursing specialty deals with care of childbearing/childrearing families. Theoretical and clinical components focus on promoting wellness, preventing health problems, and intervening for actual health problems of mothers, infants, children and their families. Students care for well and sick clients in schools, clinics or homes and acute care settings.

#### **46 Advanced Nursing I**

This courses focuses on the nursing process and use of Neuman's prevention as intervention typology. Emphasis is placed on caring for individuals, families and / or communities with actual or potential complex health problems. The progressive concepts are integrated into classroom, laboratory and clinical settings. Students alternate among critical care, rehabilitation, and long term care nursing or psychiatric and community health nursing specialty areas. Clinical assignments are determined by the specialty. Twelve credits/three course count.

#### **47 Advanced Nursing II**

This course builds on the knowledge and skills developed in Advanced Nursing I and continues to focus on nursing process and use of Neuman's prevention as intervention typology. Emphasis is placed on caring for individuals, families and / or communities with actual or potential complex health problems. The progressive concepts are integrated into classroom, laboratory, and clinical settings. Students alternate among critical care, rehabilitation, and long term care nursing or psychiatric and community health nursing specialty areas. Clinical assignments are determined by the specialty. In the final four weeks of the semester each student participates in a preceptorship experience in a clinical specialty area. Twelve credits/three course count.

#### **Community Health Nursing Specialty**

The community health component introduces students to beginning concepts of caring for individuals, families and

communities in non-institutionalized settings. Students work with staff at home care agencies to provide skilled nursing care to a variety of clients. Students also participate in a clinical experience in which they plan and implement a health education program for an identified population. Clinical sites can include schools, industries, disease specific agencies, wellness programs and public health.

#### **Psychiatric Nursing Specialty**

The Psychiatric-Mental Health component introduces students to essentials of psychiatric mental health nursing. The theoretical concepts include therapeutic relationships, milieu management, special populations and nursing care of clients with acute or chronic psychopathology in in-patient settings.

#### **Critical Care/Rehabilitation/Long Term Nursing Specialty**

The critical care, rehabilitation, long term care specialty focuses on the client with multiple health problems and the impact of the illness on the client and family. The theoretical component examines care of the client as s/he proceeds from the acute phase of illness through rehabilitation to wellness or adaptation to chronic illness. Emphasis is placed on collaborative management and use of nursing process to assist the client to attain her/his optimal level of functioning. During the experience, students provide nursing care to clients in critical care, rehabilitative and long term care settings.

## Certificate Programs

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### Certificate Programs

Through the Academic Certificate Programs, the College offers a program of studies that is related to a specific area of concentration, is usually interdisciplinary in nature, and concludes with a comprehensive examination. The student awarded a certificate has achieved a level of academic excellence in the designated area of studies.

A student with an interest in a certificate program may experience unresolvable conflicts in scheduling, the cancellation of a course because of underenrollment, the absence of faculty in a program due to other teaching assignments or sabbaticals. The College does not guarantee a particular certificate program nor a course in a particular program needed by a student to enter or complete a certificate program.

The faculty on the Certificate Committee monitor the academic strength and appropriateness of the courses in a particular program, and also the rigor of the comprehensive examination required in every certificate program.

### Certificate in Russian Area Studies

The Russian Area Studies Program is an integrated course of study designed to provide full-time, degree-candidate students at Saint Anselm College with a comprehensive understanding of the life and culture of the Russian area. Interlocking relationships in Russian area political power, philosophical thought, social planning, and religious and cultural institutions form the basis for the Russian Area Studies Program. While not in itself a major program of studies, it will satisfy, in many cases, an interest in a single specialty begun in the student's major field.

The requirements of the Certificate in Russian Area Studies program are:

1. A declaration of intent to participate in the program should be presented by the student no later than the beginning of the senior year.
2. At least four courses in the Russian-Soviet field in three different disciplines including: Language, Literature, History, Politics, Philosophy, Humanities, and Geography.
3. Courses which may be taken for this program include: Marxist Philosophy, History of Russia, Russian Literature, Russian Language, Russian Area Politics, Political Geography, European Socialism, International Business Management, Comparative Cultures: America and Russia, a study trip to the Russian area including an independent-study course in a related area.
4. A minimum grade point average of "C" (2.00) in the courses taken for the certificate.
5. A comprehensive oral examination in which the student demonstrates knowledge of the content of courses selected. The

student is also expected to demonstrate a knowledge of Marxist philosophy, Russian history, and government even though courses in these areas may not have been taken.

**Certificate in French, German, or Spanish**

The Modern Languages and Literatures Department awards a certificate program for advanced studies in French, German or Spanish to full-time, degree-candidate students not majoring in modern languages.

The requirements of the certificate program are:

1. Four courses in the chosen language beyond the intermediate level, one course of the four being a literature or culture and civilization course.\*
2. One course in a related field outside the Modern Languages and Literatures Department to be determined in consultation with the director of the certificate program and faculty of the Modern Languages and Literatures Department.
3. At least three of the five courses must be taken at Saint Anselm College.\*
4. A minimum average of “C+” must be earned in the five courses for certification. No course will be accepted in which a grade below “C” is assigned.
5. A comprehensive examination administered by the department. Further information on the acceptance of advanced language courses taken in overseas programs may be obtained from the director of the certificate program.

\* The Spanish Certificate Program stipulates the following: two of the four courses for the Spanish Certificate must be in literature or culture and civilization – one in Peninsular and one in Latin American. If two courses of a summer program are used toward the Spanish Certificate, one may count as a language course and one may count as a related non-language course outside the Department of Modern Languages and Literatures.

**Certificate in Human Relations and Work**

This interdisciplinary certificate program augments studies in such major fields as economics and business, sociology, and psychology. It may be of particular interest to those interested in careers in fields related to human resource management.

The requirements of the Certificate in Human Relations and Work are:

1. Full-time, degree-candidate status at Saint Anselm College.
2. A minimum of a 2.67 cumulative average in the major (based on a minimum of 3 courses) at the time of formal registration for the certificate.
3. Completion of the following courses with a minimum grade of “C” in each course: Statistics, Human Resource Management, Organizational Psychology, Economy and Society, and *either* Operational Management *or* Mass Communication *or* Health Psychology. These courses must be taken at Saint Anselm College.

4. A minimum of a 2.67 cumulative average in the certificate requirements.
5. Successful completion of a comprehensive examination on material from the five certificate courses.

**Certificate in Latin or in Greek**

The Classics Department awards a Special Studies Certificate for advanced studies in Latin or Greek to full-time, degree-candidate students not majoring in classics. The requirements of the Advanced Studies Certificate Program are:

1. If Greek is chosen, two courses beyond second year Greek; if Latin, three courses beyond the intermediate level.
2. Two courses in a related field of language, literature, and culture to be determined in consultation with the chairperson and faculty of the Classics Department.
3. A minimum average of “C+” must be earned in the courses for the certificate. No course will be accepted in which a grade below “C” is assigned.
4. A comprehensive examination will be administered by the department.

**Certificate in Fine Arts in Visual Arts, Music or Theatre**

The Fine Arts Department awards a certificate for advanced work in studio art, art history, music, or theatre arts to full-time students not majoring in fine arts.

The requirements of the program are:

1. Full-time, degree-candidate status at Saint Anselm College.
2. Formal registration for the certificate should be completed not later than the first semester of the junior year.
3. A minimum cumulative grade point average of “C+” is required at the time of registration.
4. Successful completion of five courses, including Introduction to Art, three courses specific to the student’s area of concentration (studio art, art history, music, or theatre arts), and one course in a related field, chosen in consultation with the director of the certificate program. No course for which a grade of less than “C” is earned will be accepted toward the certificate.
5. A final project consisting of either a comprehensive critical or historical paper, or a portfolio, accompanied by a written rationale.
6. A comprehensive oral examination including presentation of the final project.

