

# SAINT ANSELM COLLEGE

## Catalogue 2019-2020



# Academic Calendar 2019 - 2020

## First Semester

August 22 - August 25	Thursday - Sunday	New Student Orientation
August 25	Sunday	Move-in Day for upperclassmen
August 26	Monday	Classes begin/Modified Schedule*
September 2	Monday	Labor Day - College Holiday
September 3	Tuesday	Last day to change registration
October 4	Friday	Course material due from departments
October 11	Friday	Mid-term deficiencies due
October 11 - 15	Friday - Tuesday	Fall recess begins at 5:30 pm
October 16	Wednesday	Classes resume
Oct 28 - November 1	Monday - Friday	Pre-registration with departments
November 1	Friday	All Saint's Day/Modified Schedule*
November 1	Friday	Last day to remove "I" notation
November 8	Friday	Online Registration begins
November 26	Tuesday	Thanksgiving recess begins after last evening class
December 2	Monday	Classes resume
December 6	Friday	Last day of classes
December 7	Saturday	Reading day
December 9	Monday	Examinations begin
December 14	Saturday	Examinations end
December 16	Monday	Grades due by noon

## Second Semester

January 13	Monday	Classes resume
January 20	Monday	Martin Luther King, Jr. Day-,College Holiday
January 21	Tuesday	Last day to change registration
February 7	Friday	Course material due from departments
February 28	Friday	Mid-semester recess begins at 5:30 PM
March 2	Monday	Mid-term deficiencies due
March 9	Monday	Classes resume
March 9 - 13	Monday - Friday	Pre-registration with departments
March 13	Friday	Last day to remove "I" notation
March 18	Wednesday	Online Registration begins
April 8	Wednesday	Easter recess begins after the last evening class
April 14	Tuesday	Classes resume
April 29	Wednesday	Last day of classes
April 30 - May 1	Thursday - Friday	Reading days
May 2	Saturday	Examinations begin
May 8	Friday	Examinations end
May 9	Saturday	Grades due
May 16	Saturday	Commencement

\* Modified schedule

# Programs by Area: Majors and Minors

## Biological Sciences

### Biological Sciences Overview

**Chairperson: Brian K. Penney**

Professors: Eric J. Berry, Daniel Broek, Brian K. Penney, F. Jay Pitocchelli, Barry J. Wicklow; Associate Professors: Lori LaPlante, Daniel J. Lavoie, William Ryerson, Stephen W. Tobin, Robert C. Vallari; Assistant Professors: Theresa Dabruzzo, Elizabeth Greguske.

The Department of Biology administers four majors: Biochemistry and Molecular Biology, Biology, Environmental Science and Natural Science. In each of these majors, the curriculum is designed to: 1) explore the fundamental properties of life from the molecular to the community/ecosystem level, 2) demonstrate how biologists conduct inquiry in biology through rigorous application of the scientific method, and 3) incorporate this body of information into the framework of modern evolutionary theory. Laboratory and field work are important components of all four majors.

For students from other majors with interests in the study of biology, Exploring the Natural World (BI 101), Topics in General Biology (BI 102), Exercise Physiology (BI 201), Tropical Biology (BI221) and Field Studies in Tropical Biology (BI 222) offer opportunities to learn about how biologists use the scientific method to investigate questions about the living world, the diversity of life, and the relationship of discoveries in the biological sciences to current problems facing a modern society. In addition, "The Biosphere at Risk" (BI 205), 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 interested in careers in life science secondary education should see details under the Education Department (Life Sciences certification for grades 7-12) in the online catalog.

### Performance requirements:

Students are required to earn a minimum of a "C" average (2.0), and receive no individual course grade lower than C-, in General Biology BI 103 and BI 104 and in General Chemistry CH 130 and Structure and Reactivity CH 150, the traditional first year biology and chemistry course sequences, to continue enrollment in a biology department-administered major into the second year.

A student who falls below either performance requirement ("C" average or minimum of "C-" in a class) will be placed on probationary status in his or her respective major while repeating the necessary course(s) to meet the performance requirements. Probationary students must repeat the necessary course(s) by the end of the subsequent academic year and must meet all the performance requirements before enrolling in upper-level Biology courses. All probationary students must obtain permission of the Biology Department Chair to remain in any of the biology department-administered majors. It is the student's responsibility to provide evidence of successful completion of these courses to the Chair and the Registrar no later than one week prior to the first day of classes.

Beyond the introductory courses (see above), students must maintain each semester a minimum grade point average of 2.0 in their major courses (biology, chemistry, physics and mathematics) to continue in their respective majors.

Students from other majors wishing to join one of the department's four majors must first complete the equivalent of the General Biology 103-104 sequence. For these students, work completed in Exploring the Natural World (BI 101) or Topics in General Biology (BI 102 ) may be used in lieu of the corresponding semester of General Biology I (BI 103 ) or General Biology II (BI

104 ), provided that a minimum average grade of B+ is earned in BI101 or BI102. These students must consult and seek permission of the Chair prior to changing majors.

Students completing BI 101 or BI 102 but failing to earn a B+ average may also be admitted into a Biology Department major by meeting the minimum grade requirements described above for a typical major's sequence, i.e. enrolling and successfully completing BI 103 - BI 104 and CH 130 - CH 131 with a C average or better across all four courses. These students must also take one additional elective to replace BI 101 or BI 102, in accordance with the College's policy on repeating courses.

## Major

### Biochemistry and Molecular Biology

The Biochemistry and Molecular Biology major 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, for the health-care professions, or for entry-level positions in science-related industries. This interdisciplinary major draws upon the resources of the departments of Mathematics, Physics, Chemistry, and Biology.

#### Major requirements:

Students majoring in Biochemistry and Molecular Biology select schedules in consultation with a faculty advisor to include the following required courses:

- BI 103 - General Biology I
- BI 104 - General Biology II
- BI 327 - Genetics
- BI 333 - Cell Biology
- BI 336 - Biochemistry
- BI 341 - Selected Topics in Biochemistry
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 230 - Structure and Functions
- CH 251 - Reaction and Mechanism
- CH 280 - Physical Chemistry I
- or
- CH 310 - Instrumental Analysis
  
- MA 170 - Calculus I
  
- PS 121-122 - General Physics I - II
- or
- PS 131-132 - Calculus-Based Physics I - II
- CH280 (Physical Chemistry I) is recommended for students focusing on biochemistry (NOTE: requires MA180 Calculus II), CH310 (Analytical Chemistry II), for students focusing on molecular biology. For an American Chemical Society Certified Biochemistry Degree, in addition to the requirements of the Biochemistry and Molecular Biology major, the following courses must be successfully completed; CH 280 (Physical Chemistry I), CH 310 (Analytical Chemistry II), CH 340 (Inorganic Chemistry I), MA 180 (Calculus II), PS 131-132 (Calculus-Based Physics I - II).

#### Research experience:

Students are encouraged to obtain research experience through enrollment in either:

- BI 421 - Directed Research in Biology - Two Semester Option
- BI 422 - Directed Research in Biology - Two Semester Option
- or
- BI 423 - Directed Research in Biology - One Semester Option

- CH 420 - Research and Seminar I
- CH 421 - Research and Seminar II

and/or

- BI 450 - Washington Internship
- BI451-BI454 - Biology Internship

### Note:

Should a student opt not to engage in one of the above research experiences, he/she must enroll in one additional non-introductory level laboratory course offering from either the Biology or Chemistry Department.

Students must successfully complete a written comprehensive examination. The examination is the American Chemical Society Biochemistry test and is administered twice annually, once in November and once in February.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- BI 103 - General Biology I (SCI)
- CH 130 - General Chemistry

#### Spring

- HU 104 - Conversatio II
- Core
- BI 104 - General Biology II
- CH 150 - Structure and Reactivity

### Sophomore Year

#### Fall

- Language I
- BI 327 - Genetics

- MA 170 - Calculus I
- CH 251 - Reaction and Mechanism

## Spring

- Language II
- Core
- BI 333 - Cell Biology
- CH 230 - Structure and Functions

## Junior Year

### Fall

- BI 336 - Biochemistry
- PS 121-122 - General Physics I - II or
- PS 131-132 - Calculus-Based Physics I - II
- Language III/Elective
- Elective

### Spring

- Core
- Core
- BI 341 - Selected Topics in Biochemistry
- PS 121-122 - General Physics I - II or
- PS 131-132 - Calculus-Based Physics I - II

## Senior Year

### Fall

- Core
- Core
- CH 280 - Physical Chemistry I /Elective
- Choice of research experience or major elective

### Spring

- Elective
- Core
- CH 310 - Instrumental Analysis /Elective
- Choice of research experience or major elective

Note:

See Biological Sciences Overview for additional information.

## Biology

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. The curriculum seeks to develop 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.

### Major requirements include:

#### Biology:

- BI 103 - General Biology I
- BI 104 - General Biology II
- BI 345 - Biostatistics

#### Chemistry:

- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 230 - Structure and Functions

#### Physics:

- One semester of Physics (PS121, 122, 131 or 132)

### Additional requirements include:

Students must also select seven major elective courses from the department, with the following conditions.

- At least one biology course must be selected from each of the following two categories (two courses total).
- CH251 Reactions and Mechanisms OR an additional semester of Physics may count for one course of the seven.
- Directed Research in Biology (BI421-BI422 or BI423), Internship (BI451-454) or Washington Internship (BI450) may count for one course of the seven
- Six of the seven must be lab courses.

With permission of the chair, up to 3 upper-level courses on topics other than those listed below may be transferred in from study abroad or from domestic institutions.

Students must also successfully complete a written comprehensive examination. The examination is the Education Testing Service Major Field Test in Biology and is administered twice annually, once in November and once in February.

### Category 1 - Cellular & Molecular Biology/Organismal Structure and Function

- BI 201 - Exercise Physiology (nonlab)
- BI 318 - Microbiology for Majors



- BI 323 - Cell and Tissue Culture
- BI 326 - Cancer Biology (nonlab)
- BI 327 - Genetics
- BI 331 - Human Anatomy & Physiology I
- BI 332 - Human Anatomy & Physiology II
- BI 333 - Cell Biology
- BI 334 - Animal Physiology
- BI 336 - Biochemistry
- BI 339 - Endocrinology (nonlab)
- BI 341 - Selected Topics in Biochemistry
- BI 344 - Nutrition (nonlab)
- BI 346 - Pharmacology (nonlab)
- BI 348 - Immunology (nonlab)

## Category 2 - Evolution & Diversity/Global Issues & Environmental Science

- BI 205 - Biosphere at Risk (nonlab)
- BI 221 - Tropical Biology and
- BI 222 - Field Studies in Tropical Biology
- BI 315 - Comparative Vertebrate Anatomy
- BI 319 - Aquatic Ecology
- BI 320 - Ecology
- BI 325 - Evolutionary Biology
- BI 328 - Conservation Biology
- BI 329 - Plant Biology
- BI 335 - Animal Behavior
- BI 338 - Invertebrate Zoology
- BI 347 - Ornithology

## Course Sequence Outline

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 Directed Research in Biology (BI 421 - BI 422 or BI 423); (2) develop, with direction from the Internship Facilitator, an individual internship program (BI 451, 452, 453, 454 or (3) participate in the Washington Internship Program (BI 450).

## Freshman Year

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English /Core
- BI 103 - General Biology I
- CH 130 - General Chemistry

## Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English /Core
- BI 104 - General Biology II
- CH 150 - Structure and Reactivity

## Sophomore Year

### Fall

- Language 1/Elective
- Core
- Biology elective/Core
- BI 345 - Biostatistics

### Spring

- Language 2/Biology Elective
- Core
- BI 345 - Biostatistics /Biology Elective
- CH 230 - Structure and Functions

## Junior Year

### Fall

- Language 3/Biology Elective
- Core
- Biology Elective
- Physics/Biology Elective

### Spring

- Core
- Core
- Physics/Biology Elective
- Biology Elective

## Senior Year

### Fall

- Core

- Core/Biology Elective
- Biology Elective
- Biology Elective
- BI 421 - Directed Research in Biology - Two Semester Option

## Spring

- Core/Biology Elective
- Biology Elective
- Biology Elective
- BI 422 - Directed Research in Biology - Two Semester Option /Biology Elective

## Note:

See Biological Sciences Overview for additional information.

## Environmental Science

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 5 basic science courses and 8 environmental courses (see below). A research or internship experience is also strongly recommended. 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.

## Major requirements include:

Students majoring in Environmental Science are required to take:

### Basic Science Courses:

- BI 103 - General Biology I
- BI 104 - General Biology II
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- BI 345 - Biostatistics

### Environmental Core Courses:

- \* BI 205 - Biosphere at Risk
- \* BI 319 - Aquatic Ecology
- \* BI 320 - Ecology
- \* BI 328 - Conservation Biology

### One Organismal Course:

- \* BI 329 - Plant Biology
- \* BI 338 - Invertebrate Zoology
- \* BI 347 - Ornithology

### Two Methods Courses:

- CH 230 - Structure and Functions
- \* CH 260 - Environmental Chemistry
- CH 270 - Quantitative Analysis
- CH 310 - Instrumental Analysis
- \* BI 221 - Tropical Biology and
- \* BI 222 - Field Studies in Tropical Biology
- BI 318 - Microbiology for Majors
- BI 327 - Genetics
- BI 335 - Animal Behavior
- CS 210 - Introduction to Geographic Information Systems (GIS)  
One course may be an approved internship:
- BI 450 - Washington Internship
- BI 421 - Directed Research in Biology - Two Semester Option  
and
- BI 422 - Directed Research in Biology - Two Semester Option
- BI 423 - Directed Research in Biology - One Semester Option

### One Social Science course:

- EC 141 - Principles of Economics: Micro
- EC 250 - Environmental Economics
- HI 109 - Environmental History
- PO 108 - Environmental Politics
- PO 260 - Political Theories of the Environment

Note that courses marked with an asterisk (\*) are typically taught alternate years so students will need to plan accordingly.

Students must also successfully complete a written comprehensive examination. The examination is the Educational Testing Service Major Field Test in Biology and is administered twice annually, once in November and once in February.

## Additional Experience:

Each Environmental Science student is encouraged to gain additional laboratory or field experience by (1) enrolling in either Directed Research in Biology (BI 421 - BI 422 or BI 423) or Research and Seminar in Chemistry (CH 420 - CH 421), (2) developing an individual internship program with direction from the Internship Facilitator (BI 451, 452, 453, 454), or (3) participating in the Washington Internship Program (BI 450). With permission of the chair, up to 2 upper-level major elective courses on topics other than those listed above may be transferred in from study abroad or from domestic institutions.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- BI 103 - General Biology I
- CH 130 - General Chemistry

#### Spring

- HU 104 - Conversatio II
- Core/Language
- BI 104 - General Biology II
- CH 150 - Structure and Reactivity

### Sophomore Year

#### Fall

- BI 345 - Biostatistics
- Language 2
- Core
- Social Science

#### Spring

- BI 205 - Biosphere at Risk
- Language 3
- Core
- Elective

### Junior and Senior Year

Junior and senior years should focus on finishing core requirements and upper level departmental requirements. Students should take Conservation Biology and Ecology the same fall, and Aquatic Ecology in the opposite fall due to alternation of courses.

## Note:

See Biological Sciences Overview for additional information.

## Natural Science

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.

### Major requirements include:

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:

- BI 103 - General Biology I
- BI 104 - General Biology II
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- PS 121-122 - General Physics I - II or PS 131-132

### Additional requirements include:

The student is also required to complete successfully six additional courses from the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics or Psychology.

Three of the six must come from the Department of Biology, and two of the three must include a laboratory experience. The remaining three required courses may be drawn from the Departments of Biology, Chemistry, Computer Science, Mathematics, Physics or Psychology.

Students must also successfully complete a written comprehensive examination. The examination is the Educational Testing Service Major Field Test in Biology and is administered twice annually, once in November and once in February.

## Note:

BI 101, BI 102, BI 107, BI 108, BI 149, all Chemistry courses below CH 130, CS 101, MA 110, MA 130, MA 150 and PS 101 - 105 courses do not count as electives for the Natural Science major.

### Research experience:

Since scientific research is an important aspect of an education in science, Natural Science majors are encouraged to replace one of the six required courses with one of the following:

1. under the direction of a faculty member, participate in Directed Research (BI 421 - BI 422 or BI 423);

2. develop, with direction from the Internship Facilitator, an individual internship program (BI 451, 452, 453, 454 - BI 454 );
3. participate in the Washington Internship Program (BI 450); or
4. participate in Research and Seminar I and II (CH 420 - CH 421).

With permission of the chair, up to 2 upper-level major elective courses on topics other than those listed in the college catalog may be transferred in from study abroad or from domestic institutions.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English /Core
- BI 103 - General Biology I
- CH 130 - General Chemistry

#### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English /Core
- BI 104 - General Biology II
- CH 150 - Structure and Reactivity

### Sophomore Year

#### Fall

- PS 121 - General Physics I or
- PS 131 - Classical Physics I
- Core
- Language 1/Elective
- Science Elective

#### Spring

- PS 122 - General Physics I or
- PS 132 - Classical Physics II
- Core
- Language 2/Elective
- Science Elective

### Junior Year

## Fall

- Language 3/Elective
- Core
- Science elective
- Science elective

## Spring

- Core
- Core
- Science elective
- Science elective

## Senior Year

### Fall

- Choice of research experience or major elective
- Core
- Core
- Elective

### Spring

- Choice of research experience or major elective
- Core/Elective
- Core/Elective
- Elective

## Note:

See Biological Sciences Overview for additional information.

## Minor

### Environmental Studies Minor

The Environmental Studies Minor integrates scientific, political, economic and social aspects of environmental issues. It examines the long-term effects of human action on ecological patterns and processes. The curriculum provides students with the theory necessary to approach and evaluate environmental problems and the tools needed to develop and implement solutions to the problems. Students are encouraged to become actively engaged in their local, regional and global communities.



## Minor requirements:

The student should discuss the program with the Environmental Studies minor advisor within the Biology Department and register by the end of the fifth semester at Saint Anselm College. To enroll, a student must have a grade point average of 2.00 or higher and be a full-time, degree candidate not majoring in environmental science.

### To be awarded this interdisciplinary minor, a student must:

1. Achieve a grade no lower than a C in all certificate courses.
2. Earn an overall cumulative grade point average of 2.33 in all certificate courses.
3. Complete two core courses: BI 205 Biosphere at Risk and PO 108 Politics of the Environment or PO 260 Theories and Ideologies in Environmental Politics.
4. Complete three elective courses, with at least one each from the sciences (BI 319, BI 320, BI 328, BI 329, CH 260, PS 201, PS 103) and social sciences (EC 141, EC 250, HI 399 (Special Topics: African Environmental History), HI 109, SO 206, SO 334).

## Chemistry

### Chairperson: Carolyn K. Weinreb

Professors: Mary Kate Donais, Derk A. Wierda; Associate Professors: Nicole Eyet, Carolyn K. Weinreb; Assistant Professor: Matthew Hurley.

The Saint Anselm College Chemistry Department provides its students with the knowledge and skills necessary to excel in chemistry within the context of a liberal arts education. Consistent with the Catholic Benedictine mission of the College, the Department seeks to develop ethical and responsible scientists, who are active in their local, national and global communities. The Department engages students in a variety of learning experiences that integrate the teaching and research laboratories with the classroom.

Chemistry as the central science is by its nature interdisciplinary, drawing on both mathematics and physics to understand basic principles and helping to inform the understanding of structure and reactivity in biological systems. As such, in addition to chemistry, students demonstrate competency in calculus, physics, and biochemistry.

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.

## Major

## Chemistry

### 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 include:

- MA 170 - Calculus I
- MA 180 - Calculus II
- PS 121-122 - General Physics I - II or
- PS 131-132 - Calculus-Based Physics I - II
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 251 - Reaction and Mechanism
- CH 270 - Quantitative Analysis
- CH 280 - Physical Chemistry I
- CH 310 - Instrumental Analysis
- CH 340 - Inorganic Chemistry I
- CH 420 - Research and Seminar I
- CH 421 - Research and Seminar II
- CH 425 - Integrated Laboratory

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- CH 130 - General Chemistry
- MA 170 - Calculus I

#### Spring

- HU 104 - Conversatio II
- Core/Language
- CH 150 - Structure and Reactivity
- MA 180 - Calculus II

### Subsequent years:

**In the sophomore year:** Chemistry majors generally take Reaction and Mechanism, Quantitative Analysis, and Physics. Depending on initial placement, students will complete the modern or classical language requirement. The remainder of the schedule is filled by chemistry electives, other core requirements, general electives, or courses for a minor or double major.

**In the junior year:** Chemistry majors generally take Physical Chemistry, Inorganic Chemistry and Instrumental Analysis, and complete the Research and Seminar I requirement in the fall semester. Students will choose core requirements, general electives or courses for a minor or double major to complete the schedule.

**In the senior year:** Chemistry majors generally take Research and Seminar II courses in the fall and Integrated Laboratory in the spring. Students finish any core requirements, general electives or courses for a minor or double major to complete the schedule.

### Note:

- CH 420 Research and Seminar I carries no credit but is a prerequisite for CH421
- CH 340 Inorganic Chemistry may be completed in either the sophomore or junior year.

## Chemistry (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. Requirements listed here begin with the class of 2022.

### Major requirements include:

- MA 170 - Calculus I
- MA 180 - Calculus II
- PS 131-132 - Calculus-Based Physics I - II
- BI 336 - Biochemistry
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 251 - Reaction and Mechanism
- CH 270 - Quantitative Analysis
- CH 280 - Physical Chemistry I
- CH 310 - Instrumental Analysis
- CH 340 - Inorganic Chemistry I
- CH 420 - Research and Seminar I
- CH 421 - Research and Seminar II
- CH 425 - Integrated Laboratory

### Select 8 credits from the following:

- CH 281 - Physical Chemistry II
- CH 350 - Physical Organic Chemistry
- CH 355 - Polymer Chemistry
- CH 360 - Inorganic Chemistry II
- CH 380 - Physical Chemistry III
- CH 402 - Special Topics in Chemistry (2 credits)
- CH 405 - Special Topics in Chemistry (4 credits)
- CH 406 - Special Topics in Chemistry with Laboratory (4 credits)

### Note:

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. CH 270, 370, and BI 336 may be taken in any order.

## Chemistry - Secondary Education Dual Major

A program of study in Chemistry which meets the requirements of the State of New Hampshire Department of Education for Teacher Certification in Chemistry.

## Chemistry major requirements include:

- MA 170 - Calculus I
- MA 180 - Calculus II
- PS 121-122 - General Physics I - II or
- PS 131-132 - Calculus-Based Physics I - II
- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 251 - Reaction and Mechanism
- CH 270 - Quantitative Analysis
- CH 280 - Physical Chemistry I
- CH 340 - Inorganic Chemistry I
- CH 420 - Research and Seminar I (carries no credit)
- **Select 8 additional credits in chemistry beyond CH 150.**

## Secondary Education Requirements include:

- PY 203 - Adolescent Psychology
  - ED 240 - Principles of Teaching and Learning (clinical)
  - ED 322 - Inclusion, Equity, and Diversity in Education (clinical)
  - ED 340 - Curriculum and Assessment in Teaching
  - ED 432 - Clinical Capstone: Supervised Student Teaching (counts as 3 courses) (capstone clinical)\*\*
  - ED 442 - Methods of Teaching Secondary Content: Science
- \*\*ED 432 fulfills the CH 421 requirement. Students are required to present their research in a subsequent semester.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- CH 130 - General Chemistry
- EN 105 - Freshman English
- MA 170 - Calculus I

#### Spring

- HU 104 - Conversatio II
- Core (Language)
- CH 150 - Structure and Reactivity
- MA 180 - Calculus II

## Subsequent years:

**In the sophomore year:** To fulfill the chemistry major students generally take Reaction and Mechanism, Quantitative Analysis, and Physics. To fulfill the secondary education major students generally take Adolescent Psychology, Principles of Teaching and Learning. Depending on initial placement, students will complete the modern or classical language requirement. The remainder of the schedule is filled by chemistry electives, other core requirements, general electives, or courses for a minor or double major.

**In the junior year:** To fulfill the chemistry major students generally take Physical Chemistry, Inorganic Chemistry and complete the Research and Seminar I\* requirement in the fall semester. To fulfill the secondary education major students generally take Inclusion, Equity, and Diversity in Education and Curriculum and Assessment in Teaching. Students will choose core requirements, general electives or courses for a minor or double major to complete the schedule.

**In the senior year:** Students will complete the chemistry major with an additional 8 credits of chemistry electives. In the spring students will take Clinical Capstone\* and enroll in Methods of Teaching Secondary Content: Science to complete the secondary education major. Students finish any core requirements, general electives or courses for a minor or double major to complete the schedule

## Forensic Science

**Chairperson: Carolyn K. Weinreb**

Forensic Science is the application of science to answer questions of interest in the legal system. The major is based on a core of content in the sciences, specifically chemistry, computer science and mathematics, with additional options in biology and physics. Additional content within the major includes archeology, criminal justice, fine arts, psychology and sociology.

## Major requirements:

- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity
- CH 220 - Forensic Chemistry
- CH 275 - Forensic Analysis
- CH 276 - Forensic Analysis II
- CJ 100 - Introduction to the Criminal Justice System
- CJ 211 - Evidence
- CS 228 - Computer Forensics

## Math options

Choose one (1) of the following:

- MA 330 - Mathematical Statistics I (or BI 345, CS 204, CJ 200 , BU 121, PY 301, SO 212)
- MA 170 - Calculus I

## Fine Arts options

Choose one (1) of the following:

- FAS 272 - Digital Art & Imaging I

- FAS 240 - Darkroom Photography
- FAS 245 - Digital Photography

## Major Electives

Select 12 credits from the following:

- BI 103 - General Biology I
- BI 108 - Microbiology
- BI 346 - Pharmacology
- CJ 105 - Theories of Crime
- CJ 209 - Criminal Law
- CJ 212 - Criminal Procedure
- PY 307 - Abnormal Psychology \*\*(requires PY 101 General Psychology)
- PS 104 - Forensic Physics
- CH 431 - Chemistry Internship (recommended) OR
- CH 432 - Chemistry Internship (recommended)
- CH 420 - Research and Seminar I and
- CH 421 - Research and Seminar II

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- CH 130 - General Chemistry
- CJ 100 - Introduction to the Criminal Justice System

#### Spring

- HU 104 - Conversatio II
- Core or elective
- CH 150 - Structure and Reactivity
- Core or elective

### In the Sophomore Year

Forensic Science majors generally take Forensic Chemistry and Computer Forensics. Depending on initial placement, students will complete the modern or classical language requirement. The remainder of the schedule is filled with core requirements, general electives, or courses for a minor or double major.

### In the Junior Year

Forensic Science majors generally take the Forensic Analysis sequence, Evidence and complete their Quantitative Reasoning requirement. Students will choose core requirements, general electives or courses for a minor or double major to complete the schedule.

## In the Senior Year

Forensic Science majors generally take their Fine Arts option and any remaining major electives. Students finish any core requirements, general electives or courses for a minor or double major to complete the schedule.

## Minor

### Chemistry Minor

The Chemistry minor complements a student's major by strengthening the understanding of science at the molecular level. Experiences within these courses will assist students in recognizing and addressing the changing needs of society, as well as providing grounding in conceptual and practical knowledge. The program is designed to provide flexibility so that students can tailor the program to their personal interests.

Minor requirements include:

#### Required Courses:

- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity

Select 16 credits from the following:

- CH 220 - Forensic Chemistry
- CH 230 - Structure and Functions
- CH 251 - Reaction and Mechanism
- CH 260 - Environmental Chemistry
- CH 270 - Quantitative Analysis
- CH 280 - Physical Chemistry I
- CH 281 - Physical Chemistry II
- CH 310 - Instrumental Analysis
- CH 340 - Inorganic Chemistry I
- CH 350 - Physical Organic Chemistry
- CH 355 - Polymer Chemistry
- CH 360 - Inorganic Chemistry II
- CH 370 - Synthesis and Characterization
- CH 380 - Physical Chemistry III
- CH 400 - Independent Study
- CH 405 - Special Topics in Chemistry
- CH 406 - Special Topics in Chemistry with Laboratory
- CH 410 - Research
- PS 231 - Modern Physics

- BI 336 - Biochemistry

## Forensics Minor

Forensics lies at the intersection of Criminal Justice and Science. This interdisciplinary minor fosters a student's appreciation and understanding of biological, chemical and image production concepts in the context of the criminal justice system. The department offers two tracks in the minor to maximize the student's breadth of knowledge.

### For students majoring in the sciences

- CJ 100 - Introduction to the Criminal Justice System
- CJ 211 - Evidence
- FAS 240 - Darkroom Photography OR
- FAS 245 - Digital Photography OR
- FAS 272 - Digital Art & Imaging I OR
- CH 220 - Forensic Chemistry (requires CH 130 or permission of instructor)
- **Choose 1 of the following:**
- CH 275 - Forensic Analysis
- PS 104 - Forensic Physics
- CS 228 - Computer Forensics
- BI 327 - Genetics
- BI 108 - Microbiology or
- BI 318 - Microbiology for Majors as appropriate to his/her major
- CJ 212 - Criminal Procedure

### For students not majoring in a science

- CJ 211 - Evidence
- FAS 240 - Darkroom Photography OR
- FAS 245 - Digital Photography OR
- FAS 272 - Digital Art & Imaging I
- A 100-level chemistry course
- CH 220 - Forensic Chemistry (requires CH 130 or permission of instructor)
- PS 104 - Forensic Physics OR
- CS 228 - Computer Forensics OR
- Any lab science

## Classics

**Chairperson: Matthew P. Gonzales**

Professor: David B. George; Associate Professor: Matthew P. Gonzales; Lecturers: Roxanne Gentilcore, 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

### Classical Archaeology

The major in Classical Archaeology seeks to put students in contact with the material cultures of Greece and Rome and peoples closely associated with them. Tools will be provided to reconstruct the ancient life-ways of these peoples as well as skill development in the interpretation of ancient social, political, and economic systems.

The major assists students for graduate study in anthropological archaeology, classical archaeology, cultural resource management, and historical preservation. It also provides any student with a strong intellectual interest in archaeology with a structured introduction to this field.

#### Major requirements include:

- CL 275 - Introduction to Archaeology
- CL 210 - Art and Architecture of the Ancient World - (also listed as FAH210 - Art and Architecture of the Ancient World)

**One of the following archaeological survey courses:**

- CL 276 - The Archaeology of Egypt (also listed as FAH205 - The Archaeology of Egypt)  
or
- CL 277 - Survey of the Archaeology of Greece (also listed as FAH 277 - Survey of the Archaeology of Greece)  
or
- CL 278 - Survey of the Archaeology of Rome (also listed as FAH 207 - Survey of the Archaeology of Rome)
- HI 311 - Ancient Greece
- HI 312 - Ancient Rome
- CL 280 - Archaeological Fieldwork (8 credits = 2 courses/seasons)

**Two Advanced classes in either Latin or Greek**

- MA 130 - Fundamentals of Mathematics or
- MA 150 - The Nature of Mathematics or
  - an approved appropriate math course.
- CL 400 - Independent Study

**One course from:**

- CL 222 - Classical Mythology: The Gods
- CL 223 - Classical Mythology: The Heroes
- CL 231 - Survey of Greek Literature
- CL 232 - Survey of Latin Literature

- CL 250 - Classics Special Topics (when an archaeological topic)
- CL 260 - Ancient Law
- CL 261 - Ancient Athletics
- CL 262 - War and Culture in the Ancient World

**One course from:**

- CH 220 - Forensic Chemistry (or in some cases CH310 Analytical Chemistry II) OR
- BI 325 - Evolutionary Biology or
- an appropriate science course

FAS 110 Drawing I and FAS210 Drawing II as well as a course in Statistics are strongly encouraged.

## Note:

The student must also pass a written comprehensive examination in the methods and techniques of archaeology as well as the material cultures of Greece and Rome.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Greek or Latin
- EN 105 - Freshman English /Core
- CL 275 - Introduction to Archaeology

#### Spring

- HU 104 - Conversatio II
- Greek or Latin
- EN 105 - Freshman English
- Classics Elective
- \*Summer - CL 280

## Classics

### CLASSICS

### Major requirements include:

Students majoring in Classics may concentrate either in Greek or in Latin. If Latin is chosen, six courses in Latin, exclusive of CL 103 , and four courses in Greek are required. If Greek is chosen, six courses in Greek, exclusive of CL 101 and four courses in Latin are required. It is strongly recommended that HI 311 - HI 312, PH 211, an Archaeology course 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 CL 103 - CL 104 and CL 205 - CL 206 and wish to prepare for state certification to teach Latin in secondary schools (See Education and Teacher Education Program) will also take CL 321 - CL 322, CL 258, and HI 312 and participate in Sophomore Early Field Experience, and Supervised Student Teaching in the second semester of the senior year.

## Ordinary Course Sequence for Freshman Classics Major

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Greek or Latin
- EN 105 - Freshman English /Core
- Elective

#### Spring

- HU 104 - Conversatio II
- Greek or Latin
- EN 105 - Freshman English /Core
- Elective

### Minor

## Classical Archaeology Minor

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

#### Minor requirements include:

- CL 275 - Introduction to Archaeology
- CL 210 - Art and Architecture of the Ancient World (also listed as FAH210 - Art and Architecture of the Ancient World)

#### **One of the following archaeological survey courses:**

- CL 276 - The Archaeology of Egypt (also listed as FAH 205 - The Archaeology of Egypt)  
or
- CL 277 - Survey of the Archaeology of Greece (also listed as FAH 277 - Survey of the Archaeology of Greece)  
or
- CL 278 - Survey of the Archaeology of Rome (also listed as FAH 207 Survey of the Archaeology of Rome)

**One of the following history courses:**

- HI 311 - Ancient Greece  
or
- HI 312 - Ancient Rome
- CL 280 - Archaeological Fieldwork (4 credits = 1 course/season)

**One course from:**

- CL 222 - Classical Mythology: The Gods
- CL 223 - Classical Mythology: The Heroes
- CL 231 - Survey of Greek Literature
- CL 232 - Survey of Latin Literature
- CL 260 - Ancient Law
- CL 262 - War and Culture in the Ancient World
- CL 250 - Classics Special Topics

FAS 110 Drawing I and FAS 210 Drawing II as well as a course in Statistics are strongly encouraged.

## **Greek Minor**

### **Minor requirements include:**

The Classics Department awards an interdisciplinary minor for advanced studies in Latin or Greek to full-time, degree-candidate students not majoring in classics. The requirements of the minor are:

1. If Greek is chosen, CL202 and a minimum of three advanced Greek courses; if Latin, CL206 and a minimum of three advanced Latin courses.
2. One course 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 comprehensive examination will be administered by the department.

## **Latin Minor**

### **Minor requirements include:**

The Classics Department awards an interdisciplinary minor for advanced studies in Latin or Greek to full-time, degree-candidate students not majoring in classics. The requirements of the minor are:

1. If Greek is chosen, CL202 and a minimum of three advanced Greek courses; if Latin, CL206 and a minimum of three advanced Latin courses.
2. One course 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 comprehensive examination will be administered by the department.

## **Computer Science**

**Chairperson: Carol Traynor**

Associate Professors: Mihaela E. Malita, Carol Traynor, Rajesh Prasad; Assistant Professor: Adam Albina

The Department of Computer Science offers a major program of study in three areas: Computer Science, Computer Science with Business, and Computer Science with Mathematics. Our degree programs prepare students to work effectively in industry and government jobs, and to enter graduate programs.

## **Computer Science:**

The B.A. in Computer Science provides students with a strong foundation in the fundamentals of computer science, on both theoretical and application levels. Students take courses that teach them to analyze and solve computing problems and acquaint them with both software and hardware.

## **Computer Science with Business:**

The B.A. in Computer Science with Business offers a degree program for students who are interested in both computing and business. Computers are transforming the way business is done. The courses selected in this major are designed to equip the students to apply computers and technology in a business environment. The B.A. in Computer Science with Business provides students with a strong foundation in computer science as well as an appreciation of the business environment by exposing them to principles of management and marketing, finance, and human resource management.

## **Computer Science with Mathematics:**

The B.A. in Computer Science with Mathematics offers a degree program for students who wish to combine an understanding of Computer Science with an appreciation of mathematics.

## **Computer Science Minors:**

The Computer Science Department offers four minors: Computer Science Minor, Web Design Minor, Cyber Criminology, and Computational Physical Science Minor.

## **Courses Offered by the Computer Science Department**

Unless otherwise stated below courses can count as a Computer Science elective towards our Computer Science Major programs or Computer Science Minor.

### **Major**

### **Computer Science**

The Department of Computer Science offers a major program of study in three areas: Computer Science, Computer Science with Business, and Computer Science with Mathematics. Our degree programs prepare students to work effectively in industry and government jobs, and to enter graduate programs.

## Computer Science Major Programs

### Computer Science:

The B.A. in Computer Science provides students with a strong foundation in the fundamentals of computer science, on both theoretical and application levels. Students take courses that teach them to analyze and solve computing problems and acquaint them with both software and hardware.

### Major requirements include:

- CS 111 - Computing I
- CS 112 - Computing II
- CS 115 - Discrete Mathematics
- CS 213 - Data Structures and Algorithms
- CS 220 - Computer Architecture

### 5 Computer Science electives:

Two electives should be numbered 300 or above

Remaining Electives must be numbered above 205

(excluding CS 214 )

Students must also take one of the following:

- BU 121 - Business Statistics (or an approved statistics course)
- MA 170 - Calculus I

At least one elective from the following:

- CS 270 - Database Management
- CS 310 - Advanced Algorithmic Analysis
- CS 311 - Theory of Computation
- CS 343 - Programming Paradigms

### Note:

Students considering graduate school are strongly encouraged to take MA180 Calculus II in addition to the above requirements.

### Freshmen Year:

Fall

- HU 103 - Conversatio I
- CS 111 - Computing I
- CS 115 - Discrete Mathematics
- Language or Core Requirement\*

## Spring

- HU 104 - Conversatio II
  - CS 112 - Computing II
  - EN 105 - Freshman English
  - Language or Core Requirement\*
- \*Core Requirement should only be taken if Language Requirements have been fulfilled

## Sophomore Year:

### Fall

- CS 213 - Data Structures and Algorithms
  - Science
  - Language or Core Requirement\*
  - Philosophy or Theology
- \*Core Requirement should only be taken if Language Requirements have been fulfilled

### Spring

- CS 220 - Computer Architecture
  - CS2xx elective
  - Philosophy or Theology
  - Core Requirement
- One course taken in sophomore year must be Writing Intensive

## Junior Year:

### Fall

- MA 170 - Calculus I or
- BU 121 - Business Statistics
- CS xxx elective
- Theology or Philosophy
- Core Requirement or Free Elective

### Spring

- CS xxx elective
- Philosophy or Theology

- Core Requirement or Free Elective
- Free Elective

One course taken in junior year must be Writing Intensive

## Senior Year:

### Fall

- CS xxx elective
- Core Requirement or Free Elective
- Free Elective
- Free Elective

### Spring

- CS xxx elective
- Core Requirement or Free Elective
- Free Elective
- Free Elective

One course taken in senior year must be Writing Intensive

Two CS electives must be 300-level courses (recommended for Junior and Senior years)

## Computer Science with Business

The B.A. in Computer Science with Business offers a degree program for students who are interested in both computing and business. Computers are transforming the way business is done. The courses selected in this major are designed to equip the students to apply computers and technology in a business environment. The B.A. in Computer Science with Business provides students with a strong foundation in computer science as well as an appreciation of the business environment by exposing them to principles of management and marketing, finance, and human resource management.

### Major requirements include:

- CS 111 - Computing I
- CS 112 - Computing II
- CS 115 - Discrete Mathematics
- CS 213 - Data Structures and Algorithms
- CS 220 - Computer Architecture
- CS 270 - Database Management
- and at least three other computer science electives (excluding CS 214 ), one of which must be numbered 300 or above.

### Business requirements include:

- AC 111 - Financial Accounting
- AC 112 - Cost Accounting **or**
- AC 215 - Accounting Information Systems



- BU 121 - Business Statistics

And one course from:

- BU 221 - Human Resource Management
- BU 224 - Management Science
- MK 231 - Principles of Marketing

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- CS 111 - Computing I
- CS 115 - Discrete Mathematics
- Language or Core Requirement\*

#### Spring

- HU 104 - Conversatio II
  - CS 112 - Computing II
  - EN 105 - Freshman English
  - Language or Core Requirement\*
- \*Core Requirement should only be taken if Language Requirements have been fulfilled

### Sophomore Year

#### Fall

- CS 213 - Data Structures and Algorithms
  - Science
  - Language or Core Requirement\*
  - Philosophy or Theology
- \*Core Requirement should only be taken if Language Requirements have been fulfilled.

#### Spring

- CS 220 - Computer Architecture
  - CS2xx elective or BU 121 - Business Statistics
  - Philosophy or Theology
  - Core Requirement
- One course taken in sophomore year must be Writing Intensive

### Junior Year:

## Fall

- CS xxx elective or BU 121 - Business Statistics
- AC 111 - Financial Accounting
- Theology or Philosophy
- Core Requirement

## Spring

- AC 111 - Financial Accounting or
  - AC 215 - Accounting Information Systems
  - Philosophy or Theology
  - CS 270 - Database Management or CS xxx elective
  - Core Requirement or Free Elective
- One course taken in junior year must be Writing Intensive

## Senior Year:

### Fall

- CS xxx elective or BU 121, BU 224, MK 231
- Core Requirement or Free Elective
- Free Elective
- Free Elective

### Spring

- CS 270 - Database Management or CS xxx elective
  - CS xxx elective or BU 221, BU 224, MK 231
  - Core Requirement or Free Elective
  - Free Elective
- One course taken in senior year must be Writing Intensive  
One CS elective must be a 300-level course (recommended for Junior or Senior years)

## Computer Science with Mathematics

The B.A. in Computer Science with Mathematics offers a degree program for students who wish to combine an understanding of Computer Science with an appreciation of mathematics.

### Major requirements include:

- CS 111 - Computing I
- CS 112 - Computing II
- CS 115 - Discrete Mathematics
- CS 213 - Data Structures and Algorithms

- and at least three other Computer Science courses, two numbered 300 or above, and the remaining above 205 (excluding CS 214).

## Mathematics requirements include:

- MA 170 - Calculus I
- MA 180 - Calculus II

## Three courses from:

- MA 210 - Calculus III
- MA 220 - Vector Analysis and Differential Equations
- MA 310 - Linear Algebra
- MA 330 - Mathematical Statistics I
- MA 340 - Mathematical Statistics II
- MA 360 - Modern Geometry
- MA 370 - Numerical Analysis
- MA 390 - Graph Theory and Combinatorics

Note: Students are encouraged to take statistics and additional computer science courses as electives.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- CS 111 - Computing I
- CS 115 - Discrete Mathematics
- Language or Core Requirement\*

#### Spring

- HU 104 - Conversatio II
  - CS 112 - Computing II
  - EN 105 - Freshman English
  - Language or Core Requirement\*
- \*Core Requirement should only be taken if Language Requirements have been fulfilled

### Sophomore Year

#### Fall

- CS 213 - Data Structures and Algorithms

- Science
  - MA 170 - Calculus I
  - Language or Core Requirement\*
- \*Core Requirement should only be taken if Language Requirements have been fulfilled

## Spring

- CS xxx elective
  - MA 180 - Calculus II
  - Philosophy or Theology
  - Core Requirement
- One course taken in sophomore year must be Writing Intensive

## Junior Year:

### Fall

- CS 3xx elective
- MA Elective
- Theology or Philosophy
- Core Requirement or Free Elective

### Spring

- CS xxx elective
- MA Elective
- Philosophy or Theology
- Core Requirement or Free Elective

One course taken in junior year must be Writing Intensive

## Senior Year:

### Fall

- CS 3xx elective
- MA Elective or Free Elective
- Core Requirement or Free Elective
- Theology or Philosophy

### Spring

- MA elective
- Core Requirement or Free Elective
- Free Elective
- Free Elective

One course taken in senior year must be Writing Intensive

## **Minor**

### **Computational Physical Science Minor**

Students who complete this program will be prepared to use computer modeling and numerical methods to provide understanding of physical and chemical processes and to make predictions regarding the outcomes of such processes.

#### **Minor requirements include:**

A total of 5 computational physical science courses from the areas of computer science, physics, chemistry and mathematics. Please see the director of the minor for course details.