**Certificate in Latin American Studies**

The program attempts to develop a thorough and sympathetic understanding of the vast region south of our border. The Iberian culture and languages in Latin America were modified and changed

dramatically by the impact of geography, the indigenous population and civilizations, and by the forced African migration. Thus was created a region of vast diversity whose varied population absorbed the religion, culture, and language of Iberia and gave it an American habitat. North Americans know little about this area. The certificate program hopes to correct this deficiency by making knowledge of Latin America and its people available to interested students.

The requirements of the program are:

1. Full-time, degree-candidate student status at Saint Anselm College.
2. Formal registration with the certificate committee, ordinarily no later than the first semester of the junior year of studies.
3. A minimum cumulative grade point average of “C+” at the time of registration and successful completion of a Spanish language course at the intermediate level or its equivalent.
4. Five courses in Latin American studies in no fewer than three disciplines. One course in Latin American History and one course in Latin American Literature are required. No more than two courses in any one discipline will be allowed with no grade under “C” acceptable. An average of “C+” must be maintained in these courses. At least three of the five courses must be taken at Saint Anselm College.
5. Courses which may be taken for the certificate include Latin American History I-II, Introduction to Spanish-American Literature, Introduction to Latin American Culture and Civilization, Colonial and 19<sup>th</sup> Century Spanish-American Literature, Modern Spanish-American Literature, Contemporary Spanish-American Literature, Hispanic Short Story, Problems in Spanish and Spanish-American Civilization, Advanced Spanish Conversation, Latin American Art, Reading Seminar in Latin American History, Latin American Government and Politics, Comparative Government and Politics, Comparative Democratization, Latin American Geography, Liberation Theology, and a study trip to Latin America which includes an independent study paper.
6. An oral comprehensive examination covering the contents of the five selected courses and the student’s understanding of Latin America and its civilizations.

**International  
Studies  
Certificate  
Program**

Current political, economic, and social trends indicate that the world is changing from a system of predominantly self-contained nation states towards a globally integrated community with multiple independent actors, including regional custom unions, economic communities, transnational enterprises, and individuals.

Those wishing to compete successfully in the global society must understand the new complexities of the international environment. The certificate program is designed to introduce

students to some of the more salient aspects of international phenomena, and thus to help in preparing them for a responsible role in the world.

1. The certificate program is available to full-time, degree-candidate students who have a cumulative grade point average of 2.33 or higher.
2. To qualify for the certificate, students must demonstrate proficiency in a modern foreign language.
3. The program requires completion of five specific international courses including two from the Politics department, two from the History department (of which one must be a geography course), and one from the Economics and Business department.
4. By the end of the second semester of the sophomore year, students must declare to the chairperson of the certificate program their intention to work towards the certificate.
5. Comprehensive examinations, both written and oral, are required, with questions being tailored to the student's focus in the program. These exams will have a language component for students who do not have a language certificate or who are not modern language majors.
6. To obtain the certificate, students must have achieved at least a C+ (2.33) average in the certificate courses and in the comprehensive examinations.

### **Certificate in Communication**

The Communication Certificate Program is an interdisciplinary plan of study administered by the Department of English. The curriculum provides students with occasions to explore practical and theoretical features of the interpersonal, small group, organizational, rhetorical, and mass-mediated levels of communication. The program aims to develop students' competencies in analyzing and interpreting language, symbols, and communicative interactions. From different perspectives, the core and elective courses in the program approach communication as a complex process that produces human relationships in private, professional, and public contexts. The primary objective of the Communications Certificate Program is to furnish students, as producers and consumers of information, with a useful set of conceptual tools with which to evaluate and respond to the diverse communication events that occur in everyday life.

#### **Registration for the Communication Certificate Program and Requirements**

Students from any major may register for the Communication Certificate Program. By the end of the fifth semester at Saint Anselm College, the student would schedule a meeting with the Communication Certificate Director. The Director will discuss program requirements and will have the student fill out a [Saint Anselm College Declaration of Intent to Enter a Certificate Program](#).

To enroll, a student must have a cumulative grade point average of 2.33 (C+) at the time of registration.

To be awarded a certificate, a student must:

- (1) Achieve no grade lower than C in any Communication Certificate core or elective course.
- (2) Earn an overall grade point average of 2.33 (C+) in all core and elective courses in the Communication Certificate Program.
- (3) Complete four core courses and one elective course in the Communication Certificate Program.
- (4) Write a research paper on a specific topic selected from the curriculum of a core or elective course in the Communication Certificate Program.
- (5) Pass a comprehensive examination based on the materials from core and elective courses completed in the Communication Certificate Program.

### **Certificate in Catholic Studies**

The certificate program in Catholic Studies offers interested and qualified students the opportunity to study Catholic life and thought from an interdisciplinary perspective. The program invites students from all religious and cultural backgrounds to investigate the Catholic tradition as a dynamic, living reality imaginatively interacting with world cultures throughout history. Administered by the Theology department, the program draws upon the resources of the departments of Fine Arts and Music, History, Liberal Studies, Philosophy, and Politics.

The requirements for the Certificate in Catholic Studies are:

1. Full time, degree-candidate status at Saint Anselm College.
2. Formal registration in the certificate program no later than the beginning of the junior year.
3. A minimum cumulative grade point average of C+ at the time of registration.
4. *Two courses in Theology beyond the requirements for the Bachelor of Arts degree:* The Catholic Vision and one of the following: Christology, The Church, Early Church, Sacraments, Eucharist, Liberation Theology, Christian Moral Life, Christian Social Ethics, Medieval Theology, Christian Spirituality, American Catholic Thought, Women in the Catholic Tradition.
5. *One course in Fine Arts and Music:* Art of the Middle Ages, Renaissance Art, Baroque Art, Twentieth Century Art, Latin American Art, Contemporary Art, The Cinematic Eye: A History of Film to 1945, Music from Gregorian Chant to Bach, Classical and Romantic Music, J.S. Bach, or another course chosen in consultation with the Director of the program.
6. *One course in Liberal Studies or Philosophy:* Great Books Seminar: Medieval, Great Books Seminar: Renaissance, Medieval Philosophy, Metaphysics, Philosophy of God, Aesthetics, Contemporary Images of Human Life, Modern Christian Philosophers, or another course chosen in consultation with the Director of the program.

7. *One course in History or Politics:* Medieval World, Renaissance, Reformation, Latin American History, Justice and War in International Relations, or another course chosen in consultation with the Director of the program.
8. A minimum grade point average of C+ in the courses taken for the certificate.
9. Successful completion of a comprehensive examination administered by the Catholic Studies committee.

### **Certificate in Asian Studies**

The Certificate in Asian Studies builds on the grounding students have received in the cultures of the West and expands this formation by introducing students to forms of governance and commerce, genres of art, and ways of talking about human life and divine agency that are part of the cultures and the peoples of Asia.

The requirements of the certificate program are:

1. Full-time degree-candidate status at Saint Anselm College.
2. Formal registration with the director of the certificate program, ordinarily no later than the first semester of the third year of studies.
3. A minimum cumulative grade point average of C+.
4. Successful completion of five courses with Asian studies content, with no more than two courses taken in the same department. Courses taken to fulfill certificate requirements must be approved by the director of the program. A minimum average grade of C+ must be maintained in the courses applied toward the certificate. No course grade below a C will be applied toward the certificate.
5. Successful completion of a comprehensive examination prepared and evaluated by faculty members who teach certificate-related courses.

### **Certificate in Medieval Studies**

The historical period known as the Middle Ages has a rich and stimulating cultural and intellectual tradition that offers a unique insight not only into its own significant historical era but also into contemporary Western Civilization. Students may draw from a wide variety of disciplines to develop a portrait of this exciting and important time period: history, literature, philosophy, theology, art, and languages. A certificate in Medieval Studies recognizes a student's appreciation for and understanding of the thought and spirit of the Middle Ages. An interdisciplinary committee oversees this certificate.

#### **Requirements**

1. The student must be a degree candidate at Saint Anselm College.
2. The student must formally register for the certificate with the chair of the certificate committee no later than the first semester of the junior year.

3. The student must complete five courses with a minimum grade of C (2.0) in each course. The student must earn a minimum C+ (2.33) cumulative grade point average in the certificate courses.
  - a. The student is required to take either Medieval Philosophy (PH12) or Great Books Seminar III-Medieval (PH63).
  - b. The student is required to take either Medieval World I (HI13) or Medieval World II (HI14).
  - c. The student is required to take one course in medieval art or literature: for example, Post-Classical Latin (CL46), Studies in Medieval Literature (EN33), Special Topics in Medieval Literature (EN64), or Art of the Middle Ages (FA06).
  - d. The student is required to take Medieval Theology (TH38).
  - e. The student is to take one other course concerning the Middle Ages. This course can be from those listed in a-c above or from other related courses such as TH20 or PH67 when they focus on a medieval figure.
4. The student must successfully complete a comprehensive oral examination on material from the five certificate courses.

**Certificate  
Program in  
Public Policy  
Studies**

This program is designed to offer students a thorough introduction to the creation, implementation, and analysis of public policy. It is especially designed for use by students who are considering a career in the public sector, whether at the local, state, or national level; or are planning to enter a profession (e.g. law, business, public health, engineering) which has frequent interaction with government policy-makers. This program is also open to all students who desire a better understanding of how their government works, and how the policies which affect their lives are created and implemented. (*N.B. This program is designed to concentrate only on domestic public policy, not foreign policy or international affairs.*)

A proper grounding in the basics of public policy requires students to read broadly across the social sciences, and to acquire familiarity with several kinds of methodologies. Accordingly, this program is interdisciplinary, requiring students to take courses in several different fields of study.

**Required Courses**

Students must take courses in the following five categories to complete the certificate:

*Public Policy Analysis:* Public Policy Process (PO48). This component of the certificate will offer students an introduction to the theory and practice of public policy. Participants will consider subjects such as: defining public policy; the structure of policy-making; agenda setting and policy formulation; legitimating policy choices; implementation; cost-benefit analysis; and ethical analysis of public policy.

*Microeconomics:* Principles of Economics: Micro (EC02). A course in microeconomics – the study of individual units within a national economy, such as business firms – is indispensable for students of public policy.

*Statistical Analysis:* Students are required to take one course from the following: Social Statistics (SO12), Statistical Techniques for Criminal Justice (CJ27), Statistics (EC04), Biostatistics (BI45), Behavioral Statistics (PY15).

*Organizational Studies:* An introduction to public policy would not be complete without an introduction to the study of organizations. The study of the behavior of organizations – whether they be government agencies, interest groups, or business firms – provides a key to the understanding of policy formulation and implementation. Students are required to take one course from the following: Criminal Justice Organization and Administration (CJ26), Economics of Industrial Organization (EC15), Public Finance (EC16), United States Labor History (HI53), History of Medicine (HI72), Philosophy of Law (PH35), Public Administration and Bureaucracy (PO45), Organizational Psychology (PY20), Political Sociology (SO44), Social Welfare: Poverty and Public Policy (SO55), Christian Social Ethics (TH31).

Capstone: Selected Topics in American Politics (PO 46). This course, a capstone for students seeking to acquire the certificate, will only be taken after all other certificate requirements have been satisfied. (A student may take the capstone course simultaneously with another course or courses required to finish the certificate, if the student's course schedule necessitates this.) This will enable certificate students from different majors to take a course together, as a culmination of their studies.

This course will be open to students not in the certificate program, but students in the certificate program will be given first priority in registration.

This course will be run as a seminar, with a focus on one particular issue-area in public policy (for example, health care, Social Security, education, taxation, transportation, technology, or business regulation).

The requirements for the Public Policy Studies Certificate Program are:

1. Students from any major may register for the Public Policy Studies Certificate Program. A student must register for a certificate by the beginning of the junior year, and no later than the beginning of the senior year.
2. To enroll, a student must have a cumulative grade point average of 2.33 (C+) at the time of registration.
3. Students must achieve no grade lower than C in any Public Policy Studies Certificate course.

4. Students must earn an overall grade point average of 2.33 (C+) in all courses in the Public Policy Studies Certificate Program.
5. Students must take courses in all five categories in the Public Policy Studies Certificate Program.
6. *Students must take no more than TWO courses in his / her major for the purposes of the certificate.* (This is of special note to Politics majors, since PO 46 and PO 48 are both required to earn the certificate.)
7. Students must pass a comprehensive examination based on the materials from courses completed in the Public Policy Studies Certificate Program.

## Off-Campus Study Programs

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### Study Abroad

Saint Anselm College encourages students to consider the advantages of spending a year, a semester, or a summer studying in a foreign country. Students report that time spent abroad enriches their college experience and provides them with many academic and personal rewards.

The Director of Academic Advisement serves as the general advisor for study abroad. Students are encouraged to use the information library in the Office of Academic Advisement, where they can obtain reference materials on programs and a Saint Anselm College study abroad application. Additional information is often also available from faculty, including members of the Modern Languages and Literatures Department.

The College does not offer its own study abroad programs. However, students participating in approved study abroad programs through other colleges and universities are considered to be continuously enrolled at Saint Anselm College.

### Internships

Some departments offer internship experiences which combine the theoretical knowledge gained in the classroom with practical application in a supervised work place.

Since these experiences are limited in number, candidates must meet specific criteria determined by the departments. Final selections are made by department chairpersons.

## Summer Program

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The Summer program is designed to serve a variety of needs and interests. Undergraduates, recent high school graduates, and other qualified persons are eligible for admission to the program for either audit or course credit. For further information contact the director of Summer Programs.

## Reserve Officer Training Corps Programs

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Students attending Saint Anselm College may enroll in either the Army Reserve Officer Training Program or the Air Force Reserve Officer Training Program, both located at the University of New Hampshire. No academic credit is given by Saint Anselm College for ROTC courses, but the courses may be included on the College transcript.

Further information is available in the office of the Assistant Academic Dean.

## General Expenses

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### Student Expenses 2002-2003

Students are required to pay in advance of the beginning of each semester the total fees to be incurred during the semester. Thus, payment of the tuition, residence fee, and other fees must be satisfied in full in August, before the beginning of the academic year, and in January, before the beginning of the second semester. In keeping with this policy, assignment to classes and housing will be made only after prior approval from the Treasurer. Any additional charges, if incurred during the semester, will be submitted as they become payable.

#### Acceptance deposit

On-campus resident .....	\$	400.00
Off-campus commuter .....	\$	200.00

Payable when the student is accepted for admission. It is applicable to the tuition but is not refunded if the applicant does not enter the College. Reservations are not retained for applicants who have not paid this fee.

Registration fee .....	\$	10.00
Payable on entrance by new students only.		

#### Tuition Bills due 8/2/02. Account "in arrears" after 8/12/02.

Tuition (due at the beginning of each semester) .....	\$	10,195.00
Residence Fees (due at the beginning of each semester) .....	\$	3,850.00
Apartment Residence Fee (due at the beginning of each semester) .....	\$	3,380.00
Suite-style Housing Fees (due at the beginning of each semester)		
Single Room .....	\$	4,915.00
Double Room .....	\$	3,915.00

#### Activities Fee (per year, non-refundable, administered

by the Student Senate) .....	\$	160.00
New Student Activity Fee .....	\$	175.00

#### Laboratory and other fees (per semester when applicable, non-refundable)

Sciences .....	\$	35.00
Nursing .....	\$	35.00
Modern Languages .....	\$	35.00
Psychology .....	\$	35.00
Art Studio .....	\$	35.00
Visual Communications Fee .....	\$	35.00
Photography Fee .....	\$	50.00
Humanities .....	\$	30.00
Computer Use Fee .....	\$	35.00

Late Registration .....	\$	10.00
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Late Degree Application .....	\$	10.00
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#### Technology Fee:

On-campus resident (per semester) .....	\$	165.00
Off-campus commuter (per semester) .....	\$	115.00

Transcript .....	\$	3.00
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(Transcripts may not be issued until all accounts have been paid.)