### **Computer Science Minor**

The minor in Computer Science provides students with a general proficiency in the field of Computer Science and prepares them to enter a field that requires a level of computer expertise. Students gain a foundation in the field that will enable them to explore in more detail how to use computers to solve real-world problems. Students will complete 5 courses: 3 required and 2 electives to earn a minor in Computer Science.

#### **Minor requirements include:**

- A minimum cumulative grade point average of 2.0 is required at the time of the registration for a minor.
- A cumulative grade point average of 2.0 is required in the courses for the minor.
- Formal registration for the minor should preferably be completed no later than the 2nd semester of the junior year.

#### **Required Courses:**

- CS 111 - Computing I (1)
- CS 112 - Computing II
- CS 115 - Discrete Mathematics (or an approved Mathematics course) (2)

#### **Elective Courses:**

- Students can choose any two computer science courses numbered 205 or above (excluding CS 214). CS 220 is strongly recommended.

(1) In the event that a student is eligible to take CS112 without taking CS111, the student can substitute another Computer Science course for CS111 with approval of the department chair.

(2) This math requirement can be fulfilled by MA170 Calculus I, a Statistics course (BU121, MA330, SO212, CJ203, BI345, PY301) or another Math-based course approved by the department chair.

CS111 and CS112 each have a lab component. CS115 has a recitation

## **Cyber Criminology**

The Cyber Criminology interdisciplinary minor equips students with the knowledge and skills required to understand crimes and criminal behavior on the Internet. Cybercrime is any crime that involves a digital device and a network. The minor in "Cyber Criminology" provides students with an overview of the legal and technical issues faced by the criminal justice system and society in addressing crime involving computers and related networking technologies. This minor exposes students to the principles, issues, and technologies pertinent to the field of cybercrime. Students will complete 5 courses to earn a minor in Cyber Criminology.

## Minor Requirements Include:

- Full-time degree candidates from any major.
- A minimum cumulative grade point average of 2.0 is required at the time of the registration for a minor.
- Successful completion of five courses selected from the required courses. A cumulative grade point average of 2.0 is required in the courses for the minor.

## Required Courses:

- CJ 214 - Introduction to Cyber Criminology /CS 214 - Team Taught\*
- CJ 215 - Cyber Law and Policy
- CS 111 - Computing I
- CS 228 - Computer Forensics
- CS 230 - Computer Networks and Security \*\*\*

\*A computer science student doing this minor cannot count this course as an elective for his major.

\*\* Students must take Introduction to Cyber Criminology prior to taking Cyber Law and Policy.

\*\*\* Students must take CS111 prior to taking CS230.

## Web Design Minor

The Web Design minor equips students with the knowledge and skills required to design and develop websites. Students take courses in Computer Science, Fine Arts, and Psychology. In the course of their studies students will learn how humans process information and how to graphically represent information in a useful and meaningful way. Upon completion of this minor, students will be prepared to design and develop web sites as communication tools for people to use and experience.

## Minor requirements include:

1. Full-time degree candidates from any major.
2. Formal registration for the minor should preferably be completed no later than the 2nd semester of the junior year.
3. A minimum cumulative grade point average of 2.0 is required at the time of registration.
4. Successful completion of five courses selected from the lists below, (2 computer science, 2 fine arts, and 1 psychology). A cumulative grade point average of 2.0 is required in these 5 courses to be awarded the minor.

## Computer Science Courses

Students must complete either CS 205 or CS 338, and one other course from the list below:

- CS 101 - Digital Literacy
- CS 205 - The Internet: Fundamentals and Issues
- CS 250 - Human-Computer Interaction

- CS 255 - Computer Graphics
- CS 338 - Internet and Web-Based Systems
- CS 450 - Selected Topics in Computer Science \*
- CS 481 - Internship (one course) \*
- CS 400 - Independent Study \*

## Fine Arts Courses

Students must complete FAS 376 Art and Design for the Web and one other course from the list below:

- FAS 272 - Digital Art & Imaging I
- FAS 274 - Graphic Design I
- FAS 270 - Visual Communication
- FAS 375 - Typography and Design
- Special Topics\*
- Internship\*
- Independent Study\*

\*as appropriate and approved by the director of the minor.

## Psychology

Students must complete one course from the list below:

- PY 101 - General Psychology
- PY 211 - Cross Cultural Psychology
- PY 304 - Cognitive Psychology
- PY 315 - Social Psychology

## Criminal Justice

**Chairperson: Peter J. Cordella**

Professors: Peter J. Cordella, John A. Humphrey, Elaine M. Rizzo; Assistant Professors: Christopher E. Bruell, Kaitlyn Clarke, Philip D. McCormack and Liana Pennington.

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.

## Major

### Criminal Justice

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. The major in Criminal Justice consists of ten courses.

## Major requirements include:

Criminal Justice majors are strongly encouraged to take the Spanish language sequence. For a list of recommended free electives, consult the Criminal Justice Department.

- CJ 100 - Introduction to the Criminal Justice System
- CJ 105 - Theories of Crime
- CJ 200 - Statistical Techniques for Criminal Justice
- CJ 202 - Research Methods in Criminal Justice
- CJ 430 - Senior Seminar

## Select two courses from the following Criminal Justice Systems Courses:

- CJ 205 - Theory and Practice of Punishment
- CJ 221 - Deviance and Social Control
- CJ 224 - Police and Society
- CJ 231 - Juvenile Justice System
- CJ 250 - Courts and the Judicial Process

## Select one Criminal Justice Law Courses from the following:

- CJ 209 - Criminal Law or
- CJ 212 - Criminal Procedure

- and two additional courses in Criminal Justice.

\*The two elective criminal justice courses can be fulfilled by an internship (CJ450, CJ451, CJ453).

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Language
- EN 105 - Freshman English
- CJ 100 - Introduction to the Criminal Justice System

#### Spring

- HU 104 - Conversatio II
- Science
- Language
- CJ 105 - Theories of Crime



## Minor

### Criminal Justice Minor

The minor in Criminal Justice is designed to introduce students to the foundational ideas and concepts that inform society's understanding of crime causation and the criminal justice system. Students will become familiar with the major theories of crime as well as criminological research. In addition, students through their choice of electives will be able to more thoroughly explore one of the substantive areas of criminal justice: policing, law, corrections, or juvenile justice.

#### Minor requirements include:

The Minor in Criminal Justice will consist of six courses in the following sequence:

#### Required Courses:

- CJ 100 - Introduction to the Criminal Justice System
- CJ 105 - Theories of Crime
- CJ 200 - Statistical Techniques for Criminal Justice
- CJ 202 - Research Methods in Criminal Justice

#### Select one Criminal Justice Law course from the following:

- CJ 209 - Criminal Law
- CJ 211 - Evidence
- CJ 212 - Criminal Procedure

#### One Criminal Justice elective

- Any CJ course

## Economics and Business

#### Chairperson: Kelly Lalonde

Associate Professors: Gilbert B. Becker, Dina Frutos-Bencze, Kelly A. Lalonde, Michael J. McGuinness, Luke T. Miller, Amy B. Schmidt, Jennifer Wells Kelber; Assistant Professors: Robert Gigliotti, Tingting He, Rong Huang, Paul Marmora, Michael R. Matheis, Stephan Unger, Jeff Wiebe; Lecturers: Renee Crawford, Michael S. DeLucia, Duncan LaBay.

The Department of Economics and Business offers six majors: Accounting, Business, Economics, Finance, International Business and Marketing. The majors are designed to prepare students for work in the business world or for graduate study in economics or business.

In addition, the College offers two combined majors: Computer Science with Business, and Mathematics with Economics. For details, see the descriptions under the Computer Science or Mathematics departments.

All of the majors are encouraged to do internships and International Business majors are especially encouraged to study abroad.

Double majors within the department and across departments are allowed, except for International Business with Business. No more than 5 courses can double count toward both majors.

The department also offers minors in Accounting and Economics. Both require 5 courses (see below).

Please note that some classes in Economics and Business require that students have access to a computer during class time. This requirement can be found in the individual course description, below. In some cases, students will be expected to bring a laptop to these classes.

## Major

### Accounting

The accounting degree provides excellent preparation for entry into the business world. Critical Thinking skills developed lead to a wide variety of employment opportunities. Our students who choose to take the CPA Exam pass at a rate higher than the national average. For those students not wishing to pursue public accounting, the employment opportunities that exist include, but are not limited to: Internal Audit, Corporate Accounting (including Cost Accounting), Governmental Organizations (including cities and towns and the IRS and FBI), Nonprofit Accounting and roles in a wide variety of functional areas in organizations. Additionally, Accounting students have done well receiving coveted positions in Corporate Financial Management Development Programs. Many of our students go on to graduate school for a Master of Science in Accounting, Taxation or a Master of Business Administration.

Requirements for the Accounting major: Principles of Microeconomics (EC141), Business Statistics (BU121), Financial and Cost Accounting (AC111, AC112), Intermediate Accounting I and II (AC211 and AC212), Federal Taxation (AC213), Financial Management (FI261), Auditing (AC313) and Business Law (BU321).

### Course Sequence for the Accounting Major:

#### Freshman Year:

##### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- AC 111 - Financial Accounting

##### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Language
- AC 112 - Cost Accounting

## Sophomore Year:

Accounting majors will take Intermediate Accounting I and II, Microeconomics and Statistics. Depending on their initial placement they may be finishing their language requirement. The remainder of their courses will be college core requirements.

## Junior Year:

Accounting majors will take Federal Taxation I, Business Law, and Financial Management. They may take Auditing, which is offered every other year. The remainder of their courses will be college core requirements, electives or courses for a minor or double major, and internship(s).

## Senior Year:

If accounting majors did not take Auditing in their Junior year, they will take it in their senior year. Advanced Accounting is strongly recommended senior year. The remainder of their courses will be college core requirements or courses for a minor or double major, and internship(s).

## Business

The business major at Saint Anselm College is designed to provide students with a solid grounding in the disciplines that underpin decision-making in organizations: economics, accounting, management, marketing, and finance. Exposure to each of these disciplines provides a multifaceted-perspective on how a business functions, and what it takes to be a successful contributor in that work environment. After graduating with a business degree, our students go to work for large and small companies and non-profit organizations. Some start their own businesses and others pursue graduate degrees.

Requirements for the Business major: Principles of Micro- and Macroeconomics (EC141, EC142), Business Statistics (BU121), Cost and Financial Accounting (AC111, AC112), Human Resource Management (BU221), Principles of Marketing (MK231), Financial Management (FI261), International Business Management (BU272), and 1 elective within the Economics and Business department.

## Course Sequence Outline

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- EC 141 - Principles of Economics: Micro

### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Language or Core
- EC 142 - Principles of Economics: Macro

## Note:

Please note that some classes in Economics and Business require that students have access to a computer during class time. These courses will be noted below. Students will in some cases be expected to bring a laptop to these classes.

## Sophomore Year:

Business majors take Business Statistics, Financial Accounting and Cost Accounting. They also take either Marketing or Human Resource Management. Depending on their initial placement they will finish their language requirement this semester. Their remaining courses will be core requirements, electives or courses for a minor or major.

## Junior Year:

Business majors take either Marketing or Human Resource Management, Financial Management, and International Business Management. The Business elective can be taken this year. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s). One semester or a full year abroad is an option for this year.

## Senior Year:

Business majors will take their Business elective if it is still outstanding. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s).

## Economics

The Saint Anselm College economics major provides a foundation of both theoretical and applied courses in the area of microeconomics - where the focus is on individual business, consumer and worker decision making, and macroeconomics - dealing with national and global policy affecting economic growth, unemployment and national income distribution. The career opportunities for our economics majors are with business firms, banking institutions, government agencies and non-profit organizations. Economics majors also go on to obtain law degrees, Master's degrees in public policy and economics, and Ph.D. degrees in economics and finance.

Requirements for the Economics major: Principles of Micro- and Macroeconomics (EC141, EC142), Business Statistics (BU121), Intermediate Micro- and Macroeconomics (EC242, EC241), and any 5 economics electives. Financial Accounting (AC111) may be counted as an economics elective.

## Course Sequence Outline

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- EC 141 - Principles of Economics: Micro

## Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Language or Core
- EC 142 - Principles of Economics: Macro

## Note:

Please note that some classes in Economics and Business require that students have access to a computer during class time. These courses will be noted below. Students will in some cases be expected to bring a laptop to these classes.

## Sophomore Year:

Economics majors take Business Statistics, Intermediate Micro- and Macro-economics. Economics electives may also be taken. Depending on their initial placement they will finish their language requirement this semester. Their remaining courses will be core requirements, electives or courses for a minor or double major.

## Junior Year:

Economics majors take 2 or 3 of their economics electives. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s). One semester or a full year of study abroad is an option for this year.

## Senior Year:

Economics majors will take their economics electives. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s).

## Finance

The Finance major prepares students for careers in corporate finance, investment banking, international finance, financial planning, and wealth management. Students develop a deep understanding of a broad range of topics: financial statement analysis, financial leverage, stock and bond valuation, risk and return in the global capital markets, risk management, portfolio theory and management, security legislation, structure of capital markets, and ethics.

Requirements for the Finance major: Principles of Micro- and Macroeconomics (EC141, EC142), Business Statistics (BU121), Financial Accounting (AC111), Money and Banking (EC243), Financial Management (FI261), Investments (FI262), and 3 finance electives (any course with an FI prefix).

## Course Sequence Outline

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- EC 141 - Principles of Economics: Micro

## Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Language or Core
- EC 142 - Principles of Economics: Macro

## Note:

Please note that some classes in Economics and Business require that students have access to a computer during class time. These courses will be noted below. Students will in some cases be expected to bring a laptop to these classes.

## Sophomore Year:

Finance majors take Business Statistics, Financial Accounting and Financial Management. Depending on their initial placement they will finish their language requirement this semester. Their remaining courses will be core requirements, electives or courses for a minor or double major.

## Junior Year:

Finance majors take Investments, Money and Banking and 1 or 2 finance electives. Their remaining courses will be core requirements, electives or courses for a minor or double major and internship(s). One semester or a full year of study abroad is an option for this year.

## Senior Year:

Finance majors will take their finance electives. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s).

## International Business

The International Business major leads students to integrate knowledge of international finance, management, marketing, to an understanding of business processes, as conducted in the complex domain of international business. A semester-long study abroad or an internship with a foreign company is strongly recommended but not required. International Business students can pursue careers in a number of areas such as: domestic and foreign financial institutions, international marketing firms, international trade firms, contracting companies, and consulting firms.

Requirements for the International Business major are: Principles of Micro- and Macro-economics (EC141, EC142), Financial Accounting (AC111), Business Statistics (BU121), Financial Management (FI261), International Business Management (BU272), Principles of Marketing (MK231), International Marketing (MK333), International Human Resource Management (BU335) International Financial Management (FI363), one International Business elective or International Elective chosen from

International Economics (EC247), Business in Developing & Emerging Markets (BU324), Comparative Politics (PO104), International Relations (PO106), International Law (PO214), International Organizations and Global Governance (PO224), International Political Economy (PO232, formerly PO330), Business German (GR321), or any business language course. Others with permission of chair.

## Course Sequence Outline

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- EC 141 - Principles of Economics: Micro

### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Language or Core
- EC 142 - Principles of Economics: Macro

### Note:

Please note that some classes in Economics and Business require that students have access to a computer during class time. These courses will be noted below. Students will in some cases be expected to bring a laptop to these classes.

## Sophomore Year:

YOG 2018 and 2019 International Business majors take Business Statistics, Financial Accounting, Financial Management and Human Resource Management. Depending on their initial placement they will finish their language requirement this semester. Their remaining courses will be core requirements, electives or courses for a minor or double major.

YOG 2020 and beyond International Business majors take Business Statistics, Financial Accounting, Financial Management, and Principles of Marketing. Depending on their initial placement they will finish their language requirement this semester. Their remaining courses will be core requirements, electives or courses for a minor or double major.

## Junior Year:

YOG 2018 and 2019 International Business majors take International Business Management, International Marketing (offered once a year), International Financial Management (offered once year), and the International Business elective and/or the International elective. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s). One semester or a full year of study abroad is strongly encouraged for this year.

YOG 2020 and beyond International Business majors take International Business Management, International Marketing (offered once a year), International Financial Management (offered once year), International Human Resource Management (offered once

a year) or the International Business/International elective. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s). One semester or a full year of study abroad is strongly encouraged for this year.

## Senior Year:

International Business majors will take International Financial Management, International Human Resource Management or International Marketing if it was not taken Junior year. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s).

## Marketing

The Marketing major prepares students for careers including advertising, sales, brand management, market research. Students will be able to successfully market products and services in different settings (e.g., marketing services, selling to businesses, working for nonprofits etc.). Specific courses focus on various aspects of marketing such as understanding consumer needs and behavior, pricing and product design, promotion and distribution related issues so that students can make effective decisions that will benefit the organization and its stakeholders.

Requirements for the Marketing major:

Business Core: Principles of Microeconomics (EC141), Business Statistics (BU121), Financial Accounting (AC111), Financial Management (FI 261)

Marketing Core: Principles of Marketing (MK 231), Consumer Behavior (MK 233), Marketing Research (MK332), Marketing Management (Capstone) (MK331)

Marketing Electives: Any 3 MK courses not listed above.

## Course Sequence Outline

### Freshman Year:

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Language
- EC 141 - Principles of Economics: Micro

#### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Core
- MK 231 - Principles of Marketing



## Sophomore Year:

Marketing majors take Consumer Behavior, Financial Accounting, and Business Statistics. Depending on their initial placement, they will finish their language requirement this year. Their remaining courses will be college core requirements, electives or courses for a minor or double major.

## Junior Year:

Marketing majors take Marketing Research (the methods course), Financial Management, and 1 marketing elective. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s). One semester or a full year abroad is an option for this year.

## Senior Year:

Marketing majors will take Marketing Management (the capstone course) and their remaining marketing electives. Their remaining courses will be core requirements, electives or courses for a minor or double major, and internship(s).

## Minor

### Accounting Minor

As students assume roles of supervisors, managers and above in their future for profit and not for profit jobs, many of the metrics by which they will be judged and by which they will judge their associates are driven by the accounting function. A good understanding of the determining factors behind the numbers generating these metrics will allow a future manager to see beyond the numbers and make more informed business decisions. The Accounting minor is geared to provide this understanding as well as a good working knowledge of increasingly complex tax laws. Additionally, should a non-Accounting major decide to pursue a CPA at a later point in life, as many often do, a good solid foundation has been created to make this transition easier.

A minor in Accounting requires 5 courses.

### Minor requirements include:

- AC 111 - Financial Accounting
- AC 112 - Cost Accounting
- AC 211 - Intermediate Accounting I
- AC 212 - Intermediate Accounting II
- AC 213 - Federal Income Taxation I

### Note:

Students who are majoring in Business, Economics, Financial Economics, International Business or Marketing may minor in accounting, with the following condition: of the 5 courses required for the accounting minor, only 2 may overlap with required courses in the student's major.

### Economics Minor

The Economics minor is available to any student with another major who wishes to pursue an interest in Economics.

Minor requirements include:

Required Courses:

It consists of 2 required courses:

- EC 141 - Principles of Economics: Micro
- EC 142 - Principles of Economics: Macro

Plus any 3 economics classes or 2 economics classes and statistics:

- EC 241 - Intermediate Macroeconomic Analysis
- EC 242 - Intermediate Microeconomic Analysis
- EC 243 - Money and Banking
- EC 244 - Economics of Industrial Organization
- EC 245 - Labor Economics
- EC 247 - International Economics
- EC 250 - Environmental Economics
- EC 325 - Bubbles and Crises: A History of Financial Crises
- EC 341 - Seminar in Economics
- EC 342 - Econometrics
- EC 344 - Sports Economics
- EC 345 - Economics of the Great Depression
- EC 441 - Special Topics: Economics
- BU 121 - Business Statistics

Note:

At most, 2 courses can count towards other major or minor requirements. For example, since business majors are required to take EC 141, EC 142 and BU 121, a business major would need to take 3 additional courses to satisfy the requirements for the Economics minor.

## Education

**Chairperson: Dianna Gahlsdorf Terrell**

Associate Professors: Kelly E. Demers, Dianna Gahlsdorf Terrell, Aubrey Scheopner Torres, Laura M. Wasielewski; Assistant Professor: Christian Gregory, Diana Sherman

Director of Teacher Education: Laura M. Wasielewski; Coordinator of Clinical Practice: Melissa Lear; Coordinator of Teacher Education Programs & Data Manager: Donna Talbot

Lecturers: John Boucher, Les Carter, Caroline Herold, Frank Hoell, Denis Jobin, Ed Joyce, Melissa Lear; Kathleen Murphy, Deborah O'Connor, Cynthia O'Neil, Deborah Woelflein, Amy Woods, Richard Zacchilli.

**General Information**

The Education Department believes that teaching is an intellectual endeavor grounded in the strength and excellence of our liberal arts curriculum. Our comprehensive programs provide our students with the necessary theory to inform their professional practice, including the ethical, moral, and political framing, as well a deep understanding of the social realities that shape students' experiences in educational settings.

The Education Department at Saint Anselm College offers several programs of study leading to New Hampshire teaching certification. These programs are designed to integrate liberal arts core coursework, specialized content major coursework, and teacher preparation coursework to prepare graduates for professional education settings.

### **Clinical Practice in the Professional Field**

The Education Department at Saint Anselm College has adopted a clinical practice model. Education majors who are candidates for teacher certification are required to carry out multiple and diverse clinical placements across settings and grade levels. Candidates for certification will carry out clinical experiences in grade groupings depending upon state certification and departmental requirements (i.e. K-2, 3-4, 5-6, 5-8, 7-8, and 9-12). Candidates will also experience a variety of school settings (e.g. urban, suburban, and Catholic schools). Clinical placements are embedded in education courses with correlating experiences intended to build and assess candidates' ability to connect and apply theory to practice. During each clinical experience, students take an active, participatory role in an assigned classroom.

For more information on requirements of clinical practice, including placement procedures and policies, criminal records checks, transportation, and associated expenses, please visit the Education Department website.

### **Accredited Programs Leading to Teacher Certification**

The Education Department offers several state-approved teacher education programs (TEPs) leading to initial certification in New Hampshire. While candidates are advised to pursue teaching certification in New Hampshire, departmental advisors are able to discuss pathways to certification in other states as well. The Education Department offers programs leading to initial certification in each of the areas below:

<b>New Hampshire Teaching Certificate</b>	<b>Saint Anselm College Major Program of Study</b>
Applied Physics, 7-12	Double major in Secondary Ed. & Physics (Physics (Teacher Certification in Physics) )
Computer Science, K-12	Double major in Secondary Ed. & Computer Science
Chemistry, 7-12	Double major in Secondary Ed. & Chemistry - Secondary Education Dual Major
Elementary, K-6	Major in Elementary Major & Certification (K-6)
English Language Arts, 5-12	Double major in Secondary Ed. & English
ESOL/English to Speakers of Other Languages, K-12	Major in Education Studies, minor in English to Speakers of Other Languages/ESOL Minor and Certification (K-12)
French, K-12*	Double major in Secondary Ed. & French
Life Science, 7-12	Double major in Secondary Ed. & Natural Science
Mathematics, 7-12	Double major in Secondary Ed. & Mathematics
Music, K-12	Double major in Secondary Ed. & Fine Arts, Music Emphasis

Social Studies, 5-12	Double major in Secondary Ed. & History Major
Spanish, K-12*	Double major in Secondary Ed. & Spanish
Visual Arts, K-12	Double major in Secondary Ed. & Fine Arts, Studio Art Emphasis

## Major

### Elementary Major & Certification (K-6)

Each candidate for a teaching certificate will work with an advisor in the Education Department to develop an individualized program of study. Individualized programs of study include course sequences, state testing requirements for certification, and processes for applying to the state for a teaching certificate. Refer to the plan of study for the timing of the courses. For more information about individualized programs of study, including typical sequencing of coursework and course requirements related to each licensure area, please see the Saint Anselm College Education Department website.

The following courses are required:

- \*CH/PS 100 ST: Integrated Science (Education) (before ED 390)
- \*MA 110 Concepts of Math (before ED380)
- \*PY 199 Child Development (before ED 322)
- \*HI 199 Origins of World Power (before ED 390)
- \*ED 240 - Principles of Teaching and Learning (clinical)
- \*ED 250 - Integrating Arts and Creativity in the Elementary Classroom
- ED 322 - Inclusion, Equity, and Diversity in Education (clinical)
- \*ED 340 - Curriculum and Assessment in Teaching
- EN 355 - Introduction to General Linguistics
- ED 375 - Literary Methods (clinical)
- \*ED 360 - Meeting the Needs of English Language Learners in the K-12 Classroom (service learning)
- ED 380 - Theory and Methods of Teaching Elementary Mathematics
- ED 390 - Methods of Teaching Elementary Social Studies and Science
- ED 430 - Elementary Reading and Mathematics Seminar (clinical)
- ED 432 - Clinical Capstone: Supervised Student Teaching (counts as 3 courses) (capstone clinical)
- ED 490 - Clinical Capstone Seminar: NHTCAP (2 credits)

\*Note: In addition to meeting major requirements, courses with an asterisk also meet Saint Anselm College core requirements including Scientific, Quantitative, Social Scientific, Historical, Writing Intensive, Aesthetic, or Global Engagement requirements.

### Secondary Major & Certification

Secondary education majors have two advisors, one advisor for their content major and one advisor for their education major. Students are required to meet with their academic advisors in their content major department (e.g. English, History, Math, or Sciences) to select appropriate courses for their content major and core requirements. Each candidate for a teaching certificate will work with an advisor in the Education Department to develop an individualized program of study. Individualized programs of study include course sequencing, state testing requirements for certification, and processes for applying to the state for a teaching certificate. For more information on the typical sequence of coursework and course requirements related to each

licensure area, please see the Saint Anselm College Education Department website. In planning a sequence of study, Sstudents should bear in mind that most content courses have prerequisites.

In addition to core and content requirements, double majors in secondary education major courses are required to pass:

- \*PY 203 Adolescent Psychology (pre-requisite for ED 322) (4 credits)
- \*ED 240 - Principles of Teaching and Learning with clinical (4 credits)
- ED 322 - Inclusion, Equity, and Diversity in Education with clinical (4 credits)
- \*ED 340 - Curriculum and Assessment in Teaching (4 credits)
- ED 432 - Clinical Capstone: Supervised Student Teaching (12-credits)
- ED 440-445 Methods of Teaching in content area specific to the major (4 credits)
- ED 490 NHTCAP Capstone (2 credits)

\*Note: In addition to meeting major requirements, courses with an asterisk also meet Saint Anselm College core requirements including Social Scientific or Writing Intensive requirements.

\*Note: Students double-majoring in French or Spanish and Secondary Education are required to successfully complete a study abroad or immersion program for at least one semester (or equivalent summer program) in order to receive be eligible for a teaching license. The purpose is to develop linguistic competency and cultural appreciation. If this a study abroad is not a viable option, an immersion experience in the target language is required. Information on study abroad opportunities and/or immersion programs is available in the Study Abroad Office.

## Minor

### Education Minor without Certification

The Education minor without certification is designed for students who are interested in pursuing careers in an education setting, but do not wish to pursue certification to become a classroom teacher. The Education minor does not lead to teacher certification

There are three minor pathways, depending upon the student's professional goals: education minor without certification paired with any major; education minor without certification paired with a theology major for those students interested in theological education (campus ministry or teaching theology); or an education minor without certification paired with a psychology major for those students interested in student services (speech and language pathology or counseling). These education minors do not lead to teacher certification. Each of the Education minor without certification pathways requires five or more courses.

### Education minor without certification, paired with any major

#### Required courses:

- ED 240 - Principles of Teaching and Learning (clinical requirement)
- ED 480 - Internship in Education

#### And three electives from the following courses:

- ED 220 - Children's Literature
- ED 230 - Adolescent Literature
- ED 250 - Integrating Art and Creativity into Teaching
- ED 255 - Multicultural Perspectives on Public Schooling in the United States (service learning requirement)

- ED 280 - Integration of Technology in Teaching and Learning
- ED 311 - Getting Schooled: The Politics & Promise of American Education
- ED 322 - Inclusion, Equity, and Diversity in Education (clinical requirement)
- ED 340 - Curriculum and Assessment in Teaching
- ED 360 - Meeting the Needs of English Language Learners in the K-12 Classroom (service learning requirement)
- ED 375 - Literacy Methods AST (clinical requirement)
- ED 380 - Theory and Methods of Teaching Elementary Mathematics

## Education minor without certification, paired with a Theology major

### Required courses:

- ED 240 - Principles of Teaching and Learning (clinical requirement)
- PY 203 - Adolescent Psychology
- ED 443 - Methods of Teaching Secondary Content: Social Studies
- ED 480 - Internship in Education

### Select one elective:

- ED 255 - Multicultural Perspectives on Public Schooling in the United States (service learning requirement)
- ED 340 - Curriculum and Assessment in Teaching

## Education minor without certification, paired with a Psychology major

### Required courses:

- ED 240 - Principles of Teaching and Learning (clinical requirement)
- PY 202 - Child Psychology **or**
- PY 203 - Adolescent Psychology
- PY 314 - Childhood Psychopathology
- ED 480 - Internship in Education

### Select one elective:

- ED 255 - Multicultural Perspectives on Public Schooling in the United States (service learning requirement)
- ED 311 - Getting Schooled: The Politics & Promise of American Education
- ED 322 - Inclusion, Equity, and Diversity in Education (clinical requirement)
- ED 340 - Curriculum and Assessment in Teaching
- PY 202 - Child Psychology **or**
- PY 203 - Adolescent Psychology

## English to Speakers of Other Languages/ESOL Minor and Certification (K-12)

English to Speakers of Other Languages (ESOL) minor candidates must major in Elementary Education and minor in ESOL. Due to the sequencing of course offerings, Secondary Education majors will need to take summer courses to complete the minor. ESOL candidates complete core (general education) requirements, major content courses, and ESOL courses. In addition to courses, candidates complete clinical and assessment requirements. The state of New Hampshire does not require an ESOL Praxis II for certification; however, Massachusetts does require passing scores on an ESOL MTEL to qualify for certification.

During advising meetings with your Education Department advisor, an individualized plan of study will be developed for each student. Refer to the plan of study for the timing of the courses. In addition to core and major requirements, the following five minor courses are required:

## Required Courses:

- ED 255 - Multicultural Perspectives on Public Schooling in the United States (service learning requirement)
- EN 355 - Introduction to General Linguistics
- ED 360 - Meeting the Needs of English Language Learners in the K-12 Classroom (service learning requirement)
- ED 481 - Advanced Internship
- ED 446 - Methods of Teaching ESOL (English Speakers of Other Languages)

## STEM in Education Minor (without Certification)

The STEM in Education minor is intended to encourage students majoring in Education Studies to enhance their background in Science, Technology, Engineering, and Math (STEM) as it pertains to the field of Education. Students will be introduced to STEM through courses specifically designed for Education Studies majors in Mathematics and Science and a Technology course chosen for its potential benefit to a teacher. Students will then deepen their knowledge in areas of interest by choosing two elective courses from the Science, Technology, and Mathematics categories. This minor is for elementary education majors and administered by Dr. Guerra in the Physics Department.

### Required courses:

**Science:** CH/PS 100 Integrated Science

**Mathematics:** MA 110 Concepts of Math

**Technology:** Choose one course from the following: CS101 Digital Literacy, CS205 The Internet Fundamentals and Issues, CS210 Intro to Geographic Information Systems, CS250 Human Computer Interaction, CS111 Computing I, CS112 Computing II, CS115 Discrete Math, CS204 Decision Making with Spreadsheets, CS228 Intro to Computer Forensics, CS270 Database Management, or CS255 Computer Graphics.

### Choose two additional courses from the following list:

**Science:**

**Biology:**

Any Biology course, including: BI 101 Introductory Biology, BI 102 Animal Biology, BI 205 Biosphere at Risk, and BI 221-222 Tropical Biology.

**Chemistry:**

Any Chemistry course, including: CH 100 ST - Special Topics in Chemistry; CH 110 Powering a Modern Society; CH 122 Chemistry of Food; and CH 123 Chemistry of Art and Artefacts.

#### **Physics:**

Any Physics course, including: PS 101 Astronomy, PS 102 Geology, PS 103 Weather & Climate, PS 104 Forensic Physics, PS 137 Nature and Origins of Time, PS 121-122 General Physics I&II, PS 131-132 Calculus Based Physics I & II, and PS 202 Planetary Science, and PS 341 - Life Beyond Earth.

#### **Psychology:**

PY 304 Cognitive Psychology, PY 305 Behavioral Neuroscience, PY 316 Sensation and Perception, PY313 Psychology of Learning, and PY 314 Childhood Psychopathology.

#### **Mathematics:**

MA 130 Fundamentals of Math, MA150 Nature of Math, MA170-180 Calculus I and II, MA 260: Problem Solving, and CS115 Discrete Math.

#### **Technology:**

Any additional class listed above under the required courses for Technology.

## **English**

#### **Chairperson: Bindu M. Malieckal**

Professors: Gary M. Bouchard, Meaghan B. Cronin, Bindu M. Malieckal, Landis K. Magnuson, Ann V. Holbrook; Associate Professors: Jonathan D. Lupo, Chani Marchiselli, Carmen McClish, Sherry R. Shepler, Jennifer J. Thorn; Assistant Professors: Georgia Henley, Michael New; Lecturers: John Baker, Erin Brown, Jeanne M. Cavelos, Ann-Maria Contarino, Rev. Jerome J. Day, O.S.B., Arlene Quaratiello, Corey McCullough, Jennifer Militello, Patrick Meighan, Kristin O'Brien, Emily Tucker, Kenneth Walker.

The English Department claims a central place in Saint Anselm College's classic Benedictine liberal arts curriculum. It aims to teach students how to read critically and write effectively, to appreciate the beauty and expressiveness of the English and American literary canon, and to understand the processes by which messages and meaning are constructed and transmitted.

Students pursuing the majors in the English Department will acquire 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 or 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.

## **Two Majors in the Department of English**

The English Department offers students the choice of two majors: English and Communication. Those pursuing the English major will complete a comprehensive study of literature, from medieval to modern. Students interested in Communication complete an interdisciplinary course of study including requirements in oral, written, and visual communication. In the senior year, students from both majors are required to complete a senior thesis in a particular area of the student's choice and pass a comprehensive exam administered during the spring semester. A description of each major and a list of required courses follows.

### **Major**



# Communication

Communication is fundamentally about message-sending and meaning-making. Students, therefore, will seek to understand the way in which both verbal and nonverbal symbols are used to shape the world. At its essence, the study of communication is anchored in language use and study; it is highly compatible with the literary emphases of the Department of English. While the field embraces technical and social science dimensions, its content is philosophically rooted in the humanities. While some courses attend to the communication process, most focus on other dimensions of human activity and endeavor. The Communication major provides a comprehensive, grounded program for consistent study and research. Communication study, by its nature, is interdisciplinary and will enhance student ability to relate concepts and principles they encounter as they pursue the core curriculum and any electives they select.

## Major requirements include the following:

### Course Requirements:

Students in the Communication major must take a minimum of 10 courses, as specified below.

### Foundational Courses

Students must complete the courses listed below.

- CM 110 - Introduction to Human Communication
- CM 115 - Introduction to Mediated Communication

### Oral Communication Requirement

Students must complete one of the following classes related to oral communication.

- CM 221 - Public Speaking
- CM 227 - Speaking in Small Groups
- EN 222 - Oral Interpretation of Literature
- EN 261 - Beginning Acting

### Written Communication Requirement

Students must complete one of the following classes related to written communication.

- EN 207 - Advanced Composition
- EN 215 - Business and Professional Writing
- CM 216 - Principles and Practices of Journalism
- CM 218 - Media Writing

### Visual Communication Requirement

Students must complete one of the following classes related to visual communication.

- CM 259 - Modes of Film Communication

- CM 325 - Special Topics in Communication: Media Criticism
- CM 325 - Special Topics in Communication: TV, Communication, and Culture
- FAH 260 - The Cinematic Eye - A History of Film to 1945
- FAH 262 - Contemporary Film - 1945 to the Present
- FAS 270 - Visual Communication
- ITOCL 202 - History of Italian Cinema

## Textual Analysis Requirement

Students must complete one literature course offered by the English Department at the 200 level or above.

## Theory Requirement

Students must complete one of the following classes related to the theories of communication.

- CM 310 - Rhetorical Theory and Criticism
- CM 315 - Communication Theory

## Elective Requirement

Students must complete two of the courses listed below.

- CS 205 - The Internet: Fundamentals and Issues
- CS 250 - Human-Computer Interaction
- BU 223 - Organizational Behavior
- MK 231 - Principles of Marketing
- MK 232 - Integrated Marketing Communications
- MK 233 - Consumer Behavior
- CM 318 - Intercultural Communication
- CM 330 - Political Communication
- CM 400 - Independent Study
- CM 481-482 - Internship
- EN 355 - Introduction to General Linguistics
- FAH 101 - Introduction to Art
- FAS 272 - Digital Art & Imaging I
- FAS 274 - Graphic Design I
- FAS 212 - Illustration
- FAS 356 - Special Topics: Mixed Media
- FAS 375 - Typography and Design
- FAS 376 - Art and Design for the Web
- MU 242 - Studies in Film Music
- PH 214 - Contemporary Philosophy: Meaning, Language and Existence
- PH 320 - Critical Thinking
- PH 321 - Formal Logic
- PH 336 - Aesthetics: Theories of Beauty
- PO 102 - American Government
- PO 104 - Comparative Politics

- PO 106 - International Relations
- PO 208 - Elements of Political Theory: Classical
- PO 209 - Elements of Political Theory: Modern
- PO 248 - Public Policy Process
- PO 345 - Public Administration
- PY 201 - Organizational Psychology
- PY 207 - Psychology of Gender
- PY 209 - Political Psychology
- PY 211 - Cross Cultural Psychology
- PY 315 - Social Psychology
- SO 206 - Social Problems
- SO 211 - Research Methods
- SO 218 - Individual and Society
- SO 229 - Media & Society
- SO 330 - Race and Ethnic Relations
- SO 342 - Social Inequality
- SO 344 - Political Sociology
- TH 273 - Christian Social Ethics

## Capstone Requirement

As a requirement for graduation, each Communication major must write and defend a senior thesis (done within the Senior Seminar course) and take a written comprehensive examination which tests aspects related to oral, written, verbal and visual communication, as well as communication theory. Students must successfully complete the Communication Senior Seminar.

- CM 470 - Communication Senior Seminar

## Recommended Course Sequence for Communication Majors:

Communication majors should take CM110 or CM115 in the fall semester of their freshman year or as soon as they have declared Communication as their major. Students should then take both their oral and written communication courses during the second year of their major. Visual and theory requirements will typically be taken in the third year of the major. The sequence in which students take major courses and fulfill core requirements may vary depending upon the various choices a student makes (i.e. minor(s), a second major, study abroad, internships). Students should work closely with their academic advisors in planning their course schedules and longer range plans.

## Double Major in Communication and English

Students may elect to double-major in English and Communication. In completing the requirements for each the two majors, students are permitted to count two of their courses as fulfilling requirements for both majors. Students completing the double major must enroll in each major's senior seminar and will typically complete two separate thesis projects. A single, interdisciplinary thesis to count for both majors is possible with the approval of the Department Chair and the respective seminar leaders. All double majors must pass the comprehensive exam in each major.

## English

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, journalism, and creative writing. Students are encouraged to develop clear, graceful, and effective prose.

## Course Requirements:

As of Fall 2014, students majoring in English are required to complete ten courses, as outlined below. This ten-course major requirement applies to all students in the classes of 2018 and forward.

### Course 1:

- EN 106 - Introduction to Literary Studies

### Course 2 and 3:

*Choose 2 courses from the following pre-1800 courses*

- EN 233 - Studies in Medieval Literature
- EN 234 - Studies in Renaissance Literature
- EN 236 - Studies in Eighteenth-Century Literature

### Course 4:

*Choose 1 course from the following:*

- EN 237 - Studies in Romantic Literature
- EN 238 - Studies in Victorian Literature
- EN 239 - Studies in Modern British Literature

### Course 5:

*Choose 1 course from the following:*

- EN 241 - Studies in Nineteenth-Century American Literature
- EN 242 - Studies in Modern American Literature

### Course 6, Course 7, Course 8, Course 9:

*Choose any 4 electives from the offerings of the English Department*

Note that at least two of the student's four electives (Courses 6,7,8,9) need to be literature courses that are at the 200-level or above. In addition to other elective offerings, students may choose as electives any course listed in the "required" categories above if they have not already used that course to fulfill a required category. One of the four electives may be an English

Department-sponsored internship. With the exception of EN106, no 100 level English courses may be counted towards the fulfillment of the English major.

## Course 10:

- EN 475 - English Senior Seminar

## Course Sequence for English Major:

English majors should take EN105 in the fall semester of their freshman year and EN106 in the fall or spring of their freshman year, or as soon as they have declared English as their major. The sequence in which they take major courses and fulfill core requirements will vary depending upon the various choices a student makes (i.e. minor(s), a second major, study abroad, internships). Students should work closely with their academic advisors in planning their course schedules and long range plans. Note that students pursuing teaching must take Introduction to General Linguistics (EN355). Students pursuing a major in both English and Communication should work with their advisor to determine the number of courses that will fulfill requirements in each.

## Double Major in English and Communication

Students may elect to double-major in English and Communication. In completing the requirements for each the two majors, students are permitted to count two of their courses as fulfilling requirements for both majors. Students completing the double major must enroll in each major's senior seminar and will typically complete two separate thesis projects. A single, interdisciplinary thesis to count for both majors is possible with the approval of the Department Chair and the respective seminar leaders. All double majors must pass the comprehensive exam in each major.

## Minor

### Communication Minor

Giving students the conceptual tools with which to evaluate and respond to diverse communication events and settings, this minor not only helps students in coping with events in everyday life, but it also prepares them for careers related to communication. The requirements are listed below. This minor is open to all students, regardless of major.

### Course Requirements: (5 required)

- CM 110 - Introduction to Human Communication
- CM 115 - Introduction to Mediated Communication
- CM 216 - Principles and Practices of Journalism or
- CM 218 - Media Writing
- CM 221 - Public Speaking or
- CM 227 - Speaking in Small Groups

One elective (300 or above) from the list below or as approved by the Communication Program Coordinator:

- CM 318 - Intercultural Communication

- CM 325 Special Topics in Communication
- CM 330 - Political Communication
- CM 400 - Independent Study
- CM 481-482 - Internship
- EN 355 - Introduction to General Linguistics
- FAS 376 - Art and Design for the Web
- FAS 356 - Special Topics: Mixed Media
- FAS 375 - Typography and Design
- PH 320 - Critical Thinking
- PH 321 - Formal Logic
- PH 336 - Aesthetics: Theories of Beauty
- PO 345 - Public Administration
- PY 315 - Social Psychology
- SO 309 - Gender, Sex, and Sexuality
- SO 330 - Race and Ethnic Relations
- SO 342 - Social Inequality
- SO 344 - Political Sociology

Contact information: Communication Program Coordinator: Prof. Jonathan Lupo

## English Minor

The minor in English aims to help students read literature with greater expertise and appreciation and develop more fully their written and oral expression. Students will take a course that introduces them to the formal study of literature; two English literature period courses that cover canonical works within a historical context; and three electives that look closely at a genre, an author, or a specific aspect of a literary period. These courses will acquaint the student with a variety of literary works and periods and help them discern literature's intrinsic aesthetic and humanistic values. They will also provide ample opportunities for critical analysis and writing.

### Minor requirements include:

- EN 106 - Introduction to Literary Studies

### Two English literature period courses from the following:

- EN 233 - Studies in Medieval Literature
- EN 234 - Studies in Renaissance Literature
- EN 236 - Studies in Eighteenth-Century Literature
- EN 237 - Studies in Romantic Literature
- EN 238 - Studies in Victorian Literature
- EN 239 - Studies in Modern British Literature
- EN 241 - Studies in Nineteenth-Century American Literature
- EN 242 - Studies in Modern American Literature

Two electives in English, one of which must be in literature.

In addition to EN 106 students may count one other 100 level English course towards their minor. Students majoring in Communication and minoring in English may count one of their Communication courses towards the English minor.