Student Health Insurance (Single Rate) .....	\$ 459.00
Nursing Clinical Fee (junior and senior Nursing students, per semester) .....	\$ 530.00
Student Liability Insurance (Nursing students only, in sophomore, junior and senior years) \$22.00 per year	
Dormitory damage deposit, a one-time, refundable fee payable by first-time resident students .....	\$ 75.00
Part-time degree students, per course .....	\$2,039.00
Part-time non-degree students, per course .....	\$ 740.00
Audit Fee .....	\$ 305.00

All dormitory students must pay the full residence fees which include room and board. Students must furnish their own blankets, bed linen, and towels.

The College may change tuition or other fees and charges or make additional charges for special services whenever such action is deemed advisable.

All students, with the exception of transfer students, must have paid the equivalent of eight semesters of full-time tuition before being granted a degree. Any account not paid on time will be subject to an interest charge on the unpaid balance.

Books and stationery supplies may be obtained at the College bookstore. The annual cost of books and supplies may approximate \$750. However, variations may occur, depending upon course selection and major field of study.

## Refund Policy

A student who officially withdraws from Saint Anselm College must complete a form, obtained from the Registrar's office, indicating thereon the official date of withdrawal. Recipients of financial assistance through programs administered by the College must have an exit interview with the Director of Financial Aid before submitting a withdrawal form. This form is required before refunds will be considered.

Refunds for recipients of Title IV, federally funded financial aid (Perkins Loans, Nursing Student Loans, Supplemental Educational Opportunity Grants, Pell Grants, and Guaranteed Student Loans) are computed according to Federal Regulation 34 CFR 668.22. Under this regulation, aid is returned based on a percentage of the payment period. The Institutional Refund Policy will reflect the same pro-rating as the Federal policy.

The student will be entitled to a refund of the amounts paid for tuition, housing and board as follows:

**Tuition and Housing:** A student who officially withdraws from the College during the school year will be entitled to a refund on a per diem basis up to 60% of the payment period. After that point, a student will not receive any refund. The date that the College uses to assess the charges will be the official date of withdrawal.

**Resident Meal Plan:** Refunds are computed on a daily basis.

## Financial Aid

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The Financial Aid Program is designed to assist promising students at Saint Anselm College who, without aid, would be unable to enter upon or continue a program of studies. The Program includes scholarships, grants, loans, and employment opportunities offered singly or in a variety of combinations.

Students seeking financial aid must file both the Free Application for Federal Student Aid (FAFSA) and the PROFILE form. Both forms are available through the Financial Aid office and in high school guidance offices. The priority deadline for receipt of both processed forms is March 15 for incoming freshmen and April 15 for upperclassmen, but they should be filed as soon after the first of January as possible.

In selecting aid recipients, the College places primary emphasis on financial need, academic performance, character, and demonstrated future promise.

Application for all types of financial aid must be renewed annually. Students are eligible for reconsideration only as long as academic progress and personal conduct are acceptable and demonstrated need continues.

Saint Anselm College uses a uniform method of need-analysis in reviewing each applicant. No person shall be excluded from participation in, or be subject to discrimination under, any program of financial aid at Saint Anselm College, on the basis of race, color, creed, age, sex, physical ability, or national origin.

Applicants for scholarships and other forms of financial aid should investigate local sources of assistance in addition to making application through the College.

Through the generosity of alumni and friends of Saint Anselm College, the following scholarships are offered to deserving students. No student is allowed to enjoy a scholarship whose personal conduct or academic progress does not give satisfaction to the faculty or administration. Gifts of full or partial scholarships are of considerable assistance to the College's educational endeavors and to its students and are deeply appreciated by the College. For additional information, contact the director of Financial Aid.

Decisions on awarding scholarships are made by the College unless other arrangements are specified by the donors and noted in the descriptions below.

Unless noted otherwise, eligibility for consideration for each of the following scholarships is based upon demonstrated financial need.

**Presidential Scholarships** - Scholarships are competitive based on academic achievement regardless of financial need. The awards range from \$5,000 to \$10,000 annually. All applicants for admission will be reviewed by the Presidential Scholars Committee. Awards are made on a rolling basis with priority consideration given to early

applicants, Selection is based on secondary school average, rank in class and test scores, and are awarded to students who have exhibited superior academic performance. Awards will be renewed annually for those who maintain a GPA that places them in the top 25 percent of their class. Students may qualify for need-based aid over and above the scholarship award.

**The 2000 Fund** - Initiated and funded by class members from the Classes of 1983-1990, this scholarship is awarded annually to a son or daughter of a member of these Classes. If no eligible son or daughter is enrolled, the award may be made to other eligible students. However, first consideration shall be given to the son or daughter of an alumnus of these Classes, with special consideration given to the son or daughter of a deceased alumnus.

**The Rev. Jeremiah Ahearn Fund** - Established by friends of the Rev. Jeremiah Ahearn, O.S.B., this fund provides loans to students. Preference is to be given to members of St. Kilian's Parish, Farmingdale, Long Island.

**The Alumni Scholarship Fund** - The Alumni Association continues to build a scholarship endowment to assist students in need of aid, to begin or continue their education at Saint Anselm.

**The Ruth E. Bagley Scholarship** - Established by a friend of the College to honor Ruth E. Bagley, R.N., M.Ed., this scholarship commemorates the founding director of the Saint Anselm College Department of Nursing, in recognition of her devoted and effective leadership in bringing this department from its introduction to a position of respected strength and reputation. This fund assists students of Nursing.

**Charles T. L and Laura Barlow Scholarship Fund** - Established by Charles T. L. and Laura Barlow of Bristol, RI. The fund was initiated because of their interest in fostering Catholic education and enabling students who have demonstrated financial need to have access to same.

**Dorothea Will Barry Scholarship** - Established by her husband, John F. Barry, Class of 1940, family and friends to honor her memory. Preference may be given to students from the South Shore of the Commonwealth of Massachusetts who demonstrate significant financial need.

**The Irene Cronin Barry Scholarship Fund** - Established by her husband, John F. Barry, Class of 1940, and by relatives and friends who wish to honor her memory through this scholarship.

**The Bedford Rotary Scholarship** - Established by the Bedford New Hampshire Rotary Club in honor of the Centennial of Saint Anselm College and the close relationship of the Club with the College. The scholarship award(s) to be granted yearly are based equally upon merit, citizenship and need. Applicants must be residents of Bedford, New Hampshire, the westerly portion of Manchester, New Hampshire, or be a son or daughter of a member of the Bedford

Rotary Club. Applications for this Fund may be made directly to the College with the recipients to be selected by the Bedford Rotary Club upon nominations to be made by the College.

**The Ernest and Theresa Bineau Scholarship** - This scholarship is funded by a bequest of the late Mrs. Bineau.

**Bossie Family Scholarship** - Established to honor the sacrifice and commitment of Leonard R. and Marietta L. Bossie by their son, Robert F. Bossie, Esq., Class of 1963. The intent of the Scholarship Fund is to assist students who are academically qualified and who demonstrate financial need. The Fund is especially meant to assist those students who are preparing for the study of law with the intention of becoming an attorney-at-law.

**The Dr. Robert Boucher Endowed Scholarship Fund** - This scholarship was established by Mrs. Mary Boucher in memory of her husband, Dr. Robert Boucher, Saint Anselm College Class of 1957. Income from the fund will provide scholarship assistance to students in need of financial aid. Preference will be given to residents of New Hampshire.

**The Rev. John J. Bradley Scholarship** - The late Rev. John J. Bradley, P.R., of Dover, New Hampshire, bequeathed a trust fund toward the education of a Dover student. The pastor of St. Mary's Church of Dover names the recipient.

**Father James Byrne Scholarship** - Established by the late Father James P. Byrne to provide scholarships for students who are members of St. Mary's Parish, Waltham, Mass., Holy Ghost Parish, Whitman, Mass., and St. Irene's Parish, Carlisle, Mass. In the event that said parishes no longer exist or there are no students or applicants to Saint Anselm from said parishes, consideration may be given to other deserving students.

**The Burke Family Scholarship** - Established by John F. and M. Loretta Burke of South Hadley, Massachusetts, preference in awarding this scholarship is given to graduates of Holyoke Catholic High School or Holyoke High School who are also residents of Holyoke, or South Hadley, Massachusetts.

**The Rev. Dr. John E. Finen Burse** - The late Monsignor Finen bequeathed a fund to benefit students from St. Paul's Parish of Franklin, New Hampshire, and St. Anne's Parish of Manchester, New Hampshire.

**The Father Anthony M. Cacciola, O.S.B., Scholarship Fund** - This scholarship was established through gifts from family and friends in memory of Fr. Anthony M. Cacciola, O.S.B., a monk of Saint Anselm Abbey, who was a member of the Class of 1983.

**The Mary Lynch Carroll, Francis L. Carroll and Father Paul Houde Scholarship** - This scholarship was established by Dr. J. Vincent Carroll of Worcester, Massachusetts, Class of 1947, to honor the memory of his mother, his brother, and of Rev. Paul Houde, O.S.B.,

a revered member of the Saint Anselm Benedictine community, who served for many years as Dean of Men of the College.

**Cassidy-Mahoney Scholarship Fund** - On the occasion of the ordination of Father James Gerald Cassidy, O.S.B., this fund was established by his parents, G. James and Marian Cassidy, in memory of his grandparents, Wilfrid and Loretta Cassidy and John and Helen Mahoney. Awards are made to qualified Saint Anselm College students with demonstrated financial need, and may be renewed provided acceptable academic standing is maintained. In addition, first preference where possible is given to qualified applicants who plan careers in either education or the health care field, and/or, where applicable, who meet donor geographical preferences. Recipients are selected by the College.

**The Robert E. Chandonnet '74 Memorial Scholarship** - This scholarship was established through gifts from Mr. and Mrs. Robert E. Chandonnet, Sr., and their family and friends in memory of their son, Robert, a member of the Class of 1974.

**The Cinque Scholarship Fund** was established by Carmela and Marie Cinque to honor their late brother, Rev. Ralph Cinque, O.S.B.

**The Monsignor Edward A. Clark Scholarship** - A bequest of the late Rt. Rev. Edward A. Clark, this scholarship is to be used to assist students from either St. Joseph's Parish in Manchester or St. Paul's Parish in Franklin, New Hampshire.

**The Class of 1965/Rev. Jude Gerry, O.S.B., Memorial Scholarship Fund** - Established and funded by class members to assist upper-class students. Preference in awarding this scholarship is given to sons and daughters of members of the class. If no eligible son or daughter is enrolled, awards may be made to other eligible students. The scholarship honors the memory of a beloved member of the Saint Anselm Benedictine community.

**The Class of 1970 Scholarship Fund** - This scholarship was initiated and funded by the members of the Class of 1970.

**The Class of 1976 Scholarship Fund** - This scholarship was initiated and funded by the members of the Class of 1976.

**The Class of 1980/Michael McKeown Memorial Scholarship** - This scholarship was established by the classmates of Michael McKeown, and preference in making grants is to be given to the offspring of members of the class.

**The Class of 1992 Scholarship Fund** - Initiated and funded by class members, this scholarship is awarded annually to a son or daughter of a member of the Class of 1992. If no eligible son or daughter is enrolled, the award may be made to other eligible students. However, first consideration shall be given to the son or daughter of an alumnus, with special consideration given to the son or daughter of a deceased alumnus.

**The Rev. Richard F. Clavelle, O.S.B., Scholarship Fund** -Established

and funded by the Saint Anselm College Council of the Knights of Columbus, the program seeks to assist its members who demonstrate financial need, academic excellence, and dedication to the principles of the Knights of Columbus. Fr. Richard was a member of the Benedictine community of Saint Anselm Abbey who served as chaplain of the Saint Anselm Council for many years.

**The Collins-Falvey Scholarship** - Established by Robert J. ('37) and Dorothy M. (Falvey) Collins of Bedford, N.H., this scholarship honors the memory of their parents, James and Elizabeth (O'Rourke) Collins and John and Margaret (Jordan) Falvey.

**The Austin and Ruth Conley Endowed Scholarship Fund** - Established by Professor Austin Conley and his wife Ruth, this endowed fund will provide scholarship assistance to deserving students, with preference given to English majors demonstrating academic merit and financial need.

**The Cunningham Scholarship Fund**- This scholarship was established by Michael C. Cunningham, Class of 1966, and his wife, Victoria, to honor the memory of Michael's parents, the late Charles and Catherine Cunningham of Hartford, Connecticut.

**The Christopher Currie Memorial Scholarship Fund** - This scholarship was established by L. Rodger Currie, '50, D.D.S., to honor the memory of his son, Christopher, a member of the Class of 1983.

**The Kathleen M. Curtis Scholarship Fund** was established by Thomas and Marjorie Curtis to honor their daughter Kathleen, a 1968 graduate of the College's Nursing Department. First preference is given to graduates of Archbishop Williams High School in Braintree, MA.

**The Fr. Michael Custer, O.S.B., Scholarship Fund** - Established through gifts from Dr. Joseph C. Kim, this scholarship is to honor Fr. Michael Custer, O.S.B., a monk of Saint Anselm Abbey, who was a member of the Class of 1935.

**The Davitt Family Scholarship** - Established by the late Anna C. Davitt, this scholarship honors the Davitt Family of Manchester, New Hampshire. Awards are made to residents of New Hampshire.

**The Robert J. Davolio Scholarship Fund** - This scholarship was established by Mr. Robert J. Davolio, Class of 1953. A committee appointed by the President of the College will select as recipient, a sophomore who has demonstrated academic achievement, significant involvement in campus extracurricular activities and financial need.

**The DeFelice Scholarship Fund** - Established by Ralph and Eleanor (Balzano) DeFelice of Bristol, R.I., this fund honors members of the DeFelice family, living or dead.

**The Anna Gauvin Donnelly Scholarship** - This fund was given in memory of the Gauvin and Donnelly families of Manchester, New Hampshire.

**The Charles E. Eastman Jr. Memorial Scholarship Fund** - Established by Carol Eastman to honor the memory of her husband, Charles, Class of 1972, this scholarship provides assistance to students who are or have been involved as volunteers in some aspect of community service.

**The James H. Eaton Scholarship** - This scholarship was established by a bequest of the late Mary J. Eaton of Franklin, New Hampshire.

**The Andrew A. Falcone Scholarship Fund** was established by the family of Mr. and Mrs. Harold Falcone in memory of their deceased son, Andrew, a member of the Class of 1996.

**The Family Scholarships** - To assist those families with more than one student enrolled at Saint Anselm College at the same time, the College provides a 25% remission of tuition for each additional sister or brother for each year of concurrent enrollment.

**The Mildred Ferguson Scholarship Fund** was established by Robert and Elizabeth Smith in honor of Mrs. Smith's grandmother. The scholarship was established to assist students in the Nursing Department.

**The Rev. Patrick J. Finnegan Scholarship** - A bequest of the late Rev. Patrick J. Finnegan provides scholarship aid for students from Portsmouth, New Hampshire.

**Gallo Family Scholarship Fund** - Established by the Gallo children to honor in loving memory their parents, John and Mary Gallo. Preference will be given to students from Revere, Massachusetts, who demonstrate a willingness to give of themselves and participate actively in the student life of Saint Anselm. When no eligible Revere student is available, assistance may be given to any student who demonstrates financial need.