## English Minor with Concentration in Theatre Arts

Students minoring in English with a concentration in Theatre Arts will acquire the knowledge of terminology, theory, history, structure, and conventions of theatre and drama; experience of using the voice and body as instruments in performance; appreciation of the collaborative nature of theatre productions; familiarity with a broad sampling of dramatic literature that varies in both cultural context and subject matter; an understanding of the key intrinsic aesthetic and humanistic values in dramatic literature and theatre performance. Students will also develop intellectual and rhetorical skills necessary to analyze, discuss, and write about plays and performances

Requirements: In order to obtain a minor in English with a concentration in Theatre Arts, a student must complete a total of five courses: four core courses and one course that can be chosen from a list of electives.

### Required Courses:

- EN 251 - Shakespeare
- EN 261 - Beginning Acting
- EN 262 - Beginning Directing

### One of the following dramatic literature or general theatre courses:

- EN363 Special Topics: American Drama and Culture
- EN363 Special Topics: American Playwrights since 1945
- EN363 Special Topics: European Masters of Drama
- EN363 Special Topics: Introduction to Theatre

### Elective (Fifth class):

- EN 155 World of Drama
- EN363 Special Topics: American Drama and Culture
- EN363 Special Topics: American Playwrights since 1945
- EN363 Special Topics: European Masters of Drama
- EN363 Special Topics: Introduction to Theatre
- EN400 Independent Study (to complete a final project for the minor, in consultation with the theatre arts minor coordinator)
- EN481 Internship (approved by the theatre arts minor coordinator)
- FAS103 Creativity
- MU241 American Musical Theatre

Students majoring in English or Communication and minoring in English with a Concentration in Theatre Arts may count one of their Communication or English courses towards the English minor.

### Note:

Contact information: Concentration in Theatre Arts Director: Landis K. Magnuson

# Gender Studies Minor

The minor in Gender Studies gives students the tools to analyze how social understandings of masculinity and femininity affect society, politics, economics, and identity. Recognizing the centrality of concepts of gender to many disciplines, the interdisciplinary minor requires work in multiple departments and encourages the application of classroom work to real life contexts through service learning and internships. Gender Studies aims to provide its students with a critical framework in which the analysis of gender and all it entails can be imaginatively and empathetically applied to students' public and private lives.

## Minor requirements include:

1. Students must take five courses to fulfill the interdisciplinary minor in Gender Studies.
2. At least three of the five courses must be outside their major.
3. Courses must cover at least three different academic disciplines.
4. Students who wish can count an internship or service learning experience specifically focused on gender as one of their five courses. This requires advance planning and conversation with the coordinator of the interdisciplinary minor, and an academic paper.
5. Students who write a course paper or thesis that is specifically focused on gender may submit that paper for review by the Gender Studies Committee for acceptance toward one of their five courses even if that course that is not listed as a Gender Studies course.
6. Students are eligible to select participation in the Gender Studies interdisciplinary minor at any time. They must, however, register with the minor director by end of the drop add period in the fall of their senior year. Students must have a minimum GPA of 2.00 at the time they register.
7. Students need to complete all five courses by the end of their senior year and they must achieve at least a 2.00 grade point average for the courses presented for the interdisciplinary minor.

## Approved courses:

**Approved courses include those below and any additional courses approved by the Director of the Minor. Please be aware that some courses, such as PY 203 (Adolescent Psychology) are not pre-approved to count for GS can, in consultation with the instructor, be adapted so that they count for GS in individual instances.**

- BU 222 - Women and Men in Business
- CJ 361 - Women and Crime
- CJ367 - Special Topics: Women in Prison
- CM 325: Special Topics: Women in Stand-Up Comedy
- CM325: Special Topics: Communication and Gender
- CS 101 - Digital Literacy
- ED 255 - Multicultural Perspectives on Public Schooling in the United States
- EN 153 - World of Poetry : Multicultural American Poetry
- EN153: World of Poetry: Poetics of Hip-Hop
- EN 234 - Studies in Renaissance Literature
- EN 236 - Studies in Eighteenth-Century Literature
- EN 238 - Studies in Victorian Literature
- EN 239 - Studies in Modern British Literature
- EN 241 - Studies in Nineteenth-Century American Literature
- EN 244 - Literature and Gender
- EN 271 - American Gothic Literature
- EN 337 - Special Topics in the Romantic Period
- EN 344 - Literature of the Harlem Renaissance



- FAH 220 - New Ways of Seeing: Twentieth Century Art
- FAH 222 - Global Contemporary Art
- FAH 258 - History of Photography
- FAH 260 - The Cinematic Eye - A History of Film to 1945
- FAH 262 - Contemporary Film - 1945 to the Present
- FR 367 - Nineteenth Century Literature: Age of Romanticism and Realism
- FR 371 - Women Writers
- HI 107 - Cities and Social Change
- HI 109 - Environmental History
- HI 110 - African Health and Healing
- HI 314 - The High Middle Ages
- HI 351 - Jacksonian America: 1824-1850
- HI 359 - American Women's History
- HI 362 - The New South
- HI 390 - Comparative Women's History
- HI 391 - The History of Southern Africa
- MU 344 - Opera and Gender
- NU 342 - Maternal-Newborn Nursing
- PH 105 - Human Nature Seminar
- PY 203 - Adolescent Psychology
- PY 207 - Psychology of Gender
- PY 210 - Special Topics in Psychology
- PY 209 - Political Psychology
- PO 250 - Gender and Politics
- PO 353 - Politics of Diversity
- SO 229 - Media & Society
- SO 309 - Gender, Sex, and Sexuality
- SO 330 - Race and Ethnic Relations
- SO 336 - Sociology of Family Law
- SO 342 - Social Inequality
- SO 351 - Special Topics in Sociology
- SP 361 - Early Spanish Literature
- SP 371: Special Topics: Hispanic Women Writers
- SP 372: Special Topics: The Other in Spanish American Literature
- TH 330 - Women in the Catholic Tradition
- TH 401 - Seminar : Women in the Old Testament

## Note:

Contact information: Gender Studies Director: Professor Jennifer Thorn.

## Fine Arts

**Chairperson: Katherine M. Bentz**

Professors:, Landis K. Magnuson; Associate Professors: Katherine M. Bentz, Kimberly Kersey-Asbury, Sean M. Parr;  
Assistant Professor: Andrew L. Haringer; Lecturers: Sharon Baker, Elizabeth Blood, Eric Bermani, Heather Braun-

Bakken, Megan Bogonovich, Josh Dannin, Mark Eshbaugh, Ben Fox, Paul Geresy, Joe Hartnett, Rebecca Jeffreys, Molly Lozeau, Karen Luttik, Rev. Iain G. MacLellan, O.S.B., Nick Mainella, Nicholas Pothier, James Roldan, Elsa Voelcker.

The Fine Arts major is designed to provide a strong foundation in the study of the visual arts and music within a liberal arts education. The Fine Arts major curriculum provides a focused path of study in one of three emphasis areas: Art History, Studio Art, or Music. Students may also major in Visual Arts Education or Music Education in conjunction with the Education Department. Fine Arts courses enable the development of analytical and technical skills, emphasize critical inquiry and aesthetic appreciation, and foster an understanding of the historical, cultural, and philosophical dimensions of the arts. In addition to major course requirements, all Fine Arts majors complete the Senior Seminar, a Senior Thesis Project, and a Senior Comprehensive Examination. The Senior Thesis Project culminates in a research presentation, visual arts exhibition, or music recital, each representing achievement in a specific area of the Fine Arts.

The Fine Arts degree prepares students for a wide array of career opportunities in arts management and administration; arts education, and museum, gallery, and curatorial work; digital and graphic design; visual communications and media marketing; and graduate studies in art history, art therapy, studio art, music performance, and musicology. Several Fine Arts courses incorporate service-learning, which allows students to apply their skills and talents in outreach to community organizations, and helps them develop professional portfolios and experiences. Internships are available through the on-campus gallery and performing arts center as well as off-campus sites such as local museums, galleries, advertising and graphic design companies, music businesses, and performing arts organizations. Fine Arts majors are also encouraged to study abroad. Art and Art History students may participate in art shows, attend the Fine Arts Lecture and Performance Series, take part in workshops, and join arts related student clubs. In addition, Art History and Studio Art classes take field trips to exhibitions, artist studios, and art centers in the region. Music emphasis students have opportunities for performance in curricular music lessons and in the Saint Anselm College Choir, the Chamber Singers, the jazz band, or music ensembles.

Fine Arts majors from one Emphasis may minor in another Fine Arts Emphasis area (e.g., a Fine Arts Major with an emphasis in Art History can minor in Studio Art).

**Major Requirements:** 10 courses/40 credit hours (See major emphases tracks below.) No more than one internship course may be taken to fulfill the Fine Arts Major Requirements.

## Major

### Fine Arts, Art History Emphasis

#### Art History Emphasis Requirements:

#### Three Departmental Courses:

- FAH 101 - Introduction to Art
- One studio art (FAS) course in drawing, painting, printmaking, photography, or a three-dimensional medium and
- FAH 490 - Senior Seminar

#### Four Art History Period Courses taken from each of the three broad historical areas:

Ancient/Medieval:

- FAH 205 - The Archaeology of Egypt

- FAH 277 - Survey of the Archaeology of Greece
- FAH 207 - Survey of the Archaeology of Rome
- FAH 210 - Art and Architecture of the Ancient World
- FAH 212 - Art & Architecture of the Middle Ages  
Renaissance/Baroque:
- FAH 214 - Italian Renaissance Art
- FAH 216 - Art in the Age of Spectacle: The 17th Century from Caravaggio to Vermeer  
Modern/Contemporary:
- FAH 218 - Revolutions in Art: Nineteenth Century Art
- FAH 220 - New Ways of Seeing: Twentieth Century Art
- FAH 222 - Global Contemporary Art
- Sufficient equivalents in Special Topics or Independent Study courses may be substituted with the permission of the student's advisor and the Fine Arts Department Chairperson.

## Two Art History Specialty Courses:

Selected from the following:

- FAH 230 - The Arts of the United States and the Americas
- FAH 240 - Islamic Art and Architecture
- FAH 258 - History of Photography
- FAH 260 - The Cinematic Eye - A History of Film to 1945
- FAH 262 - Contemporary Film - 1945 to the Present
- FAH 275 - Landscape & Art: Nature and Human Culture
- FAH 310 - Studies in Architecture
- FAH 315 - Michelangelo and his World
- FAH 312 - History of Modern Architecture
- or appropriate Special Topics courses

## One Fine Arts Elective:

Selected from:

- Studio Art (FAS), Music (MU) courses or Theatre (FAH/EN, FAS/EN) course offerings

## Course Sequence Outline

Students select courses in conjunction with an advisor, choosing core courses, major courses, and electives to fit the individual student's interests and field of emphasis. If necessary, substitutions may be made for required emphasis courses with permission of the advisor and department chairperson.

## Freshman Year

### Fall

- HU 103 - Conversatio I

- FAH 101 - Introduction to Art
- Language
- EN 105 - Freshman English

## Spring

- HU 104 - Conversatio II
- Major Course
- Language
- Core Course or Fine Arts Elective

## Note:

Subsequent years will be planned in consultation with an advisor in relation to individual student's needs and interests, including internships and study abroad programs.

A student who wishes to major in Fine Arts after the first semester of the junior year must have permission of the Fine Arts Department Chair, who will also consult with appropriate faculty in the student's selected major area of emphasis. Transferring late to the major may result in enrollment in additional courses in summer school and/or a later graduation date.

## Fine Arts, Music Emphasis

### Music Emphasis requirements:

#### Three Music Theory Courses:

- MU 110 - Music Theory I \*
  - MU 210 - Music Theory II
  - MU 310 - Music Theory III
- \*Students may take a proficiency test to place directly into Music Theory II

#### Two Music History Courses:

- MU 201 - Music History: Middle Ages - Bach and Handel
- MU 202 - Music History: Mozart and Beethoven - Present

#### Four semesters of Music Performance:

•Four semesters of Music Performance (8 credit hours, equivalent to two 4-credit-hour courses): This requirement may be satisfied in a variety of ways---for example, four semesters of individual instrumental or voice lessons; three semesters of lessons and one semester of ensemble; or two semesters of instrumental or voice lessons and two semesters of ensemble.

*Note: Students are not required to take lessons on the same instrument every semester or to participate in the same ensemble.*

## Other requirements include:

- One Music Elective at or above the 200-level (may also be satisfied by two 2-credit-hour performance courses).

Note: *Students who place out of Music Theory I should take an additional Music Elective.*

- One Fine Arts elective selected from Art History (FAH), Studio Art (FAS), or Theatre (FAH/EN, FAS/EN) course offerings.

- FAH 490 - Senior Seminar

## Course Sequence Outline

Students select courses in conjunction with an advisor, choosing core courses, major courses, and electives to fit the individual student's interests and field of emphasis. If necessary, substitutions may be made for required emphasis courses with permission of the advisor and department chairperson.

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Major Course
- Language
- EN 105 - Freshman English

#### Spring

- HU 104 - Conversatio II
- Major Course
- Language
- Core Course or Fine Arts Elective

### Note:

Subsequent years will be planned in consultation with an advisor in relation to individual student's needs and interests, including internships and study abroad programs.

A student who wishes to major in Fine Arts after the first semester of the junior year must have permission of the Fine Arts Department Chair, who will also consult with appropriate faculty in the student's selected major area of emphasis. Transferring late to the major may result in enrollment in additional courses in summer school and/or a later graduation date.

Students interested in completing a Music Education major should consult with their advisor or with the Education Department.

## Fine Arts, Studio Art Emphasis

## Studio Art Emphasis requirements:

### Three Departmental Courses:

- FAH 101 - Introduction to Art
- FAS 110 - Drawing I
- FAH 490 - Senior Seminar

### Three Studio courses chosen from the following:

- FAS 212 - Illustration
- FAS 220 - Painting I
- FAS 230 - Printmaking: Monotype, Relief, Collagraphy
- FAS 240 - Darkroom Photography
- FAS 245 - Digital Photography
- FAS 250 - Three-Dimensional Design
- FAS 252 - Sculpture
- FAS 260 - Ceramics I
- FAS 270 - Visual Communication
- FAS 272 - Digital Art & Imaging I
- or other 200-level Special Topics courses, or recently approved FAS 200 courses that are also approved by the student's advisor.

### Two Advanced Studio Courses chosen from the following:

- FAS 210 - Drawing II
- FAS 274 - Graphic Design I
- FAS 340 - Intermediate Photography
- FAS 342 - Photo Media: Analog - Digital
- FAS 372 - Digital Art & Imaging II
- FAS 375 - Typography and Design
- FAS 376 - Art and Design for the Web
- FAS 378 - Motion Art
- Studio Art Special Topics courses or
- Independent Study

### One Art History (FAH) Course at the 200 or 300 level

### One Fine Arts Elective:

Selected from:

- Art History (FAH), Music (MU), or Theatre (FAH/EN, FAS/EN) course offerings.

### Course Sequence Outline

Students select courses in conjunction with an advisor, choosing core courses, major courses, and electives to fit the individual student's interests and field of emphasis. If necessary, substitutions may be made for required emphasis courses with permission of the advisor and department chairperson.

## Freshman Year

### Fall

- HU 103 - Conversatio I
- FAH 101 - Introduction to Art
- Language
- EN 105 - Freshman English

### Spring

- HU 104 - Conversatio II
- FAS 110 - Drawing I
- Language
- Core Course or Fine Arts Elective

### Note:

Subsequent years will be planned in consultation with an advisor in relation to individual student's needs and interests, including internships and study abroad programs.

A student who wishes to major in Fine Arts after the first semester of the junior year must have permission of the Fine Arts Department Chair, who will also consult with appropriate faculty in the student's selected major area of emphasis. Transferring late to the major may result in enrollment in additional courses in summer school and/or a later graduation date.

Students interested in completing an Art Education major should consult with their advisor or with the Education Department.

## Minor

### Art History Minor

#### Required Courses: 5 courses/20 credit hours

- FAH 101 - Introduction to Art or an alternative Art History course with permission of the Coordinator of the Fine Arts Minor.
- One course in Studio Art (FAS) at the 100 or 200 level.
- Three additional courses in art history (FAH) at or above the 200 level.

No more than one of these courses may be FAH 400 or FAH 402 Independent Study, and no more than one of these courses may be FAH 492 Internship.

## Music Minor

Required Courses: 5 courses/20 credit hours

- MU 110 - Music Theory I \*
- MU 210 - Music Theory II
- MU 201 - Music History: Middle Ages - Bach and Handel
- MU 202 - Music History: Mozart and Beethoven - Present
- One elective in Music (MU), may also be satisfied by two 2-credit-hour music performance courses.  
*\*Students who place out of Music Theory I should take two music electives.*

## Studio Art Minor

Required Courses: 5 courses/20 credit hours

- FAH 101 - Introduction to Art
  - FAS 110 - Drawing I
    - Three additional Studio Art courses at or above the 200 level.
- No more than one of these courses may be FAS 400 Independent Study, and no more than one of these courses may be FAS 492 Internship.

## Theatre Arts Minor

Required Courses: 5 courses/20 credit hours

Core Courses (4 Required):

- EN251 Shakespeare
- FAS/EN261 Beginning Acting
- FAS/EN 262 Beginning Directing and
- One of the following dramatic literature or general theatre courses:
  - FAH/EN363 American Drama and Culture
  - FAH/EN363 American Playwrights Since 1945
  - FAH/EN363 European Masters of Drama
  - FAH/EN363 Introduction to Theatre
- Elective (Fifth class); choose one of the following:
  - FAH/EN363 American Drama and Culture
  - FAH/EN363 American Playwrights Since 1945
  - FAH/EN363 European Masters of Drama
  - FAH/EN363 Introduction to Theatre
  - FAH/FAS/EN400 Independent Study (to complete a final project for the minor, in consultation with the theatre arts minor coordinator)
  - FAH/FAS/EN481 Internship (approved by the theatre arts minor coordinator)
  - FAS103 Creativity
  - MU241 American Musical Theatre



# History

**Chairperson: Beth A. Salerno**

Professors: Hubert F. Dubrulle, Matthew B. Masur, Andrew S. Moore, Philip E. Pajakowski, Sean T. Perrone, Beth A. Salerno; Associate Professors: Silvia C. Shannon; Assistant Professor: Sarah Hardin.

## Two Majors in the History Department

The History Department offers students the choice of two majors: History and American Studies. Both History and American Studies are primary undergraduate majors, 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 human services, education, and related fields.

## Major

### American Studies Major

**Director: Andrew Moore**

American Studies is an interdisciplinary field of study that integrates history, political science, literature, economics, fine arts, sociology, theology, philosophy, criminal justice, and a variety of other disciplines to explore American (typically the United States) civilization. American Studies majors ask broad questions about the nature of American culture, civilization, and identity. Students of American Studies are challenged to question why American culture developed as it did and to explore what influences have shaped this nation's identity.

The major will consist of a total of 10 courses, distributed according to the following guidelines. See below for list of eligible courses.

1. AS100, Introduction to American Studies
2. 2 history courses from the list of eligible courses.
3. 1 Politics or 1 Sociology course from the list of eligible courses.
4. 1 English course from the list of eligible courses.
5. 1 Fine Arts course from the list of eligible courses.
6. 3 additional courses selected from the list of eligible courses below [one of these must come from departments not listed above - either Criminal Justice, Theology, Philosophy, or Politics / Sociology (the one not selected in #3)].
7. AS401, Independent Research. Working closely with a member of the faculty affiliated with the American Studies major, students will write an independent guided research paper. The supervising faculty member will be chosen by the student in consultation with the chair of the History Department. In addition, successful completion of the research project will require the

approval of a second reader from the American Studies related faculty, also chosen in consultation with the chair of the History Department.

All majors must also pass a comprehensive exam.

## List of Eligible Courses

- CJ 100 - Introduction to the Criminal Justice System
- CJ 209 - Criminal Law
- CM 216 - Principles and Practices of Journalism
- EC 243 - Money and Banking
- EC 345 - Economics of the Great Depression
- ED 255 - Multicultural Perspectives on Public Schooling in the United States
- ED 311 - Getting Schooled: The Politics & Promise of American Education
- EN 241 - Studies in Nineteenth-Century American Literature
- EN 242 - Studies in Modern American Literature
- EN 243 - Studies in Postmodern American Literature
- EN 245 - Introduction to African-American Literature
- EN 341 - Special Topics in Nineteenth-Century American Literature
- EN 342 - Special Topics in Twentieth-Century American Literature
- EN 343 - Native American Women Writers
- EN 344 - Literature of the Harlem Renaissance
- FAH 230 - The Arts of the United States and the Americas
- FAH 258 - History of Photography
- FAH 260 - The Cinematic Eye - A History of Film to 1945
- FAH 262 - Contemporary Film - 1945 to the Present
- MU 240 - American Music
- MU 241 - American Musical Theater
- MU 242 - Studies in Film Music
- MU 243 - Studies in Jazz History
- MU 246 - History of Rock and Roll
- HI 106 - The U.S. Presidency
- HI 109 - Environmental History
- HI 199 - America: Origins to World Power
- HI 250 - United States History to 1877
- HI 251 - United States History from 1877
- HI 350 - Colonial North America
- HI 351 - Jacksonian America: 1824-1850
- HI 352 - The Civil War and Reconstruction: 1850-1877
- HI 354 - Contemporary America
- HI 355 - Modern American Foreign Relations
- HI 356 - The Old South
- HI 357 - United States Labor History
- HI 358 - History of New England
- HI 359 - American Women's History
- HI 361 - Civil Rights Movement
- HI 362 - The New South
- HI 374 - Special Topics: American History

- PH 323 - Philosophy of Education
- PH 341 - American Philosophy
- PO 102 - American Government
- PO 211 - Presidential Power
- PO 212 - Constitutional Law
- PO 213 - Civil Liberties and Civil Rights
- PO 219 - State and Local Government
- PO 235 - American Foreign Policy
- PO 248 - Public Policy Process
- PO 250 - Gender and Politics
- PO 255 - Campaigns and Elections
- PO 258 - American Political Thought
- PO 346 - The New Hampshire Primary and Presidential Nomination Politics
- PO 353 - Politics of Diversity
- PO 446 - Selected Topics in American Politics
- PY 207 - Psychology of Gender
- PY 209 - Political Psychology
- SO 101 - Introduction to Sociology
- SO 150 - Introduction to Social Work: Human Behavior and the Social Environment
- SO 205 - The Family
- SO 206 - Social Problems
- SO 228 - Sociology of Health and Illness
- SO 230 - Social Movements: People, Power and Change
- SO 309 - Gender, Sex, and Sexuality
- SO 330 - Race and Ethnic Relations
- SO 335 - Law and Society
- SO 342 - Social Inequality
- SO 343 - Economy and Society
- SO 344 - Political Sociology
- TH 302 - Religion in America

## Course Sequence Outline

Sample Course Schedule for an American Studies Major

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- Language
- AS 100 - Introduction to American Studies

#### Spring

- HU 104 - Conversatio II
- Core Requirement or Elective
- Language
- AS Eligible Course

## Sophomore Year

### Fall

- Philosophical or Theological reasoning
- Language if needed; otherwise Elective or Core Course
- AS Eligible Course
- Elective or Core Course

### Spring

- Philosophical or Theological reasoning
- AS Eligible Course
- AS Eligible Course
- Elective or Core Course

## Junior Year

### Fall

- Philosophical or Theological reasoning
- AS Eligible Course
- Elective or Core Course
- Elective or Core Course

### Spring

- Philosophical/Theological reasoning
- AS Eligible Course
- Elective or Core Course
- Elective or Core Course

## Senior Year

### Fall

- AS 401 or AS Eligible Course
- AS Eligible Course
- Elective or Core Course
- Elective or Core Course

## Spring

- AS 401 or AS Eligible Course
- AS Eligible Course
- Elective or Core Course
- Elective or Core Course

## History Major

The past surrounds us. We live in the shadow of the thoughts and actions of those who lived before us. To ignore this legacy is to live a sort of collective amnesia. A humanist education includes conscious confrontation with history as collective lived experience and as an academic discipline that seeks to inquire into that experience. Through active research and engaged teaching and conversation, the History Department helps students develop a literate, insightful understanding of human experience. We invite students who share our commitment to historical study to join in that exhilarating, demanding, and rewarding project.

At Saint Anselm College, History majors choose their own path. You can personalize your course choices around your interests and goals. In addition to taking challenging and engaging courses, students can apply to work on faculty research projects and can pursue their own research in the Research Seminar. History skills are in demand in the marketplace. They include the ability to synthesize diverse information, to write clear and persuasive arguments backed up by data, and to understand human actions in different places and cultures. Saint Anselm College History majors have success in a wide variety of fields after graduation, including business, museums, law, and education.

Students may move through the major in any order they wish, though most begin with 100 level courses and move progressively toward the 400 level Research and Reading seminars.

Internships and study abroad are encouraged by the department.

### Major requirements include:

History majors are required to complete 10 History courses. Students must take one course in each of the following four areas of study-Early Europe (before 1600); Modern Europe (since 1600); United States; and Special Areas. All majors will need to complete either the Reading or Research Seminar. Students may apply no more than two 100 level- and three 200 level-courses to their History major.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- Language Core Course
- History course

#### Spring

- HU 104 - Conversatio II

- Aesthetic awareness or Social Scientific Reasoning Core Course
- Language Core Course if needed; otherwise Elective/Minor/Double Major course
- History course

## Sophomore Year

### Fall

- Philosophical or Theological reasoning course
- Language if needed; otherwise elective/minor/double major course
- History course
- Quantitative reasoning course

### Spring

- Philosophical or Theological reasoning course
- History course
- Aesthetic Awareness or Social Scientific Reasoning Core course
- Elective/Minor/Double major course

## Junior Year

### Fall

- Philosophical or Theological Reasoning
- Scientific Reasoning
- History course
- Elective/Minor/Double Major course

### Spring

- Philosophical or Theological Reasoning course
- Elective/Minor/Double Major course
- History course
- History course

## Senior Year

### Fall

- History course
- History course
- Elective/Minor/Double Major course
- Elective/Minor/Double Major course

## Spring

- History course
- Elective/Minor/Double Major course
- Elective/Minor/Double Major course
- Elective/Minor/Double Major course

## Minor

### American Studies Minor

A minor in American Studies introduces students to the interdisciplinary study of American (typically the United States) civilization. American Studies minors ask broad questions about the nature of American culture, civilization, and identity. Students of American Studies are challenged to question why American culture developed as it did and to explore what influences have shaped this nation's identity.

#### **American Studies Minor requirements include:**

Students are required to take five courses overall, distributed according to the following guidelines.

- AS100 Introduction to American Studies
- At least one History course, chosen from the list of eligible courses.
- At least one Politics or one Sociology course, chosen from the list of eligible courses.
- At least one English or one Fine Arts course, chosen from the list of eligible courses.
- One additional course chosen from the list of eligible courses.

Students may choose courses from among the following list of eligible courses. Courses whose catalog description or title does not specifically mention American require approval of the director. Special topics courses not listed here may also be approved by the director.

#### Eligible Courses:

- CJ 100 - Introduction to the Criminal Justice System
- CJ 209 - Criminal Law
- CM 216 - Principles and Practices of Journalism
- EC 243 - Money and Banking
- EC 345 - Economics of the Great Depression
- ED 255 - Multicultural Perspectives on Public Schooling in the United States
- ED 311 - Getting Schooled: The Politics & Promise of American Education
- EN 241 - Studies in Nineteenth-Century American Literature
- EN 242 - Studies in Modern American Literature
- EN 243 - Studies in Postmodern American Literature
- EN 245 - Introduction to African-American Literature
- EN 341 - Special Topics in Nineteenth-Century American Literature
- EN 342 - Special Topics in Twentieth-Century American Literature
- EN 343 - Native American Women Writers
- EN 344 - Literature of the Harlem Renaissance
- FAH 222 - Global Contemporary Art
- FAH 230 - The Arts of the United States and the Americas

- FAH 258 - History of Photography
- FAH 260 - The Cinematic Eye - A History of Film to 1945
- FAH 262 - Contemporary Film - 1945 to the Present
- MU 240 - American Music
- MU 241 - American Musical Theater
- MU 242 - Studies in Film Music
- MU 243 - Studies in Jazz History
- MU 246 - History of Rock and Roll
- HI 106 - The U.S. Presidency
- HI 109 - Environmental History
- HI 199 - America: Origins to World Power
- HI 250 - United States History to 1877
- HI 251 - United States History from 1877
- HI 350 - Colonial North America
- HI 351 - Jacksonian America: 1824-1850
- HI 352 - The Civil War and Reconstruction: 1850-1877
- HI 354 - Contemporary America
- HI 355 - Modern American Foreign Relations
- HI 356 - The Old South
- HI 357 - United States Labor History
- HI 358 - History of New England
- HI 359 - American Women's History
- HI 361 - Civil Rights Movement
- HI 362 - The New South
- HI 374 - Special Topics: American History
- PH 323 - Philosophy of Education
- PH 341 - American Philosophy
- PO 102 - American Government
- PO 211 - Presidential Power
- PO 212 - Constitutional Law
- PO 213 - Civil Liberties and Civil Rights
- PO 219 - State and Local Government
- PO 235 - American Foreign Policy
- PO 248 - Public Policy Process
- PO 250 - Gender and Politics
- PO 255 - Campaigns and Elections
- PO 258 - American Political Thought
- PO 346 - The New Hampshire Primary and Presidential Nomination Politics
- PO 353 - Politics of Diversity
- PO 446 - Selected Topics in American Politics
- PY 207 - Psychology of Gender
- PY 209 - Political Psychology
- SO 101 - Introduction to Sociology
- SO 150 - Introduction to Social Work: Human Behavior and the Social Environment
- SO 205 - The Family
- SO 206 - Social Problems
- SO 228 - Sociology of Health and Illness



- SO 230 - Social Movements: People, Power and Change
- SO 309 - Gender, Sex, and Sexuality
- SO 330 - Race and Ethnic Relations
- SO 335 - Law and Society
- SO 342 - Social Inequality
- SO 343 - Economy and Society
- SO 344 - Political Sociology
- TH 302 - Religion in America

## Asian Studies Minor

The interdisciplinary Asian Studies minor introduces students to history, forms of governance and commerce, genres of art, languages, and ways of talking about human life and divine agency that are part of the cultures and the peoples of Asia. Asia is home to nearly 40% of the world's population, some of the fastest growing economies, and the ancestry of friends, neighbors, and colleagues. An understanding of Asia is critical for success in today's global society.

### Asian Studies Minor requirements include:

1. Formal registration with the director of the interdisciplinary minor ordinarily by first semester of the junior year.
2. A minimum cumulative grade point average of 2.00 in courses applied to the minor. No course grade below a C will be applied toward the minor..
3. Successful completion of five courses with Asian studies content, with no more than two courses taken in the same department.

### List of Eligible Courses:

- CN 200 - Chinese III
- CN 300 - Advanced Chinese Conversation and Composition
- CN 301 - Special Topics in Chinese
- EN 153 - World of Poetry Asian American Poetry
- EN 255 - Introduction to Postcolonial Literature
- EN 373 - Special Topics in Literary Genres
- FAH 262 - Contemporary Film - 1945 to the Present
- HI 105 - World History, 1500-present
- HI 175 - Asian Civilization
- HI 378 - Modern China: 1600-Present
- HI 379 - Modern Japan: 1600-Present
- HI 385 - Vietnam War
- PH 346 - Confucian Thinkers
- PH 452 Philosophy Seminar: Indian Philosophy
- TH 286 - Chinese Religion and Christianity
- TH 304 - Religions of Asia

## History Minor

### History Minor requirements include:

A minor in History is intended to introduce students to a nuanced understanding of historical events as well as the methods of historical study. Students pursuing the history minor are encouraged to follow their interests by either gaining broad knowledge of the past of various world cultures or by focusing on the study of a particular region or period of time. To complete a minor, students must take five history courses. At least 2 of those courses must be 300-level or above, and no more than 2 100-level courses will count toward the minor. Minors must have a cumulative 2.0 GPA in courses applied to the minor.

## Latin American Studies Minor

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. This interdisciplinary minor hopes to correct this deficiency by making knowledge of Latin America and its people available to interested students.

### Latin American Studies Minor requirements include:

1. Formal registration with the program director, ordinarily no later than the first semester of the junior year of studies.
2. Five courses in Latin American studies in no fewer than three disciplines.
  1. One course in Latin American History and one course in Latin American Literature are required.
  2. No more than two courses in any one discipline will be allowed with no grade under "C" acceptable.

### List of Eligible Courses:

- HI 375 - Colonial Latin American History
- HI 376 - Modern Latin American History
- SP 300 - Spanish IV
- SP 353 - Advanced Spanish Conversation
- SP 356 - Introduction to Latin-American Culture and Civilization
- SP 358 - Survey of Hispanic-American Literature
- SP 364 - Colonial Through 19th Century Spanish-American Literature
- SP 365 - Modern Spanish - American Literature
- SP 366 - Contemporary Spanish-American Literature
- SP 367 - Hispanic Short Story
- SP 368 - Problems in Spanish and Spanish-American Culture and Civilization
- FAH 230 - The Arts of the United States and the Americas
- PO 326 - Latin American Politics
- TH 285 - Liberation Theology

## Humanities

**Director: Derk A. Wierda**

Humanities courses at Saint Anselm College include the *Conversatio* program and other courses that offer an interdisciplinary approach to the study of human culture

## *Conversatio* - The Shared Learning Experience at Saint Anselm College

Rooted in the Benedictine vow that encourages faithfulness to a way of life within community, *Conversatio* is the foundational shared learning experience for every Saint Anselm student. This year-long multidisciplinary course provides students with an intellectual orientation to studies in the Liberal Arts and acquaints them with the distinctive value of those studies within the Catholic Benedictine tradition. As the common academic conversation orienting students to Saint Anselm College, *Conversatio* invites individuals to discover their intellectual place and voice within the Saint Anselm learning community by encouraging them to read critically, to contemplate significant questions about human existence, and to communicate their ideas to others with greater effectiveness and respect.

## Other Programs

### Humanities Minor

The minor in Humanities presents students an opportunity to explore themes in the Humanities through advanced and interdisciplinary courses. Combining advanced courses offered by the Humanities departments (Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Theology) with interdisciplinary, team-taught classes both within the humanities and between the humanities and social and natural sciences, the minor promotes in-depth study of defined themes contextualized within larger questions of human values and experience that are central to the Liberal Arts mission of the college. Relying in large measure upon syntheses of disciplines and pedagogical approaches, the Humanities minor offers an integrated approach to learning that can appeal to all students who wish to supplement their chosen major with a program that broadens their thinking about what it means to be human and challenges them to explore important questions within an active seminar environment.

### Minor requirements include:

- Full-time degree candidates from any major.
- Formal registration for the minor should preferably be completed no later than the 2nd semester of the junior year.
- A minimum cumulative grade point average of 2.0 is required at the time of registration.

To earn the minor students must complete five HU designated courses (excluding *Conversatio*). At least three of the courses must be designated HU courses that feature both an interdisciplinary approach and interdisciplinary content. Two of these HU courses must be team-taught. Qualifying HU courses include:

- HU 303 *Conversatio* Honors Colloquium
- HU 305 Paris New York in the 1920's and 1930's
- HU 310 England's Catholic Underground
- HU 315 Shakespeare and Political Power
- HU 320 The Benedictines
- HU 345 (HI345/EN345) Mid-Victorian History and Literature.
- HU 346/PH 345 Confucian Thinkers
- HU 375 Gender in Literature and Music
- Ed 350/TH 399 Catholic Education (special topics)
- ITO200 Chiavi: Keys to Our Cultural Heritage
- CH 112 (HU 112 - to be cross listed with next offering) - Science of Art and Artifacts

The other two courses counted towards the minor may be advanced courses in one of the seven participating departments(see below). Students must take these advanced courses from two different sponsoring departments. These courses may not count towards the student's first major area of study, but may be counted towards their second major or minor.

**Classics:**

CL 210 - Art and Architecture of the Ancient World, CL 222 Classical Mythology: The Gods CL 223 Classical Mythology: The Heroes. CL 231 Survey of Greek Literature, CL 232 Survey of Latin Literature, CL 250 Classics Special Topics, CL 260 Ancient Law, CL 261 Ancient Athletics, CL 262 War and Culture in the Ancient World, CL 275 Intro to Archaeology, CL 276 The Archaeology of Egypt, CL 277 The Survey of the Archaeology of Greece, CL 278 The Survey of the Archaeology of Rome, CL 280 Archaeological Fieldwork, CL 281 Study Tour, CL 301 Greek Historiography, CL 302 Greek Philosophy, CL310 Greek Epic, CL 314 Greek Tragedy, CL 315 Greek Comedy, CL 317 New Testament Greek, CL 319 Greek Special Topics, CL 321 Latin Prose Composition I, CL322 Latin Prose Composition II, CL 323 Vergil, CL 324 Cicero, CL325 Ovid, CL 330 Roman Epic Poets, CL 331 Roman Comedy, CL 332 Roman Lyric Poets, CL 333 Roman Elegiac Poet, CL 334 Roman Satire, CL 336 Roman Philosophy, CL 340 Silver Age Latin, CL 341 Roman Historiography- Republican, CL 342 Roman Historiography Imperial, CL 346 Post Classical Latin, CL 350 Latin Special Topics

**English:**

All EN literature course at the 200 level or above, as well as CM 259 Modes of Film Communication and CM 310 Rhetorical Theory and Criticism can count towards the HU minor.

**Fine Arts:**

Any Fine Arts Department course in Art History, Studio Art, or Music (FAH, FAS, or MU) at the 200 or 300 level can count towards the HU minor.

**History:**

All 300-level History courses can count towards the HU minor.

**Modern Languages:**

The following courses can count towards the HU minor:

**Chinese: French: German: Russian: Spanish:**

All courses numbered CN 300 and above

All courses numbered FR 320 and above

GR 320 and all courses numbered GR 322 and above

RU 129 and all courses numbers RU 300 and above All courses numbered SP 355 and above

## Mathematics

**Chairperson: Stephen Shea**

Professor: Gregory R. Buck; Associate Professors: Alexander Plyukhin, Stephen Shea.

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.

## Major

# Mathematics

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.

## Major requirements include:

- MA 170 - Calculus I
- MA 180 - Calculus II
- MA 210 - Calculus III
- MA 220 - Vector Analysis and Differential Equations
- MA 330 - Mathematical Statistics I
- MA 310 - Linear Algebra
- MA 430 - Modern Algebra
- MA 410 - Advanced Calculus I
- three mathematics or mathematics related electives
- Senior-year mathematics project

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Language
- Scientific Reasoning
- MA 170 - Calculus I

#### Spring

- HU 104 - Conversatio II
- Language/Core
- EN 105 - Freshman English
- MA 180 - Calculus II

### Sophomore Year

Mathematics majors should take MA 210, MA 220, and MA 310. Their remaining courses will be core requirements, electives or courses for a minor or double major.

### Junior Year

Mathematics majors should be taking 300-400 level major requirements and electives. Their remaining courses will be core requirements, electives or courses for a minor or double major. One semester or a full year of study abroad is an option for this year.

## Senior Year

Mathematics majors will complete the required courses for the major and the mathematics related electives. Their remaining courses will be core requirements, electives, or courses for a minor or double major.

## Mathematics with Economics

Major requirements include:

- MA 170 - Calculus I
- MA 180 - Calculus II
- MA 210 - Calculus III
- MA 220 - Vector Analysis and Differential Equations
- MA 330 - Mathematical Statistics I
- MA 310 - Linear Algebra
- MA 410 - Advanced Calculus I
- EC 141 - Principles of Economics: Micro
- EC 142 - Principles of Economics: Macro
- EC 241 - Intermediate Macroeconomic Analysis
- EC 242 - Intermediate Microeconomic Analysis
- EC 243 - Money and Banking
- Senior mathematics project

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Scientific Reasoning
- Language
- MA 170 - Calculus I

#### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English
- Language/Core
- MA 180 - Calculus II

## Sophomore Year

Mathematics with Economics majors should take MA 210, MA 220, and MA 310. They should also take EC 141 and EC 142. Their remaining courses will be core requirements, electives or courses for a minor or double major.

## Junior Year

Mathematics with Economics majors should be taking 300-400 level mathematics requirements and 200 level economics requirements. Their remaining courses will be core requirements, electives or courses for a minor or double major. One semester or a full year of study abroad is an option for this year.

## Senior Year

Mathematics with Economics majors will complete the required courses for the major. Their remaining courses will be core requirements, electives, or courses for a minor or double major

## Minor

### Mathematics Minor

The Mathematics department offers a minor field of concentration.

Minor requirements include:

Required Courses:

- MA 170 - Calculus I
- MA 180 - Calculus II
- MA 210 - Calculus III
- MA 220 - Vector Analysis and Differential Equations
- MA 310 - Linear Algebra
- One elective mathematics course

## Modern Languages and Literatures

**Chairperson: Susanne Rossbach**

Associate Professors: Elizabeth S. Fouts, Lourdes N. Jimenez, Susanne M. Rossbach, Catherine A. Spitzer; Jaime Orrego; Assistant Professors: Rebecca Crisafulli; Christine M. Kenison; Instructors: Susan Mazzeo, Carmen M. Sullivan, Lecturers: Marigen Learnard, Jessie Tsai, Renee E. Turner.

Native Speakers: Margot Amboni, Nadiya Babina, Silvana Gomez, Andrew Howard, Ling Lu, Mikaela Noreng, Maria Teresa Peguri, Monica Peguri, Robert Perreault, Sonia Urbina.

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 synthetic faculties: memory, attention, willpower, 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 three semester sequence of courses in Chinese, 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 regular classes, students are required to attend Native Speaker sessions once a week. The Native Speaker program complements classroom study of a foreign language by giving students the opportunity to use the target language in a setting that models real-life situations. In small groups that are relaxed and conducive to interaction, students develop their speaking and listening skills as they converse with one another and with a native speaker whose voice, vocabulary and cultural background help to provide a mini-immersion experience that can foster fluency and confidence in speaking the target language. 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, Buenos Aires, Chile, Berlin, 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 Study Abroad Office.

The Department of Modern Languages and Literatures has three majors and six affiliated minors: Majors in French, German Studies and Spanish; minors in Asian Studies (Chinese), French, German, Russian Area Studies, Spanish and Spanish Minor for Nursing Majors. A major in Modern Languages and Literatures will look different for each individual student, depending on the incoming level of language proficiency and the major language chosen. Upon entry into the College, each student will take a placement exam that indicates the appropriate level of language at which a student should commence their language studies. Modern Language and Literatures majors are encouraged to explore minors and/or double majors in the first few semesters of their College studies and should utilize their elective courses strategically to this end.

All three majors in Modern Languages and Literatures (French, German Studies and Spanish) have a minimum of eight advanced courses required to complete the major. Most students will achieve the level of advanced language proficiency by their **Sophomore Year**. Once students begin their language studies at the advanced level, careful planning will provide the student with ample time to complete either a double major or minor in other fields. During the **Junior Year**, most language majors will choose to study abroad. Study abroad also requires thorough preparation, as students are encouraged to spend a semester or even a full academic year in a country where their chosen language is spoken. In the **Senior Year** students will take their most advanced language courses, concentrating on Special Topics and Senior Seminars and they will take their Comprehensive Exams for the major. Those students who are seeking teacher certification will complete their student teaching during the second semester of their senior year.

## Major

### French

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 and Francophone cultures.

Major requirements include oral and written control of the French language, familiarity with the major movements in French and Francophone literatures, and a good understanding of the histories and culture of France and the Francophone world.

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.

### Course Sequence Outline



## Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Major Language
- Elective

## Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Major Language
- Elective

## Major Requirements:

- 32 credits (8 courses) at or above the 300 level
- FR 300
- at least one course (4 credits) numbered 300 to 349 before moving on to courses numbered 350 or above
- at least five courses (20 credits) numbered 350 or above
- at least one course (4 credits) in pre-1700 literature, one course (4 credits) in post-1700 literature, and one course (4 credits) in Francophone literatures and cultures
- a 10-12 page research paper written as part of a 350+ level course (4 credits) during junior or senior year
- at least 5 courses (20 credits) at Saint Anselm College
- a semester or summer program in the French-speaking world
- a comprehensive examination administered by the department in the spring semester of senior year

\*Candidates for degrees must have an average of 2.0 or higher in the departmental and ancillary courses of the major field of concentration.

## German Studies

### Course Sequence Outline

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Major Language
- Elective

#### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Major Language

- Elective

## Major requirements include:

The Major in German Studies consists of eight courses:

- Five 300-level German courses: One of these five courses must be GR301 which can be taken at any time of the course sequence. Two of these five courses must be at the level of GR324 or above.
- Three additional classes from other departments that have an extensive focus on German-speaking countries.