**The Ann Shanley Gannon Scholarship Fund** - This scholarship was established by the late Miss Annie Gannon. The recipient is named by the pastor of St. John's Church of Concord, or if such a recipient is not named, the College may award the scholarship.

**The Joseph S. Gaziano Scholarship Fund** was established by Mrs. Anne Marie Gaziano in honor of her late husband, Joseph, a former Trustee of the College. The scholarship assists students with demonstrated financial need in the Department of Nursing.

**Michael J. and Mary P. Geaney Scholarship** - Established by Michael J. Geaney, Jr. '66 and his wife, Nancy, to honor his parents for their sacrifice and commitment to Catholic education. The Geaney Family Scholarship Fund recognizes the financial burden that higher education places upon parents. The Fund makes grants to students and families of modest means who demonstrate financial need. Preference may be given to academically qualified students from high schools on the North Shore of the Commonwealth of Massachusetts.

**The Rosamond G. Granger Scholarship Fund** was established to assist students with demonstrated financial need.

**The Rev. Bernard G. Holmes, O.S.B., Senior Student Awards** - Established in 1985 by Mr. and Mrs. Robert C. Davison of Manchester, New Hampshire, these special awards honor Rev. Bernard G. Holmes, O.S.B., '36 of Saint Anselm Abbey. The scholarship awards are designed to encourage students to emulate, and to carry with them into society, those personal qualities of heart and mind that the donors found so admirable in Father Bernard. Based on the student's record during the first three years of study at Saint Anselm, these awards provide full tuition and fees in the senior year, and the potential of an additional one-time grant toward a career goal. Father Bernard was a senior member of the Saint Anselm Benedictine community and was a former president and treasurer of Saint Anselm College.

**The Frances Hebert Howard Scholarship Fund** was established by her widowed husband, her parents and friends to honor the memory of their deceased wife and daughter. The scholarship provides assistance to Juniors or Seniors studying in the Nursing, pre-medical and science majors.

**The Rev. Francis J. Howat Scholarship** - The late Miss Catherine Howat of Dover, New Hampshire, established this scholarship in memory of her brother, the Rev. Francis J. Howat.

**John A. Humphrey (Class of 1966)** established the Thomas F. Humphrey Memorial Scholarship Fund, in memory of his brother. The scholarship was established to assist students at Saint Anselm College with a demonstrated financial need and in good academic standing.

**The Isaak Family Fund** - This scholarship fund was established by the Isaak families in memory of Mr. and Mrs. Constantine Isaak, and Nicholas Isaak, A.I.A., Class of 1936, and Nicholas C. Isaak, A.I.A., Class of 1946, architects of Saint Anselm Abbey and College from 1954 to 1988.

**The Basil and Alice Johnson Scholarship Fund** - Established by the Alice Vaughn Johnson Trust. Recipients are financially deserving students who are selected by the Trust.

**Bishop Joseph, O.S.B., Scholarship Fund** - Established by Mr. John Kaneb to honor the Most Rev. Joseph J. Gerry, O.S.B., the third Abbot of Saint Anselm Abbey, on the occasion of his elevation to Bishop in 1986. Grants from this fund will provide support for eligible students with significant financial need.

**Achille A. Joyal Scholarship** - This scholarship was established through a bequest of the late Achille A. Joyal. Preference is given to a worthy student from Cheshire County, New Hampshire, with second preference given to an eligible student from New Hampshire, and finally to an eligible enrolled student.

**The Cornelius M. Keefe Scholarship** - A bequest by the late Cornelius M. Keefe, Class of 1908, has provided a scholarship in his memory for a male student.

**The Rev. Gregory C. Kelleher, O.S.B., Memorial Fund** was established by the friends and parishioners of Saint Raphael's Parish in Manchester, N.H. to honor the memory of their beloved friend and pastor.

**The Edward W. Kenney Jr. Memorial Scholarships** - The late Mrs. Ann M. Kenney left a trust fund in memory of her son, Edward W. Kenney, Jr., for the benefit of students from New Bedford, Acushnet, Dartmouth, or Fairhaven, Massachusetts.

**The Frederick B. Kfoury Scholarship Fund** was established through the generosity of Mr. Kfoury to assist students with a demonstrated financial need and who are in good academic standing.

**The Jeannette Robitaille Lamy Scholarship Fund** - This fund was established by family and friends to perpetuate her memory as a family member, nurse, and member of the Army Nurse Corps.

**The Agnes M. Lindsay Scholarship Aid** - Granted by the trustees of the Agnes M. Lindsay Trust, preference in awarding this scholarship is given to students from rural areas of New England.

**The John T. and Mary A. Lynch Fund** - Established by a gift of the late John T. Lynch, of Manchester, New Hampshire, this scholarship is awarded to qualified Manchester young men and women of the Roman Catholic faith.

**The Rev. John Lynch, O.S.B., Memorial Scholarships** - A bequest of the late Benjamin S. and Marion C. Cohen, long-time friends and benefactors of Saint Anselm College, commemorates the late Rev. John Lynch, O.S.B., treasurer of the College and Abbey for nearly 30 years. Each year a committee appointed by the president selects as recipient of this full-tuition scholarship a junior of outstanding academic ability (minimum 3.0 cumulative grade point average) with demonstrated financial need. This scholarship may be renewed for the senior year subject to the same criteria.

**The Michael Maloy Memorial Scholarship Fund** - This fund was established by friends and classmates to commemorate Michael Maloy, Class of 1974.

**The Abbot Gerald McCarthy, O.S.B., Scholarship Fund** Established by the late Margaret Roeser and her sister, Mary Cleary, this fund honors Right Rev. Gerald F. McCarthy, O.S.B., Class of 1936, the second Abbot of Saint Anselm Abbey and former president of Saint Anselm College.

**Joseph A. McCarthy Memorial Scholarship** - Established by Jude and Martha McCarthy to honor the memory of their son, Joseph A. McCarthy, Class of 1988. It is intended that the recipient be a junior History Major who is in good academic standing and has demonstrated a financial need. Preference is to be given those seeking a Certificate in Russian or Ukrainian Studies and who have expressed an intention to pursue a career as a teacher in higher education. When there is no eligible candidate who meets the expressed

preferences, the grant shall go to a junior History Major who has an interest in pursuing an academic career in higher education and has demonstrated financial need.

**The Joseph B. McDonald Scholarship Fund** - Established by a friend, this scholarship honors the late Dr. Joseph B. McDonald, professor of philosophy, whose many years of dedicated service to Saint Anselm College earned the respect and affection of countless students. The scholarship assists nursing students.

**The Augustine J. and Helen C. McDonough Scholarship Fund** - This endowed scholarship fund was established by Attorney and Mrs. Augustine J. McDonough to assist students who are graduates of Trinity High School in Manchester, New Hampshire.

**The Patrick McGill Scholarship** - A bequest of the late Julia McGill established this scholarship to assist needy students, with preference to residents of Dover, New Hampshire.

**The Rev. Henry F. McKeon Scholarship Fund** - Established by friends and alumni of the College, this fund honors the memory of the Rev. Henry F. McKeon, Class of 1924. Preference is given to those who desire to prepare for the priesthood of the Roman Catholic Church in the dioceses of Springfield or Worcester, Massachusetts, or the diocese of Manchester, New Hampshire.

**The Mary McGlone Fund** - The late Miss Mary McGlone of Dover, New Hampshire, established this trust fund to help educate young men from St. Mary's Parish, Dover, for the priesthood.

**The Thomas A. Melucci, Jr., Memorial Scholarship Fund** - Established in loving memory of Tommy Melucci, Class of 1988, by his family and friends. The Scholarship provides full-tuition grants to senior students who demonstrate personal and spiritual growth during their undergraduate career first at Saint Anselm College.