It is recommended that German Studies majors spend a semester in Germany, Austria or Switzerland. A maximum of three courses taken outside of Saint Anselm College will be counted toward the German Studies major. These three courses can either consist of two German courses and one interdisciplinary course or two interdisciplinary courses and one German course. German Studies majors will complete their major by passing an oral and a written comprehensive examination. The questions on the written exam will reflect the student's course work, and the oral exam in German will be based on the student's coursework as well as a current text from German media at the time of the exam.

## Spanish

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.

## Course Sequence Outline

### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English or Core
- Major Language
- Elective

### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English or Core
- Major Language
- Elective

## Major requirements include:

Major requirements include oral and written control of the Spanish language; familiarity with major movements in Spanish and Spanish-American literature, and basic understanding of the historical and cultural development of Spain and Spanish America. A minimum of eight Spanish courses (4 credits each) beyond Spanish III (SP 200) are required and must include:

- Spanish IV (SP 300)
- Spanish Writing Workshop (SP 350) or Advanced Spanish Conversation (SP 353 or equivalent)
- At least two literature courses, two culture courses, and two additional 300-400 level courses in Spanish.

Spanish majors are required to attend a semester or summer immersion program in a Spanish speaking country of their choice. A maximum of three courses taken during that study abroad experience will be counted toward the major and they are limited to two culture courses and two additional 300 level Spanish courses. SP 300, SP 350 or SP 353 and a minimum of two literature courses must be taken at Saint Anselm College.

The culmination of the Spanish major is an oral and written comprehensive examination. Majors work closely with their advisors to create an individualized reading list designed to summarize the course work that they have completed. The questions for the written examination will be taken directly from their reading list, while the oral exam will be a clarification of those responses, carried out in Spanish

## Note:

Spanish majors 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.

## Minor

### French Minor

The French minor complements any field of study including art, law, business, music, history, politics, philosophy, life sciences, and gender studies.

The requirements of the French minor are:

- Four French courses (4 credits each) at or above the 300 level, including:
  - FR 300
  - at least one French course at or above the 350 level
- One course (4 credits) in a related field outside the department of Modern Languages and Literatures (determined in consultation with French faculty of the Department of Modern Languages and Literatures)
- At least three out of the five courses at Saint Anselm College (Courses taken abroad must be approved by the director of the minor)
- A comprehensive examination administered by the department in the student's last semester before graduation. A minimum average of 2.0 must be earned in the five courses in order to earn the minor.

### German Minor

The requirements of the minor in German are:

- Four courses in German language beyond GR 200.
- One course in a related field outside the Modern Languages and Literatures Department to be determined in consultation with German faculty of the Modern Languages and Literatures Department
- At least three of the five courses must be taken at Saint Anselm College.
- A minimum average of 2.0 must be earned in the five courses for the minor.

### Russian Area Studies Minor

The Russian Area Studies minor 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 minor. 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.

### Minor requirements:

1. A declaration of intent to participate in the minor should be presented by the student no later than second semester of the junior year.
2. Five courses in the Russian field in three different disciplines including: Language, Literature, History, Politics, and Economics.
3. A minimum cumulative grade point average of 2.0.

## Spanish Minor

The Spanish minor is a course of study designed to provide students with the opportunity to achieve an advanced level of proficiency in spoken and written Spanish, as well as learn about the many cultures and literatures of the Spanish speaking world.

### Minor requirements include:

1. Five Spanish courses (4 credits each) beyond the level of 250.
2. Students must take two of the four courses in literature or culture, striking a balance between courses about Spain and Spanish America.
3. Study abroad is strongly encouraged to allow students to be immersed in the language, and two courses from outside institutions can be counted toward the minor.
4. Students are required to successfully complete a Spanish learning experience. See faculty advisor for list of learning experiences sites.
5. A minimum average of 2.0 must be earned in the five courses for the minor.

## Spanish Minor for Nursing Majors

The Spanish minor for Nursing Majors is a course of study designed to provide nursing students with the opportunity to achieve advanced proficiency in Spanish in a highly specialized learning environment, as well as experiential and study abroad learning opportunities. Students are required to successfully complete a minimum of 20 credits to achieve the minor.

(The minor consists of 7 courses: three 4 credit courses and four 2 credit courses. The summer Costa Rica trip is also a requirement, where students complete a conversation course and nursing internship.)

### Required Courses:

- SP 300 - Spanish IV 4 credits
- SP 310 - Spanish Introduction to Professional Nursing 2 credits
- SP 326 - Spanish Health Assessment and Fundamentals of Nursing 2 credits
- SP 327 - Spanish Nursing Care of the Elderly and Chronically Ill 2 credits
- SP 370 - Spanish Community Health/Public Health Nursing 2 credits

- SP 372 - Selected Topics in Spanish Selected Topics in Advanced Spanish Immersion in Costa Rica 4 credits
- SP 480 - Spanish Internship 4 credits

## Nursing

### Executive Director of Nursing: Maureen O'Reilly

Program Coordinator: Karen S. Grafton; Professors: Margaret A. Carson, Deborah McCarter, Caryn A. Sheehan, Antonia Nelson; Assistant Professors: Carrie, MacLeod, Pamela Preston; Instructor: Destiny Brady; Clinical Faculty Track (full-time): Kathleen Cahill, Joann Condon, Melinda Daigle, Melinda Ferguson, Susan Kinney, Anne Knight, Alicia Law, Mary Jane McClure, Michele Moreau, Joanna Parolin, Ellen Sanborn, Jane K. Sobolov; Nursing Lab Instructor: Jenna Fredette, Clinical Nursing Faculty (part-time): Amber Bechard, Brittney Bergeron, Dawn Buzan, Brenda Cooper, Nancy Kelly, Jane Leonard, Tyla Pratt-Wildman, Erin Simonds, Nancy Spaulding, Lauren Stevens, Jessica Wine; Lab Assistant (part-time): Joanne Simons.

## Philosophy

The nursing program builds on the foundation of a liberal arts baccalaureate education and Christian/Catholic values and ethics. The Department of Nursing views nursing as a profession which utilizes both art and science in the provision of patient-centered care that is creative, goal-directed and evidence-based. The primary commitment of the nurse is to the health and well-being of the patient and society.

## Mission

In keeping with the mission of Saint Anselm College and the Catholic, Benedictine tradition, the Mission of the Department of Nursing is to educate the Saint Anselm student nurse to become a professional who can:

- think critically
- provide safe, high quality care based on the most current evidence
- utilize information technology
- practice holistically and collaboratively while caring for diverse individuals, families, communities and populations
- demonstrate leadership in a variety of settings
- engage in service to others
- pursue lifelong learning

## General Information regarding the Department of Nursing

The Department of Nursing offers three programs in nursing education: a generic Baccalaureate Program, an RN to BSN Degree Program, and a Continuing Nursing Education Program. The degree program in the Department leads to the Bachelor of Science degree in Nursing. Nursing courses can be used to fulfill the requirements for a Bachelor of Arts degree..

### Approval, Accreditation, and Memberships

The baccalaureate degree in nursing at Saint Anselm College is accredited by the Commission on Collegiate Nursing Education, (<http://www.ccnaccreditation.org>)

The Department of Nursing is a member of the American Association of Colleges of Nursing and the National League for Nursing and approved by the New Hampshire Board of Nursing.

# Admission to the Nursing Program

Saint Anselm College offers one of the most selective and respected nursing programs in New England, preparing its graduates to join the fast evolving world of nursing as compassionate caregivers and leaders in their profession.

The application deadline to apply for our nursing program is November 15 (Early Action) or December 1 (Early Decision). Please note Early Decision is a binding application agreement. External or internal (change of major) transfer applicants for the nursing program are extremely rare.

The following documentation is required in the admission review process:

- Common Application & Essay
- Official High School Transcript
- SAT or ACT scores
- School Report & Counselor Recommendation
- Teacher Recommendation (preferably from a science or math teacher in the last two years)

More detailed information regarding these documents can be found on our admission website.

Competitive students will have completed the following academic requirements:

- Four Years of English
- Three or more years of a laboratory science
- Three or more years of mathematics
- Two or more years of social science and additional credit electives
- Two-four years of the same foreign language
- Minimum high school recalculated GPA of 2.75
- Minimum SAT of 1000/ ACT of 18

## 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. A college preparatory chemistry course is required. The minimum mathematics requirement must include Algebra I & II and Geometry.

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 must indicate this intent on their application and must apply using one of the available early decision plans. Students who enroll at the College with a major other than nursing should know that internal transfers into the Nursing program are very rare due to lack of available space.

**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. All students are required to have a criminal background check by July 1st as part of the admission process.

**Class Attendance:** Please see the Absence Policies found in the Nursing Student Handbook distributed to all students in the nursing major and on the website: <http://www.anselm.edu/Academics/Majors-and-Departments/Nursing/Current-Student-Resources.htm>.

**Student Representation:** Nursing majors serve as members on each standing committee of the department.

**Cooperating Health Care Agencies:** Numerous area health care agencies.

**Student Expenses:** 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 \$250.00) A clinical fee of approximately \$1,000.00 per semester for each of the junior and senior years, and \$500.00 for sophomore year, for second semester only; and 3) Clinical absence make-up fee, background check fee. Additional background checks may be required by clinical sites based on contractual agreements with facilities and will be at the expense of the student.

**Transportation:** Each student must have use of a car as early as second semester sophomore year due to individual community and clinical assignments.

**Health Requirements:** 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: Yearly TB (Mantoux) test (two step TB is required prior to entering the junior year); two doses of Measles-Mumps-Rubella (MMR); Tetanus/Diphtheria/ Pertussis (Tdap) within 10 years; Hepatitis B series, Hepatitis B titer, Varicella series or physician documentation of disease and a Varicella titer are required before entering sophomore year. Flu shots are mandatory for all nursing majors except for documented medical reasons. The flu shot can be obtained at the College Health Services for a small fee.

Any pre-existing health issues must be brought to the attention of the Executive Director of Nursing. These issues remain the responsibility of the student and/or parents or guardians and may not interfere with the goals of the program..

**Criminal Background Check and Drug Screening:** All students are required to have a criminal background check prior to entrance into the nursing program and annually. Some agencies require additional background checks. Drug testing is mandatory prior to entering junior and senior year. Random drug screening is also required.

**CPR Certification:** Nursing majors must provide evidence of completion of a CPR course for health care providers. CPR Certification must be maintained through completion of the program.

**Hospitalization and Health Insurance:** 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 annually.

## Class Standing and Promotion

Students in the Class of 2021 and beyond must maintain a CGPA of 2.4 or higher to progress in the nursing program.

(See The Department of Nursing Student Handbook for additional requirements

<https://www.anselm.edu/sites/default/files/Documents/Academics/Department/Nursing/handbook-19.pdf>

## RN to BSN Program

**Director of RN to BSN Program:** Susan Kinney

Faculty: Laurie Bennett, Susan Kinney, Karen Klucky, Jane Leonard, Michele Moreau, Kathleen Perrin, Pamela Preston, Robert Anderson, David Banach, Dan Daly, Kevin Doran,

## Major

# Nursing

## Course Sequence

### Freshman Year - First Semester

- BI 107 - Foundations of Biochemistry \*
- PY 101 - General Psychology \*
- HU 103 - Conversatio I \*
- EN 105 - Freshman English \*

### Freshman Year - Second Semester

- NU 110 - Introduction to Professional Nursing \*
- BI 108 - Microbiology
- HU 104 - Conversatio II \*
- SO 212 - Social Statistics \* or TH1xx Biblical Literacy\*

### Sophomore Year - First Semester

- NU 126 - Health Assessment & Fundamentals of Nursing
- BI 331 - Human Anatomy & Physiology I
- NU 125 - Mental Health Nursing
- SO 212 - Social Statistics \* or TH1xx Biblical Literacy\*

### Sophomore Year - Second Semester

- NU 127 - Nursing Care of the Elderly and Chronically Ill (6 credits)
- NU 238 - Pathopharmacology I
- NU 348 - Nursing Research (2 credits)
- BI 332 - Human Anatomy & Physiology II

### Junior Year - First Semester

- NU 236 - Adult Medical Surgical Nursing (8 credits)
- NU 239 - Pathopharmacology II (2 credits)
- NU 349 - Transition to Professional Practice (2 credits)
- PH 105 - Human Nature Seminar \*
- or
- PH 107 - Ethics Seminar \*

### Junior Year - Second Semester

- NU 340 - Critical Care Nursing



- NU 342 - Maternal-Newborn Nursing
  - Core (Historical Awareness)\*
  - PH 107 - Ethics Seminar \*
- or
- NU 341 - Pediatric Nursing
  - NU 449 - Community/Public Health Nursing
  - Core (Aesthetic Engagement)\*
  - PH 105 - Human Nature Seminar \*

## Senior Year - First Semester

- NU 340 - Critical Care Nursing
  - NU 342 - Maternal-Newborn Nursing
  - Core (Historical Awareness)\*
  - Elective #1
- or
- NU 341 - Pediatric Nursing
  - NU 449 - Community/Public Health Nursing \*
  - TH 272 - Medical Ethics \*
  - Core (Aesthetic Engagement)\*

## Senior Year - Second Semester

- NU 450 - Nursing Synthesis (8 credits)
- TH 272 - Medical Ethics \* or Elective #1
- Elective #2

\*Course fulfills core requirements

## RN to BSN Program

### Program Requirements

To earn a BSN Degree at Saint Anselm College, RN to BSN students must complete 120 credits with a minimum of 42 credits taken at Saint Anselm College; other credits may be from transfer courses or CLEP exams. .

The following prerequisites may be transferred or challenged through CLEP exam.

- Anatomy and Physiology I and II, with lab (8 credits)
- Psychology (3 credits)
- Microbiology (4 credits)
- English Composition I and II, or equivalent (6 credits)

### Core Requirements

- Philosophy Elective (3 credits)
- Social Statistics - (3 credits)
- Theology Elective (3 credits)
- Humanities (3 credits) - may transfer from any course in the humanities including language, literature, art (including music), philosophy, religion, and history
- Ethics (3 credits) - PHRN 107
- Medical Ethics (3 credits) - THRN 425 (must be taken at Saint Anselm College)

## Major Requirements

- NURN 451 - Leadership and Management in Professional Nursing (4 credits)
- NURN 452 - Health Assessment (4 credits)
- NURN 375 - ST: Healthcare Economics and Policy (4 credits)
- NURN 454 - Community Health (4 credits)
- NURN 455 - Evidence-Based Nursing Research (4 credits)
- NURN 456 - Nursing Informatics (4 credits)
- NURN 457 - Nursing Capstone Practicum (6 credits)

## One Elective Nursing Course (3 credits):

- NURN 360 - Understanding Suffering
  - NURN 362 - ST: PTSD and Implications for Nursing Practice
  - NURN 363 -ST: Transcultural Nursing
- (Nursing courses must be taken at Saint Anselm College. They may be taken in any order except for NURN 456 which is the first nursing course and NURN 457, which is the final nursing course).

## Peace and Justice Studies

**Director: Sara Smits Keeney**

Professors: Peter J. Cordella (Criminal Justice), Elaine M. Rizzo (Criminal Justice), Loretta C. Brady (Psychology), Jennifer C. Lucas (Politics); Associate Professors: Erik Cleven (Politics), Daniel Daly (Theology), Kelly Demers (Education), Aubrey Scheopner Torres (Education), Sara Smits Keeney (Sociology), Carmen McClish (Communication), Ahida Pilarski (Theology), Dianna Gahlsdorf Terrell (Education), Laura Wasielewski (Education); Assistant Professor: Kevin Doran (Sociology), Anne Holthoefer (Politics), Gilberto Ruiz (Theology), Diana Sherman (Education).

## Major

## Peace and Justice Studies

The interdisciplinary Peace and Justice Studies major prepares students with the theoretical and practical knowledge and critical thinking skills needed to help shape a more just and peaceful world. Courses familiarize students with the major ideas, concepts, and theories of peace and justice; detailed knowledge of problems, issues and challenges such as poverty, racism, and war; and various approaches to solutions.

Major requirements include:

Requirements for the program include five core courses which provide an introduction to major themes.

- PJ 101 - Introduction to Peace and Justice
- PJ 301 - Theories of Peace and Justice
- PJ 302 - Conflict Resolution
- SO 211 - Research Methods or
- PO 203 - Political Science Research Methods or
- CJ 202 - Research Methods in Criminal Justice
- PJ 400 - Senior Seminar

## Additional requirements include:

In consultation with her/his advisor, the student will select a minimum of four elective courses developed around a major theme (e.g. international conflict, conflict resolution, social inequality, gender or race, etc.). These will include a minimum of two descriptive courses and two normative/theoretical courses. In addition, students will immerse themselves in the issues of peace and justice through an experiential component involving service learning, internships, and/or study-abroad in appropriate settings.

## Elective Courses, Peace and Justice Major (4 courses)

Students will complete a minimum of four of the following electives. At least two must be selected from the Descriptive courses and at least two from the Normative/Theoretical.

### Descriptive

Courses seen as descriptive are those that primarily involve the empirical study of the economic, political, social, and cultural realities of society, and the historical events that produce them.

- BI 205 - Biosphere at Risk
- BI 328 - Conservation Biology
- BU 222 - Women and Men in Business
- CH 120 - Chemistry and Society
- CH 260 - Environmental Chemistry
- CJ 102 - Comparative Models of Justice
- CJ 221 - Deviance and Social Control or
- SO 221 - Deviance and Social Control
- CJ 223 - White Collar Crime
- CJ 231 - Juvenile Justice System
- CJ 350 - Victimology
- CJ 361 - Women and Crime
- CJ 367 - Special Topics in Criminal Justice (Some would be appropriate - subject to approval of program director)
- EC 245 - Labor Economics
- EC 343 - History of Economic Thought
- ED 311 - Getting Schooled: The Politics & Promise of American Education

- ED 322 - Inclusion, Equity, and Diversity in Education
- HI 150 - Historical Reasoning Special Topics (Some would be appropriate - subject to approval of program director)
- HI 151 - Historical Reasoning Special Topics (Some would be appropriate - subject to approval of program director)
- HI 361 - Civil Rights Movement
- PO 106 - International Relations
- PO 214 - International Law
- PO 224 - International Organization and Global Governance
- PO 230 - The Politics of Rich and Poor States
- PO 248 - Public Policy Process
- PO 250 - Gender and Politics
- PO 326 - Latin American Politics
- PO 333 - Peacemaking, Peacekeeping, Peacebuilding
- PO 353 - Politics of Diversity
- PY 209 - Political Psychology
- PY 211 - Cross Cultural Psychology
- SO 204 - Sociology of Aging, Dying, and Death
- SO 206 - Social Problems
- SO 230 - Social Movements: People, Power and Change
- SO 255 - Social Welfare: Poverty and Public Policy
- SO 309 - Gender, Sex, and Sexuality
- SO 330 - Race and Ethnic Relations
- SO 332 - Peace, Conflict, and War
- SO 333 - Sociology of Genocide
- SO 334 - Global Society
- SO 335 - Law and Society
- SO 342 - Social Inequality
- SO 343 - Economy and Society
- SO 344 - Political Sociology
- SO 351 - Special Topics in Sociology (Some would be appropriate - subject to approval of program director)

## Normative/Theoretical

Courses seen as normative/theoretical primarily use models and theories to draw conclusions from past and present experience. They usually involve a moral judgment on existing societies; study of alternative possibilities; and analysis of the moral values at stake.

- CJ 205 - Theory and Practice of Punishment
- CJ 225 - Legal Justice Seminar
- CM 318 - Intercultural Communication
- CM 325 - Special Topics in Communication (Some would be appropriate - Subject to approval of program director)
- PH 240 - Nineteenth Century Philosophy
- PH 332 - Political Philosophy
- PH 333 - Business Ethics
- PH 335 - Philosophy of Law
- PH 343 - Marxism
- PH 450-452 - Philosophy Seminar
- PH455: - Integrated Studies Seminar: Social Justice
- PH 455-457 - Integrated Studies Seminars

- PO 275 - Human Rights
- PO 322 - Justice and War in International Relations
- PO 348 - Political Education: Living and Learning Liberty
- PO 356 - Our Political Moment: Liberties, Communities, and Democracy in America Today
- PO 442 - Selected Topics in World Politics (depending on the appropriateness of the course)
- PO 259 - Contemporary Christian Political Thought
- SO 325 - Sociological Theory
- TH 285 - Liberation Theology
- TH 273 - Christian Social Ethics
- TH 399 - Special Topics in Theology (Some would be appropriate-subject to approval of program director)

## Experiential Learning

Integrative learning is a key feature of the Peace and Justice Studies major. Its aim is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of the integrated nature of peace and justice; to explore how their own serious questions about faith, peace and justice are related to concrete work for peace and justice.

In matters of peace and justice, integrative learning cannot occur without a significant focus on experience and the concrete. Through both individual and communal service learning experiences, students will engage in an "Experiential Learning Cycle" providing a framework for understanding the nuances and complexities of issues of peace and justice.

The integrated experiential component must be broadly related to the student's senior thesis project. Additional experiential learning may include service learning, communal service projects for majors in the local community or in international experiences (i.e. Peru summer program).

Students interested in the Peace and Justice Studies major must complete one of the following experiential learning components:

1. Service Learning in TWO of the Peace and Justice Studies major courses OR
2. an internship OR
3. a program of international study or urban immersion OR
4. an alternative experiential component as approved by the program director.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- Language
- PJ 101 - Introduction to Peace and Justice

#### Spring

- HU 104 - Conversatio II
- Core Requirement
- Language

- PJ 301 - Theories of Peace and Justice

## Sophomore Year

Peace and Justice Studies majors generally take Conflict Resolution and their research methods requirement (SO 211 or PO 203 or CJ 202). Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by Peace and Justice electives, other core requirements, general electives or courses for a minor or double major.

## Junior Year

Peace and Justice Studies majors generally take two or three Peace and Justice electives. The rest of their schedules can be occupied with core requirements, general electives or courses for a minor or double major.

## Senior Year

Peace and Justice Studies majors generally take their final Peace and Justice electives and their Senior Seminar requirement. The rest of their schedules can be occupied with core requirements, general electives or courses for a minor or double major.

## Minor

### Peace and Justice Studies Minor

The Peace and Justice Studies minor is an interdisciplinary program that prepares students with the theoretical and practical knowledge and critical thinking skills needed to help shape a more just and peaceful world. Courses familiarize students with the major ideas, concepts, and theories of peace and justice; detailed knowledge of problems, issues and challenges such as poverty, racism, and war; and various approaches to solutions.

### Courses for the minor (5):

- A minor in Peace & Justice Studies consists of 5 courses
- There are two required courses: PJ 101 - Introduction to Peace and Justice and PJ 301 - Theories of Peace and Justice
- Of the 3 electives, at least one normally comes from courses we have called Descriptive (those that primarily involve the empirical study of economic, political, social, and cultural realities of society, and the historical events that produce them. See above) and at least one normally comes from courses we have called Normative/Theoretical (those that primarily use models and theories to draw conclusions from past and present experience. They usually involve a moral judgment on existing societies; study of alternative possibilities; and analysis of the moral values at stake. See above).
- The remaining elective is a free elective, but normally should be a course from the Descriptive list, the Normative/Theoretical list, or PJ 302 (Conflict Resolution). See the above list of acceptable courses.
- No more than two elective courses may be taken from the same department.

## Philosophy

**Chairperson: Dr. Joseph Spoerl**

Professors: Robert D. Anderson, , Montague Brown, Joseph S. Spoerl, Kevin M. Staley; Associate Professors: David M. Banach, Sarah Glenn, Thomas R. Larson, Max J. Latona, Joshua L. Tepley; Assistant Professor: Kyle Hubbard.

# Great Books

**Director: Dr. Robert D. Anderson and Dr. Thomas Larson**

## Great Books Seminars

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.

## Major

## Great Books

The Great Books Program, administered by the Philosophy Department, aims to bring about a fully integrated liberal arts education. Through the study of great works in the arts, literature, philosophy, science, and theology, primarily 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.

## Major requirements include (10 courses):

- PH 105 - Human Nature Seminar
- PH 107 - Ethics Seminar

In lieu of PH 105 and PH 107, students may take PH 108-109 The Philosophical Life Seminar I-II, a two-semester course, taught by the one professor and covering the same topics as PH 105 and PH 107 but ordered historically.

- PH 320 - Critical Thinking or
- PH 321 - Formal Logic or
- PH 467-469 - Focused Study Seminar Euclid
- PH 271 - Great Books Seminar I: The Ancient World - Homer to Plutarch
- PH 272 - Great Books Seminar II: The Medieval World - Augustine to Chaucer.
- PH 273 - Great Books Seminar III: The Renaissance - Machiavelli to Pascal
- PH 274 - Great Books Seminar IV: The Enlightenment and Its Discontents - Locke to Dostoevsky

Choose one of the following:

- PH 275 - Great Books Seminar V: The Contemporary World
- PH 276 - Great Books Seminar VI: Non-Western Classics
- PH 455-457 - Integrated Studies Seminars

Choose two electives from the following:

- PH 325 - Metaphysics: Theories of Reality
- PH 331 - Philosophy of Science
- PH 450-452 - Philosophy Seminar  
PH265, PH266, PH467, PH468, PH469, PH455, PH456, PH457

## As an introduction to the major:

As an introduction to the Major, we offer a course for freshmen and sophomores, PH 170 Introduction to Great Books, which if taken would count for one of the electives.

Each major will write a lengthy paper as part of a Focused Study, Philosophy Seminar, or Integrated Studies Seminar, as well as pass a comprehensive oral exam.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- PH 170 - Introduction to Great Books
- EN 105 - Freshman English
- Language

#### Spring

- HU 104 - Conversatio II
- PH 105 - Human Nature Seminar
- Language
- Elective

### Sophomore Year

Great Books majors generally take GBS I: The Ancient World, GBS II: The Medieval World, Honors Ethics Seminar, and either Formal Logic or Critical Thinking. Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by Great Books or Philosophy electives, other core requirements, general electives, or courses for a minor or double major.

### Junior Year

Great Books majors generally take GBS III: The Renaissance, GBSIV: The Enlightenment and Its Discontents, and a Focused Study. The rest of their schedules can be occupied with Great Books or Philosophy electives, core requirements, general electives, or courses for a minor or double major.

### Senior Year



Great Books majors generally take either GBS V: The Contemporary World or GBS VI: Non-Western Classics, and a Great Books Seminar. The rest of their schedules can be occupied with Great Books or Philosophy electives, core requirements, general electives, or courses for a minor or double major.

## Philosophy

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.

### Major requirements (9 courses):

To satisfy the core requirement of philosophical reasoning, all students at Saint Anselm College take two courses in philosophy, one in theoretical philosophy (THER) and the other in practical or moral philosophy (ETH). In addition, philosophy majors must complete seven further courses in philosophy, as indicated below. (While some of the courses listed below may have been taken to fulfill a core requirement in philosophy, every philosophy major must still complete a total of nine philosophy courses and cover each of the areas indicated below.)

Students who major in philosophy follow a program in the history of philosophy supplemented by courses in 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 positions in business, government, ministry, education, and the arts.

- PH 320 - Critical Thinking or
- PH 321 - Formal Logic
- and
- PH 211 - Ancient Philosophy: Know Thyself or
- PH 212 - Medieval Philosophy: Faith and Reason
- and
- PH 213 - Modern Philosophy: Knowledge and the New Science or
- PH 214 - Contemporary Philosophy: Meaning, Language and Existence
- and
- PH 325 - Metaphysics: Theories of Reality or
- PH 331 - Philosophy of Science or
- PH 336 - Aesthetics: Theories of Beauty
- and
- Twelve additional credits in courses offered by the Philosophy department.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Science
- Language
- EN 105 - Freshman English

## Spring

- HU 104 - Conversatio II
- Any philosophy course with the core credit designation THER
- Language
- Elective

## Sophomore Year

Philosophy majors generally take Ancient Philosophy, and/or Medieval Philosophy, Ethics Seminar, and either Formal Logic or Critical Thinking. Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by Philosophy electives, other core requirements, general electives, or courses for a minor or double major.

## Junior Year

Philosophy majors generally take Modern Philosophy and/or Contemporary Philosophy. The rest of their schedules can be occupied with Philosophy electives, core requirements, general electives, or courses for a minor or double major.

## Senior Year

Philosophy majors generally take Metaphysics, Philosophy of Science, or Aesthetics. . The rest of their schedules can be occupied with Philosophy electives, core requirements, general electives, or courses for a minor or double major.

## Minor

### Great Books Minor

The minor in Great Books provides a variety of course options and a flexible sequence of study. The six courses capture well the point of reading classic texts and the opportunity to participate more fully in the ideal of liberal arts education. Accordingly, the minor is intrinsically interdisciplinary and horizon-expanding.

Minor requirements include:

### Required Courses:

- PH 105 - Human Nature Seminar
- PH 107 - Ethics Seminar Seminar

In lieu of PH 105 and PH 107, students may take PH 108-109 The Philosophical Life Seminar I-II, a two-semester course, taught by one professor and covering the same topics as PH 105 and PH 107 but ordered historically.

Choose two of the six Great Books seminars:

- PH 271 - Great Books Seminar I: The Ancient World - Homer to Plutarch
- PH 272 - Great Books Seminar II: The Medieval World - Augustine to Chaucer.
- PH 273 - Great Books Seminar III: The Renaissance - Machiavelli to Pascal
- PH 274 - Great Books Seminar IV: The Enlightenment and Its Discontents - Locke to Dostoevsky
- PH 275 - Great Books Seminar V: The Contemporary World
- PH 276 - Great Books Seminar VI: Non-Western Classics

Choose two electives from the following:

- PH 271 - Great Books Seminar I: The Ancient World - Homer to Plutarch
- PH 272 - Great Books Seminar II: The Medieval World - Augustine to Chaucer.
- PH 273 - Great Books Seminar III: The Renaissance - Machiavelli to Pascal
- PH 274 - Great Books Seminar IV: The Enlightenment and Its Discontents - Locke to Dostoevsky
- PH 275 - Great Books Seminar V: The Contemporary World
- PH 276 - Great Books Seminar VI: Non-Western Classics
- PH 455-457 - Integrated Studies Seminars
- PH 467-469 - Focused Study Seminar

As an introduction to the Major, we offer a course for freshmen and sophomores, PH 170 Introduction to Integrated Studies: Great Ideas, Great Texts, and Great People, which may count as the open elective.

## Medieval Studies Minor

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 minor in Medieval Studies recognizes a student's appreciation for and understanding of the thought and spirit of the Middle Ages.

Minor requirements include:

1. The student must be a degree candidate at Saint Anselm College.
2. The student must formally register for the interdisciplinary minor with the chair 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 (2.00) cumulative grade point average in the courses of the interdisciplinary minor.
  - a. The student is required to take either Medieval Philosophy (PH 212) or Great Books Seminar II-The Medieval World (PH 272)
  - b. The student is required to take either The Early Middle Ages (HI 313) or The High Middle Ages (HI 314).
  - c. The student is required to take one course in medieval art or literature: for example, Post-Classical Latin (CL 346), Studies in Medieval Literature (EN 233), Special Topics in Medieval Literature (EN 333), or Art of the Middle Ages (FAH 212).
  - d. The student is required to take Medieval Theology (TH 288).
  - e. The student is to take one other course concerning the Middle Ages. This course can be from those listed in category '3' above or from other related courses such as TH 400 or PH 467 when they focus on a medieval figure.

## Philosophy Minor

The minor in Philosophy is designed to complement other interests for the student whose major is not Philosophy and who desires to increase his or her philosophical understanding and background.

### Minor requirements include: 5 courses

- Any course meeting the core requirement in theoretical philosophical reasoning (THER) and
  - Any course meeting the core requirement in ethical philosophical reasoning (ETH),
- and
- Twelve additional credits in courses offered by the Philosophy department.

## Physics

**Chairperson: Ian T. Durham**

Professors: Ian T. Durham, David V. Guerra; Assistant Professors: Jeffrey W. Schnick, Nicole Gugliucci; Laboratory Instructor: Kathleen Shartzler.

The ideas of physics have a profound significance for anyone interested in 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 and discovered in an attempt to describe the physical universe. In addition to serving the general liberal arts education, the department offers majors in physics, physics with certification for teaching at the secondary level, as well as dual-degree (3-2) programs that couple a major in physics at Saint Anselm with majors in aerospace, civil, electrical, environmental, or mechanical engineering at partner institutions. The department also offers a minor in physics and a minor in astronomy and planetary science. Details on these programs are below.

## Major

### Dual-degree (3-2) Engineering Program

Saint Anselm College offers a five-year 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 completing a specified set of courses including studies in engineering, science, and mathematics, while fulfilling the Saint Anselm College core curriculum requirements. The student's major depends on their chosen area of interest in engineering (see below). If the student meets certain minimum requirements (that vary by institution), they are then accepted to the partner institution where they fulfill the remaining engineering requirements. In an additional two years, at one of the above universities selected by the student, the remaining engineering requirements are fulfilled. Under this arrangement, after completing the Saint Anselm College graduation requirements (usually after the fourth year), the student receives the Bachelor of Arts degree from Saint Anselm College, and, upon the successful completion of the fifth year, an engineering degree from the partner institution's School of Engineering. In consultation with the Dean of Students and their advisors, students may also pursue completion of the program with a non-official partner school. In such cases, admission to the partner institution is not guaranteed since no official agreement is in place between the schools. Official programs include:

- BA Physics/BA Aerospace Engineering
- BA Physics/BA Civil Engineering
- BA Physics/BA Electrical Engineering

- BA Physics/BA Environmental Engineering
- BA Physics/BA Mechanical Engineering
- BA Chemistry/BA Chemical Engineering
- BA Computer Science/BA Computer Engineering

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- MA 170 - Calculus I
- PS 131-132 - Calculus-Based Physics I - II
- EN 105 - Freshman English

#### Spring

- HU 104 - Conversatio II
- MA 180 - Calculus II
- PS 131-132 - Calculus-Based Physics I - II
- Core Course

Programs vary with the choice of engineering disciplines and cooperating institutions. For details, contact the Physics Department chairperson.

## Physics

### Major requirements include:

- PS 131-132 - Calculus-Based Physics I - II
- PS 231 - Modern Physics
- PS 235 - Computational Physics
- PS 382 - Classical Mechanics
- PS 383 - Quantum Mechanics
- PS 451 - Research & Design Seminar [1 credit hour]
- PS 452 - Research in Physics [not required for teacher certification or dual-degree (3-2) engineering programs]
- Two technical electives at the 200-level or higher in Physics
- One technical elective at the 300-level or higher in Physics
- MA 170 - Calculus I
- MA 180 - Calculus II
- MA 210 - Calculus III
- MA 220 - Vector Analysis and Differential Equations

## Course Sequence Outline

## Freshman Year

### Fall

- PS 131 - Calculus-Based Physics I
- MA 170 - Calculus I
- EN 105 - Freshman English
- HU 103 - Conversatio I

### Spring

- PS 132 - Calculus-based Physics II
- MA 180 - Calculus II
- College Core Requirement
- HU 104 - Conversatio II

## Sophomore Year

### Fall

- PS 231 - Modern Physics
- MA 210 - Calculus III
- College Core Requirement or Technical Elective
- College Core Requirement

### Spring

- PS 235 - Computational Physics
- MA 220 - Vector Analysis and Differential Equations
- College Core Requirement or Technical Elective
- College Core Requirement

## Junior Year

### Fall

- PS 382 - Classical Mechanics
- Technical Elective or College Core Requirement
- Language
- College Core Requirement

### Spring

- PS 383 - Quantum Mechanics

- PS 451 - Research & Design Seminar [1 credit]
- Technical Elective or College Core Requirement
- Language
- College Core Requirement

## Senior Year

### Fall

- PS 452 - Research in Physics
- Elective
- Elective
- Language/Elective

### Spring

- Technical Elective
- Elective
- Elective
- Elective

## Physics (Teacher Certification in Physics)

Saint Anselm College offers a program of study in physics that meets the requirements of the State of New Hampshire Department of Education for teacher certification (grades 7-12). Students in this program double-major in Physics and Secondary Education. In addition they are exempt from taking PS 452 Research in Physics and from writing a thesis. In addition, ED 442 Methods of Teaching Secondary Content: Science is taken as one of the technical electives. Additional technical electives are chosen in consultation with the College's Department of Education, the Physics Department's Education liaison, and the student's advisors (one in Physics and one in Education). For details on requirements for the Secondary Education major, please see the catalog entry under Education.

## Minor

### Astronomy and Planetary Science

This minor provides a foundation in astronomy and planetary science. Students are introduced to the sciences of astronomy and geology through two introductory courses. Then students choose three courses depending on their focus. Some courses can come from the General Physics or Calculus-based Physics course sequence and Modern Physics. Other available courses explore more advanced astronomical concepts or an introductory course in Weather and Climate. Astronomical or geological research projects or special topics courses can be included for this minor with department approval.

### Required Courses:

- PS 101 - Astronomy
- PS 201 - Geology

**Choose three from the following (with at least two 200 level or above):**

- PS 103 - Weather and Climate
- PS 121: General Physics I
- PS 122: General Physics II
- PS 131: Calculus Based Physics I
- PS 132: Calculus Based Physics II
- PS 202 - Planetary Science
- PS 222 - Life Beyond Earth
- PS 231 - Modern Physics
- PS 449 - Topics in Physics
- PS 452 - Research in Physics

## Physics Minor

The minor provides a foundation in physics that is equivalent to the first two years of the major.

Minor requirements include:

- PS 131 - Calculus-based Physics I
- PS 132 - Calculus-based Physics II
- PS 231 - Modern Physics
- PS 235 - Computational Physics
- Technical Elective (240-level or above)

Note:

Prerequisites: Many of the courses listed for this minor require prerequisites in the Mathematics Department. Please check the catalogue for details.

## Politics

**Chairperson: Peter Josephson**

Professors: Peter Josephson, Dale Kuehne, Jennifer Lucas; Associate Professors: Christine A. Gustafson, Christopher J. Galdieri, Erik Cleven; Assistant Professor: Anne Holthoefer; Lecturers: , Brother Isaac S. Murphy, O.S.B.

Aristotle tells us that the science of politics is "the master science in the realm of action" because politics both makes use of and gives direction to other studies. As Aristotle explains, the student of politics is in the special position of examining both universal ideals of justice and particular applications of those ideals in combining theory and practice. We learn about politics by studying the world and reflecting on what we have observed. We examine political systems, institutions, and processes; modes of citizen participation and public policy; and international regimes, cultures, and values. This study requires empirical training and statistical literacy as well as concern for the enduring questions of liberty, power, and justice. In the process, we seek to develop students' critical thinking, research, and organizational skills as well as their ability to articulate precisely, both in written and oral form, the ideas necessary for thoughtful contributions to public life. In the end, the study of politics involves the study of human nature as that nature is developed and expressed in particular political settings - local, national, or international. While our students examine citizenship in the United States and many countries around the world we also wonder about the limits of



politics. Following Aristotle, our courses therefore also emphasize that the study of political actors in the pursuit of the public good - the life of action - should ultimately point beyond itself toward contemplation of the Divine.

## **Three Majors in the Department of Politics**

Students in the Department of Politics may choose one of three majors we offer: Politics, International Relations, or Environmental Studies. Students of Politics complete studies in each of the four fields within the discipline (American government, international relations, comparative politics, and political theory). The International Relations major offers students an interdisciplinary course of study including international political and economic relations, modern history, and advanced language skills. The Environmental Studies major offers a diverse set of courses that combines the social sciences, humanities, and natural sciences. In the senior year, students from all three majors are required to produce a significant piece of original scholarship in a particular area of the student's choosing. A description of each major, and list of required courses, can be found below.

## **New Hampshire Institute of Politics (NHIOF)**

In conjunction with the academic programs 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 and access to some of the leading political figures of our time.

The New Hampshire Institute of Politics at Saint Anselm College was established in 1999 to serve as a resource for students, scholars, politicians and the general public. Founded on the premise that an educated citizenship is vital for a healthy democracy, the Institute conducts programs and research that are designed to enlighten and encourage people for a lifetime of civic participation. The Institute has no alliances, formal or informal, with any political party, organization or agenda. It seeks to develop programming, and to foster scholarship and dialogue, encompassing a diverse range of political topics, opinions and issues. It also seeks to foster undergraduate research in politics and international relations.

## **Five Minors in the Department of Politics**

The Department offers five minor programs of study. These include Politics, International Relations, Political Theory, Campaign Management, and Public Policy Studies.

### **Major**

### **Environmental Studies**

The program of study in Environmental Studies combines a rigorous and diverse set of courses from the social sciences, humanities, and natural sciences. The Environmental Studies major is administered by the Department of Politics, in consultation with the Departments of History, Biology, Chemistry, Classics, Sociology, and Economics and Business

Major requirements include:

### **Course Requirements:**

Students in the Environmental Studies major must take a minimum of 10 courses, as specified in the requirements below:

## Core Courses

Students must complete the following seven core courses in Environmental Studies:

- PO 108 - Environmental Politics
- PO 203 - Political Science Research Methods
- PO 260 - Political Theories of the Environment
- HI 109 - Environmental History
- EC 141 - Principles of Economics: Micro
- BI 205 - Biosphere at Risk
- PO 478 - Senior Seminar

Note: It is assumed that students will take either CH120 or BI101 as their scientific reasoning core requirement.

## Major Electives.

Students must complete three of the following courses:

- PO 214 - International Law
- PO 224 - International Organization and Global Governance
- PO 232 - International Political Economy
- BI 320 - Ecology
- BI 328 - Conservation Biology
- BI 329 - Plant Biology
- EC 250 - Environmental Economics
- HI 399 Special Topics: African Environmental History
- SO 343 - Economy and Society
- CL 275 - Introduction to Archaeology

## Internships:

Students will be encouraged to work with different institutions and agencies in the state and the larger region, for example, the regional administration of the Environmental Protection Agency (Boston), NH Department of Environmental Services, The Society for Protection of NH Forests, the NH Chapter of the Audubon Society, or the Appalachian Mountain Club, The Environmental Defense Fund, all of which may engage students in a practical application of their training.

## Course Sequence Outline

Ordinary Course Sequence for the Environmental Studies Major:

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- CH 120 - Chemistry and Society or
- BI 101 - Exploring the Natural World

- Foreign Language
- Core/elective

## Spring

- HU 104 - Conversatio II
- PO 108 - Environmental Politics
- EN 105 - Freshman English
- Foreign Language

## Sophomore Year

Environmental Studies majors generally take Political Theories of the Environment (PO260) , Environmental History (HI109), and Biosphere at Risk (BI205) and a major elective in the fall or spring term. The remainder of their schedules can be filled by other core or major requirements, general electives, or courses for a minor or double major.

## Junior Year

In the junior year Environmental Studies majors take Research Methods (PO 203) and major electives. The remainder of their schedules can be filled by other core or major requirements, general electives, or courses for a minor or double major.

## Senior Year

Environmental Studies majors will take Senior Seminar (PO478) in their fall term. The remainder of their schedules can be filled by other core or major requirements, general electives, or courses for a minor or double major. In the spring, all students in the major will complete a comprehensive examination devised by the faculty and appropriate to the course of study.

## International Relations

The program of study in International Relations combines a rigorous and diverse set of courses from the social sciences and the humanities to help students develop conceptual and problem solving skills to address global issues that are by nature complex and interdisciplinary. The International Relations major is administered by the Politics Department, in consultation with the History, Economics and Business and Modern Languages Departments.

### Major requirements include:

### Course Requirements:

Students in the International Relations major must take a minimum of 11 courses, as specified in the requirements below.

### International Politics Requirement

Students must complete the following five core courses in international politics:

- PO 104 - Comparative Politics
- PO 106 - International Relations

- PO 232 - International Political Economy
- PO 203 - Political Science Research Methods
- PO 478 - Senior Seminar

Students may substitute one of the following courses for PO232: EC247 (International Economics\*prerequisite); or BU 324 (Business in Developing and Emerging Markets\*prerequisite); or EC441 (Special Topics: Economic Development\*prerequisite). Students may alternatively substitute a three course sequence of EC141, EC142, and BU272 (International Business Management).