**The Memorial Scholarship Fund** - This fund, which provides needed assistance to a number of students each year, continues to grow with additional contributions from individuals, families, and groups. Commemorative gifts of any amount are accepted and the names of the deceased so honored are included in the fund. The Memorial Scholarship Fund honors the memory of: David J. Allen, C. Seno M. Arbaje-Ramirez, Stewart Baeder, James Barrett, Jr., Charles Batten, Ruth Beele, Lionel Beliveau, Armand Bibeau, Roger Boissoneault, Dorothy Bondelevitch, Paul Bourgeois, Emile Bourque, Florence E. Boyd, Arthur Bristol, Jr., Francis Broderick, Esq., C. Perrin Brown, Jr., Clare R. Bruder, Joseph Buchenauer, Frances Burns, George E. Caine, Rev. Matthew Campanele, O.S.B., Edward J. Cantlin, Sr., John J. Casey, Jr., Robert E. Chandonnet, Jr., Robert Chenard, Fred W. Clifford, Julie M. Coffey, Paul S. Coleman, Bernard M. Collins, Jr., Joseph P. Collins, Louise Connell, Patricia Conway, John E. Corvo, Clement R. Custer, Sr., Raymond T. Custer, Francis P. Dalton, Conrad Danais, Esq., Grace Davis, Wilfred Delisle, Alphonse J. Desrosiers, Evelyn DiLuzio, Brendan J. Donnelly, Dr. John A. Dooley, Armand

Dubois, Emmett H. Duffy, Gerald DuWars, Bernard J. Dwyer, Walter J. Emmons, John M. Fogarty, James Freeman, Anna Froehlich, Felix Gagne, Philip S. Gallagher III, David Geary, Malrina Genovese, Robert E. Gleason, John J. Glennon, Jr., Elaine Glidden, Joseph Grogan, Jr., John J. Hallice, Mrs. Fred Hogan, Frances Hughes, Margaret Hurley, Paul Kaligher, Barbara T. Kalinski, Joseph Kelly, Marie Kelly, Norman J. Kelly, Jack Kennedy, Edmund T. Menske, Sarah Langer, Andre Lavigne, Eva Lavigne, Jacquelin Legein, Richard W. Leonard, Leo D. Long, Robert J. Lynch, Raymond T. MacLean, Allan MacLellan, Jill Mahoney, Paul M. Martel, Mary Sullivan Martin, Dorothy McAvoy, Walter B. McGregor, Jeannine McGuire, Michael J. McKeown, James A. McLaughlin, Leo F. McNamara, Thomas M. Meehan, Sara Megan, Dwight Merrill, Ovila Mondou, Robert W. Moran, Joseph D. Moriarty, Robert Moriarty, George Morse, Rev. Walter Mulally, O.S.B., Irene Mulloy, Peter Murauckas, Kenneth Murphy, Walter Murray, Genevieve Myrdek, Frank P. O'Malley, Kenneth Patterson, Anne C. Pritchett, Henry Rae, Marguerite A. Reilly, Edward A. Reis, Francis J. Riordan, Gerard Robitaille, Madeline S. Robitaille, Ellen Saunders, Roland L. Schoepf, Alice Schmerder, William G. Schmidt, Sylvester Schramm, George A. Shea, Henry A. Shea, Amy Shoemake, Paul M. Smith, Thomas Swist, Andrew B. Thompson, Jr., Dr. Harry H. Volkel, Patricia C. Walsh, Paul M. White, Ray White, Robert S. Williams, and Gregory Wilson.

**The Ralph Miller Scholarship** - Given by the Manchester Education Association, this scholarship honors the memory of Officer Ralph Miller of the Manchester Police Department who gave his life in the line of duty on October 3, 1976. It is used annually to benefit a student in the Criminal justice Department. Where possible, preference is to be given to a member of the Manchester Police Department. Recipients, may use this grant toward any of the regular expenses of this program of studies.

**The Fr. Casimir Mulloy, O.S.B., Scholarship** - Established by alumni and friends of Fr. Casimir Mulloy, O.S.B., to honor his memory. Fr. Casimir, O.S.B., was a monk of Saint Anselm Abbey, teacher, colleague, and friend to faculty and to generations of students. This fund provides an annual grant to one or more deserving students. Recipients to be determined by the Trustees of the College.

**The Murch Family Endowed Scholarship Fund** - Endowed by Robert Townsend Murch, Class of 1953, the Murch Family Endowed Scholarship was established to assist students furthering their education at Saint Anselm College. Preference should be given to students pursuing a career in the field of education. Recipients should be academically qualified students who demonstrate the human qualities of sound moral values, consideration for others, ability to assist others in need, determination and willingness to give of themselves and participation in the student life of the College.

**Thomas D. Gertrude M. Murphy Scholarship** - Established by Michael J. Murphy, Esq., Class of 1963, and Thomas D. Murphy, Jr., Esq., Class of 1968, to honor their parents: Thomas D. ('30) and

Gertrude M. Murphy. Preference, wherever possible, is given to students who have attended Cathedral High School, Springfield, Massachusetts.

**The Dr. John T. Neary Scholarship Fund** - The late Mary A. Neary of Southborough, Massachusetts, established this scholarship fund in memory of her brother, Dr. John T. Neary, Class of 1904.

**The Monsignor Joseph R. O'Connor Scholarship** - Funded by a bequest of the late Rt. Rev. Joseph R. O'Connor, this scholarship is to help educate young men for the priesthood for the Diocese of Manchester, with preference given to those coming from St. Patrick's Parish in Nashua, New Hampshire, and St. Thomas Aquinas Parish in Derry, New Hampshire.

**The Romulo and Hilda O'Farrill Scholarship Fund** supports the studies of deserving students with demonstrated financial need. Preference is given to students whose first language is Spanish.

**The O'Hara Family Scholarship Fund** was established by Dolores and Richard O'Hara in memory of the late Lawrence and Ethel Leavy, and Lawrence Leavy, Jr., parents and brother of Abbot Matthew Leavy, O.S. B.

**The Rev. Arthur O'Leary, O.S.B. Scholarship Fund** was established by Mr. Joseph Jean (Class of 1953), in memory of his father, Ernest, and his mother, Alexina Jean, to honor the late Rev. Arthur O'Leary, O.S.B.

**The James F. O'Neil Scholarship** - Established in 1988 by the Army, Navy, and Air Force Veterans in Canada, United States Unit, this scholarship honors the late James F. O'Neil, L.L.D., Manchester, New Hampshire native, and National Commander of the American Legion in 1947-1948. The recipient will be a Saint Anselm sophomore or junior who has demonstrated academic achievement and leadership potential.

**The Lisa Pacione Scholarship Fund** - This fund was established in memory of a member of the Class of 1991 by her family and friends. Grants are made to students in nursing.

**The Josephine Jadda Paquette Nursing Scholarship** was established through the generosity of Mrs. Paquette to assist Nursing majors.

**The Paul Family Scholarship Fund** - Established by the Thomas J. Paul family of Philadelphia, Pa. Tom Paul, alumnus and friend, honorary degree recipient, Trustee Emeritus, father of seven alumni children, established this scholarship fund in honor of the Paul family's commitment to Saint Anselm College. Recipients are students of demonstrated financial need.

**The Dr. and Mrs. James J. Powers Scholarship Fund** - This fund was established by Anthony V. Mareski, Saint Anselm Class of 1932, and his wife, Helen Mareski, to honor the memory of Dr. and Mrs. James J. Powers, late of Manchester. Dr. Powers, Class of 1908, was a loyal alumnus, trustee, and physician to the College for more than 30 years.

**The Public Safety Scholarship** - This fund was established by the Saint Anselm College Arson Seminar Committee, with the assistance of the New Hampshire Fire Chiefs Association, and the New Hampshire Police Association to assist sons and daughters of law enforcement and fire service personnel. First preference is to be given to students who are New Hampshire residents.

**The Monsignor Maurice Redden Scholarship** - Gifts of the late Monsignor Redden have enabled the College to establish this scholarship fund.

**The Routhier Memorial Scholarship Fund** was established by Mrs. Esther A. Routhier in honor of her late husband. The scholarship is awarded to students with a demonstrated financial need and in good academic standing.