## History, Comparative Politics, and Regional Studies

Students must complete two courses in the following area (at least one of which must be an upper-level History course):

- PO 227 - European Politics
- PO 228 - East Asian Politics
- PO 229 - Politics of Sub-Saharan Africa
- PO 230 - The Politics of Rich and Poor States
- PO 326 - Latin American Politics
- PO 327 - Middle East Politics
- PO 328 - Politics of South Asia
- PO 329 - Russian Area Politics
- PO 360 - Comparative Democratization
- HI 226 - Modern European History
- HI 175 - Asian Civilization
- HI 326 - Modern Britain
- HI 329 - Modern Germany
- HI 330 - Eastern Europe in the Twentieth Century
- HI 332 - Modern France
- HI 333 - Europe since 1945
- HI 355 - Modern American Foreign Relations
- HI 376 - Modern Latin American History
- HI 377 - Modern Russia
- HI 378 - Modern China: 1600-Present
- HI 379 - Modern Japan: 1600-Present
- HI 382 - History of the Middle East
- HI 384 - British Empire
- HI 385 - Vietnam War
- HI 386 - World War II
- HI 391 - The History of Southern Africa
- HI 399 - Special Topics: Special Areas Cold War

Students must complete one course in each of the following areas:

## Global Governance

- PO 214 - International Law
- PO 224 - International Organization and Global Governance
- PO 275 - Human Rights

## International Relations Theory

- PO 320 - International Relations Theory
- PO 322 - Justice and War in International Relations

## Security Studies

- PO 205 - Diplomacy
- PO 235 - American Foreign Policy
- PO 332 - Political Violence
- PO 333 - Peacemaking, Peacekeeping, Peacebuilding

## Language Requirement

Students must complete one advanced level language course (or a literature course for a language that does not offer an advanced language course). Students are also strongly encouraged to complete a language minor. The senior comprehensive examination will include a language component.

## Senior Comprehensive Examination:

Comprehensive examinations, both written and oral, are required. The written exam is the ETS National Test in Political Science. The oral exam will require the student to discuss aspects of international relations before a committee composed of faculty from the Politics, History, and Business and Economics departments. Typically these oral examinations will include a foreign language component. Students who double major in International Relations and a foreign language, or minor in a foreign language, are exempt from this requirement. The individual student's selected foreign language will determine which professor from the modern language or classics department will be asked to participate in the oral examination.

## Study Abroad

Students are strongly encouraged to gain real international experience during their undergraduate years through study abroad, travel and internships.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English /Core
- Language
- PO 104 - Comparative Politics

#### Spring

- HU 104 - Conversatio II

- EN 105 - Freshman English /Core
- Language
- PO 106 - International Relations

## Sophomore Year

IR majors generally take courses in the areas of global governance, securities studies, comparative politics, and regional studies or history. Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by other core or major requirements, general electives or courses for a minor or double major.

## Junior Year

In the junior year IR majors generally take International Political Economy (PO 232) and their international relations theory requirement. They also take Research Methods in the spring semester. Students who study abroad will need to take Research Methods at a different time (typically in the fall), but should complete this requirement before fall semester senior year. The rest of students' schedules can be occupied with other major requirements, core requirements, general electives, or courses for a minor or double major.

## Senior Year

IR majors take their senior seminar requirement in the fall semester. The rest of their schedules can be occupied with other major requirements, core requirements, general electives, or courses for a minor or double major.

## Politics

The major in Politics introduces students to the main themes, issues and questions of the academic study of politics, and rests upon two related bases. First it provides training in the four sub-fields of politics: American politics, comparative politics, political theory, and international relations. Second, it emphasizes the normative and philosophical dimensions of politics and public policy.

## Major requirements include:

### Course Requirements:

Students must take a minimum of 10 courses, listed below.

- PO 102 - American Government
- PO 104 - Comparative Politics
- PO 106 - International Relations
- PO 203 - Political Science Research Methods

One political theory course:

- PO 208 - Elements of Political Theory: Classical or
- PO 209 - Elements of Political Theory: Modern
- Four electives taken from any of the other courses offered by the Politics Department

- PO 478 - Senior Seminar

\*Senior Comprehensive Examination: All students must take a written comprehensive exam in their senior year.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English /Core
- Language
- PO 102 - American Government

#### Spring

- HU 104 - Conversatio II
- EN 105 - Freshman English /Core
- Language
- PO 106 - International Relations

### Sophomore Year

Politics majors generally take their comparative politics and political theory requirements. Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by major (Politics Department) electives, other core requirements, general electives, or courses for a minor or double major.

### Junior Year

Politics majors generally take two major electives over the course of the year, and their research methods requirement in the spring semester. Students who study abroad typically take Research Methods in the fall semester of junior year. , In any event, students should complete this requirement before fall semester of their senior year. The rest of students' schedules can be occupied with core requirements, general electives, or courses for a minor or double major.

### Senior Year

Politics majors generally take two major electives over the course of the year, and their senior seminar requirement in the fall semester. The rest of their schedules can be occupied with core requirements, general electives, or courses for a minor or double major.

Washington Internship and Study Abroad: Students are strongly encouraged to gain real political experience during their undergraduate years through study abroad, travel and internships.

### Minor

## Campaign Management Minor

In a state known for its retail politics, students often use their proximity to national candidates to learn about one of the most important means of accountability in a democracy-campaigning for office. However, modern campaigns are increasingly professionalized and require specific skills and knowledge. This interdisciplinary minor gives students both the theoretical and practical skills to participate in political management. This minor allows students to blend knowledge of the psychology of voters, the structure and methods of political campaigns, and an understanding of the media and candidate presentation, to prepare them for work in the campaigning field. The minor includes both academic and experiential requirements in order to achieve these goals. The goal of the interdisciplinary minor is to prepare students for a career in political campaigning or for graduate programs in political management.

Minor requirements include:

## Requirements

1. The minor in Campaign Management is available to full-time, degree candidate students who have a cumulative grade point average of 2.00 or higher.
2. Students must complete five of the courses listed below.
3. Politics majors may apply only one course from their major toward the minor in Campaign Management.
4. Students are eligible to select participation in the Minor in Campaign Management at any time before the fall of their senior year.
5. Per College regulations, Candidates must have an average G.P.A. of 2.00 in the required courses for successful completion of the minor.
6. In the Spring of their senior year, students must hand in a portfolio of work including a reflection on the campaign internship and relevant accompanying materials to be decided upon by the director and the student.

## Courses

Students are required to take two of the following courses:

- PO 255 - Campaigns and Elections or
- PO 346 - The New Hampshire Primary and Presidential Nomination Politics and
- PO 494 - Campaign Internship

Students who take both PO 255 - Campaigns and Elections and PO 346 - The New Hampshire Primary and Presidential Nomination Process may count one of these as a required course in the minor, and the other as an elective in the minor.

Students should choose three of the following courses:

- MK 231 - Principles of Marketing
- CM 330 - Political Communication
- EN 325 - Media Criticism
- FAS 270 - Visual Communication
- PO 102 - American Government
- PY 209 - Political Psychology
- SO 344 - Political Sociology
- CS 205 - The Internet: Fundamentals and Issues

## International Relations Minor



The minor in international relations introduces students to the foundations of study in the field, including issues of security, international norms and organizations, comparative politics, and political development. Students also complete three electives in the minor from the lists below, providing ample opportunity to focus their studies in the area they choose.

1. The minor in International Relations is available to full-time, degree candidate students who have a cumulative grade point average of 2.00 or higher.

To qualify for the minor, students must demonstrate proficiency in a modern foreign language. Proficiency is demonstrated by completing one advanced-level modern language course.

2. Politics majors may apply only one course from their major (either PO 104 or PO 106) to the International Relations minor, and must complete at least two courses from the list of offerings in the Politics Department.

3. Prior to preregistration for the fall of their senior year, students must declare to the director of the minor their intention to work towards completing the minor. 4. Per College regulations, Candidates must have an average G.P.A. of 2.00 in the required courses for successful completion of the minor.

The program requires completion of five courses.

**Students must complete the following two courses:**

- PO 104 - Comparative Politics
- PO 106 - International Relations

**Students must also complete three additional courses. At least one of these courses must be drawn from each of the following two lists:**

## Politics

In the Politics Department, students must complete at least one of the following courses. (Politics majors must complete at least two of the following courses):

- PO 214 - International Law
- PO 224 - International Organization and Global Governance
- PO 232 - International Political Economy
- PO 275 - Human Rights
- PO 320 - International Relations Theory
- PO 322 - Justice and War in International Relations
- PO 326 - Latin American Politics
- PO 332 - Political Violence
- PO 333 - Peacemaking, Peacekeeping, Peacebuilding
- PO 360 - Comparative Democratization

## History

From the History Department, students must complete at least one of the following courses:

- HI 226 - Modern European History
- HI 175 - Asian Civilization
- HI 326 - Modern Britain

- HI 329 - Modern Germany
- HI 330 - Eastern Europe in the Twentieth Century
- HI 332 - Modern France
- HI 333 - Europe since 1945
- HI 355 - Modern American Foreign Relations
- HI 376 - Modern Latin American History
- HI 377 - Modern Russia
- HI 378 - Modern China: 1600-Present
- HI 379 - Modern Japan: 1600-Present
- HI 382 - History of the Middle East
- HI 384 - British Empire
- HI 385 - Vietnam War
- HI 386 - World War II
- HI 391 - The History of Southern Africa
- HI 399 - Special Topics: Special Areas Cold War

## Political Theory

The Minor in Political Theory explicitly links the life of political action with the life of philosophic and spiritual contemplation, and highlights the deep connection between the study of politics and Saint Anselm's core courses in philosophy, theology, and the humanities. The Minor introduces students to the history of political thought from Plato to Rousseau; familiarizes them with concepts of justice and power, liberty and equality, and the goods of individuals and the good of the public; and affords opportunities for in-depth study of essential questions of politics and the good life.

1. The minor in Political Theory is available to full-time, degree candidate students who have a cumulative grade point average of 2.00 or higher.
2. The minor requires completion of five courses. No more than two courses from the students' major may be applied toward the minor.
3. Per College policy, candidates must have an average G.P.A. of 2.00 in the required courses for successful completion of the minor.

## Required Courses:

- PO 208 - Elements of Political Theory: Classical
- PO 209 - Elements of Political Theory: Modern

## Three courses from the following:

- PO 247 - Politics and the Arts
- PO 257 - Medieval Political Thought
- PO 258 - American Political Thought
- PO 259 - Contemporary Christian Political Thought
- PO 260 - Political Theories of the Environment
- PO 320 - International Relations Theory
- PO 322 - Justice and War in International Relations
- PO 348 - Political Education: Living and Learning Liberty
- PO 349 - The Nature of Politics
- PO 352 - Theory and Practice: Problems of Political Economy

- PO 353 - Politics of Diversity
- PO 356 - Our Political Moment: Liberties, Communities, and Democracy in America Today
- PO 425 - Selected Topics in Political Thought
- PH 332 - Political Philosophy
- PJ 301 - Theories of Peace and Justice
- HU 315 - Shakespeare and Political Power

## Politics Minor

### Minor requirements include:

This minor introduces students to the main themes, issues, and questions of government and public policy. It covers the theoretical and practical dimensions of affairs of state and the relations between the state and citizenry on local, national, and international levels. It is designed to introduce students to the core of the discipline and, with two electives, to give students the option to focus on one of its subfields.

The minor requires completion of five politics courses.

- I. The minor in Politics is available to full-time, degree candidate students who have a cumulative grade point average of 2.00 or higher.
- II. Students must complete three of the core courses of the Politics discipline:  
This requirement is as follows:
  1. PO 102 - American Government
  2. Either PO 104 - Comparative Politics or PO 106 - International Relations
  3. And, either PO 208 - Elements of Political Theory: Classical or PO 209 - Elements of Political Theory: Modern.
- III. Students must complete any two courses from any of the other offerings of the Politics Department.
- IV. International Relations majors may apply only one course from their major toward the Politics minor.
- V. Per College regulations, Candidates must have an average G.P.A. of 2.00 in the required courses for successful completion of the minor.

## Public Policy Studies Minor

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.

### Minor requirements include:

1. Students from any major may register for the Public Policy Studies interdisciplinary minor. A student must register 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 2.0 (C) at the time of registration.

3. Per College regulations, Candidates must have an average G.P.A. of 2.00 in the required courses for successful completion of the minor.
4. Students must take courses in all five categories in the Public Policy Studies interdisciplinary minor.
5. Students may apply no more than two courses from his / her major for the purposes of the interdisciplinary minor.
6. Students must pass a comprehensive examination based on the materials from courses completed in the Public Policy Studies interdisciplinary minor.

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

## Public Policy Analysis:

This component 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.

- PO 248 - Public Policy Process

## Microeconomics:

A course in microeconomics-the study of individual units within a national economy, such as business firms-is indispensable for students of public policy.

- EC 141 - Principles of Economics: Micro

## Statistical Analysis:

Students are required to take one course from the following:

- SO 212 - Social Statistics
- CJ 200 - Statistical Techniques for Criminal Justice
- BU 121 - Business Statistics
- BI 345 - Biostatistics
- PY 301 - Behavioral Statistics

## 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:

- CJ 326 - Criminal Justice Organization and Administration
- EC 244 - Economics of Industrial Organization
- EC 245 - Labor Economics
- EC 246 - Public Finance
- ED 311 - Getting Schooled: The Politics & Promise of American Education
- HI 357 - United States Labor History
- PH 335 - Philosophy of Law
- PO 345 - Public Administration
- PY 201 - Organizational Psychology
- SO 344 - Political Sociology

- SO 255 - Social Welfare: Poverty and Public Policy

## Capstone:

Selected yearly at the discretion of the committee. This course, a capstone for students seeking to acquire the interdisciplinary minor in Public Policy, will only be taken after all other requirements have been satisfied. (A student may take the capstone course simultaneously with another course or courses required to finish the interdisciplinary minor, if the student's course schedule necessitates this.) This will enable 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 program, but students in the interdisciplinary minor 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).

## Psychology

**Chairperson: Elizabeth P. Ossoff**

Professors: Loretta L.C. Brady, Paul E. Finn, Kathleen A. Flannery, Elizabeth P. Ossoff, Joseph R. Troisi; Associate Professors: Maria W. McKenna, Adam J. Wenzel, Elizabeth H. Rickenbach.

## Major

## Behavioral Neuroscience

Behavioral Neuroscience is the study of behavior by understanding the functioning of the brain. As such, the major is designed for students interested in the physiology, ranging from neurons and neural networks to whole brain systems, mediating cognition and behavior. Building on a foundation in basic psychology, biology, and chemistry, coursework in behavioral neuroscience will provide students in-depth understanding of neurons and the nervous system, and their roles in cognition and behavior.

Courses include hands-on laboratory and directed research experiences for students to gain competency and skills within Behavioral Neuroscience, culminating in a senior capstone course.

The major is suitable for students interested in traditional academic, government and industrial settings or professional applied areas such as health care and its subspecialties, and consultation in industry.

## The Following Three Courses in Psychology

- PY 101 - General Psychology
- PY 105 - Behavioral Neuroscience
- PY 406 - Behavioral Neuroscience Capstone

## The Following Two Courses in Biology

- BI 103 - General Biology I
- BI 104 - General Biology II

## FIVE additional courses in Psychology or Biology

### ONE of the following courses:

- PY 316 - Sensation and Perception
- PY 322 - Behavioral Pharmacology

### TWO of the following courses:

- PY 206 - Health Psychology
- PY 304 - Cognitive Psychology
- PY 307 - Abnormal Psychology
- PY 313 - Psychology of Learning and Motivation
- PY 314 - Childhood Psychopathology
- PY 317 - Research Methods in Cognition and Developmental Psychology
- PY 321 - Clinical Neuroscience

### TWO of the following courses:

- BI 315 - Comparative Vertebrate Anatomy
- BI 318 - Microbiology for Majors
- BI 327 - Genetics
- BI 331 - Human Anatomy & Physiology I
- BI 332 - Human Anatomy & Physiology II
- BI 333 - Cell Biology
- BI 334 - Animal Physiology
- BI 335 - Animal Behavior
- BI 336 - Biochemistry
- BI 338 - Invertebrate Zoology
- BI 344 - Nutrition
- BI 346 - Pharmacology
- BI 348 - Immunology
- PY 324 - Neuroethology
- PY 325 - Brain Aging and Dementia

### TWO courses in Chemistry

- CH 130 - General Chemistry
- CH 150 - Structure and Reactivity

### ONE course in Math:

- MA 170 - Calculus I
- MA 180 - Calculus II
- PY 301 - Behavioral Statistics

- BI 345 - Biostatistics

## Note:

A student can only count EITHER PY 322 Behavioral Pharmacology OR BI 346 Pharmacology towards the major, but not both

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- Language/elective
- PY 105 - Behavioral Neuroscience
- BI 103 - General Biology I

#### Spring

- HU 104 - Conversatio II
- Language
- EN 105 - Freshman English
- BI 104 - General Biology II

### Sophomore Year

#### Fall

- Theology
- CH 130 - General Chemistry
- PY 101 - General Psychology
- Core Requirement

#### Spring

### Junior Year

#### Fall

- Theology
- Psychology elective I
- Psychology/Biology elective I
- Elective

## Spring

- Philosophy
- PY 316 - Sensation and Perception or
- PY 322 - Behavioral Pharmacology
- Psychology II
- Elective

## Senior Year

### Fall

- Core requirement
- Psychology/Biology elective
- Elective
- Elective

### Spring

- Core requirement
- PY 406 - Behavioral Neuroscience Capstone
- Elective
- Elective

## Psychology

The Psychology major is designed for students to study the science of human and animal behavior. Departmental courses provide the student with the opportunity to gain a general understanding in three different core areas: Brain and Behavior, Development and Potential, and Society and Relationships. Courses include lecture, didactic, seminars and hands-on laboratory and field work experiences for students to gain competency and skills within the field of Psychology.

Courses within the department are designed to equip students with marketable skills for a complex dynamic global workforce and to prepare students for graduate studies in a variety of fields ranging from legal, medical, research and business.

Student learning opportunities culminate in senior capstone experiences including a required senior research thesis and options for internships in a variety of legal, clinical, educational, political, and business settings. Additional research or field experience can be achieved through Independent Study.

### Major requirements include:

- PY 101 - General Psychology
- PY 301 - Behavioral Statistics
- PY 302 - Foundations of Research Methods
- PY 401 - Advanced Research Seminar

Four additional courses, at least one from each of the following areas:



## Brain and Behavior:

- PY 105 - Behavioral Neuroscience
- PY 205 - Psychology of Addiction and Dependency
- PY 304 - Cognitive Psychology
- PY 307 - Abnormal Psychology
- PY 311 - Neuropsychological Assessment
- PY 313 - Psychology of Learning and Motivation
- PY 314 - Childhood Psychopathology
- PY 316 - Sensation and Perception
- PY 321 - Clinical Neuroscience
- PY 322 - Behavioral Pharmacology
- PY 324 - Neuroethology
- PY 325 - Brain Aging and Dementia

## Development and Potential:

- PY 202 - Child Psychology
- PY 203 - Adolescent Psychology
- PY 204 - Psychology of Adulthood and Aging
- PY 206 - Health Psychology
- PY 212 - Sports and Exercise Psychology
- PY 306 - Psychology of Personality
- PY 310 - Humanistic Psychology

## Society and Relationships:

- PY 201 - Organizational Psychology
- PY 207 - Psychology of Gender
- PY 208 - Psychology and Law
- PY 209 - Political Psychology
- PY 211 - Cross Cultural Psychology
- PY 308 - Clinical Psychology
- PY 312 - History and Systems of Psychology
- PY 315 - Social Psychology

At least one intermediate level research methods course selected from the following:

- PY 317 - Research Methods in Cognition and Developmental Psychology
- PY 318 - Research Methods in Brain and Behavior Sciences
- PY 319 - Research Methods in Personality and Social Psychology
- PY 320 - Research Methods in Applied Psychology

Note:

PY210 (special topics courses) will be determined on a case by case basis by the Chair as which of the three categories they fulfill.

Psychology majors are expected to complete a research proposal that is either theoretical, applied or empirical in orientation either within a content course, a "Research Methods in.." course or as an independent endeavor. They must have a proposal in place prior to their registration for PY 401 Advanced Research Seminar.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 103 - Conversatio I
- EN 105 - Freshman English
- Language/elective
- PY 101 - General Psychology

#### Spring

- HU 104 - Conversatio II
- Language
- Psychology Elective
- Core/Elective

### Sophomore Year

Psychology majors generally take Behavioral Statistics and the Foundations in Research Methods courses. They may also want to begin their electives in one of the three content areas. Depending on their placement, they may also be finishing their language requirement and may choose to fulfill other core requirements.

### Junior Year

Psychology majors would be looking to take electives in the three content areas as well as the "Research Methods in.." course in one of the areas listed above. They would also be completing core requirements. Eligible juniors may look to complete their upper level research course, Advanced Research Seminar, depending on their readiness. The rest of their schedule would be filled with core requirements or electives.

### Senior Year

Psychology majors would be completing their Advanced Research Seminar in one of the two semesters and may look to take Internship in one of the two semesters as well. It is expected they would complete their Psychology electives in the three content areas and the Research Methods area if not already completed. They would complete the rest of their schedule with electives.

### Minor

## Neuroscience Minor

Neuroscience is an interdisciplinary field exploring the complex interactions among biology, chemistry, behavior, and society. Students Majoring in Behavioral Neuroscience cannot also minor in Neuroscience

### Minor requirements include:

- The student must be a degree candidate at Saint Anselm College.
- The student must formally register for the interdisciplinary minor with the director of the minor no later than the first semester of the junior year.
- The student must have a minimum grade point average of C (2.0) in all courses presented for the minor.
- The student is required to take Behavioral Neuroscience PY 105 .
- The student is required to take Pharmacology (BI 346)
- The student is required to take three additional courses from among the following options, with at least one course in Psychology and one course in Biology.
  - Psychology courses: Psychology of Addiction and Dependency (PY 205), Health Psychology (PY 206), Cognitive Psychology (PY 304), Abnormal Psychology (PY 307), Neuropsychological Assessment (PY 311), Psychology of Learning and Motivation (PY 313), Sensation and Perception (PY 316) Clinical Neuroscience (PY 321), Behavioral Pharmacology (PY 322), Neuroethology (PY 324), and Brain, Aging, and Dementia (PY 325).
  - Biology courses: Genetics (BI 327), Cell Biology (BI 333), Animal Physiology (BI 334), Animal Behavior (BI 335), Invertebrate Zoology BI 338).
  - Philosophy courses: Modern Philosophy (PH 213), Philosophy of Mind (PH 324), Philosophy of Science (PH 331).

## Psychology Minor

The Psychology minor is designed to provide the student with an exposure to and engagement with the science of the mind and behavior. Students will sample from both broad areas of the field as well as more specific applications of the science after completing the introductory courses. Students must complete the introductory course in Psychology prior to the start of their senior year to complete the minor.

### Minor requirements include:

1. The student must be a degree candidate at Saint Anselm College.
2. The student must formally register for the departmental minor with the director of the minor no later than the first semester of the junior year.
3. The student must have a minimum grade point average of C (2.0) in all courses presented for the minor.

### Required Courses:

- PY 101 - General Psychology
- PY 301 - Behavioral Statistics (or another statistics course to be agreed upon by the chairs of Psychology and the other department)
- 3 Psychology Electives with no more than two electives coming from one of the following 3 groups:

## Brain and Behavior:

- PY 105 - Behavioral Neuroscience
- PY 205 - Psychology of Addiction and Dependency
- PY 304 - Cognitive Psychology
- PY 307 - Abnormal Psychology
- PY 311 - Neuropsychological Assessment
- PY 313 - Psychology of Learning and Motivation
- PY 314 - Childhood Psychopathology
- PY 316 - Sensation and Perception
- PY 321 - Clinical Neuroscience
- PY 322 - Behavioral Pharmacology
- PY 324 - Neuroethology
- PY 325 - Brain Aging and Dementia

## Society and Relationships:

- PY 201 - Organizational Psychology
- PY 207 - Psychology of Gender
- PY 208 - Psychology and Law
- PY 209 - Political Psychology
- PY 211 - Cross Cultural Psychology
- PY 308 - Clinical Psychology
- PY 312 - History and Systems of Psychology
- PY 315 - Social Psychology

## Development and Potential:

- PY 202 - Child Psychology
- PY 203 - Adolescent Psychology
- PY 204 - Psychology of Adulthood and Aging
- PY 206 - Health Psychology
- PY 212 - Sports and Exercise Psychology
- PY 306 - Psychology of Personality
- PY 310 - Humanistic Psychology

## Note:

PY210 (special topics courses) will be determined on a case by case basis by the Chair as which of the three categories they fulfill.

PY 199 will count as an elective for the Development and Potential category for Elementary Education majors only.

## Sports Studies Minor

The Sports Studies interdisciplinary minor provides a course of study that recognizes sport as a fundamental component of the human experience. Sport has had a significant influence on humanity for thousands of years, and today permeates nearly every aspect of human society and culture. Throughout history, sport and athletic competition have helped to define who we are as human beings, and have contributed to our cultural development in a way that few other societal/cultural pursuits have. Students participating in this interdisciplinary minor will trace the history of sport from ancient to modern times, focusing in particular on the origins of human athletic competition, the social, historical, and cultural impacts of sport, and modern scientific approaches to the study of sport and human athletic performance. The minor is designed to be interdisciplinary in nature, grounded firmly in the liberal arts, and draws resources from the Classics, History, Psychology, and Biology Departments. Particular emphasis will be placed on recognition of sport as more than just a leisure activity that targets the physical body, but rather as a critical element of life that contributes to the betterment of the whole person.

## Minor requirements include:

1. The student must be a degree candidate at Saint Anselm College.
2. The student must formally register with the director of the minor no later than the first semester of the junior year.
3. The student must meet any prerequisites required to take individual courses.
  - a. In order to take Exercise Physiology (BI 201), the student must have completed one of the following prerequisites: General Biology (BI 103 - BI 104), Human Anatomy & Physiology (BI 331 - BI 332), or General Biology for Non-Majors (BI 101 or BI 102) with an average grade of C (2.0) or better.
  - b. Remaining courses do not have prerequisites.
4. The student must have a minimum cumulative grade point average of C (2.00) across the five courses required for the minor. Three of the five courses must be taken outside of the major.

**Possible courses include those listed below and any additional sports-focused course approved by the director of the minor. Sports-related internships are acceptable if taken for course credit and approved by the director prior to the internship.**

- BI 201 - Exercise Physiology,
- BI 344 - Nutrition,
- PY 212 - Sports and Exercise Psychology
- CL 261 - Ancient Athletics,
- HI 374 - Special Topics: American History - American Sports History
- EC 344 - Sports Economics, or related courses approved by director.

## Sociology and Social Work

**Chairperson: Tauna S. Sisco**

Associate Professors: Tauna S. Sisco, Sara Smits Keeney; Assistant Professors: Kevin Doran, Chih-Chien Huang, and Sarah Maynard; Lecturers: Kelly Doran, Daniel Forbes, and Nicole Lora.

The Sociology & Social Work curriculum provides a strong, liberal arts foundation for professions in social service, government, and business as well as graduate and professional schools in education, law, and social work. Specifically, the majors provide a background for pursuing further study in sociology, social work, business, law, social services, counseling, communications, and other related areas. Both majors prepares students for employment in the public and private sectors in such areas as management, public relations, human resources, applied research, public policy, sales/marketing, non-profit organizations, administration, and teaching.

## Major

# Social Work

The Social Work major at Saint Anselm College is rooted in the Catholic commitment to social justice and the innate worth and potential of all human beings. Social Work is a helping profession aimed to improve society's overall well-being, especially for vulnerable populations. Grounded in the liberal arts, the Social Work curriculum focuses on the "person-in-environment," social justice, and practice that is strength-based. The Social Work curriculum will enable its majors to (1) develop knowledge of society, its institutions, and its structures of inequality; (2) explore the requirements of ethical behavior and social justice; and (3) develop the fundamental skills of Social Work practice in the classroom and through direct community engagement. The Social Work majors prepares students for social work in a variety of settings, such as hospitals, non-profit organizations, mental health centers, schools, advocacy agencies, and government offices. Specific examples include child protective services, school-based social work, faith-based services, domestic violence services, crisis intervention, health and wellness services, and housing services.

## Major requirements include:

- SO 150 - Introduction to Social Work: Human Behavior and the Social Environment
- SO 211 - Research Methods
- SO 212 - Social Statistics
- SO 255 - Social Welfare: Poverty and Public Policy
- SO 256 - Social Services
- SO 357 - Social Work: Therapeutic Interviewing
- SO 359 - Group Work
- SO 450 - Social Work Practicum I
- SO 451 - Social Work Practicum II

## And Three Electives, one from each of the following categories:

### Social/Clinical Issues Courses:

- SO 204 - Sociology of Aging, Dying, and Death
- SO 205 - The Family
- SO 206 - Social Problems
- SO 221 - Deviance and Social Control
- SO 228 - Sociology of Health and Illness
- SO 330 - Race and Ethnic Relations
- SO 332 - Peace, Conflict, and War
- SO 333 - Sociology of Genocide
- SO 351 - Special Topics in Sociology (by approval of Social Work Director)
- SO 352 - Selected Topics in Social Work
- PJ 302 - Conflict Resolution
- PY 205 - Psychology of Addiction and Dependency
- PY 206 - Health Psychology
- PY 307 - Abnormal Psychology (prerequisite PY101)
- CJ 328 - Crisis Intervention
- CJ 350 - Victimology

### Social Framework Courses:

- ED 255 - Multicultural Perspectives on Public Schooling in the United States
- SO 101 - Introduction to Sociology
- SO 215 - Criminology
- SO 230 - Social Movements: People, Power and Change
- SO 309 - Gender, Sex, and Sexuality
- SO 325 - Sociological Theory
- SO 334 - Global Society
- SO 335 - Law and Society
- SO 342 - Social Inequality
- SO 343 - Economy and Society
- SO 344 - Political Sociology
- SO 351 - Special Topics in Sociology (by approval of Social Work Director)
- SO 352 - Selected Topics in Social Work
- SO 358 - Social Work: Support Network Interventions
- PJ 301 - Theories of Peace and Justice
- PY 211 - Cross Cultural Psychology
- PO 248 - Public Policy Process
- PO 275 - Human Rights
- PO 353 - Politics of Diversity
- CJ 361 - Women and Crime

### Social Work Population Courses:

- SO 204 - Sociology of Aging, Dying, and Death
- SO 205 - The Family
- SO 216 - Juvenile Delinquency
- SO 228 - Sociology of Health and Illness
- SO 336 - Sociology of Family Law
- SO 351 - Special Topics in Sociology (by approval of the Social Work Director)
- SO 352 - Selected Topics in Social Work
- PY 202 - Child Psychology
- PY 203 - Adolescent Psychology
- PY 204 - Psychology of Adulthood and Aging
- PY 210 - Special Topics in Psychology (by approval of the Social Work Director)
- PY 314 - Childhood Psychopathology
- CJ 220 - Corrections and the Community
- CJ 231 - Juvenile Justice System
- CJ 328 - Crisis Intervention
- CJ 361 - Women and Crime

### Major Course Sequence:

Social Work students typically begin with SO150 in the first year, followed by SO211, SO212, SO255 and SO256 in the sophomore and junior years. SO357 and 359 in the junior year, are typically taken along with area electives in the junior year. SO450 and 451 are taken in their senior year.

### Sample Course Sequence for Social Work Majors:

Sample Course Sequence for Social Work Majors:	
<b>Freshman Year</b>	
<b>Fall</b>	<b>Spring</b>
HU 103 - <i>Conversatio</i> I	HU 104 - <i>Conversatio</i> II
SO 150 - Introduction to Social Work	SO 101 - Intro to Sociology
EN 105 - Freshman English	SO 267 - Social Services
Language	Language or Core
<b>Sophomore Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 255 - Social Welfare	SO 212 - Social Statistics
SO 211 - Research Methods or Core	Core (aesthetic engagement)
Scientific Reasoning	SW Elective or Core
Language or Core (historical reasoning)	Elective
<b>Junior Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 357 - Therapeutic Interviewing	SO 359 - Group Work
SO 211 - Research Methods or Core	SW elective
Philosophical/Theological Reasoning	Philosophical/Theological Reasoning
Core/Elective	Elective
<b>Senior Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 450 - Practicum I (4 credits, 120 hrs)	SO 451 - Practicum II (8 credits, 240 hrs)



SO 211 - Research Methods or Core	Elective
Philosophical/Theological Reasoning	Philosophical/Theological Reasoning
SW Elective	

## Sociology

Sociology is the scientific study of human social life, groups, and societies. 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. Students in the major explore dimensions of social life and raise questions, synthesize information, analyze data, and present conclusions. 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 decisions in their own lives and to contribute more effectively to shaping society and the world.

### Major requirements include:

- SO 101 - Introduction to Sociology
- SO 211 - Research Methods
- SO 212 - Social Statistics
- SO 325 - Sociological Theory
- SO 453 - Senior Seminar
- Additional 4 Sociology electives (excluding SO 150, SO 352, SO357, SO359, SO450, SO451, SO 481, and SO 485).

### Major Course Sequence:

Students typically begin with SO101 in the first year, followed by SO 325 in their sophomore year, SO 212 in their sophomore or junior year, SO 211 in the first semester of the junior year, and SO453 in the senior year. Sociology electives may be taken at any time. Students are highly encouraged to take a one (SO 481) or two course (SO 485) internship in their senior year.

Sample Course Sequence for Sociology Majors:	
Freshman Year	
Fall	Spring
HU - 103 <i>Conversatio</i> I	HU 104 - <i>Conversatio</i> II
SO 101 - Introduction to Sociology	EN 105 - Freshman English
Elective or Core	SO Elective
Language	Language or Core

<b>Sophomore Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 325 - Social Theory	SO 212 - Social Statistics
Historical Reasoning	Aesthetic Engagement
Scientific Reasoning	SO Elective or Core
Language or Elective	Elective
<b>Junior Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 211 - Research Methods	SO Elective
SO 344 - Global Society (core)	SO Elective
Philosophical/Theological Reasoning	Philosophical/Theological Reasoning
Core/Elective	Elective
<b>Senior Year</b>	
<b>Fall</b>	<b>Spring</b>
SO 481 - Sociology Internship	SO 453 - Senior Seminar
SO Elective	SO 481 - Sociology Internship
Philosophical/Theological Reasoning	Philosophical/Theological Reasoning
Elective	Elective

## Minor

### Human Relations and Work Minor

This interdisciplinary minor 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 and marketing.

## Minor requirements include:

1. Full-time, degree-candidate status at Saint Anselm College.
2. Completion of the following courses:  
Statistics (SO 212, PY 301, BU 121, CJ 200, MA 330, BI345)  
  
BU 221 Human Resource Management  
  
PY 201 Organizational Psychology  
  
SO 343 Economy and Society  
  
And one of the following:  
  
BU 233 Consumer Behavior  
  
CM115 Introduction to Mediated Communication  
  
CM 318 Intercultural Communication  
  
PY206 Health Psychology  
  
SO 229 Media & Society  
  
(These courses must be taken at Saint Anselm College)
3. A minimum of a 2.00 (C) cumulative average in the interdisciplinary minor requirements.

## Social Work Minor

The Social Work minor provides students from various majors with the basic knowledge and skills necessary for effective social work practice. Social Work minors should consult with the Director of Social Work to design a program of studies most appropriate to their particular interests and one that will complement their major field of studies. The Social Work minor consists of six total courses: SO 150, SO 255, SO 256, SO 357, SO 358 OR SO 359 and SO 450.

## Minor requirements include:

- SO 150 - Introduction to Social Work: Human Behavior and the Social Environment
- SO 255 - Social Welfare: Poverty and Public Policy
- SO 256 - Social Services
- SO 357 - Social Work: Therapeutic Interviewing  
And one of the following courses:
- SO 359 - Group Work
- SO 352 - Selected Topics in Social Work
- Any SO 200 or 300 level course (excluding SO 211 and SO 212)

## Sociology Minor

The Sociology minor provides an opportunity for students from other majors to explore aspects of the field of Sociology of interest to them. Students should consult with the department chair or another member of the Sociology faculty in order to design a program of study that complements their major and academic interests. The Sociology minor consists of five total courses: two required (SO 101) and either SO 211, SO 212, or SO 325, and three sociology electives.

## Minor requirements include:

- SO 101 - Introduction to Sociology

Choose one of the following:

- SO 211 - Research Methods
- SO 212 - Social Statistics or
- SO 325 - Sociological Theory

And

- Three other Sociology courses (excluding SO150, SO256, SO357, SO359, SO450, SO451, SO 481, and SO485).

## Theology

**Chairperson: Ahida E. Pilarski**

Professors: Rev. Benedict M. Guevin, O.S.B., R. Ward Holder, Kevin A. McMahon, Kelley E. Spoerl, Patricia A. Sullivan; Associate Professors: Bede Benjamin Bidlack, Daniel J. Daly, Ahida Pilarski; Assistant Professors: A. Ruiz.

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.

## Major

## Theology

Students majoring in Theology complete 9 courses in Theology. These include: Two Biblical courses, two History courses (including TH 280 ), two Systematics courses (TH 251 and TH 282: Jesus Christ: God and Man), one Moral/Ethics course, and one Comparative theology course. The remaining course is a Theology elective. At least one of these courses will be a senior seminar, in which students will write a research paper. The successful completion of a comprehensive examination is also required of theology majors.

## Course Sequence Outline

### Freshman Year

#### Fall

- HU 104 - Conversatio II
- Language
- EN 105 - Freshman English /Core
- Biblical course

## Spring

- HU 104 - Conversatio II
- Language
- EN 105 - Freshman English /Core
- Elective

## Sophomore Year

Theology majors generally take their Early Church (TH 280) and Jesus Christ: God and Man (TH 282) requirements. Depending on initial placement, they may also be completing their modern or classical language requirement. The remainder of their schedules can be filled by Theology electives, other core requirements, general electives, or courses for a minor or double major.

## Junior Year

Theology majors generally take two or three theology requirements or electives. The rest of their schedules can be occupied with core requirements, general electives or courses for a minor or double major.

## Senior Year

Theology majors generally finish taking their remaining theology courses including the Theology senior seminar. The rest of their schedules can be occupied with core requirements, general electives or courses for a minor or double major.

## Minor

### Theology Minor

#### Minor requirements include:

The Theology minor is intended to provide the opportunity for developed reflection on the content of Christian faith as well as non-Christian religious traditions, and to permit the integration of these interests with study in other academic fields, from literature, philosophy and ethics to sociology, psychology, and politics.

The minor in Theology has a 5 course requirement: one biblical course, one course in historical theology, one course in systematic theology, one course in theological ethics, and any other course offered in the Department of Theology.

# Courses of Instruction

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.

## New Course Numbering System

Beginning in the Fall 2006 semester, Saint Anselm College adopted a three number course designation system. Henceforth, the following course numbering system is in effect.

- 100 – 199 Introductory
- 200 – 299 Intermediate
- 300 – 399 Intermediate/Advanced
- 400 – 499 Directed readings, research, internships and further advanced study

*Please note, when searching courses by “Code or Number”, an asterisk (\*) can be used to return mass results. For instance, a “Code or Number” search of “2\*” can be entered, returning all 200-level courses.*

## American Studies

### AS 100 - Introduction to American Studies

This course is intended to introduce students to the subject matter and methods of American Studies. It will examine the most common themes in the American experience, especially the intersection of race, class, and gender and their impact on what it means to be an "American." This course also provides the interdisciplinary foundation that students will need to complete the American Studies major.

Four credits

### AS 401 - Independent Research

Working closely with a member of the faculty affiliated with the American Studies major, students will write an independent guided research paper. The supervising faculty member will be chosen by the student in consultation with the chair of the History Department. In addition, successful completion of the research project will require the approval of a second reader from the American Studies related faculty, also chosen in consultation with the chair of the History Department.

Four credits

## Biological Sciences

## **BI 101 - Exploring the Natural World**

This one-semester course is designed to introduce non-science majors to scientific thinking, an appreciation of how science is conducted and provide a foundation of life-long scientific literacy. It is an integrated science course with an emphasis on fundamental concepts in Biology. The course also includes connections with selected topics in Chemistry and Physics and how these physical aspects of the environment are relevant in biological systems. Examples of contemporary issues demonstrating connections between science and society are highlighted.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

This course is not open to Biology, Natural Science, Environmental Science or Biochemistry and Molecular Biology majors.

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

## **BI 102 - Topics in General Biology**

The goal of this course is to help students majoring in other fields understand the scientific way of thinking, how it is practiced and its limitations. The course will cover, as a minimum, the following topics: 1) the transfer of energy and materials through cells and the environment, 2) species definitions, 3) evolution, and 4) how populations change over time. Laboratory investigations will focus on testing assumptions about the natural world and exploring how to answer questions through hypothesis testing. Lecture material will clarify these investigations and link to current topics in science and technology, including their moral and public policy implications. Topics will change each term, e.g. Food and the Environment, Animal Diversity, Biology of Death, etc.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

This course is not open to Biology, Natural Science, Environmental Science or Biochemistry and Molecular Biology majors.

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

## **BI 103 - General Biology I**

A study of the diversity of cellular and organismal life, including foundation principles in cell biology, biochemistry, genetics and evolution. For Biology, Natural Science, Environmental Science, and Biochemistry and Molecular Biology majors.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Students preparing for graduate programs in the health care field are expected to take BI 103 and BI 104. Under special circumstances and permission of the Chair, these courses can be taken in any sequence (i.e., BI 03 followed by BI 104 or BI 104 followed by BI 103.)

BI103 is only offered in the fall semester.

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

## **BI 104 - General Biology II**

A study of the diversity of cellular and organismal life, including foundation principles in cell biology, biochemistry, genetics and evolution. For Biology, Natural Science, Environmental Science, and Biochemistry and Molecular Biology majors.

Note: Students preparing for graduate programs in the health care field are expected to take BI 103 and BI 104. Under special circumstances and permission of the Chair, these courses can be taken in any sequence (i.e., BI 103 followed by BI 104 or BI 104 followed by BI 103)

BI104 is only offered in the spring semester.

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

### **BI 105 - Infectious Diseases**

This course introduces students to a variety of infectious diseases including the causative agent, disease symptoms, mode of transmission, and methods of treatment and prevention. Emphasis will be placed on diseases that have impacted both healthcare and society, including smallpox, typhoid fever, HIV, bubonic plague and influenza.

Two credits.

### **BI 107 - Foundations of Biochemistry**

Designed primarily for students enrolled in the College's Nursing Program, the course aims 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 special emphasis on clinical applications. Adequate preparation for this course includes a working knowledge of high school level algebra.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

This course is not open to Biology, Natural Science, Environmental Science or Biochemistry and Molecular Biology majors.

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

### **BI 108 - Microbiology**

This course focuses 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.

Note: This course is not open to Biology, Natural Science, Environmental Science or Biochemistry and Molecular Biology majors.

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

### **BI 149 - Special Topics in Biology**

This introductory course allows for the study of selected topics not covered in other Biology Department course offerings. Topics covered will be chosen by the Biology Department and will reflect areas of interest and importance to non-majors. This course includes a laboratory experience.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

This course is not open to Biology, Natural Science, Environmental Science or Biochemistry and Molecular Biology majors.

Four credits.

### **BI 201 - Exercise Physiology**

This lecture course employs a scientific approach to the study of sport and exercise by examining the connections between human athletic performance, the anatomical structure of the body, and the physiological processes that allow the body to function in an efficient manner. Topics covered will include the anatomy and physiology of the skeletal, muscular, respiratory, and



cardiovascular systems as they relate to athletic performance; effects of athletic training on the structure and function of the human body; techniques for fitness assessment and performance optimization in sport; and exercise and athletics as critical elements of a healthy lifestyle. In addition to gaining a scientific understanding of the effects of exercise, students will be taught practical methods for examining their own personal fitness.

Three hours of lecture each week for one semester. Four credits.

*Prerequisite(s):* General Biology (BI 103 - BI 104) or Human Anatomy & Physiology I and II (BI 331 - BI 332) with an average grade of C (2.0) or better.

## **BI 205 - Biosphere at Risk**

A study of significant global biological and ecological processes and their relation to human existence now and in the future. Throughout the course, students will examine the environmental consequences associated with contemporary issues such as human population growth, global climate change, and pollution. Students will also engage in discussions of relevant environmental issues in order to understand better how policy makers and other professionals work to solve these problems.

Note: Required for Environmental Science majors and open to non-science majors, the course does not satisfy the College's laboratory science requirement.

Meets Global Engagement Learning Outcome (GLOB)

Three hours of lecture each week for one semester. Four credits.

*Prerequisite(s):* One semester of a college-level biology laboratory course or permission of the instructor.

## **BI 221 - Tropical Biology**

Part one of a two-course sequence with BI 222 that introduces students to the biological complexity of tropical ecosystems. Tropical Biology is a two-credit course offered during the spring semester (every other year) that examines the fundamental scientific concepts and theories that describe tropical systems. Course work will cover a variety of topics, including the natural history of tropical biota, patterns of species diversity, rainforest ecology and conservation, coral reef ecology, and Belizean history and culture.

Note: Completion of both courses (BI 221 and BI 222) fulfills a biology laboratory requirement for the biology major.

Two hours lecture during spring semester. Two credits

## **BI 222 - Field Studies in Tropical Biology**

Second part of a two-course sequence with BI 221 that introduces students to the biological complexity of tropical ecosystems. Field Studies in Tropical Biology is a two-credit course offered the summer following BI 221 that complements the understanding tropical biology students have gained in the classroom by providing a hands-on field experience in the ecologically diverse Central American country of Belize. Throughout the trip, Saint Anselm faculty and local experts will lead field exercises in two of the most species-rich ecosystems on the planet, the neo-tropical rainforest and coral reef. With its emphasis on Belizean ecosystems and travel within the country, this course provides students a unique opportunity to learn about and then experience the ecology and culture of a different country.

Note: Completion of both courses (BI 221 and BI 222) fulfills a biology laboratory requirement for the biology major.

Meets Global Engagement Learning Outcome (GLOB)

Two credits

*Prerequisite(s):* One semester of a college-level biology laboratory course and permission of the instructors.

### **BI 315 - Comparative Vertebrate Anatomy**

This course undertakes a study of the anatomy of vertebrates, with emphasis on the comparative structure, function, and development of vertebrate body forms and organ systems. Additional emphasis is placed on understanding the evolutionary relationships among vertebrates in light of their anatomical structure. Extensive laboratory work includes dissection of aquatic and terrestrial vertebrate forms. This course will be offered in alternating years.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 318 - Microbiology for Majors**

This course is an introduction to the fundamentals of general and clinical microbiology. The general microbiology component is a study of the principles underlying the basic life processes of microorganisms, and topics include microbial cell structure, genetics, metabolism, and growth characteristics. The clinical microbiology is a focus on the interactions between microorganisms and the human body. Topics include normal microbiota, pathogenic microorganisms, mechanisms of disease, defense systems of the host, nosocomial infections, and the use of antibiotics to control infection. In the laboratory, students gain hands-on experience with the microscope, aseptic technique, bacterial staining techniques, biochemical testing, and ELISA.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 319 - 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. This course will be offered in alternating years.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 320 - Ecology**

This course surveys the interactions between organisms and their physical and biological environments in three integrated modules: ecophysiology and ecosystems, population biology, and community ecology. Each module comprises lectures on key topics, case studies in classic or current papers, computer models and collection and analysis of field data. Given the constantly evolving nature of this field, this course emphasizes understanding of the relative strengths of various hypotheses based on current evidence.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 323 - Cell and Tissue Culture**

This course will present the techniques of culturing eukaryotic cells in vitro. In the laboratory, students will complete growth curves, primary cell culture, media preparation, and mycoplasma detection.

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

*Prerequisite(s):* BI 103-BI 104 or equivalent as determined by Department Chair

### **BI 325 - Evolutionary Biology**

This course is an introduction to the processes and mechanisms of evolution. A variety of microevolutionary and macroevolutionary topics will be addressed including natural selection, genetic drift, sexual selection, history of life on Earth, systematics, and speciation. The importance of evolutionary theory in organismal biology, genetics, behavior, molecular biology, and medicine will be discussed throughout the semester. Students will gain a deeper understanding of evolutionary theory through hands-on laboratory exercises. Examples of laboratory topics include antibiotic resistance, phylogenetic trees and their applications, molecular clocks, and coevolution.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 326 - Cancer Biology**

Compared to all other premature-death-causing diseases, cancer and cancer-related deaths cause largest personal and economic impact, worldwide. The course will introduce students to the genetic and cell biology of cancer, and cancer therapies. Emphasis will be placed on the molecular and cellular basis of cancer biology. In addition, students will develop skills in literature searches for primary research articles, and preparation and delivery of an effective research seminar.

Four credits.

*Prerequisite(s):* BI 101 or BI 102 or BI 103 or permission of instructor.

### **BI 327 - Genetics**

This course focuses 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.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 328 - Conservation Biology**

A study of biodiversity and the processes that lead 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 conserving species in both terrestrial and aquatic systems. This course has a strong field component and will be offered in alternating years.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 329 - Plant Biology**

This course provides an introduction to Botany, the study of plant biology. Students are introduced to the fundamentals of plant biology through the study of plant anatomy, physiology, and the life cycle of plants. The course then builds upon these botanical principals through an exploration of plant diversity and ecology, with an emphasis on plant taxa that impact human society (e.g. nutritional, medicinal, and poisonous species). Laboratory classes provide a hands-on approach to learning the diversity and ecology of local plant species through field identification hikes within the extensive natural areas on campus, and through examination of preserved specimens available from the Saint Anselm College herbarium.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 331 - Human Anatomy & Physiology I**

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.

Note: The number of enrolled Biology Department majors will be limited to 16 students.

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

### **BI 332 - Human Anatomy & Physiology II**

This course treats the basic structure and function of the human body with emphasis on the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. The laboratory component includes microscopy, dissection of preserved specimens and fundamental physiological studies.

Note: The number of enrolled Biology Department majors will be limited to 16 students.

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

### **BI 333 - Cell Biology**

A study 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.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 334 - 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.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 335 - Animal Behavior**

This course is an introduction to the basic principles underlying the behavior of animals. Students will gain an understanding of mechanisms and evolutionary causes that drive behaviors observed in all types of animals (insects, fish, birds, and mammals). Students will learn techniques for systematically observing and recording animal behavior, and then apply these learned techniques while completing a semester-long research project at a local zoo. Throughout the semester you will also learn writing mechanics and composition specific to the scientific writing style.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 336 - 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 development of a working knowledge of 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.

*Prerequisite(s):* Organic Chemistry, BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 338 - Invertebrate Zoology**

This course surveys living animal diversity in extant phyla, emphasizing the relationship between form and function. Laboratory exercises build skills in classification and anatomy through integrative study of prepared slides, dissections, preserved specimens and observation of live animals. Approximately one third of the course is a project extending class material to subjects relevant to the student's major interest, such as medical and forensic entomology, parasitology, or model systems in neurobiology, ecology, genetics, development, etc.

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

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 339 - Endocrinology**

This course will treat the organization and function of the major vertebrate endocrine glands. For each gland, the synthesis, release and delivery of chemical signals will be discussed together with the effects those secretions have on their target cells. The relationship between the nervous system and endocrine system will also be examined to explore how these control systems work together to maintain homeostasis. A variety of pathophysiologies linked to endocrine malfunction will also be discussed.

Note: The number of enrolled Biology Department majors will be limited to 16 students.

Three hours of lecture each week for one semester. Four credits.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 341 - Selected Topics in Biochemistry**

This course is designed to meet the needs and interests of junior Biochemistry and Molecular Biology majors foremost, but also those of upper level biology and chemistry majors with interests 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 subjects of signal transduction pathways and 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.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 344 - Nutrition**

An introduction to the science of nutrition focusing on biochemical foundations (carbohydrates, fats, proteins, vitamins, minerals, and phytochemicals) as they apply to human health (diet, physical activity, and healthful considerations for, for example, fluid balance, and bone and blood health). Eating disorders, food safety, nutrition through the life cycle, and global/cultural considerations are also covered. This course will be offered in alternating years.

Note: The number of enrolled Biology Department majors will be limited to 16 students.

Three hours of lecture each week for one semester. Four credits.

### **BI 345 - Biostatistics**

An introduction to univariate statistics and the application of statistical and interpretation of statistical analyses in biological research. Sampling, experimental design, parametric and non-parametric techniques and the presentation of data are also covered. Assignments involve spreadsheet calculations and use of statistical software. Required for Biology and Environmental Science majors.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)  
Limited to 20 students.

Three hours of lecture each week for one semester. Four credits.

*Prerequisite(s):* BI103 and BI104 or equivalent as determined by Department Chair.

### **BI 346 - Pharmacology**

An introduction to the science of pharmacology focusing on pharmacokinetic and pharmacodynamic foundations (absorption, distribution, biotransformation, excretion, receptors, and dosing) as they apply to human health (for example cardiovascular-renal, blood, inflammation, and gout, endocrine, and chemotherapeutic agents). Drug development, laws, toxicology, and life cycle and global/cultural considerations are also covered. This course will be offered in alternating years.

Note: The number of enrolled Biology Department majors will be limited to 16 students.

Three hours of lecture each week for one semester. Four credits.

## **BI 347 - Ornithology**

This course focuses on diversity, identification and biology of birds of the Northeastern United States. Topics covered include evolution, migration, ecology, conservation, behavior, anatomy and physiology of birds. Field laboratories constitute an important part of the course and will include some mandatory Saturday field trips. See instructor or online syllabus for details. The equivalent of three hours of lecture and three hours of laboratory each week. This course will be offered in alternating years. The equivalent of three hours of lecture and three hours of laboratory each week.

Note: The number of enrolled Biology Department majors will be limited to 12 students.

Four credits.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair.

## **BI 348 - Immunology**

The course will introduce students to the mammalian immune system. Emphasis will be placed on the molecular and cellular basis of the workings of the innate and adaptive branches of immunity. In addition, students will develop skills in literature searches for primary research articles, and preparation and delivery of an effective research seminar.

Three hours of lecture each week for one semester. Four credits.

*Prerequisite(s):* BI 101 and BI 102 or BI 103 and BI 104

## **BI 400 - Independent Study**

This course allows advanced study of selected topics in the biological sciences. The topic will be chosen by a student in consultation with a faculty member who will facilitate the learning process.

*Prerequisite(s):* Permission of the Faculty Facilitator and the Chair of the Biology Department.

## **BI 421 - Directed Research in Biology - Two Semester Option**

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 BI 422.

*Prerequisite(s):* BI 103 - BI 104 or equivalent as determined by Department Chair. Permission of the faculty supervisor with whom a student wishes to work.

## **BI 422 - Directed Research in Biology - Two Semester Option**

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 422.

*Prerequisite(s)*: BI 103 - BI 104 or equivalent as determined by Department Chair. Permission of the faculty supervisor with whom a student wishes to work.

### **BI 423 - Directed Research in Biology - One Semester Option**

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. This is an intensive one-semester research course that can be taken as an alternative to the typical year-long BI 421 - BI 422 sequence.

Four credits.

*Prerequisite(s)*: BI 103 - BI 104 or equivalent as determined by Department Chair. Permission of the faculty supervisor with whom a student wishes to work.

### **BI 449 - Special Topics in Biology**

This course allows advanced study of selected topics not covered in other Biology Department course offerings. Topics covered will be chosen by the Biology Department and will reflect areas of importance within the biological sciences.

Four credits.

*Prerequisite(s)*: BI 103 - BI 104 or equivalent as determined by Department Chair.

### **BI 450 - 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.

Note: BI 450 is equivalent to four academic courses.

*Prerequisite(s)*: Permission of the Internship Facilitator of the Biology Department.

### **BI 451, 452, 453, 454 - Biology Internship**

Qualified students may be offered the opportunity to develop, with the aid of the Internship Facilitator 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. BI 451, 452, 453, 454 are 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.



Four credits

*Prerequisite(s):* Permission of the Internship Facilitator of the Biology Department.

## **Chemistry**

### **CH 100 - Special Topics in Introductory Chemistry with Laboratory**

This is a one-semester course designed to allow students majoring in fields outside of the sciences to engage in the scientific reasoning process. Topics vary by semester.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Three hours of lecture and two to four hours of laboratory each week. Four credits

### **CH 105 - Science of Road Trips**

A course designed for non-majors, this class will give you the tools to understand what you see around you, and give you a glimpse into the natural resources beyond Saint Anselm College, as it is an introduction to five major branches of science - astronomy, biology, chemistry, earth science, and physics. The scientific method will be employed to discuss topics and experiments.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Three hours of lecture, two hours of lab per week. Four credits.

### **CH 110 - Powering a Modern Society**

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.

Note: Meets Scientific Reasoning (SCI) and Global Engagement Learning Outcome (GLOB)

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

### **CH 112 - Science of Art and Artifacts**

The Science of Art and Artifacts is a one-semester course with a strong interdisciplinary emphasis. It is designed for students interested in the interconnections between science and art. 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 will understand how the properties of

materials influence artistic production and conservation. Interspersed among studies of the fundamental concepts of chemistry are discussions of ethical issues, modern physical methods of examination, safety, and methods in conservation and restoration. Depending upon the instructors' interests applications may come from painting, ceramics, architecture, or archaeology. As part of the course students view and discuss authentic artifacts or representations using high quality reproductions, on-line resources, or museum visits. In the laboratory they investigate materials and techniques.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

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

## **CH 120 - Chemistry and Society**

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.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

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

## **CH 122 - Chemistry of Food**

This course is a one-semester chemistry course designed to allow non-science students interested in an opportunity to explore the chemical principles involved in the preparation of foods. The primary goal of the course is to present chemical principles at a level sufficiently rigorous that a student successful completing the course understands at a chemical level what is occurring in food preparation.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

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

## **CH 128 - General Chemistry with Recitation**

Quantitative methods and strategies for solving chemistry problems are emphasized in this recitation, which provides opportunity to improve praxis in CH130.

One hour recitation, must be taken in combination with CH 130. By permission of the instructor.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

## **CH 130 - General Chemistry**

This course continues to develop the principles of chemistry with an 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.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

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

## **CH 150 - Structure and Reactivity**

This course introduces students to the connections between the structure of molecules and the mechanisms of reactions. Topics covered include: a focus on molecular structure including molecular orbital theory, hybridization, conformational analysis and stereochemistry; reaction mechanism, effect of thermodynamics, and kinetics; acid-base chemistry; physical properties; and colligative properties. The laboratory will introduce students to: techniques in separation, including chromatography and extraction; purification, including recrystallization and distillation; and use of modern spectrometric methods to identify compounds.

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

*Pre or Co-requisite(s):* CH 130

## **CH 190 - Chemistry Research**

Freshmen have the opportunity to conduct research under the supervision of a faculty member. The project will involve library and laboratory research, an oral presentation and a written report. Students who wish to enroll in the class must have the approval a faculty mentor in the department prior to registration. This course does not replace CH421.

Two credits.

*Prerequisite(s):* Permission of Instructor.

## **CH 220 - Forensic Chemistry**

A one-semester chemistry course designed to allow 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.

*Prerequisite(s):* Prerequisites:CH 130 , or permission of instructor.

## **CH 230 - Structure and Functions**

The course continues to develop the principles of chemistry with an 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.

*Prerequisite(s):* CH 150

Note: Three hours of lecture, and three hours of laboratory each week.

Four credits.

*Prerequisite(s):* CH 150

## **CH 251 - Reaction and Mechanism**

Continues the study of the structure, nomenclature, preparations, characterization methods and reactions of organic compounds. Modern theories and reaction mechanisms will be used as unifying bases. (Formerly titled Organic Chemistry II)

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

*Prerequisite(s):* CH 150

## **CH 260 - Environmental Chemistry**

A one-semester chemistry course designed as an introduction to environmental chemistry. The course is 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 addresses current methods used in the environmental science field.

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

*Prerequisite(s):* CH 150

## **CH 270 - Quantitative Analysis**

The principles and methods of volumetric, gravimetric, and electrochemical analysis including: ionic equilibria, ionization constants, pH, buffers, salt hydrolysis, indicators, oxidation-reduction, gravimetric factors, and voltammetry. Applications of statistical analysis to chemical data also are included.

Three hours of lecture and four hours of laboratory each week. Five credits.

*Prerequisite(s):* CH 150

## **CH 275 - Forensic Analysis**

The qualitative and quantitative analyses of forensic samples are examined. Through discussion in lecture and experimentation in lab, students study fundamental chemical concepts and their application in forensic analyses. Instrumental and chemical methods used to identify, isolate, and quantify compounds are highlighted and the statistical analysis of data is discussed.

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

*Prerequisite(s):* CH 220

## **CH 276 - Forensic Analysis II**

In conjunction with Forensic Analysis I this course builds on the chemical principles of forensic analyses. Lectures focus on understanding the physical principles of the instruments and theoretical basis for choosing certain techniques. Laboratory experiments require application of these principles and techniques and foster independent work.

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

*Prerequisite(s):* CH 275

## **CH 280 - 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.

*Prerequisite(s):* MA 180 *Co-requisite(s):* PS 131-132 or permission of instructor.

## **CH 281 - 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(s):* CH 280; *Pre or Co-requisite(s):* PS132 or permission of instructor.

## **CH 290 - Chemistry Research**

Sophomores have the opportunity to conduct research under the supervision of a faculty member. The project will involve library and laboratory research, an oral presentation and a written report. Students who wish to enroll in the class must have the approval of a faculty mentor in the department prior to registration. This course does not replace CH421.

Two credits.

*Prerequisite(s):* Permission of instructor.

## **CH 310 - Instrumental Analysis**

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.

*Prerequisite(s):* CH 280, or permission of instructor.

## **CH 340 - Inorganic Chemistry I**

This course provides an introduction to inorganic chemistry, including structure-bonding relationships, reaction mechanisms, descriptive chemistry of the elements and co-ordination chemistry.

Four credits.

*Prerequisite(s):* CH 150

## **CH 350 - Physical Organic Chemistry**

A survey of physical organic chemistry, stressing the qualitative use of molecular orbital theory in topological descriptions of structure and bonding is presented. Thermodynamic concepts are applied toward the prediction of chemical reactivity and the elucidation of reaction mechanisms. (Formerly titled Organic Chemistry III)

Four credits.

*Prerequisite(s):* CH 251 *Pre or Co-requisite(s):* CH 280 or permission of instructor.

### **CH 355 - 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.

Four credits.

*Prerequisite(s):* CH 251.

### **CH 360 - Inorganic Chemistry II**

Specific applications of inorganic chemistry are presented. Topics covered include organometallic chemistry, bioinorganic chemistry, spectroscopic studies, catalysis and radiochemistry.

Four credits.

*Prerequisite(s):* Prerequisites: CH 340 or permission of instructor.

### **CH 370 - 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(s):* CH 251

### **CH 380 - Physical Chemistry III**

Topics include electrical and magnetic properties of molecules, transport properties, advanced chemical kinetics, dynamics, and photo chemistry.

Four credits

*Prerequisite(s):* CH 281.

### **CH 390 - Chemistry Research**

Juniors or seniors have the opportunity to conduct research under the supervision of a faculty member. The project will involve library and laboratory research, an oral presentation and a written report. Students who wish to enroll in the class must have the approval of a faculty mentor in the department prior to registration. This course does not replace CH421.

Two credits.

*Prerequisite(s):* Permission of Instructor.

## **CH 400 - Independent Study**

Four credits.

## **Ch 401 - Special Topics in Chemistry**

One credit.

## **CH 402 - Special Topics in Chemistry**

This is a one-semester course designed to allow science students interested in advanced study in various areas of chemistry the opportunity to examine selected special topics in greater depth. The primary goal of the course is to present topics of interest in the areas of Analytical, Inorganic, Organic, and Physical Chemistry that go beyond the bounds of existing courses.

Two credits.

*Prerequisite(s):* Permission of instructor

## **CH 405 - Special Topics in Chemistry**

This is a one-semester course designed to allow science students interested in advanced study in various areas of chemistry the opportunity to examine selected special topics in greater depth. The primary goal of the course is to present topics of interest in the areas of Analytical, Inorganic, Organic, and Physical Chemistry that go beyond the bounds of existing courses.

Three hours of lecture each week. Four credits.

*Prerequisite(s):* Permission of instructor.

## **CH 406 - Special Topics in Chemistry with Laboratory**

This is a one-semester course designed to allow science students interested in advanced study in various areas of chemistry the opportunity to examine selected special topics in greater depth. The primary goal of the course is to present topics of interest in the areas of Analytical, Inorganic, Organic, and Physical Chemistry that go beyond the bounds of existing courses.

Three hours of lecture and two to four hours of laboratory each week. Four credits.

*Prerequisite(s):* Permission of instructor.

## **CH 410 - Research**

Juniors and seniors are provided with the opportunity to undertake a research project under the direction of a faculty member.

Four credits.

*Prerequisite(s):* Permission of the chairperson.

## **CH 420 - Research and Seminar I**

Students receive instruction on department specific chemical safety, library research techniques, and project planning. 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. Open to qualified students in other majors with the permission of both department chairpersons. This course carries no credit, but is a prerequisite for CH 421.

## **CH 421 - Research and Seminar II**

The student conducts library research, plans and conducts a research project 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. Required of Chemistry majors.

Four credits.

*Prerequisite(s):* CH 420 Open to qualified students in other majors with the permission of both department chairpersons.

## **CH 425 - Integrated Laboratory**

The course serves as a culminating laboratory experience that highlights the interconnectedness of the areas of chemistry. Experiments expand the students' knowledge of modern synthetic and instrumental techniques.

Two credits.

*Prerequisite(s):* CH 280

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Two credits.

*Prerequisite(s):* CH 280

## **CH 431 - Chemistry Internship**

Qualified students may be offered the opportunity to develop, with the aid of the Internship Coordinator of the Department, an internship experience relevant to their academic needs. CH 431 is typically the equivalent of one academic course.

*Prerequisite(s):* Permission of the Internship Coordinator.

## **CH 432 - Chemistry Internship**

Qualified students may be offered the opportunity to develop, with the aid of the Internship Coordinator of the Department, an internship experience relevant to their academic needs. CH 432 is typically the equivalent of two academic courses.

*Prerequisite(s):* Permission of the Internship Coordinator.

## **Chinese**

### **CN 100 - Chinese I**



A fundamental study of standard Chinese in all four levels of communication--- listening, speaking, reading, and writing. This course involves three class hours and one session of conversation with a native speaker of Chinese for one semester

Four credits.

## **CN 150 - Chinese II**

A continuation of CN 100. It is a study of the structure of the language with emphasis in reading, writing, conversation, and vocabulary development. It also covers aspects of Chinese culture related to course materials. This course involves three class hours and one session with a native speaker of Chinese each week for one semester.

Four credits.

*Prerequisite(s):* CN 100 or placement.

## **CN 200 - Chinese III**

A continuation of CN150. It is a thorough review of grammar and Chinese culture, and exercises in composition, conversation, intensive reading, and translation. This course involves three class hours and one session with a native speaker of Chinese each week for one semester.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* CN 150 or placement

## **CN 300 - Advanced Chinese Conversation and Composition**

This course, conducted in Chinese, aims to improve students' oral competency and writing skills through the study of topics of cultural interest in Chinese society. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of Chinese each week.

Four credits.

*Prerequisite(s):* CN 200 or placement.

## **CN 301 - Special Topics in Chinese**

Topics to be arranged

Four credits.

*Prerequisite(s):* CN 200 or placement.

## **Classics**

### **CL 101 - Elementary Greek I**

Provides a systematic study of Greek grammar, syntax and vocabulary accompanied by exercises designed to enable the student to read Greek prose and poetry.

Four credits.

### **CL 102 - Elementary Greek II**

Provides a systematic study of Greek grammar, syntax and vocabulary accompanied by exercises designed to enable the student to read Greek prose and poetry.

Four credits.

### **CL 103 - Elementary Latin I**

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.

Four credits.

### **CL 104 - Elementary Latin II**

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.

Four credits.

### **CL 201 - Intermediate Greek I**

A review of Greek grammar and syntax and a survey of Greek prose and verse with an emphasis on strengthening reading skills.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

### **CL 202 - Intermediate Greek II**

A review of Greek grammar and syntax and a survey of Greek prose and verse with an emphasis on strengthening reading skills.

Four credits.

### **CL 205 - Intermediate Latin I**

A review of Latin grammar and syntax and a survey of Latin prose and verse with an emphasis on strengthening reading skills.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

### **CL 206 - Intermediate Latin II**

A review of Latin grammar and syntax and a survey of Latin prose and verse with an emphasis on strengthening reading skills.

Four credits.

### **CL 210 - Art and Architecture of the Ancient World**

The development of Egyptian, 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. Cross-listed as FAH 210.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **CL 222 - Classical Mythology: The Gods**

A study of major Greek myths, their origin, content and 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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **CL 223 - 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 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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **CL 231 - Survey of Greek Literature**

A survey of the major authors and genres of the ancient Greek world within their historical and cultural context.

Four credits.

### **CL 232 - Survey of Latin Literature**

A survey of the major authors and genres of the Roman world within their historical and cultural context.

Four credits.

## **CL 250 - Classics Special Topics**

An examination of various topics related to ancient Greece and Rome.

Four credits.

## **CL 260 - 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.

Four credits.

## **CL 261 - Ancient Athletics**

This course aims to introduce students to the ancient world of the Greeks and Romans through a study of their athletic practices, competitions, and spectacles. A series of illustrated lectures will dwell in detail upon the nature of the competitions themselves as well as their physical and cultural setting.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

## **CL 262 - War and Culture in the Ancient World**

This course aims to introduce students to aspects of the culture of the ancient Egyptians, Greeks, and Romans by studying how the practice of ancient warfare intertwines with broader cultural developments of the ancient world. A series of illustrated lectures will dwell in detail upon the nature of ancient warfare itself and its interrelation with the political, religious, and economic realities of the ancient world.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

## **CL 275 - Introduction to Archaeology**

An introduction to the discipline and methods of archaeology through a survey of important sites and excavations from around world. The course pays special attention to the scientific and technological aspects of archaeology.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

## **CL 276 - The Archaeology of Egypt**

A survey of the major sites and monuments of ancient Egypt. The course pays special attention to how archaeology relates to other approaches to the study of classical antiquity e.g. history, art history, and philological studies.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **CL 277 - Survey of the Archaeology of Greece**

A survey of the major sites and monuments of ancient Greece. The course pays special attention to how archaeology relates to other approaches to the study of classical antiquity e.g. history, art history, and philological studies. Cross-listed as FAH 277.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **CL 278 - Survey of the Archaeology of Rome**

A survey of the major sites and monuments of ancient Roman World. The course pays special attention to how archaeology relates to other approaches to the study of classical antiquity e.g. history, art history, and philological studies. Cross-listed as FAH 207.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **CL 280 - Archaeological Fieldwork**

Fieldwork in Greece, Italy or the Mediterranean Basin or work in a museum collection.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **CL 281 - Study Tour**

Greece and/or Italy. Comprehensive overview of ancient Greek and Roman civilizations with emphasis on topography, art, archaeology, culture and classical tradition. Tour may encompass Rome, Pompeii, Herculaneum in Italy; Athens, Mycenae, Delphi, Corinth, Epidaurus in Greece.

Four credits.

### **CL 301 - Greek Historiography**

Readings from select Greek historical authors with discussions on style, techniques of composition, and sources. Lectures are also given on the development of Greek historiography.

Four credits.

### **CL 302 - Greek Philosophy**

Readings from select Greek philosophical writers with discussions on language, style, techniques of composition, and sources. Lectures are also given on the development of Greek philosophy.

Four credits.

### **CL 310 - Greek Epic**

Readings and discussions selected from Homer. Lectures on the Homeric question, Homeric dialect, and the development of Greek epic poetry are given.

Four credits.

### **CL 314 - 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.

Four credits.

### **CL 315 - 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

Four credits.

### **CL 317 - 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.

Four credits.

### **CL 319 - Greek Special Topics**

An examination of various topics related to ancient Greek.

Four credits.

### **CL 321 - Latin Prose Composition I**

An intensive review of Latin syntax and morphology leading to composition of sentences and short connected passages.

Four credits.

### **CL 322 - Latin Prose Composition II**

Study of the development and style of Latin prose; prose composition exercises. Selected passages from various Roman authors are translated and analyzed.

Four credits.

### **CL 323 - 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 may also be included.

Four credits.

### **CL 324 - Cicero**

Selected readings from Cicero's speeches with lectures on Roman rhetorical techniques, Cicero's prose style, and late Republican history.

Four credits.

### **CL 325 - 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 may be included.

Four credits.

### **CL 330 - Roman Epic Poets**

A survey of Latin epic poetry including Ennius, Vergil, Lucan and Statius. Lectures on the nature of Roman Epic and its relationship to Roman History.

Four credits.

### **CL 331 - 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.

Four credits.

### **CL 332 - Roman Lyric Poets**

Selected readings from Horace's Odes and Catullus' poems with lectures on themes, meter, and style.

Four credits.

### **CL 333 - Roman Elegiac Poets**

Selected readings from Tibullus, Propertius, and Ovid supplemented by lectures on the development of the genre.

Four credits.

### **CL 334 - 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.

Four credits.

### **CL 336 - Roman Philosophy**

Selected readings from Roman philosophical authors including Cicero, Lucretius and Seneca. Lectures on the development of Roman philosophical writing and philosophy.

Four credits.

### **CL 340 - Silver Age Latin**

Selected readings of Silver Age prose and poetry with lectures on Roman imperial history after Augustus.

Four credits.

### **CL 341 - Roman Historiography - Republican**

Selected readings from Caesar and Sallust with lectures on genre and style.

Four credits.

### **CL 342 - Roman Historiography - Imperial**

Selected readings from Livy and Tacitus with lectures on genre and style.

Four credits.

### **CL 346 - 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.

Four credits.

### **CL 350 - Latin Special Topics**

An examination of various topics related to Latin.

Four credits.

### **CL 400 - Independent Study**

Four credits.

### **CL 419 - Greek**



Selected authors or topics are presented for special study.

Four credits.

### **CL 450 - Latin Seminar**

Selected authors or topics are presented for special study.

Four credits.

## **Computer Science**

### **CS 101 - Digital Literacy**

Computers and their applications are at the center of our everyday lives. In this course, we explore what it means to communicate effectively and engage in critical thinking and problem solving using computers as a creative tool. Students also build on their quantitative reasoning skills. Students learn how to analyze information and problem solve using Word Processing, Spreadsheet, Presentation, Database, Cloud Computing, Wiki/Blog and GPS/GIS to visualize, organize, present, document, explain, and query information. Students also learn how to create basic web pages in order to share them with a greater audience.

Fulfills a computer science requirement for the minor in Web Design but does not count towards the Computer Science Minor. Counts as an elective only for Computer Science with Business degree program.

Course open to all majors - no prerequisite.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

### **CS 111 - Computing I**

This two part sequence provides a breadth first introduction to the field of Computer Science. Students learn the history of Computer Science as well as the basics about operating systems and computer architecture. Students learn how to think logically and how to problem solve with computers. Students are introduced to the general concepts and techniques of object oriented programming, and an emphasis is placed on generating working programs. This course includes a laboratory component. Required for Computer Science Degree programs and the Computer Science Minor program.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* Course open to all majors - no prerequisite.

### **CS 112 - Computing II**

Students build on the concepts introduced in Computing I. Students also gain a better understanding of the implementation of programming designs, and basic concepts of data structures. This course includes a laboratory component. Required for Computer Science Degree programs and the Computer Science Minor program.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* CS 111 or permission of the instructor.

## **CS 115 - Discrete Mathematics**

An introduction into the mathematical structures fundamental to various areas of computer science. Topics include introduction to logic and proofs, set theory, number theory and cryptography, functions, relations, counting, discrete probability, and graph theory. Required for Computer Science Degree programs and the Computer Science Minor program (an equivalent course can be substituted in the minor with departmental approval). This course includes a 1-hour recitation.

Four credits

*Pre or Co-requisite(s):* Courses open to all majors - No prerequisite

## **CS 116 - Discrete Mathematics II**

A continuation of the study of the mathematical structures fundamental to various areas of computer science. Topics include logic, matrix algebra, trees, number systems, Boolean algebra, languages and grammars, recursion, and algebraic structures.

Four credits

*Prerequisite(s):* CS 115 or permission of the instructor.

## **CS 204 - Decision Making with Spreadsheets**

The goal of this course is to prepare students to analyze data and solve real-life business and scientific problems, using a software application such as Microsoft Excel as a tool. Students will move beyond the basic "point and click" and will be challenged to use critical thinking and analysis to find efficient and effective solutions to real-life situations, as well as build on information literacy.

Note: Counts as a Computer Science elective for the Computer Science with Business Major only. Does not count towards Computer Science minor.

Four credits.

*Prerequisite(s):* Courses open to all majors - no prerequisite.

## **CS 205 - The Internet: Fundamentals and Issues**

Designed primarily for non-majors who wish to deepen their understanding of the Internet, this course explores the fundamentals of Internet communication and the systems/applications that facilitate it. Students gain a basic understanding of the technical side of the Internet while learning how to leverage it to their advantage with subjects such as online research techniques, good privacy, latest online applications, and security practices, and an introduction to HTML and web page creation. Topics of class discussion include online ethics in an era of "free" information and safety in the face of increasing threats to information security. Counts as a computer science requirement for the Web Design and Computer Science Minors. Counts as a computer science elective for the Computer Science with Business major program. Computer Science and Computer Science with Mathematics

majors may only take this course as a free elective in their senior year if CS338 is not being offered.

Note: Meets Global Learning Outcome (GLOB)

Four credits.

*Prerequisite(s)*: Courses open to all majors - no prerequisite.

## **CS 210 - Introduction to Geographic Information Systems (GIS)**

This course serves as an introduction to Geographic Information Systems (GIS). Students will be introduced to the fundamental principles and practices of GIS. This course will focus on spatial data development and analysis of this data. Topics covered will include basic data structures, data sources, data collection, data quality, understanding maps, building a GIS, Global Navigation Satellite Systems, digital data, attribute data and tables, and basic spatial analysis.

Four credits.

*Prerequisite(s)*: Courses open to all majors - no prerequisite.

## **CS 211 - Remote Sensing**

The goal of this team-taught course is to introduce students to the field of remote sensing and to give them experience analyzing remote sensing data. This engaged-learning course will use GIS technology to explore spatial relationships across multiple disciplines. The class will use a scenario-based problem approach where students will examine real data and learn how to make and support spatial decisions. Learning will occur in a laboratory setting through exploration, discussion and hands-on interactive laboratory activities. Counts as an elective for all Computer Science major tracks and for the Computer Science minor.

Cross-listed as PS 211

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

*Prerequisite(s)*: Course open to all majors - no prerequisites

## **CS 213 - Data Structures and Algorithms**

An introduction to the fundamental concepts of data structures and the algorithms that proceed from them. Topics include the underlying philosophy of object-oriented programming, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, recursion, and graphs), and the basics of algorithmic analysis. Required for all Computer Science Major programs.

Four credits.

*Prerequisite(s)*: CS 112.

## **CS 214 - Introduction to Cyber Criminology**

The ubiquity of Internet connected digital devices in the 21st century has led to an increase in computer related crimes. This course traces the history, definitions and typologies of computer network and cybercrime, focusing on the offender and victims and how the criminal justice system is investigating, prosecuting, and preventing various cybercrimes. This course introduces students to the many different types of cybercrime and how it affects its victims, be it an individual, an institution or the society. Special focus will be paid to network connected digital devices and how to recognize and protect from being a victim of network-related crimes through "hands on" activities.

Fulfills a requirement for the minor in Cyber Criminology but does not count as an elective for any Computer Science major or minor. Cross-listed as CJ 214

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

*Prerequisite(s):* Courses open to all majors - no prerequisite.

## **CS 220 - Computer Architecture**

An examination of the basic functional components found in a computer i.e., the CPU, memory systems, and I/O. Topics include CPU layout and operation, the ALU, machine instruction processing, assembly language, and alternative architectures such as parallel processing. Required for all Computer Science and Computer Science with Business degree programs. Recommended as an elective for CS/Math and CS Minors.

Four credits.

*Prerequisite(s):* CS 111 and CS 115.

## **CS 228 - Computer Forensics**

With the advent of the Digital Age, cybercrime has become one of the most serious threats to our nation and to the population at large. In this course, students will be introduced to the field of computer forensics where they will learn to acquire, secure, recover, validate and analyze digital information for use in criminal and civil investigations. Instruction will include lectures, hands-on activities and student presentations.

Note: Meets Writing Intensive Learning Outcome (WRIT)

Four credits

*Prerequisite(s):* Courses open to all majors - no prerequisite.

## **CS 230 - Computer Networks and Security**

An introduction to the structure, implementation, and theoretical underpinnings of computer networking and the applications enabled by that technology. Topics include the layers of the OSI and TCP/IP stacks, common communication protocols, network architecture, internet applications, and network security.

Four credits.

*Prerequisite(s):* CS 111

## **CS 250 - Human-Computer Interaction**

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. Counts as a computer science elective for the Web Design minor.

Four credits.

*Prerequisite(s):* Courses open to all majors - No prerequisite

## **CS 255 - Computer Graphics**

This course provides an introduction to the computational concepts that generate graphics and animations with a computing system. Students learn about 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 2-D and 3-D mathematical tools for modeling, data visualization techniques for use on the Internet. Counts as a computer science elective for the Web Design minor.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* Courses open to all majors - No prerequisite.

## **CS 270 - Database Management**

An introduction to design, use, and management of databases, with an emphasis on the relational database model. Topics include database environment, data modeling, database design, data definition and manipulation languages.

Four credits.

*Prerequisite(s):* CS 101 or CS 111 or permission of the instructor.

## **CS 290 - System Analysis and Design**

This course is intended to give students both theoretical and practical experience with requirements analysis, systems design, development and implementation as it relates to Computer Based Information Systems. Students will gain an in depth understanding of requirements discovery, system design methods, modeling techniques, software engineering principles and processes as well as an understanding of the principles of Project Management. (Formerly Systems and Software Development)

Note: Meets Writing Intensive Learning Outcome (WRIT)

Four credits.

*Prerequisite(s):* Courses open to all majors - No prerequisite.

## **CS 310 - Advanced Algorithmic Analysis**

An examination of the formal techniques and underlying mathematical theory behind efficient programming. Topics include asymptotic analysis of complexity bounds for both recursive and iterative algorithms, advanced tree and graph algorithms, fundamental algorithmic strategies (brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, pattern matching,

and numerical approximations), and the implications of noncomputability. Recommended for students considering graduate school.

Four credits.

*Prerequisite(s)*: CS 213 or permission of the instructor.

### **CS 311 - Theory of Computation**

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. Recommended for students considering graduate school.

Four credits.

*Prerequisite(s)*: CS 213 or permission of the instructor.

### **CS 325 - 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, processor scheduling, traffic controllers, devices and virtual devices, interrupt handling and resource protection. Recommended for students considering graduate school. Students may take Computer Architecture concurrently with this course.

Four credits

*Prerequisite(s)*: CS 220 or permission of the instructor.

### **CS 338 - Internet and Web-Based Systems**

The course provides an in-depth knowledge and understanding of how the Internet and the World Wide Web (www) operate, client-server architecture, 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.

Four credits.

*Prerequisite(s)*: CS 112

### **CS 343 - Programming Paradigms**

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: functional, procedural, object-oriented, logic. Recommended for students considering graduate school.

Four credits.

*Prerequisite(s)*: CS 213 or permission of the instructor.

### **CS 360 - 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 simple concept learning, exploiting natural constraints and exploring alternatives, controlling attention and interpreting language, knowledge representation and knowledge engineering, symbolic pattern matching, and theorem proving.

Four credits.

*Prerequisite(s):* CS 112 or permission of the instructor.

### **CS 400 - Independent Study**

Four credits.

### **CS 450 - Selected Topics in Computer Science**

Topics are selected from areas of interest to the current faculty.

Four credits.

*Prerequisite(s):* Permission of the instructor.

### **CS 451 - Selected Topics in Computer Science**

Topics are selected from areas of interest to the current faculty.

Two credits

### **CS 455 - 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 CS 456.

No credit.

*Prerequisite(s):* Permission of the department chairperson.

### **CS 456 - 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.

Four credits.

*Prerequisite(s):* CS 455

### **CS 481 - Internship (one course)**

Students are placed in a field experience situation with corporations. Students earn a letter grade.

Four credits.

*Prerequisite(s)*: Permission of both the coordinator and the chair of the Computer Science Department. This course does not count as a required CS elective.

### **CS 482 - Internship (two courses - 8 credits)**

Students are placed in a field experience situation with corporations. Students earn a letter grade. This course does not count as a required CS elective.

Eight credits

*Prerequisite(s)*: Permission of both the coordinator and the chair of the Computer Science Department.

## **Criminal Justice**

### **CJ 100 - 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.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four Credits

### **CJ 102 - Comparative Models of Justice**

This course compares and contrasts the major models of justice: punitive, compensatory, restorative, educative and therapeutic using cross national data related to the major criminal justice functions of policing, criminal processing and corrections as the basis for analysis.

Four credits

### **CJ 105 - Theories of Crime**

This course traces the history of criminological thought, and investigates the philosophical, biological, psychological and sociological explanations of crime. Special attention is given to theory construction, the evaluation of theory, and the policy and methodological implications of different types of theories.

Four credits.

### **CJ 150 - Introduction to Crime Scene Investigations**

This course provides students with a solid foundation of criminal investigations techniques with special attention paid to: crime scene searches, witness interviews, suspect interrogations, and surveillance methods. The course will address how evidence is



prepared for court and presented in court, including how this process may differ based on the particular criminal offense. The course will address various types of evidence, sources of information, crime scene reconstruction, eye witness identification, and specialized investigations.

Two credits.

### **Cj 155 - Crime Scene Investigation: Violent Crimes**

This course provides students with a solid foundation of criminal investigations techniques with special attention paid to: crime scene searches relating to robberies, assaults, missing persons, arsons, and terrorism, staged crime scenes, and digital forensic investigations. The course will address how evidence is prepared for court and presented in court, including how this process may differ based on the particular criminal offense. The course will address various types of evidence, sources of information, crime scene reconstruction, eye witness identification, and specialized investigations for the above mentioned criminal offenses.

Two credits.

### **CJ 200 - 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. Junior Standing Only for Criminal Justice Majors (Can be a non-junior if you are not a Criminal Justice Major)

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **CJ 202 - 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. Junior Standing Only for Criminal Justice Majors (Can be a non-junior if you are not a Criminal Justice Major)

Note: Meets Writing Intensive (WRIT)

Four credits.

*Prerequisite(s):* CJ 100

### **CJ 205 - Theory 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. (Formerly CJ 201)

Four credits.

### **CJ 209 - Criminal Law**

The history of criminal law, its development in America, elements of crime, law of arrests, and courtroom procedures.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

*Prerequisite(s):* CJ 100.

### **CJ 211 - Evidence**

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.

Four credits.

### **CJ 212 - Criminal Procedure**

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.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

*Prerequisite(s):* CJ 100.

### **CJ 214 - Introduction to Cyber Criminology**

The ubiquity of Internet connected digital devices in the 21st century has led to an increase in computer related crimes. This course traces the history, definitions and typologies of computer network and cybercrime, focusing on the offender and victims and how the criminal justice system is investigating, prosecuting, and preventing various cybercrimes. This course introduces students to the many different types of cybercrime and how it affects its victims, be it an individual, an institution or the society. Special focus will be paid to network connected digital devices and how to recognize and protect from being a victim of network-related crimes through "hands on" activities.

Fulfills a requirement for the minor in Cyber Criminology but does not count as an elective for any Computer Science major or minor. Cross-listed as CS 214

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **CJ 215 - Cyber Law and Policy**

This course examines cyber criminology from a law and policy perspective, including its impact on Fourth Amendment jurisprudence and the changing conceptions of privacy and identity. Topics will focus on the effects of cyber criminology on how criminal laws are conceptualized, enforced, and prosecuted.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

*Prerequisite(s):* CJ 214 or CS 214

### **CJ 220 - Corrections and the Community**

An examination of institutional corrections and correctional programs in the community 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."

Four credits.

### **CJ 221 - 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.

Four credits.

### **CJ 223 - 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.

Four credits.

### **CJ 224 - 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.

Four credits.

### **CJ 225 - Legal Justice Seminar**

This course examines the nature and functions of law in maintaining social order, resolving conflict and regulating behavior. Special attention is directed to the comparison of the substantive and procedural elements of law.

Four credits.

### **CJ 231 - Juvenile Justice System**

A review of the Juvenile Court system, highlighting such areas as Juvenile Law, Court Diversion, Court Procedures, Dispositions, Sentencing, and Waiver and Corrections.

Four credits.