**The Rowe Family Scholarship** - Established by the late C. Edward and Von Dy Rowe of Athol, Massachusetts, this scholarship is awarded to students demonstrating need and majoring in English.

**The Saint Anselm College Class of 1964 Scholarship Fund** - This fund was established and funded by members of the class to assist upper-class students. First priority is given to sons and daughters of class members. Second priority is given to sons and daughters of other alumni, and special consideration is given to sons and daughters of deceased alumni.

**The Saint Anselm College Class of 1966 Scholarship Fund** - Initiated and funded by class members, this scholarship is awarded annually to a son or daughter of a member of the Class of 1966. If no eligible son or daughter is enrolled, the award may be made to other eligible students. However, first consideration shall be given to the son or daughter of an alumnus, with special consideration given to the son or daughter of a deceased alumnus.

**Saint Anselm Invitational Tournament Scholarship Fund** - The Saint Anselm Invitational Golf Tournament is an annual tournament sponsored by the Alumni Association and the Anselmian Athletic Club. Proceeds from the Tournament continue to fund an endowed scholarship first established by the Tournament Committee in 1992. The Fund makes grants to Saint Anselm students in good academic standing whose demonstrated financial need is substantial. Recipients are chosen by the Financial Aid Committee.

**The Schupp Family Scholarship** - This scholarship was established by Mr. Robert W. Schupp and Ms. Mary L. Schupp, a member of the Class of 1978.

**The Robert Schwecherl Scholarship Fund** - The scholarship fund, originally called the Weezie Scholarship for the donor foundation bearing that name and in memory of Miss Louise Frances Walker, was rededicated in 1999 in honor of the late Mr. Robert Schwecherl, a long-time friend of the Walker Family, the Weezie Foundation, and Saint Anselm College. It is awarded annually to students of the College's Nursing program.

**Serignese Family Scholarship Fund** - Established in honor of Jennie Serignese by her son, Nicholas F. Serignese, Esq., Class of 1965, for the purpose of assisting Saint Anselm men and women who qualify academically and have demonstrated a financial need.

**The Shea Family Scholarship Fund** - To honor the memory of Joseph Benedict Shea, devoted friend and graduate of Saint Anselm College, Class of 1929, the scholarship was established through the generosity of Mr. Shea's sister, Katherine, and son, Joseph.

**The George A. Shea Memorial Scholarship** - Established by Sarah "Sally" Patten Shea and Brendan Shea, the widow and son of the late George A. Shea. A member of the Class of 1939, George Shea was also a former president of the Saint Anselm College Alumni Association. This scholarship is to be awarded to students with demonstrated financial need, giving preference where possible to qualified students from the Greater Manchester area.

**The Rev. Hubert J. Sheehan, O.S.B., Scholarship Fund** - This scholarship was established by Atty. John J. Sheehan and Timothy S. Sheehan of Manchester, New Hampshire, in memory of their brother, Father Hubert, O.S.B., a monk of Saint Anselm Abbey and a respected botanist who served many years on the College faculty.

**Thomas F. Sullivan Memorial Scholarship** - Established in loving memory by Robert and Miriam (Sullivan) Smith to honor Thomas F. Sullivan, in recognition of his exemplary life as father, grandfather, and friend. Scholarship grants will be awarded to students who are academically qualified and who demonstrate financial need. Preference will be given to students from the Merrimack Valley in the Commonwealth of Massachusetts, with preference to residents of Tewksbury.

**Summit Packaging Systems Scholarship** - Established by Summit Packaging Systems, Inc. of Manchester, N.H., to assist students in the Greater Manchester area. Preference, where possible, is to be given to employees of Summit Packaging Systems, Inc. and/or their children who have been admitted to the College and have demonstrated financial need. When no such eligible students are enrolled, New Hampshire students in good academic standing and with demonstrated financial need are eligible.

**The Rev. Andrew J. Timon Trust Fund** - The late Miss Winifred Timon, of Nashua, New Hampshire, established this trust fund in memory of her brother, the Rev. Andrew J. Timon.

**Henry J. Turcotte Memorial Scholarship Fund** - Established by the Board of Directors of Associated Grocers of New England in memory of Henry J. Turcotte, Class of 1933, alumnus, leading member of the Manchester community, friend of Saint Anselm, and former President of Associate Grocers of New England. The Scholarship Fund is intended to provide grants for New Hampshire and Manchester area students who demonstrate academic promise and financial need.

**Rev. J. Paul Vaichunas Scholarship Fund** - A bequest established by the late Father J. Paul Vaichunas, Class of 1941, so that young men and women will be assisted in obtaining a Catholic, Benedictine, value centered education at Saint Anselm College. Recipients must demonstrate financial need. Preference may also be given to those academically qualified students who demonstrate the human qualities of sound moral values, consideration for others, ability to assist those in need, determination and willingness to give of themselves and participate in the student life of the College.

**The Valley-Henchey Scholarship** - Established by Mrs. Ida Henchey, this fund seeks to assist students majoring in Liberal Studies or Philosophy.

**The Richard A. and Helen A. Vicedomine Fund** - Established by Dr. and Mrs. Richard A. Vicedomine of Salem, New Hampshire, this fund assists qualified students with preference given to graduates of Lawrence High School, Central Catholic High School, and St. Mary's High School, Lawrence, Massachusetts; Presentation of Mary Academy, and Methuen High School, Methuen, Massachusetts; Salem High School, Salem, New Hampshire; Andover High School, Andover, Massachusetts; and North Andover High School, North Andover, Massachusetts; and to students who are residents of the cities and towns in which these schools are located.

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**The Harry F. Ward Scholarship** - This scholarship was established through the generosity of Harry F. Ward. The recipient must be a resident of Marlborough, Massachusetts, and must have been such for at least five years. The student must have attended Marlborough High School for four years and be a graduate thereof.

**The Westwood Memorial Scholarship Fund** - This scholarship was established by the parents, relatives, and friends of Lt. Norman P. Westwood, Jr., Class of 1966, to honor his memory. Lt. Westwood was a U.S. Navy fighter pilot who lost his life in May of 1970 in action in the Vietnam War.

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<b>Grant Proposal</b>	Dean of the College, Director of Financial Planning, Director for Corporate and Foundation Relations, Chair of Faculty Senate Academic Procedures Committee, Director of Information Technology, Professor Carolyn K. Weinreb
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\*\*\* Faculty members are not eligible to apply for Summer Grants or for Common Fund allocations while they sit on the Faculty Development Committee

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Inquiries about Saint Anselm College and its programs are encouraged. Prospective students and their parents are welcome to visit the campus and may make arrangements for individual conferences to discuss admissions, program of studies, financial aid, or other matters of interest. The following directory may be helpful:

<b>Academic Advisement</b>	(603) 641-7465
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<b>Alumni</b>	(603) 641-7220 or (800) 639-7041
<b>Athletics</b>	(603) 641-7800
<b>Business Office</b>	Payment of tuition and fees. (603) 641-7120
<b>Campus Events</b>	
<b>Dana Center</b>	Concerts, plays, lectures, campus activities (603) 641-7700
<b>Career and Employment Services</b>	(603) 641-7490
<b>Center for Volunteers</b>	(603) 641-7108
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<b>Student Activities and Leadership Programs</b>	(603) 641-7363
<b>Summer School</b>	Summer Courses. (603) 641-7460

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Saint Anselm College actively seeks a diversity of students and admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. Saint Anselm College does not discriminate on the basis of color, national or ethnic origin, age, sex, or handicap in administration of educational policies, in admission to, access to, treatment in or employment in any program or activity. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director of Human Resources, Saint Anselm College, 100 St. Anselm Drive, Manchester, New Hampshire 03102-1310) 641-7000. Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office of Civil Rights, U.S. Department of Education, J. W. McCormack P.O.C.H., Room 222, Boston, MA 02109-4557.

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