## **CJ 250 - Courts and the Judicial Process**

An examination of the American legal system, including the dynamics of the judicial process and the organizational hierarchy of the courts, with a focus on current controversies concerning the criminal court process. Special attention will be given to the roles of key personnel within a courtroom including the role of judges, prosecutors, and defense attorneys.

Four credits.

## **CJ 255 - Violence in America**

The purpose of this course is to provide students with an in-depth analysis of the causes, context, and control of a wide range of violent crimes, specifically related to the United States. Topics covered in this class include murder (mass, serial), rape, robbery, assault, violence in the workplace, violence in school, community violence, cult violence, and institutional violence.

Four credits.

## **CJ 260 - Hate Crime**

An in-depth analysis of the causes, context, and control of a wide range of hate crimes, specifically related to the United States. The course will also examine possible rehabilitative strategies for hate offenders and will provide a foundation for a legal understanding of crimes that are motivated by racial, gender, religious, disability, and sexual orientation biases.

Four credits.

## **CJ 267 - Special Topics in Criminal Justice**

This course is a detailed examination of a topic of current interest or concern in criminal justice or criminology. The department will choose and announce the topic(s) prior to course registration.

Two credits.

## **CJ 310 - Probation and Parole**

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.

Four credits.

*Prerequisite(s):* CJ 100

## **CJ 320 - Wrongful Convictions**

This course analyzes the criminal justice processes that result in the conviction of an innocent person. Two key issues are addressed: 1) "why" wrongful convictions occur, and 2) "how" are wrongful convictions possible given the Constitutional safeguards available in the United States. The issue of "why" wrongful convictions occur centers on the actions of individual agents of the criminal justice system: police, forensic experts, prosecutors and members of the judiciary that result in wrongful conviction. The issue of "how" wrongful convictions occur focuses on the structure and processes of the criminal justice system that lead to wrongful conviction. Reforms in the administration of justice intended to reduce the likelihood of wrongful convictions are explored.

Four credits.

## **CJ 326 - 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.

Four credits.

*Prerequisite(s):* CJ 100.

## **CJ 328 - 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.

Four credits.

## **CJ 336 - Sociology of Family Law**

This course focuses on how the law affects families. Cultural characteristics of marriage and the family have changed, impacting case law, and vice versa. This course analyzes the family and family law through a sociological lens, examining the historical and theoretical definitions of family and gender, the evolution of legal rights through the birth of privacy as it relates to family, marriage and alternatives, such as divorce, the parent-child relationship, and the impact on family in a socio-legal context. Cross-listed as SO 336

Four credits.

## **CJ 350 - Victimology**

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.

Four credits.

## **CJ 361 - Women and Crime**

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.

Four credits.

## **CJ 363 - Comparative Constitutional Law**

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.

Four credits.

### **CJ 367 - Special Topics in Criminal Justice**

This course is a detailed examination, in a seminar format, of a topic of current interest or concern in criminal justice or criminology. The department will choose and announce the topic(s) prior to course registration.

Four credits.

### **CJ 400 - Independent Study**

### **CJ 402 - Independent Study**

Two credits.

### **CJ 430 - Senior Seminar**

The course is designed as a capstone experience for all criminal justice students that integrates the major criminological theories with the dominant research methods utilized in the study of crime. The objective of the course is to provide the student the opportunity to address a fundamental question concerning crime causation and/or society's response to crime. This semester long research project is carried out under the direction of a faculty member. A significant amount of work for the course is done outside the classroom in one on one meetings with the faculty member. Each student chooses their own topic at the outset of the semester. Student topics are drawn from both criminology and criminal justice.

Note: Meets Writing Intensive (WRIT)

Four credits.

### **CJ 450 - Internship**

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.

Sixteen credits are awarded for the successful completion of the program, but only 8 credits i.e. two electives count towards the two required Criminal Justice elective courses

### **CJ 451 - Internship**

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.

Eight credits are awarded for the successful completion of the program, and may count towards the two required Criminal Justice electives.

### **CJ 452 - Internship**

Criminal Justice seniors may be selected to spend one semester interning with a Criminal Justice agency. The student must spend an average of 30 hours per week with the agency.

Twelve credits are awarded for the successful completion of the program, but only 8 credits i.e. two electives count towards the two required Criminal Justice elective courses

Twelve credits.

### **CJ 453 - Internship**

Available only to students who have successfully completed the eight credit internship, CJ 451.

Eight credits are awarded for the successful completion of the program; these credits will not count toward the two required Criminal Justice electives.

## **Economics and Business**

### **AC 111 - Financial Accounting**

Presents accounting concepts leading to the preparation of a company's financial statements. Reviews the importance of good accounting information for the capital market and for proper decision making within a company. The Income Statement, Statement of Retained Earnings and the Balance Sheet are reviewed as well as the alternative accounting treatments available for items such as inventory and bad debts. At the end of the course, a student should be able to prepare financial statements for a small company.

Four credits.

### **AC 112 - Cost Accounting**

Presents the processes by which a company determines the cost of a product or service and the various internal reporting mechanisms to allow management to make proper business decisions. Job order, process costing and standard costing are reviewed for manufacturing companies as well as the applicability of job order costing to service organizations. The development of the operating plan and common business decisions dependent on a knowledge of the structure of company costs are covered. Additionally, the development and importance of the Statement of Cash Flows is reviewed.

Four credits.

*Prerequisite(s):* AC 111.

### **AC 211 - Intermediate Accounting I**

The course builds 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. Areas critical to the Certified Public Accounting exam and good financial reporting are reviewed in detail through problems and exercises.

Four credits.

*Prerequisite(s):* AC 112 or permission of the instructor.

### **AC 212 - Intermediate Accounting II**

A continuation of Intermediate I which involves an in-depth look at accounting for current and long-term liabilities, stockholders' equity, dilutive securities, accounting for investments, book and tax differences and revenue recognition. Other topics critical to public markets and understanding the financial statements of a corporation are reviewed. With the continual updating of Accounting Standards, book material is adjusted for new guidance issued by the profession.

Four credits.

*Prerequisite(s):* AC 211 or permission of the instructor.

### **AC 213 - Federal Income Taxation I**

Federal Income Taxation for individuals is covered in this course. At the conclusion of this course, a student should be able to complete their own tax return as well as the tax return for a typical middle class home owning (or non-home owning) family with children and investments. The earned income credit as well as the other primary refundable and non-refundable credits is covered giving the student the ability to help low income individuals or families. The student should also be able to complete the basic tax return of a sole proprietorship and calculate the self-employment tax at the conclusion of this course. Additionally, basic tax planning is reviewed to provide the opportunity to allow better financial decisions to be made. Non business majors are encouraged to take this course.

Four credits.

### **AC 214 - Federal Income Taxation II**

Federal taxation of corporations, partnerships and Subchapter S corporations are covered in this course and basic tax returns will be prepared for each entity. Additionally, business depreciation is covered and the basic tax planning concepts for a business are reviewed.

Four credits.

*Prerequisite(s):* AC 213.

### **AC 215 - Accounting Information Systems**

Examines typical business processes, including Sales/Accounts Receivable/Collections and Purchases/Accounts Payable/Payment. Objectives and procedures of internal control, business documents and reports as well as proper system documentation through flow-charts and other techniques will be examined. Hands-on experience will provide exposure to a Computer Based Accounting Information System. Requires computer work in class. If the class is not scheduled to meet in a computer lab, students will be expected to bring a laptop or other computer that can run Excel and download software intended for use in a PC.

Four credits.

*Prerequisite(s):* AC 111.

### **AC 311 - Advanced Accounting**

This course reviews accounting for higher level accounting issues such as purchases of a business and business consolidations including the determination of goodwill and testing for goodwill impairment. Accounting for international operations and hedging strategies are reviewed as well as partnership accounting. Recent developments in reporting issues, including convergence of Generally Accepted Accounting Principles and International Financial Reporting Standards will be covered.

Four credits.



*Prerequisite(s):* AC 212

### **AC 313 - Auditing**

Auditing 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.

Four credits.

*Prerequisite(s):* AC 212 or Instructor's permission.

### **AC 411 - Special Topics: Accounting**

Four credits.

### **AC 480 - Internship (2 credits)**

Students are placed in an Accounting field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 6 hours per week.

Two credits.

*Prerequisite(s):* Permission of the coordinator.

### **AC 481 - Internship (4 credits)**

Students are placed in an Accounting field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are between 10 hours per week.

Four credits.

*Prerequisite(s):* Permission of the coordinator.

### **AC 485 - Internship (8 credits)**

Students are placed in an Accounting field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are between 24 hours per week.

Eight credits.

*Prerequisite(s):* Permission of the coordinator.

### **AC 491 - Internship (12 credits)**

Students are placed in an Accounting field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 32 hours per week.

Twelve credits.

*Prerequisite(s):* Permission of the coordinator.

### **AC 495 - Internship (16 credits)**

Students are placed in an Accounting field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 40 hours per week.

Sixteen credits.

*Prerequisite(s):* Permission of the coordinator.

### **BU 100 - Special Topics: Business**

In-depth examination of an issue of current interest. Topics will be selected by the department's faculty.

Two credits.

### **BU 103 - Personal Finance for Non Business Majors**

A comprehensive overview of the financial facts of everyday life. The course is designed to provide students with the ability to make good financial decisions throughout their lives. The course covers topics including but not limited to budgeting, taxes, home and car buying, mortgages, insurances (home, car, health and life) as well as stocks, bonds and mutual funds. Illustrative financial documents are reviewed and the many alternatives in each key coverage area are considered. Juniors and Seniors Only

Two credits

### **BU 121 - Business 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.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **BU 221 - Human Resource Management**

Provides an introduction to the theory and practice of human resource management in a business setting. Topics include legal issues in employment, job analysis, recruitment and selection, performance appraisal, and compensation.

Four credits.

### **BU 222 - Women and Men in Business**

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.

Four credits.

### **BU 223 - Organizational Behavior**

This is a theory oriented course that addresses understanding organizational behavior on three levels: individual, group and macro (organizations or departments). Cases are used to illustrate dilemmas confronted by managers, and there is an emphasis on applying theory to understand and solve organizational problems.

Four credits.

### **BU 224 - Management Science**

Focuses on the diverse activities required to conduct a business efficiently and effectively. Quantitative techniques used to enhance economic performance are emphasized.

Four credits.

*Prerequisite(s):* BU 121

### **BU 272 - International Business Management**

The objective of the course is to familiarize students with the issues and the environment that impact the international operations of multi-national firms. In addition, basic concepts that are important in understanding how international business works such as modes and strategies of international expansion, cultural and social environment considerations: trade theory, the international monetary system, and other related topics are explored. The managerial viewpoint of global operations is emphasized.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **BU 321 - Business Law**

The law applicable to everyday business transactions, including contracts, agency, sales, partnerships, corporations, and negotiable instruments.

Four credits.

### **BU 323 - Strategic Management**

This is a course in strategic management, which integrates students' understanding of a number of business disciplines. A computer simulation allows real time decision making in product development, marketing, production and finance. Students work in teams to achieve competitive advantage for their "companies". Requires computer work in class. If the class is not scheduled to meet in a computer lab, students will be expected to bring a laptop or other computer that can run Excel.

Four credits.

### **BU 324 - Business in Developing and Emerging Markets**

This course examines the forces underlying the political and economic dynamics in developing and emerging markets. Through an in depth analysis of cultural, political and economic factors, students learn about critical strategic issues and operating challenges in those markets. In addition, students develop perspectives on managerial issues and essential skills for success in developing and emerging markets. A field trip component to a developing or emerging market may be offered.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* None

### **BU 335 - International Human Resource Management**

This course examines and explores key issues in the field of International Human Resource Management (IHRM) that are critical to the successful utilization of a multicultural workforce. In addition, cross-cultural management concepts are incorporated in the course through performance management and cross-cultural negotiation applications. Strategic IHRM, global talent acquisition and mobility, global compensation and benefits, international training and development and industrial relations in Europe, Latin America and Asia are also explored. Special focus is given to current international human resource management practices related to expatriates/in-patriates and third-country nationals.

Four credits.

### **BU 400 - Independent Study**

Four credits.

### **BU 421 - Special Topics: Business**

Within a seminar format, an in-depth examination of an issue of current interest within the business environment. Topics will be selected by the department's faculty.

Four credits.

### **BU 480 - Internship (2 credits)**

Students are placed in a field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 6 hours per week.

Two credits.

*Prerequisite(s):* Permission of the coordinator.

### **BU 481 - Internship (4 credits)**

Students are placed in a field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are between 10 hours per week.

Four credits.

*Prerequisite(s):* Permission of the coordinator.

### **BU 485 - Internship (8 credits)**

Students are placed in a field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are between 24 hours per week.

Eight credits.

*Prerequisite(s):* Permission of the coordinator.

### **BU 491 - Internship (12 credits)**

Students are placed in a field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 32 hours per week.

Twelve credits.

*Prerequisite(s):* Permission of the coordinator.

### **BU 495 - Internship (16 credits)**

Students are placed in a field experience situation with professional organizations through Saint Anselm College Economics and Business Internship Office located in The Center for Experiential Learning. Hours for internship are 40 hours per week.

Sixteen credits.

*Prerequisite(s):* Permission of the coordinator.

### **EC 141 - 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, market structure and the role of government in markets are examined.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **EC 142 - Principles of Economics: Macro**

Designed to give the student a basic understanding of the national economy through a study of economic theory. Topics include unemployment, inflation, economic growth, the business cycle, and government stabilization policy.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **EC 241 - Intermediate Macroeconomic Analysis**

Presents a theoretical and empirical analysis of aggregate income, employment, growth and fluctuations. The instruments of monetary and fiscal policy and their effect on the economy are discussed.

Four credits.

*Prerequisite(s):* EC 142.

### **EC 242 - Intermediate Microeconomic Analysis**

This course presents the economic theory of demand, production and supply for different markets, in partial and general equilibrium. Economic models of consumer and business behavior are developed. Various current business strategies and government policies are then examined as applications of these models.

Four credits.

*Prerequisite(s):* EC 141.

### **EC 243 - Money and Banking**

This course examines the financial system by exploring the function of banks and other financial institutions in the determination of money in the economy. Particular attention is paid to the behavior of interest rates, government regulation of the financial system, and the conduct of monetary policy.

Four credits.

*Prerequisite(s):* EC 142.

### **EC 244 - Economics of Industrial Organization**

This course provides an economic analysis of US industries by examining their market structures, conduct and performance. Various business strategies available within oligopoly and monopoly markets are evaluated within a framework of two competing schools of thought. Public policy regarding monopoly and oligopoly is examined through several case studies.

Four credits.

*Prerequisite(s):* EC 141.

### **EC 245 - Labor Economics**

This course adds to students' knowledge of principles of microeconomic theory and applies this theory to labor markets. A significant part of the course will be spent analyzing public policy issues regarding the workplace. Examples of topics covered are: the decision to work; the firm's mix of workers and hours; the minimum wage; discrimination; education and training.

decisions; labor unions; immigration; and unemployment.

Four credits.

*Prerequisite(s):* EC 141.

### **EC 247 - International Economics**

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.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* EC 141, EC 142.

### **EC 250 - Environmental Economics**

Microeconomics is applied to problems of the environment. The impact of incentives, externalities, public good and property rights on pollution are studied. Cost-benefit analysis is applied to real world problems in cases where the benefits and/or costs may be very difficult to measure Current environmental laws and policies in the US are examined along with their effects. Global issues are discussed, including climate change and the tension between development and the environment in developing countries.

Four credits.

*Prerequisite(s):* EC 141.

### **EC 325 - Bubbles and Crises: A History of Financial Crises**

This course explores the theoretical foundations of financial crises by examining the typical cycle of mania, panic and crisis. Financial crises and asset bubbles will be reviewed from a historical point of view by empirically examining and comparing financial crises throughout time. Throughout the course attention will be paid to the development of financial crises and the possibility of detecting and avoiding future crises. Cross-listed as FI 325

Four credits

*Prerequisite(s):* EC 243

### **EC 341 - Seminar in Economics**

Current topics in the field of economics are discussed using the case-study approach.

Four credits.

*Prerequisite(s):* EC 141 , EC 142 .

### **EC 342 - Econometrics**

Introduction to the field of econometrics as a means of testing economic theories and providing quantitative estimates of the magnitudes of relationships among variables. Emphasis is on regression analysis using Ordinary Least Squares and other techniques when OLS cannot be used. Cross-listed as FI 342

Four credits.

*Prerequisite(s):* BU 121, EC 141, EC 142.

### **EC 344 - Sports Economics**

Applies economic tools to study the field of sports. Topics include the organization of sports leagues, profit maximization, the application of antitrust to sports, competitive balance, labor relations, gender and racial discrimination, and the economic impact of sports on cities and states.

Four credits.

*Prerequisite(s):* EC 141.

### **EC 345 - Economics of the Great Depression**

Gives the students a background to understand the Great Depression. Explains what actually happened vs. the conflicting narratives presented by modern competing economic theories.

Four credits.

*Prerequisite(s):* EC 141 , EC 142 .

### **EC 441 - Special Topics: Economics**

This course offers, in a seminar format, the careful examination of a current topic of interest in the field of Economics. The topic will vary across semesters, but may include areas in Micro and Macroeconomics as well as History of Economic Thought.

Four credits.

### **FI 261 - Financial Management**

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. Requires computer work in class. If the class is not scheduled to meet in a computer lab, students will be expected to bring a laptop or other computer that can run Excel.

Four credits.

*Prerequisite(s):* AC 111, BU 121.

### **FI 262 - Investments**

This course introduces students to the field of investments through the viewpoint of the individual investor. Concepts covered include risk versus reward, asset allocation, and the securities markets. Particular attention is paid to stock valuation, bond valuation, options, and futures.



Four credits.

*Prerequisite(s):* AC 111.

### **FI 325 - Bubbles and Crises: A History of Financial Crises**

This course explores the theoretical foundations of financial crises by examining the typical cycle of mania, panic and crisis. Financial crises and asset bubbles will be reviewed from a historical point of view by empirically examining and comparing financial crises throughout time. Throughout the course attention will be paid to the development of financial crises and the possibility of detecting and avoiding future crises. Cross-listed as EC 325

Four credits.

*Prerequisite(s):* EC 243

### **FI 342 - Econometrics**

Introduction to the field of econometrics as a means of testing economic theories and providing quantitative estimates of the magnitudes of relationships among variables. Emphasis is on regression analysis using Ordinary Least Squares and other techniques when OLS cannot be used. Cross-listed as EC 342

Four credits.

*Prerequisite(s):* BU 121, EC 141, EC 142

### **FI 361 - Financial Management II**

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. Requires computer work in class. If the class is not scheduled to meet in a computer lab, students will be expected to bring a laptop or other computer that can run Excel.

Four credits.

*Prerequisite(s):* FI 261.

### **FI 362 - Portfolio Analysis**

An expansion of the topic covered in Investments. Topics covered include: valuation principles, analysis and management of bonds, analysis of stocks, and portfolio theory. Requires computer work in class. If the class is not scheduled to meet in a computer lab, students will be expected to bring a laptop or other computer that can run Excel.

Four credits.

*Prerequisite(s):* FI 262.

### **FI 363 - International Financial Management**

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.

Four credits.

*Prerequisite(s):* EC 141, EC 142 and FI 261

### **FI 364 - Investment Theories and Practices**

This course provides a rigorous treatment of numerous theories and best practices for investment management. More specifically, this course discusses the three main theories of investment management to include: (a) fundamental investment analysis, (b) technical investment analysis, and (c) efficient market investment theory. Further, a significant portion of the course focuses on the ethics of money management.

Four credits.

*Prerequisite(s):* FI 262

### **FI 365 - Options & Futures Trading**

This course introduces students in trading of options and futures. Students learn to structure payoffs and trade them live on demo accounts. Moreover they learn about pricing of derivatives and how to apply options and futures trading strategies for hedging.

Four credits.

*Prerequisite(s):* FI 262

### **FI 461 - Special Topics: Finance**

Within a seminar format, an in-depth examination of an issue of current interest within the finance environment. Topics will be selected by the department's faculty.

Four credits.

### **MK 231 - Principles of Marketing**

Introduction to the role of marketing within an organization. Topics include identifying and defining markets, basic elements of marketing programs, building customer relationships, and the effect of environmental factors on marketing. Marketing applications in domestic and international, profit and not-for-profit, industrial and consumer markets, small and large organizations, and physical goods and services contexts will be included.

Four credits.

### **MK 232 - Integrated Marketing Communications**

Investigation of the methods used by organizations to create dialogue with various constituencies to create long-term, mutually beneficial relationships. Emphasizes maximizing communication impact in an ethical, socially responsible fashion by conveying consistent reinforcing messages using combinations of one- and two-way methods of communication.

Four credits.

*Prerequisite(s):* MK 231

## **MK 233 - Consumer Behavior**

Examines how/why consumers acquire, use, and dispose of goods and services and the implications of these behaviors for marketing. The course is built on a conceptual foundation of cognitive psychology, learning theory, sociology, literary criticism, communication, and cultural anthropology.

Four credits.

*Prerequisite(s):* MK 231

## **MK 331 - Marketing Management**

This course builds on Principles of Marketing to develop decision making skills through case studies of actual marketing problems. Both qualitative and quantitative analyses will be used to determine the financial, organizational, competitive, and strategic impact of marketing decisions. Problems related to various marketing mix components, types of organizations, and types of products will be included. Students are encouraged to complete FI 261 (Financial Management) before registering for this course but FI 261 is not a formal pre-requisite for MK331. (Formerly BU 331)

Four credits.

*Prerequisite(s):* MK 231

## **MK 332 - Marketing Research**

Introduction to the marketing research process, research design, and methods used to obtain, analyze, and interpret information needed for making marketing decisions. Class projects will provide experience in sampling, methods for collecting and analyzing data (including Internet techniques), and evaluating/reporting findings.

Four credits.

*Prerequisite(s):* BU 121, MK 231.

## **MK 333 - International Marketing**

The course analyzes the fundamentals of marketing across national boundaries as well as provides an analytical framework for the development and implementation of global marketing programs. Key concepts and management decisions connected with the global marketing process are examined.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* MK 231

## **MK 421 - Special Topics: Marketing**

Within a seminar format, an in-depth examination of an issue of current interest within the marketing environment. Topics will be selected by the department's faculty.

Four credits.

*Prerequisite(s):* MK 231

## **Education**

### **ED 220 - Children's Literature**

This course is an exploration of the aesthetics in children's literature, including storytelling to the artwork in picture books. The course focuses on analyzing children's literature for aesthetic quality from a sociocultural lens, for instructional purpose, and according to characteristics of quality literature. Topics include influential authors, themes and motifs in genres, picture books, novels for young readers, graphic novels, censorship, and literary awards. The course is open to students from all majors. Assignments and content are designed to be adapted to different disciplines and interests.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **ED 230 - Adolescent Literature**

This course is an exploration of the many facets of literature with an emphasis on ways to effectively incorporate adolescent literature in the classroom curriculum. Developing and using a sociocultural lens, students will think critically as they explore such topics as influential authors, educational consultants and experts, considerations for evaluating and selecting literature for the classroom, and themes and motifs in the genre. This course provides an introduction to a balanced reading program, emphasizing selection of text based on instructional purpose.

Four credits.

### **ED 240 - Principles of Teaching and Learning**

This course outlines the historical, economic, and social foundations of American education. It identifies current issues in education and explores recent efforts in school reform. The course introduces students to lesson plan development, learning theories, classroom management, assessment, and different philosophies of K-12 education. It is required of all students in one of the Teacher Education Programs. Sophomore Early Field Experience (SEFE) is a required 30-hour clinical experience embedded in this course. (Formerly ED 130)

Four credits.

### **ED 250 - Integrating Art and Creativity into Teaching**

A primary goal of this course, which is designed for elementary education majors only, is to support students as they develop the technical vocabulary and skills needed to read and critique various pieces of art within four artistic domains: visual arts, poetry, music, and drama. Students will then use this newly acquired knowledge to create and execute a personal piece of art that includes one or more of the artistic modalities explored in class. A second goal of this course is to provide prospective teachers with a methodology for integrating the arts across the elementary curriculum. Students will leave this course with a deeper understanding of themselves as learners, potential artists, and creative thinkers. They will also gain a practical knowledge of how the arts can serve as an epistemological practice that enables students to articulate what they know and what they do not know about a particular subject. (Formerly Fine Arts in the Classroom)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits

*Prerequisite(s):* ED 240

### **ED 255 - Multicultural Perspectives on Public Schooling in the United States**

This course is designed to provide students with an understanding of the historical, social, cultural and political context of public schooling in the United States. We will examine how the complexities of race, socio-economic status, linguistic diversity, culture, and gender shape the educational process in the United States. Readings are placed within the context of public schooling, past and present, in order to help students: (1) identify and unpack the ways their social location has shaped their educational experiences, and (2) uncover the assumptions they have about people who are culturally, linguistically, racially, and economically different from them.

Note: There is a 20 hour service learning experience embedded in this course.

Meets Citizenship Learning Outcome (CITZ)

Meets Writing Intensive Learning Outcome (WI)

Four credits.

### **ED 280 - Integration of Technology in Teaching and Learning**

This course focuses on instructional technology and technology-enhanced instructional practices as applied to teaching and learning in a K-12 setting. Preservice teachers will evaluate instructional technologies and instructional design concepts. In addition, students will align instructional technology theory and practice, apply classroom technology solutions, and reflect on the role of instructional technology in the classroom.

Four credits.

### **ED 311 - Getting Schooled: The Politics & Promise of American Education**

Many Americans understand that education in the United States is fraught with politics. From funding disparities between school districts to teachers' qualifications; from prayer in schools to teaching the theory of evolution, from high stakes testing to the United States' performance rankings globally, political and historical perspectives inform how people respond to controversial issues in schools. This class will enable students to build a framework for understanding policy contests in the educational context and develop broad, original, bipartisan policy proposals for reforming education in America.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

### **ED 322 - Inclusion, Equity, and Diversity in Education**

Specifically the course will address historical and contemporary perspectives on teaching learners with disabilities, gifts and talents, and learners who are culturally and linguistically diverse; strategies for differentiation of instruction; and designing learning activities and learning environments for all learners using an RTI (response to instruction) framework for academics and behavior. The focus of this course is on the understanding of individual differences to ensure inclusive learning and environments

that enable each learner to meet high expectations. Emphasis will be placed on evidence-based strategies within a universal design for learning (UDL) approach.

This course is required of all teacher candidates. A 30 clinical experience is embedded in this course with the purpose to connect theory and practice. A portion of the class meetings will be held at a partner school.

Four credits.

*Prerequisite(s):* ED 240.

### **ED 340 - Curriculum and Assessment in Teaching**

The primary purpose of this course is to help preservice teachers learn to think like a high-quality classroom teacher. Various theoretical and practical approaches to curriculum development and assessment will be explored in this course. The course will help students think as a teacher would about the development of curriculum, including what motivates humans to learn and how learning happens; sources and standards which guide curriculum development; the identification of grade-appropriate content and skills; and outlining the purposes and objectives of instruction. Students will develop and share various formats of classroom assessments, and will evaluate standardized assessments. Students will become aware of broader local, state and national assessment issues beyond the classroom, and will understand the impact of these assessments on the professional practice and the lives of classroom teachers.

Four credits.

*Prerequisite(s):* ED 240 and ED 322.

### **ED 350 - Special Topics**

Four credits

### **ED 351 - Special Topics**

Two credits.

### **ED 360 - Meeting the Needs of English Language Learners in the K-12 Classroom**

This course introduces students to the global, historical, theoretical, and policy foundations that inform instructional practices for English Language learners (ELLs) in the United States. The first half of the course focuses on the role that international migration has had and continues to have on the level of linguistic diversity found within U.S. public schools. Students will also explore how U.S. attitudes about international migration shape policy regarding the best ways to teach English learners English. The second half of the course centers on what current research suggests are best practices for instructing English learners at all levels of English language proficiency. Students will learn to identify and assess ELL students' strengths/funds of knowledge and needs in order to design classroom language learning and content-area learning experiences that are based on current language and academic standards. Students demonstrate what they have learned throughout the entire course through a two part, 10-page paper that aligns with a 20-hour service learning placement (e.g., public school classroom, afterschool program, or community-based English language program).

Note: There is a 20 hour service learning experience embedded in this course.

Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* ED 240, EN 355 and PY 202 or PY 199

## **ED 375 - Literacy Methods AST**

This literacy methods course is designed to assist students in understanding the reading and writing acquisition process in both theory and practice at the elementary level. It focuses on current, accepted, research-based theoretical models and reviews language arts from a historical, political, theoretical, and practical lens. The course includes review of theoretical models on the processes of literacy and corresponding practical, classroom-based instructional approaches for reading and writing. Students will learn to administer and critique an array of assessments and instructional techniques and strategies for emergent to developing readings/writers. A required 30-hour clinical experience is an integral part of this course.

Four credits.

*Prerequisite(s):* ED 240 and ED 340.

## **ED 380 - Theory and Methods of Teaching Elementary Mathematics**

Mathematics methods explores the nature of learning and teaching mathematics with an emphasis on developing the practices of eliciting student thinking, planning mathematics instruction, modeling mathematics, and explaining mathematics. Throughout the course, students develop an understanding of mathematical concepts and teaching approaches to further improve their capability and competency in teaching mathematics. Students examine video records of practice, plan lessons focused on student thinking, and rehearse mathematics modeling and teaching.

Four credits.

*Prerequisite(s):* ED 240 and ED 340 or students may obtain permission from the instructor.

## **ED 390 - Methods of Teaching Elementary Social Studies and Science**

Methods of Teaching Elementary Social Studies and Science provides an integrative approach to teaching both science and social studies content and practices at the elementary level. This course utilizes a variety of formats and teaching strategies aligned with national standards. Three core teaching practices will be explored and practiced: (1) safety and management of materials, (2) addressing common misconceptions through eliciting student thinking, and (3) data collection/observation of primary sources and construction of evidence-based claims. Lesson planning and teaching are the focus of this course. As such, teaching strategies are modeled, rehearsed, and debriefed through the delivery of course content.

Four credits.

*Prerequisite(s):* ED 240 and ED 340 or students may obtain permission from the instructor.

## **ED 400 - Independent Study**

Four credits.

## **ED 432 - Clinical Capstone: Supervised Student Teaching**

Clinical Capstone: Supervised Student Teaching (12 credits) is a full-time teaching/clinical experience (for a minimum of 15 [DGT1] weeks) in a local elementary, intermediate, middle, or high school. The primary focus is a gradual introduction to teaching, as students work collaboratively with a mentor teacher through a progression of experiences-from observation, to participation, to teaching. Within the Clinical Capstone course, students are expected to apply theories, pedagogy, and critical thinking skills. Prerequisites include completion of all content and teacher education certification requirements and a minimum cumulative grade point average of 2.50. It is expected that this course will be taken concurrently with a methods course in students' content/grade level area as well as ED 490 Clinical Capstone: NHTCAP Seminar. Clinical Capstone: Supervised

Student Teaching is open only to seniors pursuing certification. Students will, in the semester prior to the Clinical Capstone, complete a 20-hour bridge clinical placement. The Clinical Capstone: Supervised Student Teaching experience is evaluated by a mark of high pass, pass, low pass or fail.

Twelve credits.

*Prerequisite(s)*: ED 240, ED 322, ED 340. *Co-requisite(s)*: ED 490 and either ED 440-446 or ED 430 .

### **ED 440 - Methods of Teaching Secondary Content: English**

Four credits.

### **ED 440-446 - Methods of Teaching Secondary Content**

The content methods courses (ED 440-446) emphasize best practices of teaching specific content (e.g., English, math, social studies, world languages, etc.) at the middle and high school levels. This course will be taken concurrently with ED 432-Clinical Capstone: Supervised Student Teaching and is open only to seniors pursuing secondary certification. The methods classes are evaluated by a mark of high pass, pass, low pass or fail. Depending upon students' content major, students may select from the following course offerings:

Four credits.

### **ED 441 - Methods of Teaching Secondary Content: Modern Languages**

Four credits.

### **ED 442 - Methods of Teaching Secondary Content: Science**

Four credits.

### **ED 443 - Methods of Teaching Secondary Content: Social Studies**

Four credits.

### **ED 444 - Methods of Teaching Secondary Content: Mathematics**

Four credits.

### **ED 445 - Methods of Teaching Secondary Content: Latin**

Four credits.

### **ED 446 - Methods of Teaching ESOL (English Speakers of Other Languages)**

This course emphasizes best practices of teaching English Language Learners at the elementary, middle, and high school levels. It is expected that this course will be taken concurrently with ED 481: Internship. It is only open to seniors pursuing ESOL K-12 certification who have completed their full student teaching placement (ED 432). It is expected that this course will be taken concurrently with ED 432. It is only open to seniors pursuing ESOL K-12 certification.



Four credits.

*Prerequisite(s):* ED 240, ED 322, ED 340, EN 355, ED 360 and PY 199 or PY 203 .

### **ED 480 - Internship in Education**

The purpose of the internship is to connect theory and practice in a supervised educational setting. It is open to seniors and may be repeated for credit. The internship course meets throughout the semester in a seminar setting, and requires 110 hours of professional placement. This course is required for minors without certification, or those who have not completed the full semester student teaching experience, and allows for exploration in the field of education.

Four credits.

*Prerequisite(s):* ED 240

### **ED 481 - Advanced Internship**

An internship seminar requiring 110 hours of professional placement for Education majors who have completed the full semester student teaching experience.

Four credits.

*Prerequisite(s):* ED 432

### **ED 482 - Advanced ESOL Internship**

An internship seminar requiring 110 hours of professional placement for Education majors who have completed the full semester student teaching experience and plan to pursue the ESOL minor and credential.

Four credits.

*Prerequisite(s):* ED 432; ED 360; ED 255; ED 240 & EN 355

### **ED 490 - Clinical Capstone: NHTCAP Seminar**

This course is assessment driven; the primary purpose is to complete and document a full teaching cycle. The full teaching cycle and all requirements for documenting work are encapsulated in the New Hampshire Teacher Candidate Assessment of Performance (hereafter: NHTCAP). For the NHTCAP, students demonstrate the strategies used to make content accessible to students, explain the thinking underlying teaching decisions, and analyze the strategies used to connect students with content. Effects of instructional design and teaching practices on student learning will be examined, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs. This course is only intended for double-majors in Secondary Education to be taken concurrently with ED 432 - Clinical Capstone: Supervised Student Teaching. This course is assessment driven; the primary purpose is to complete and document a full teaching cycle. The full teaching cycle and all requirements for documenting work are encapsulated in the New Hampshire Teacher Candidate Assessment of Performance (hereafter: NHTCAP). For the NHTCAP, students demonstrate the strategies used to make content accessible to students, explain the thinking underlying teaching decisions, and analyze the strategies used to connect students with content. Effects of instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs, will be examined.

Two credits.

*Prerequisite(s):* ED 240, ED 322, and ED 340

## **ED 495 - Fundamentals of Elementary Pedagogy**

This course examines the role of teacher as decision maker and reinforces prior learning and coursework, including strategies to enhance learning in the various content areas supporting learners in context, effective classroom management, planning, assessment, and reflective practice. Reinforcement of these concepts will support students in the completion of the capstone assessment for the program: The New Hampshire Teacher Candidate Assessment of Performance (NHTCAP). Current issues and trends including a standards-based curriculum, teaching methods and professional learning will be foci. Students will also engage in professional development and preparation for securing a teaching position. The course will enroll seniors pursuing elementary certification. Prerequisites include completion of all major requirements, state teacher certification requirements, and a minimum cumulative grade point average of 2.5. It is expected that this course will be taken concurrently with ED432.

Four credits.

## **English**

### **CM 110 - Introduction to Human Communication**

This course introduces students to the general areas and concentrations of the study of communication relating to everyday communication interactions. Students investigate concepts and basic theories related to a variety of communication contexts, including intrapersonal, interpersonal, group, organizational, mediated, gender and intercultural. This course is designed to be an entry level introduction to the discipline of Communication.

Four credits.

### **CM 115 - Introduction to Mediated Communication**

This course offers students a survey course in mass and mediated communication. By teaching issues surrounding media literacy, students are encouraged to develop a critical and cultural framework to assess various elements of the media. Specifically, the course traces media history, governmental regulation of the media, media economics and the development of "new media" to understand the impact of the changing nature of mediated communication on politics and culture.

Four credits.

### **CM 216 - Principles and Practices of Journalism**

This course offers students 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.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

### **CM 218 - Media Writing**

This course offers students an introduction to the skills of writing for various professional communication contexts, such as advertising and public relations, as well as audio-visual storytelling. Students critique the cultural, political, and economic factors that inform the production, use, and potential of media writing.

Four credits.

### **CM 221 - Public Speaking**

This course 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.

Four credits.

### **CM 227 - Speaking in Small Groups**

This course explores issues related to the unique communication processes attached to Small Group Communication and Public Speaking. This course will focus on how to communicate effectively in small groups, as well as how to present professional group presentations. Specifically we will discuss small group processes, including leadership, group roles, and conflict mediation.

Four credits.

### **CM 259 - Modes of Film Communication**

This course is designed to provide an introduction to the elements of film style and communication through a focus on narrative film. Students registering for this course must also register for *Modes of Film Communication Lab*

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits

### **CM 310 - Rhetorical Theory and Criticism**

This course 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.

Four credits.

*Prerequisite(s): Students must have Junior or Senior Standing.*

### **CM 315 - Communication Theory**

This course is intended to provide a thorough introduction to various theories about the nature and dynamics of human communication. This course will explore the major subdivisions of the Communication discipline, including interpersonal, group, public, mass, and cultural communication.

Four credits.

*Prerequisite(s): Students must have Junior or Senior Standing.*

## **CM 318 - Intercultural Communication**

This course provides an introduction to intercultural communication, focusing on the importance of diversity in our everyday lives. In order to develop a strong level of cross-cultural competency, this course challenges students to learn about the ways people from different cultural backgrounds communicate based on their worldviews and narratives.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

## **CM 325 - Special Topics in Communication**

Sample Topics: Media Criticism, Communication and Popular Music, Gender and Communication.

Four credits.

## **CM 330 - Political Communication**

This course is designed to introduce students to the central concepts and principles underlying the communicational process in the political arena. Students will be expected to demonstrate mastery of relevant terminology and theory, to recognize the forms and genres of political communication, to provide specific examples of such forms and genres and to critique and evaluate forms of political communication and to manifest their mastery in discussion and written assignments, as well as examinations and quizzes.

Four credits.

## **CM 378 - Queer Media Studies**

This course considers the politics of representation of LGBTQ+ individuals in film, television, advertising, and other media. Topics include the development of media stereotypes of the LGBTQ+ community and the various applications of "queer" as an identity, theory, and critical lens.

Four credits.

## **CM 400 - Independent Study**

During their course of studies Communication majors may take up to two independent study courses arranged with an individual professor. The proposed independent study must be designed in cooperation with the professor and approved by the Department Chair

Four credits.

## **CM 470 - Communication Senior Seminar**

Required of all senior Communication majors, this course asks students to integrate the knowledge and skills they have acquired as communication majors. Being mindful of the ethical issues surrounding topics in communication studies, students are expected to develop a capstone project that culminates in both a senior thesis and a presentation of the results of their research.

Four credits.

*Prerequisite(s):* CM 310 Rhetorical Theory and Criticism or CM 315 Communication Theory.

### **CM 481-482 - Internship**

Student-originated internships, supervised by the English Department in areas of communication, public relations and journalism.

Four credits.

### **CM 488 - Internship**

Student-originated internships, supervised by the English Department in areas of communication, public relations and journalism.

Eight credits.

### **CM 489 - Internship**

Student-originated internships, supervised by the English Department in areas of communication, public relations and journalism.

Eight credits.

### **EN 105 - Freshman English**

This course develops students' written communication skills while also emphasizing critical reading and giving students experience in finding, using, and documenting sources for a research paper. In Freshman English, students write multiple essays with different rhetorical purposes. Students write their essays in a series of steps that make up the writing process. The course also focuses on written language; students learn to use language clearly and precisely in their writing. They also study the English language narrowly by learning to construct grammatically correct sentences and by becoming more aware of the rhetorical and artistic effects of well-chosen words.

Note: Meets Linguistic Awareness Learning Outcome: Writing Composition (COMP)

Four credits.

### **EN 106 - Introduction to Literary Studies**

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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 153 - World of Poetry**

Designed for non-English majors and open to all students, EN153 The World of Poetry introduces students to the basic formal, stylistic and literary-cultural elements of poetry and furnish them with the opportunity to grow in understanding and appreciation of poetic expression in its varied forms. Individual sections of EN153 will be structured around a particular theme and/or author.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 154 - World of Fiction**

Designed for non-English majors and open to all students, EN154 The World of Fiction introduces students to the basic formal, stylistic and literary-cultural elements of fiction and furnish them with the opportunity to grow in understanding and appreciation of fiction writing in its varied forms. Individual sections of EN154 will be structured around a particular theme and/or author.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 155 - World of Drama**

Designed for non-English majors and open to all students, EN155 The World of Drama introduces students to the basic formal, stylistic and literary-cultural elements of drama and furnish them with the opportunity to grow in understanding and appreciation of dramatic texts and performances. Individual sections of EN155 will be structured around a particular theme and/or author.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 207 - Advanced Composition**

This course is designed for students who have completed EN105 and wish to elevate their writing ability within a challenging workshop context that requires students to study and practice the essay in its prevalent forms in rhetoric, journalism and academic writing..

Four credits.

### **EN 212 - Creative Writing: Fiction**

This course is 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.

Four credits.

### **EN 213 - Creative Writing: Poetry**

This course is 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.

Four credits.

### **EN 215 - Business and Professional Writing**

Students in this course will plan, produce, edit, and adapt both the content and the structure of their writing to successfully address specified business and professional audiences. Students will develop a portfolio of writing that includes revised and polished samples of business correspondence, reports, formal proposals and presentations. A laptop is required for this course.

Four credits.

### **EN 222 - Oral Interpretation of Literature**

In this course students will learn to apply techniques used in the art of oral interpretation to various literary genres. Works performed are analyzed. Individual performance is required.

Four credits.

### **EN 233 - Studies in Medieval Literature**

This course focuses on selected works of Medieval English literature, from Anglo-Saxon through late Middle English.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 234 - Studies in Renaissance Literature**

This course introduces students to the poetry, prose, and drama of major 16th and 17th century writers such as More, Wyatt, Sidney, Spenser, Shakespeare, Southwell, Marlowe, Jonson, Donne, Herbert, Marvell, Webster, and Milton.

Four credits.

### **EN 235 - Early American Literature**

This survey of "Early American Literature" takes as one of its aims the scrutiny of each of the terms in the course title. Should "early" refer to the literature by the first European explorers and settlers to come to the continent, and/or should it refer to native oral literature that predated Europeans' arrival by centuries? Can the term "American" appropriately be used to describe literature that predated the American Revolution? Is "American" a state to be achieved or aspired to, or is it simply a descriptor for those living on the continent or, after 1776, in the new nation? Major figures from the Puritan settlement to the era of the new republic, including John Winthrop, Anne Bradstreet, Phillis Wheatley, Hector St. Jean de Crevecoeur, and Benjamin Franklin, with attention to the oral literature of Native Americans.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 236 - Studies in Eighteenth-Century Literature**

This course focuses on the study of British literature from the late seventeenth century to the early nineteenth century, decades in which Enlightenment ideals spread across Europe, print culture expanded dramatically, and exploration and trade brought a new awareness of the larger world; analysis and criticism of representative works of poetry (Pope, Swift, Johnson, Gray); drama (Behn, Goldsmith, Sheridan); and prose (Addison and Steele, Defoe, Swift, Fielding, Austen).

Four credits.

### **EN 237 - Studies in Romantic Literature**

This course focuses on the major writers of the English Romantic Period, with emphasis on Wordsworth, Coleridge, Byron, Shelley, and Keats.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 238 - Studies in Victorian Literature**

This course focuses on the social and intellectual problems of the Victorian Age seen through the chief novelists, poets, and essayists.

Four credits.

### **EN 239 - Studies in Modern British Literature**

This course focuses on the major writers and movements of the Edwardian and Georgian periods to 1936, with an emphasis on the Modernist literature by Conrad, Woolf, Eliot, Joyce, Yeats, and Lawrence.

Four credits.

### **EN 240 - Studies in Postmodern British Literature**

This course focuses on representative poetry, fiction, essays, and drama of the later twentieth century to the present, including such authors as Orwell, Auden, Pinter, Beckett, Thomas, Larkin, Waugh, Rhys, Lessing, Heaney, Stoppard, and McEwan.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 241 - Studies in Nineteenth-Century American Literature**

This course focuses on representative 19th century writers such as Irving, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, and James.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **EN 242 - Studies in Modern American Literature**

This course focuses on representative poetry, fiction, and drama of the twentieth century including such authors as James, Wharton, Eliot, Frost, Fitzgerald, Hemingway, Faulkner, Stevens, O'Neil, Hughes, Welty, Miller, and O'Connor.

Four credits.

### **EN 243 - Studies in Postmodern American Literature**

This course focuses on American writing from 1945 to the present, focusing on those works that challenge the premises of Modernism and examine contested identities that make up America.



Four credits.

### **EN 244 - Literature and Gender**

Focuses on literature that addresses some of the cultural meanings ascribed to being male and female, with an emphasis on literary genres and traditions and historical contexts. Because the course is taught differently by the several instructors who teach it, readings will vary. The course might be organized by a focus on a particular era (such as twentieth-century American literature) or by theme (such as gender and violence).

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 245 - Introduction to African-American Literature**

This course focuses on the development of African-American literature from its beginnings to the present, with an emphasis on literary genres and traditions, and historical and cultural contexts.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **EN 251 - Shakespeare**

This course engages students in close reading of selected comedies, histories, and tragedies.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 252 - Milton**

This course covers the major works of Milton, including *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

Four credits.

### **EN 255 - Introduction to Postcolonial Literature**

This course introduces students to the development of postcolonial literature as a genre that emerged following the end of the British Empire. It covers a range of periods and geographies: from 1947, when the British left India, to post 1960s, when they left Africa. It has now been expanded to include modern Empires such as the former Soviet republics, Latin America, and Ireland. The course includes contemporary Indian, African, and Caribbean literature as well as select canonical texts that can be read from a postcolonial perspective.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **EN 261 - Beginning Acting**

This course offers students 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 FAS 261.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 262 - Beginning Directing**

This course offers students an 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. Cross-listed as FAS 262.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 271 - American Gothic Literature**

American Gothic literature presents confrontations between ordinary people and the supernatural-ghosts, monsters, witches, and devils, real and metaphoric. Typically set in wild or imprisoning places and in moments when the archaic erupts suddenly into modernity, its plots often focus on abuses of power, gothic motifs that have often been used to focus on repressed or unwanted truths about unjust social norms, especially in relation to race and gender. Covers works by writers including Poe, Hawthorne, Edith Wharton, Henry James, Charles Chesnutt, Alice Walker, William Faulkner and Shirley Jackson.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits

### **EN 307 - Special Topics in Writing**

Sample Topics: Advanced Journalism

Four credits.

### **EN 332 - Arthurian Legends in Literature**

This course offers an overview of primary texts in the Arthurian Legends tradition focusing on the "historical" Arthur and the development of the tradition through the Middle Ages.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 333 - Special Topics in Medieval Literature**

Sample Topics: The History of the English Language, Chaucer; Celtic Traditions.

Four credits.

### **EN 334 - Special Topics in the Sixteenth Century**

Sample Topics: Edmund Spenser; The Sonnet; Marlowe.

Four credits.

### **EN 335 - Special Topics in the Seventeenth Century**

Sample Topics: The Metaphysical Poets; Non-Shakespearean Drama.

Four credits.

### **EN 336 - Special Topics in the Eighteenth Century**

Sample Topics: Jane Austen; Neo-classical Satire; Eighteenth Century Novel

Four credits.

### **EN 337 - Special Topics in the Romantic Period**

Sample Topics: The Gothic Novel; Mary Shelley and her Circle.

Four credits.

### **EN 338 - Special Topics in the Victorian Period**

Sample Topics: Gerard Manley Hopkins; Thomas Hardy; The Brontes.

Four credits.

### **EN 339 - Special Topics in the Modern British Literature**

Sample Topics: Bloomsbury: Virginia Woolf and Her Circle

Four credits.

### **EN 340 - Special Topics in Postmodern British Literature**

Sample Topics: Contemporary British Novel.

Four credits.

### **EN 341 - Special Topics in Nineteenth-Century American Literature**

Sample Topics: Whitman and Dickinson; American Transcendentalism; Hawthorne and Melville.

Four credits.

### **EN 342 - Special Topics in Twentieth-Century American Literature**

Sample Topics: The Harlem Renaissance; African-American Literature, 1930-1950; Willa Cather; Postmodern American Poetry.

Four credits.

### **EN 343 - Native American Women Writers**

This course offers an introduction to aesthetics specific to Native American cultures and a look at some key moments in Native American history as contexts for reading and analysis of novels, poetry, and essays by mostly contemporary Native American women writers including Leslie Marmon Silko, Louise Erdrich, Joy Harjo, and Layli Long Soldier.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Citizenship (CITZ)

Four credits.

### **EN 344 - Literature of the Harlem Renaissance**

This course offers a survey of the aesthetic, socio-political and ideological issues of the literature of the Harlem Renaissance, the period of African American letters between World Wars I and II.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **EN 345 - Progress and Nostalgia: Mid-Victorian Britain in History and Literature**

The period between 1851-1867 constituted the high noon of Victorian England, an era when Britain enjoyed unprecedented stability and prosperity. Beneath the equipoise of these years, however, great changes took place, and Victorians attempted to deal with what they saw as the transition from the medieval to the modern world. This course identifies several areas in which significant change occurred, such as politics, art, and religion and others. Within the selected areas, students will learn to appreciate the great literature of the period and examine the historical forces influencing the art, culture and people of the mid-Victorian period. Cross-listed as HI 345.

Four credits.

### **EN 351 - The Brontës**

The Brontës focuses on intensive literary analysis of the poetry and novels of Charlotte, Emily, and Anne Bronte, three important English writers of the nineteenth-century. The course studies Anne's *The Tenant of Wildfell Hall*, Emily's *Wuthering Heights*, and Charlotte's *Jane Eyre* and *Villette*. Also included are selections of Brontë juvenalia, Emily Brontë's poetry, and the biography, *The Life of Charlotte Brontë*, written by Victorian novelist Elizabeth Gaskell.

Four credits.

### **EN 354 - Introduction to Literary Theory**

Students in this course will engage in the general principles and trends in the theory and criticism of literature from antiquity to the twenty-first century, including classical rhetoric, formalism, structuralism, post structuralism, new historicism, and gender studies.

Four credits.

### **EN 355 - Introduction to General Linguistics**

This course is 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.

Four credits.

### **EN 356 - History of the English Language**

The historical development of the English language: the phonological, morphological, and syntactic changes through the centuries governed by language laws and foreign influences.

Four credits.

### **EN 363 - Topics in the History of the Theatre**

In this course 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. Cross-listed as FAH 363 .. Cross-listed as FAH 363 .

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 370 - Special Topics in Irish Literature**

Sample Topics: Contemporary Irish Fiction; Yeats and the Irish Literary Revival; Anglo-Irish Literature; Contemporary Irish Poetry.

Four credits.

### **EN 373 - Special Topics in Literary Genres**

Sample Topics: Tragedy: Theory and Practice; Psychological Fiction; Contemporary Travel Narratives.

Four credits.

### **EN 374 - Special Topics in Literary Theory/Criticism**

Sample Topics: Contemporary Theory; Gender in Music and Literature.

Four credits.

### **EN 375 - Gender in Music and Literature**

Students in this course will explore gender representations in four distinct genres of music: opera, rock, country, and hip-hop. Along with listening to music in these four genres, they will read literature that corresponds to the music's time period, subject matter, and performative aspects. The course is intended (1) to introduce students to some current ways of thinking and writing about issues of music, literature, and gender; (2) to facilitate students' development of an informed, self-aware position in relation to recent scholarship; (3) to challenge assumptions about the way we read and hear gender; (4) to introduce them to excellent music and literature they might not otherwise hear or read, which will broaden their knowledge and appreciation of these art forms.

Cross-listed as HU 375 and MU 375

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **EN 400 - Independent Study**

During their course of studies English majors may take up to two independent study courses arranged with an individual professor. The proposed independent study must be designed in cooperation with the professor and approved by the Department Chair

Four credits.

### **EN 475 - English Senior Seminar**

Required of all senior majors, this requires each student to write and present a thesis on a single major work. The seminar encourages coordination of literary knowledge by bringing literary theory, history, and criticism into conjunction with one another.

Four credits.

### **EN 481-482 - Internship**

Student-originated internships, supervised by the English Department, in areas of communication, publishing, journalism, and theatre.

Four credits.

### **EN 488 - Internship**

Student-originated internships, supervised by the English Department, in areas of communication, publishing, journalism, and theatre.

Eight credits.

### **EN 489 - Internship**

Student-originated internships, supervised by the English Department in areas of communication, public relations and journalism.

Eight credits.

## **Fine Arts**

## **FAH 101 - Introduction to Art**

An introduction to the language and history of the visual arts, including the visual elements, media, and methods used by artists, and a chronological survey of the major periods, artists, and works in the history of art. Open to students from all backgrounds with no previous experience in the visual arts necessary.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 110 - Introduction to Architecture**

A thematic introduction to the history of architecture, urban planning, and the built environment from a global perspective, from antiquity to the present day. The course examines architectural terminology, the basics of materials and structural design, modes of architectural representation, and the development of historical styles and building typologies. Topics include "the architect" in history, the development of landscape architecture, and architectural theory and criticism. Field trips will be required. No previous experience in the visual arts necessary.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 205 - The Archaeology of Egypt**

This course aims to introduce students to aspects of the culture of the ancient Egyptians, Greeks, and Romans by studying how the practice of ancient warfare intertwines with broader cultural developments of the ancient world. A series of illustrated lectures will dwell in detail upon the nature of ancient warfare itself and its interrelation with the political, religious, and economic realities of the ancient world.

Cross-listed as CL 276

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 207 - Survey of the Archaeology of Rome**

A survey of the major sites and monuments of the ancient Roman World. The course pays special attention to how archeology relates to other approaches to the study of classical antiquity e.g. history, art history, and philological studies. Cross-listed as CL 278.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 210 - Art and Architecture of the Ancient World**

A survey of Egyptian, Greek, and Roman art and architecture within the historical context of the political, religious, and social practices of each culture. Topics include the depiction of the human figure, representation of mythological and historical subjects

and the development of sacred and secular building types. Cross-listed as CL 210.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **FAH 212 - Art & Architecture of the Middle Ages**

This class surveys the history of art and architecture during the Middle Ages, from late antiquity through the fourteenth centuries. It examines the development of the architectural, iconographical, and aesthetic traditions that developed across Europe and the Middle East, from the British Isles and Scandinavia to Constantinople, Jerusalem, and beyond. Topics include the role of secular and religious society in the shaping of visual arts and the built environment, the influences of global exchange and historical events on local cultural and artistic production, and the materials and methods of artistic and architectural design. Class discussions and assignments emphasize critical thinking and skills in visual analysis, historical reasoning, and research.

Note: Meets Historical Reasoning (HIST) and Global Engagement (GLOB) Learning Outcomes.

Four credits.

### **FAH 214 - Italian Renaissance Art**

A survey of Italian art and architecture ca. 1300-1580. Discussions consider works of art in their social, cultural, and historical contexts, with special attention given to the materials and methods of art; the role of art within the religious, secular, public, and private spheres of Renaissance society; patronage and collecting; and the social status of the artist. Subjects will include major masters, such as Giotto, Donatello, Botticelli, Leonardo, Michelangelo, and Titian, as well as historiographic concepts of "the Renaissance" and artistic genius.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Writing Intensive Requirement (WI)

Four credits.

*Prerequisite(s):* EN 105

### **FAH 216 - Art in the Age of Spectacle: The 17th Century from Caravaggio to Vermeer**

An examination of 17th-century European painting, sculpture, and architecture within the religious, political, urban, and domestic spheres of society. Topics include artists such as Caravaggio, Bernini, Rubens, Velázquez, Poussin, Rembrandt, and Vermeer; the roles of art patrons, collectors and critics; urbanism and town planning; art materials, methods, and artist training; and the art-historical notion of "baroque style."

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Writing Intensive Requirement (WI)

Four credits.

*Prerequisite(s):* EN 105

### **FAH 218 - Revolutions in Art: Nineteenth Century Art**

An examination of revolutionary changes in painting, sculpture, and architecture, in the 19th century, as well as 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. Works of art and artists from Europe, the U.S. and other parts of the globe will be considered.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 220 - New Ways of Seeing: Twentieth Century Art**

A study of revolutionary individuals and movements in the visual arts (including painting, sculpture, architecture, and photography) of the 20th century. Movements such as Fauvism, Cubism, Expressionism, Constructionism, Dadaism, the Bauhaus, and Surrealism will be explored. Works of art and artist from Europe, the U.S. and other parts of the globe will be considered. Emphasis on European works up to 1945.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 222 - Global Contemporary Art**

An exploration of contemporary global trends in the visual arts including painting, sculpture, architecture, photography and new media, as well as politics, activism, and the role of the artist in society from the late 20th century to the present. Areas of study include Abstract Expressionism, Pop art, Minimalism, Conceptualism, Earthworks, Neo-Expressionism, Video, Performance Art, Post-Modernism, and the breaking of traditional media boundaries.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 230 - The Arts of the United States and the Americas**

An exploration 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 (Canada, United States, Latin America, and South America) will be studied.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 240 - Islamic Art and Architecture**

An introduction to Islamic art and architecture and its global impact from the 7th century to the present. A study of the historical development of Islamic Art in specific Islamic regions including: Egypt, Iraq, Spain, Morocco, Turkey, India, and Central Asia. Art forms to be considered include painting, book illustration, calligraphy, metalwork, ceramics, textiles, architecture of the mosques and madrasa, and garden design.

Four credits.

## **FAH 258 - 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 and advertising.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 260 - 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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 262 - Contemporary Film - 1945 to the Present**

A study of American and foreign cinema in the post-World War II era. 1945 - Present. The interaction of film and society, as well as specific genres and directors, will be considered.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAH 275 - Landscape & Art: Nature and Human Culture**

An introduction to ideas of Landscape: the attitudes, aesthetic traditions, and design practices that have developed through human interaction with nature and the natural landscape. Focusing on the Western tradition, we will study literary sources, visual art, and physical spaces to better understand how theories of landscape design, visual representation, and use have evolved over time. Field trips required.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Writing Intensive Requirement (WI)

Four credits.

*Prerequisite(s):* EN 105

## **FAH 277 - Survey of the Archaeology of Greece**

A survey of the major sites and monuments of ancient Greece. The course pays special attention to how archaeology relates to other approaches to the study of classical antiquity, e.g. history, art history, and philological studies. Cross-listed as CL 277.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 310 - Studies in Architecture**

An exploration of the history of architecture and urbanism. Topics vary between historical periods, architects, building types, and geographical locations or themes within the history of architecture. Students partake in reading and discussion, and complete research projects concerning specific problems in the history of architecture. Field trips may be required.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **FAH 312 - 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.

Four credits.

### **FAH 315 - Michelangelo and his World**

A seminar exploring Michelangelo's life and work as a painter, sculptor, architect, and poet, as well as his relationships with family, friends, enemies, and powerful patrons. We examine the social, political, and religious influences on the daily life and creative achievements of Michelangelo and his contemporaries, and consider how the legends of Michelangelo's *terribilità* (terrible genius) have shaped our understanding of the visual arts, the cult of genius, and the genre of biography throughout history and today.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Writing Intensive Requirement (WI)

Four credits

*Prerequisite(s):* EN 105

### **FAH 363 - 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. Cross-listed as EN 363.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAH 400 - Independent Study in Art History**

Four credits

### **FAH 401 - Independent Study - Thesis Research**

Four credits

## **FAH 402 - Independent Study in Art History**

Two credits.

## **FAH 490 - Senior Seminar**

A seminar that focuses on research, writing, and presentation skills within the art, art history, and music disciplines. In addition to weekly readings and assignments in critical theory and art and music writing, the seminar helps prepare seniors for completing the second part of the senior capstone experience in the spring semester: the senior thesis, which will culminate in Senior Music Recitals, Art History Thesis Presentations, or the Visual Art Exhibition.

Note: Meets the Writing Intensive Requirement (WI)

Four credits

*Prerequisite(s):* EN 105

## **FAH 492 - Internship (one semester)**

Four credits.

## **FAH 493 - Internship (one of two semesters)**

Four credits.

## **FAH 494 - Internship (one of two semesters)**

Four credits.

## **Fine Arts Studio**

### **FAS 103 - Creativity**

In this course, students will gain an understanding of creativity through study of the scientific, artistic and spiritual approaches. Study of these disciplines will be used to strengthen students' commitment to and practice of creativity in the arts and sciences and in the art of living. (Formerly FA 130)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAS 110 - 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 a variety of drawing media. The works and techniques of contemporary and historical artists are examined through lecture, demonstration, independent research and master copies. (Formerly FA 176)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 210 - 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 independent creative investigations. Slide lectures and discussion. (Formerly FA 376)

Four credits.

*Prerequisite(s):* FAS 110 or permission of the instructor.

## **FAS 212 - Illustration**

This course introduces students to a wide range of styles and genres of illustration, including children's books, character design, scientific illustration, advertising, and mass media. Using traditional media, such as drawing, painting, and collage, as well as contemporary design tools, such as Adobe Photoshop, Illustrator and professional digital and photographic technologies, students will learn to communicate information, stories, and ideas in a clear, persuasive, and visually compelling way.

Four credits.

## **FAS 220 - Painting I**

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-lives, portraits, human figure studies, and landscapes. Studio work is complemented by readings, critical writings, museum visits, and discussion of artistic works of the past and present. Students are responsible for the purchase of canvas, brushes and some supplies. (Formerly FA 250)

Four credits.

## **FAS 230 - Printmaking: Monotype, Relief, Collagraphy**

This studio course covers printmaking theory and technique through lectures, demonstrations, critiques, and individual print lab time. Students will develop imagery through an exploration of historical and contemporary art and culture and will complete a portfolio of several original images by the end of the semester. Using the state of the art Whelen XPress Intaglio Press as well as hand printing methods, students will make multiple original prints through several processes including monotype printing, relief (linoleum and wood block), and collagraphy (building image plates through collage techniques. Individual lab time is required. Students will learn to demonstrate proper studio method including the safe handling and cleaning of tools, materials, and equipment as well as studio etiquette. (Formerly FA 254)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

## **FAS 240 - Darkroom Photography**

An introduction to black-and-white photography, including the history, technique, and aesthetics of photography. Students are taught to operate an adjustable 35mm film camera, develop black-and-white film, and make prints. Students are expected to have their own manually operated 35mm cameras, or they may borrow department-owned equipment. (Formerly FA 256)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAS 245 - Digital Photography**

An introductory course in which students learn camera operation and care, compositional and visual techniques, bracketing, workflow, archiving, and digital printing processes. The course includes an introduction to the history of photography and major master photographers, and a basic introduction to Adobe Photoshop and professional Epson photo printers. Students must provide their own DSLR cameras.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **FAS 250 - 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 (Formerly FA 277)

Four credits.

### **FAS 252 - Sculpture**

This course 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 clay, wire armatures, wood, and wax, with a focus on figurative sculpture. The course includes study of historical and contemporary styles and techniques, as well as conceptual themes and ideas related to three-dimensional subject matter (Formerly FA 274)

Four credits.

### **FAS 260 - Ceramics I**

This introduction to ceramics is a hands-on, studio-based course and leads to the completion of a group of ceramic artworks. Students will learn the basics of hand building, the potter's wheel, kiln firing, glazing and surface embellishment. Class time is comprised of instructor demonstrations, group critiques, and individual studio work. Projects will stress the sculptural potential of clay in addition to the aesthetic merits of functional vessel making.

Four credits.

### **FAS 261 - Beginning Acting**

An introduction to the basic vocal and physical techniques of acting with emphasis on the development of technical skills and emotional and intellectual resources required for acting. Improvisations and theatre games are used extensively. Formal acting is explored through monologue and duet acting scenes. Cross-listed as EN 261. (Formerly FA 261)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 262 - 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 EN 262

. (Formerly FA 262)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 270 - Visual Communication**

An introduction to forms of visual communication in contemporary society, highlighting the creative, informative, and persuasive images in print media, computer graphics, and publishing. Students are introduced to Adobe Photoshop and Illustrator software. The format of the class includes Lecture and studio projects and sometimes a Service Learning component. (Formerly FA 278)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 272 - Digital Art & Imaging I**

An introduction to the use of the computer as an artistic instrument. The intent of this class is to provide students with the fundamental information and skills needed to analyze and produce digital media and apply those skills to both fine art and commercial environments. Creative and expressive approaches are favored. (Formerly FA 266)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 274 - Graphic Design I**

Combining studio work with classroom instruction and group critiques, students will learn fundamentals of design theory and typography. Students will gain competency in industry standard software such as Adobe InDesign, Photoshop and Illustrator and will use analytical thinking and problem solving skills to produce creative, communicative design layouts and presentations in various media including both digital and traditional printmaking output. Professional opportunities in the design field will be presented. (Formerly FA 276)

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 320 - Special Topics: Painting II**

Four credits.

## **FAS 322 - Special Topics: Painting as Narrative**

Four credits.

## **FAS 330 - Special Topics: Printmaking: Intaglio and Alternative Processes**

Four credits.

## **FAS 340 - Intermediate Photography**

A continuation of FAS 240 and FAS 245. Technical goals include the ability to use different films or ISO settings properly, control contrast and exposure to produce fine quality silver or digital prints. Darkroom students will be introduced to elements of digital photography while digital students will collaborate with silver students to get experience with darkroom photography. Emphasis is on a personal vision and making clear statements through the editing and sequencing photographs. Students will work on proposing and finalizing a large final project in either digital or silver master photography and a service-learning project providing photographic services to a venue of the student's choice is required. Students will provide their own DSLR cameras. (Formerly FA 356)

Four credits.

*Prerequisite(s):* FAS 240 or FAS245 or permission of instructor.

## **FAS 342 - Photo Media: Analog - Digital**

This course is an exploration of analog silver-based photography into digital imaging and print production. Emphasis is placed on conceptual problem solving through conventional and experimental methods. In this studio class, through a variety of visual problems, students will learn the basic elements of exposure and development through the use of the large format camera (4X5), as well as large format scanning, digital image editing and print production. A variety of software programs pertaining to the medium will be utilized, as well as input and output devices. The goal of this course is to begin to develop creative imaging skills in graphic systems. This course makes use of the studio environment, both traditional analog (hand-made) and digital, assigned readings and discussions and visual presentations. Writing assignments, as appropriate to the discipline, are part of the course. Photographic imaging will be addressed as a process, a sequence of steps taken toward the final production of a work of art or photograph, requiring creative problem solving, methods and critical thinking.

Four credits.

## **FAS 356 - Special Topics: Mixed Media**

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **FAS 360 - Special Topics: Ceramics II**

Four credits.

## **FAS 372 - Digital Art & Imaging II**

A continuing investigation into the use of the computer as an artistic instrument. The intent of this project-oriented class is to provide students with intermediate and advanced information and skills needed to analyze and produce digital media and apply



those skills to both fine art and commercial environments. We will also explore the art of storytelling, abstraction, metaphor, and narrative language. (Formerly FA 367)

Four credits.

*Prerequisite(s):* FAS 270, or FAS 272, or FAS 376, or permission of instructor.

## **FAS 374 - Special Topics: Graphic Design II**

Four credits.

## **FAS 375 - Typography and Design**

Students will learn fundamentals of typography including history, theory, semiotics, page layout, communication design, identity, letterform design and experimental contexts of typography such as: type as art object, symbol and cultural element, type as expression and type as personal voice. Students will gain competency in digital typography and graphic design using industry standard software such as Adobe InDesign, Photoshop and Illustrator. No experience necessary.

Four credits.

## **FAS 376 - Art and Design for the Web**

An introduction to media development and artful design for the world wide web and electronic publishing highlighting the creative, aesthetic, historical, and theoretical aspects of informational systems. No HTML or scripting required. Students will have the opportunity to develop graphics, web pages, and web sites utilizing Adobe Creative Suite, After Effects, and Dreamweaver. Class format includes: lectures, and critiques. (Formerly FA 368)

Four credits.

## **FAS 378 - Motion Art**

An examination of the procedural, historical, and conceptual aspects of motion in media including motion graphics, animation, and video. The course focuses on motion art design principles and introduces two animation and video authoring software applications: Adobe Flash and Final Cut Pro. Adobe After Effects software will be introduced for use in type animation. Students will have the opportunity to develop a variety of creative products that incorporate animation and videography with an emphasis on display on the Web, including stop motion techniques. The art of storytelling, abstraction, metaphor, and narrative language will also be explored. No previous programming knowledge required. (Formerly FA 369)

Four credits.

## **FAS 400 - Independent Study in Studio Art**

Four credits.

## **FAS 401 - Independent Study - Thesis Studio**

Four credits.

## **FAS 492 - Internship (one semester)**

(Formerly FA 481)

### **FAS 493 - Internship (two semesters)**

One semester of a two semester internship. (Formerly FA 481)

### **FAS 494 - Internship (two semesters)**

One semester of a two semester internship. (Formerly FA 482)

## **French**

### **FR 100 - French I**

A careful study of the fundamentals of the French language and an introduction to the culture of a variety of French-speaking countries. Online video, audio, and textual explanations and exercises prepare the student for further in-class practice. By the end of the course, students will start to be able to function in a concrete French context, expressing themselves due to a basic grasp of all four language skills (listening, speaking, reading, and writing) and of some of the target culture's products, practices, and perspectives. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week.

Four credits.

*Prerequisite(s):* No prerequisites.

### **FR 150 - French II**

This French language course uses a communicative approach to help students with a basic command of French to improve all four skills: listening, speaking, reading, and writing. In addition to a review of vocabulary and grammar and task-oriented practice through in-class activities, online exercises, and chapter projects, the course material includes topics of historical and cultural importance corresponding to the Francophone world. Students will study and discuss a variety of reading selections of varying lengths, film excerpts, and audio recordings on or by native French speakers. Students will be able to function in a French context, expressing themselves and creating with language, due to a solid understanding of the French language and culture. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week.

Four credits.

*Prerequisite(s):* FR 100 or placement.

### **FR 200 - French III**

This course offers a contextualized review of the fundamental structures of the French language helping students become more sophisticated language users in all four language skills: listening, speaking, reading, and writing. It is designed to move students beyond what is often referred to as the "survival skills" acquired in first-year French. Over the course of the semester, students will also learn about, reflect on, and discuss many topics pertinent to French and Francophone culture. They will understand how

these topics are perceived in the Francophone world and make comparisons with their own culture. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s)*: FR 150 or placement.

### **FR 300 - Writing**

This advanced French course, which addresses a specific theme selected at the instructor's discretion, helps students improve their writing skills through an in-depth study and application of grammar, vocabulary, and writing techniques. Over the course of the semester, students will read and critically examine texts of various genres and watch clips of and/or full-length films. These readings and films provide a means to improve comprehension and cultural empathy, while also serving as models of good communication. Short written assignments and longer compositions allow students to apply their learned writing techniques through a multi-draft process. Students receive peer and instructor feedback on their written work to help them correct and learn from their mistakes. Required for both the major and minor. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Designated Writing Intensive (WI). Conducted in French.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s)*: FR 200 or placement.

### **FR 303 - Conversation**

This course is designed to improve oral and cultural fluency. It focuses on improving the students' listening and general comprehension skills as well as enhancing the precision, sophistication, and pronunciation of their spoken French while building their cultural knowledge of France. This course gradually challenges students to exchange ideas and personal views with others about current events and socially important topics. Students will practice deriving useful information about these topics from video and audio/radio recordings, films, and printed texts. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s)*: FR 200 or above.

### **FR 320 - Culture and Civilization**

A study of France's past from a variety of perspectives. The role of key historical figures, the practices of various social groups, and artistic and political developments will be analyzed. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* FR 200 or above.

### **FR 321 - Contemporary France**

With a view to better understanding the French and their role in the world; we will study contemporary France, including its institutions, cultural production, social practices, and worldview. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG) and the Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* FR 200 or above.

### **FR 325 - Cinema: French and Francophone Films**

An examination of important cinematographic works and movements of French and francophone film history. Students study the unique style, the cultural background, and the historical setting of each film, deepening their knowledge of French culture, history, and language. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* FR 200 or above.

### **FR 346 - Selected Topics**

Topics to be arranged.

Note: With FR 347 Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Global Learning Outcome (GLOB)

Two credits.

*Prerequisite(s):* FR 200 or above.

### **FR 347 - Selected Topics**

Topics to be arranged.

Note: With FR 346 Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Global Learning Outcome (GLOB)

Two credits.

*Prerequisite(s):* FR 346

## **FR 348 - Selected Topics**

Topics to be arranged.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* FR 200 or above.

## **FR 350 - Survey of Literature I**

A general view of the main currents of French literature from the Middle Ages to the 18th century the present. In this course students read, analyze, and write about representative canonical works, building a familiarity with French literary genres and traditions that will enable them to more easily access and better understand all French literary production, but also better value the role literature and literary criticism play in the development of ideas and human progress in general. This course Survey I covers the Middle Ages through the 18th century and requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

## **FR 351 - Survey of Literature II**

A general view of the main currents of French literature from the 18th century to the present. In these courses students read, analyze, and write about representative canonical works, building a familiarity with French literary genres and traditions that will enable them to more easily access and better understand all French literary production, but also better value the role literature and literary criticism play in the development of ideas and human progress in general. This course covers the 18th century to the present and requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

## **FR 353 - Short Story**

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. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 354 - Early Narrative Literature**

A study of Medieval and Renaissance narrative literature, pre-cursor to the modern novel. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 355 - The Novel**

A study of the French novel from the 17th Century to the Present. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 356 - Poetry**

A study of French verse, designed to develop the student's appreciation of, and sensitivity to, poetic forms of expression. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 358 - Theater**

A study of French dramatic art in its major manifestations from the Middle Ages to the present. The course will either be taught as a survey or concentrate on a common theme or a specific period. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 360 - Selected Topics**

Topics to be arranged.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AESTH) and Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 361 - Selected Topics**

Topics to be arranged.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AESTH)

### **FR 363 - Seventeenth Century Literature: Age of Classicism**

A study and analysis of the classical authors and their works. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 365 - Eighteenth Century Literature: Age of Enlightenment**

An examination of literature produced in France during the Enlightenment, a period of intensified scientific inquiry, public discourse, and religious tolerance which culminated in the first French and American republics. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 367 - Nineteenth Century Literature: Age of Romanticism and Realism**

A study of the major movements, themes, and authors of nineteenth century French literature. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

### **FR 371 - Women Writers**

This course will introduce students to some of the major works and theories of French women writers. It will be taught as an overview or concentrate on a certain time period, theme, or author. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* FR 300 or above.

## **FR 373 - Francophone Literature**

This course will introduce students to the vast field of Francophone literature and culture. Students will discuss a variety of texts and films from many different countries of the French-speaking world, such as Canada, Africa, and the Caribbean. The course requires three contact hours with the professor and one contact hour of conversation with a native speaker of French each week. Conducted in French.

Four credits.

*Prerequisite(s):* FR 300 or above.

## **FR 400 - Senior Seminar**

Four credits.

*Prerequisite(s):* FR 300 or above.

## **FR 450 - Independent Study**

Four credits.

## **FR 460 - Selected Topics**

Topics to be arranged.

Four credits.

*Prerequisite(s):* FR 300 or above.

# **German**

## **GR 100 - German I**

This course is an introduction to the fundamentals of German language and the cultures of the German speaking countries. Students will practice the reading, writing, speaking and listening to German and expand their knowledge of our globalized world. GR 100 involves three class hours and one weekly session of conversation with a native speaker of German. This class will be taught in German.

Four credits.

*Prerequisite(s):* No prerequisite.

## **GR 150 - German II**

This course is a continuation of GR 100 that introduces students to the fundamentals of the German language and the cultures of the German speaking countries. Students will practice the reading, writing, speaking and listening to German and gain intercultural competencies. GR 150 involves three class hours and one weekly session of conversation with a native speaker of German. This class will be taught in German.



Four credits.

*Prerequisite(s):* GR 100 or placement.

### **GR 200 - German III**

This course is a continuation of GR 150 and introduces students to the fundamentals of the German language and the cultures of the German speaking countries. Students will practice the reading, writing, speaking and listening to German and gain intercultural competencies. GR 200 involves three class hours and one weekly session of conversation with a native speaker of German. This class will be taught in German.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* GR 150 or placement.

### **GR 300 - German IV**

This course is a continuation of GR 200 and allows students through the reading and discussion of intermediate level material in the German language to improve reading and listening comprehension, as well as written and oral proficiency in German. The course focuses on gaining insights into the contemporary culture of Germany and its history. Major historical events, such as WWII, the division of Germany into two countries, the cold war, and finally the fall of the Berlin wall and Germany's reunification have shaped the Germany of today. GR 250 involves three class hours and one weekly session of conversation with a native speaker of German. This class will be taught in German.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* GR 200 or placement.

### **GR 301 - Advanced German**

The primary emphasis is placed on the development of written and spoken German through the discussion of contemporary topics in the German speaking countries (Germany, Austria and Switzerland). An introduction to advanced grammar, vocabulary-building with exercises in composition, syntax and stylistics are included. GR 301 involves three class hours and one weekly conversation session with a native speaker of German. This class will be taught in German.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* GR 300 or placement.

### **GR 320 - Tales of the Brothers Grimm**

In this course, students will read in German some of the best known and least known of the Grimm Brothers' tales. They will learn some of the ways Märchen ("fairy tales") can be analyzed, understood and retold, and see how some of the Märchen are treated in contemporary media. Grammar and vocabulary of the texts will be attended to, as needed. GR 320 involves three class

hours and one weekly conversation session with a native speaker of German.r.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* GR 301 or permission of instructor.

### **GR 321 - Business German**

The main purpose of this course is the reading and discussion of business related items from German speaking countries. Students will have the opportunity to improve reading and listening comprehension, written and oral proficiency in German while getting an insight into the business culture of German companies. GR 321 involves three class hours and one weekly conversation session with a native speaker of German.

Four credits.

*Prerequisite(s):* GR 301 or permission of the instructor.

### **GR 322 - Contemporary German Storytellers**

In this course, students will read a variety of classical Kurzgeschichten ("short stories"), as well as contemporary ones (written after 1989), highlighting major themes, stylistic trends and formal devices, and motifs of the genre. The course emphasizes principles of literary analysis and interpretation, and advances reading, listening (class lecture and discussion), speaking (preparing and giving several short oral presentations, responding to discussion questions), and writing skills (critical analysis tests, and research paper) in German. GR 322 involves three class hours and one weekly conversation session with a native speaker of German. This class will be taught in German.

Four credits.

*Prerequisite(s):* GR 301 or permission of instructor.

### **GR 323 - Translating German Prose**

This course 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 web pages. Students will evolve strategies for dealing with difficult constructions and for using dictionaries effectively. GR 323 involves three class hours and one weekly conversation session with a native speaker of German.

Four credits.

*Prerequisite(s):* GR 301 or permission of instructor.

### **GR 324 - Special Topics in German**

Topics to be arranged.

Four credits.

### **GR 325 - Special Topics in German**

Topics to be arranged.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Global (GLOB)

## **Great Books**

### **PH 170 - Introduction to Great Books**

An introduction to the Integrated Studies major and minor which samples its three kinds of courses: the reading and seminar discussion of great books, the closer reading and analysis of a single great book, and the examination of an enduring idea or issue from a variety of different approaches

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 271 - Great Books Seminar I: The Ancient World - Homer to Plutarch**

Selected readings are chosen from among the following: Homer, Aeschylus, Sophocles, Herodotus, Thucydides, Plato, Aristophanes, Aristotle, Tacitus, Vergil, Lucretius, Cicero and Plutarch.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 272 - Great Books Seminar II: The Medieval World - Augustine to Chaucer.**

Selected readings are chosen from among the following: Letters from Clement and Ignatius, Plotinus, Augustine, Boethius, Anselm, Beowulf, Thomas Aquinas, Dante, Song of Roland and Chaucer.

Four credits.

### **PH 273 - Great Books Seminar III: The Renaissance - Machiavelli to Pascal**

Selected readings are chosen from among the following: Luther, Shakespeare, Montaigne, Cervantes, Bacon, Galileo, Descartes, Hobbes, Milton and Pascal.

Four credits.

### **PH 274 - Great Books Seminar IV: The Enlightenment and Its Discontents - Locke to Dostoevsky**

Selected readings are chosen from among the following: Locke, Hume, Kant, Goethe, Federalist Papers, De Tocqueville, Austen, Hegel, Newman, Kierkegaard, and Dostoevsky.

Four credits.

### **PH 275 - Great Books Seminar V: The Contemporary World**

Selected readings are chosen from the following: Marx, Tolstoy, Nietzsche, Pope Leo XIII, Freud, Chesterton, Joyce, Eliot, Wharton, Heidegger, Wittgenstein, Camus, Marcel, and Pope John Paul II.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

### **PH 276 - Great Books Seminar VI: Non-Western Classics**

Selected readings are chosen from the following: Ptahhotep, Vedas, Upanishads, Confucius, Laozi, Buddhist Sutras, Kebra Nagast, Sundiata, Cao Xuequin, Anand, Borges, Achebe, Kōbō Abe, Salih, and Silko

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **PH 455-457 - Integrated Studies Seminars**

The integrated Studies Seminar considers a topic or theme from multiple points of view, engaging two or more disciplines. This course may be team taught by members of different departments or may be taught by a single professor with invited guest contributors from other departments.

Four credits.

### **PH 467-469 - Focused Study Seminar**

The Focused Study Seminar 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 Focused Study Seminars are: Plato: The Republic, Dante: The Divine Comedy, Freud, Indian Philosophy, Thomas Aquinas, Newman: The Idea of the University, On Friendship, On Evil, Texts of Daoism, The Life of Muhammad, Euclid: Geometry, and Plutarch.

Four credits.

## **History**

### **HI 100 - 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.

Four credits.

### **HI 101 - Origins of European Civilization**

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

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

### **HI 103 - War and Innovation**

This introductory course will investigate the ways in which Western warfare has both reflected and stimulated changes in Western politics, society, economics, and culture. The course will start by studying the ancient Mesopotamians and conclude with a discussion of contemporary insurgencies. Along the way, students will become familiar with theories of war, see how changes in the battlefield environment have changed the experience of war, discuss the extent to which the transformation of war has been the result of revolutionary or evolutionary change, and understand the significant place of war in Western history.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

### **HI 105 - World History, 1500-present**

This course examines the development of the modern world from approximately 1500 AD to the present. Topics include the role of European expansion and colonization in creating the new global network, and the cultural exchange between Western and non-Western civilizations.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 106 - The U.S. Presidency**

The power of the U.S. President was intended to be limited, but has generally grown throughout the years since George Washington served as the first president. We explore the limits specified in the Constitution, as well as the ways in which Presidents have used institutional, Congressional, and personal strategies to expand their powers.

Note: Meets Historical Reasoning Learning Outcome (HIST) and Citizenship Learning Outcome (CITZ)

Four credits.

### **HI 107 - 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.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **HI 108 - Law and Justice in European History**

This course will examine the relationship between ideas of justice, legal institutions, and legal decisions in their European context, from the Roman republic to the twentieth century. Focusing primarily on criminal law and criminal trials, we will use legal sources to gain insight into the political, social, and cultural values of Europeans from ancient to modern times. Subjects presented will enable us to consider the development of ideas of justice over time and evaluate the origins and growth of the Western legal tradition.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 109 - Environmental History**

This course focuses on the historical relationship between people and the environment. It draws data from the diverse cultures and geographies of the United States first, and then looks at particular environmental concerns in other nations across time. Overall the course frames the environment as a global phenomenon affected by international politics and world cultures. The course will be grounded in the past, but will examine current issues such as global warming, biological prospecting, invasive species, and food production to understand the environment from local and global perspectives.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

## **HI 110 - African Health and Healing**

The course introduces the concept of the social basis of health and healing and the figure of the popular healer in Africa and the African Diaspora from the eighteenth to twenty-first centuries. Topics include indigenous knowledge, colonial medical practices, postcolonial health care, and infectious diseases, such as HIV and the AIDS epidemic.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

## **HI 111 - Exploration and Discovery**

This course introduces students to European voyages of discovery from the late middle ages until the early nineteenth century. European explorers navigated across the globe discovering new sea lanes and peoples. This course covers both the scientific and technological developments that made such voyages possible, the challenges explorers needed to overcome, and the consequences of these voyages on people and on the environment. Special attention will be paid to first encounters - the realities as well as the images of this cross cultural contact in the Americas, Africa, and Asia.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four credits

## **HI 112 - History's Mysteries**

The study of the past can be compared to a mystery. Historians try to piece together a sequence of events by using documentary evidence to determine how or why things happened the way they did. In this course, we will read books about actual historical mysteries to understand how historians think, research, and write. We will also use these historical mysteries to understand the larger societies and eras in which they took place. In this way, "history's mysteries" will help us to understand the Reformation, the Age of Exploration, the rise of nation states, and the development of a diverse and industrially advanced United States.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

## **HI 113 - The Crusades**

This course will examine the major Crusades of the 11th to the 14th centuries. We will look at the origins of the Crusading movement, the crusader states, the military orders, the rise of Saladin and the eventual collapse of the crusader kingdoms. We will examine Christian, Muslim and Jewish perspectives on the crusades.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

## **HI 114 - French Revolution and Napoleon**

The events that took place in France from 1789 to 1815 not only transformed France but led to revolutionary changes throughout Europe and influenced the development of the rest of the world. We will discuss the origins of the Revolution, the Reign of Terror, women and the Revolution, the impact of the Revolution on culture and society, the rise of nationalism, the transformation of warfare, and the nature of the Napoleonic era.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 150 - Historical Reasoning Special Topics**

This is a special topics course. The content of the class will vary by section, professor and semester.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

## **HI 151 - Historical Reasoning Special Topics**

This is a special topics course. The content of the class will vary by section, professor and semester.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Citizenship Learning Outcome CITZ)

Four.

## **HI 152 - Historical Reasoning Special Topics**

This is a special topics course. The content of the class will vary by section, professor and semester.

Note: Meets Historical Reasoning Learning Outcome (HIST) and the Global Engagement Learning Outcome (GLOB)

Four.

## **HI 175 - Asian Civilization**

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. (Formerly HI

275)

Note: Meets Historical Learning Outcome (HIST) and Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 199 - America: Origins to World Power**

This course covers crucial issues in American History from the American Revolution to the twenty-first century, with a heavy focus on processes which created, challenged and changed the Constitution and those which made the United States an international power. It is specifically designed to support Elementary Education majors by providing a deeper understanding of United States history and civics, with some focus on geography and economics.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

### **HI 225 - Early Modern Europe**

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.

Four credits.

### **HI 226 - 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.

Four credits.

### **HI 250 - United States History to 1877**

A survey of American economic, political and social developments from colonial times through Reconstruction.

Four credits.

### **HI 251 - United States History from 1877**

A survey of American economic, political and social developments from the Gilded Age to the present.

Four credits.

### **HI 311 - Ancient Greece**

The course covers the political, social and cultural history of Greece from the time of Homer to Alexander. Topics include: the Age of Homer, the development of Spartan society and military power, the rise of Athenian democracy and imperialism, Spartan and Athenian women, the artistic creativity of Classical Athens, women in Athenian drama, the tragedy of the Peloponnesian



Wars, and the world of Alexander the Great.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 312 - Ancient Rome**

This course examines the political, social, and cultural life of Romans from the mythical founding of Rome (8th century BC) to the Fall of the Roman Empire (5th century AD) We will cover: the Roman Republic, Roman expansion and imperialism, Julius Caesar and the civil wars, the Roman Empire of the First Century, the crisis of the Third Century, the reforms of Diocletian and Constantine, and the Germanic invasions. While the course will focus on the political and cultural achievements of the Romans we will also look at the internal challenges to Roman power presented by slaves, Christians and Jews.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 313 - The Early Middle Ages**

This course examines the political, social, economic, religious and cultural life of Western Europe from the end of the Roman World to the Twelfth Century. Topics include: the legacy of the Roman world, Germanic warriors and Christian missionaries, the challenges posed by the rise of Islam, the enduring strength of the Byzantine Empire, the development of the first Europe under the Carolingians, and the flowering of Medieval Society in the early 12th century.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 314 - The High Middle Ages**

This course covers the cultural flowering of medieval civilization, the development of the national monarchies and legal institutions, the conflict between church and state, the Black Death, Joan of Arc and the Hundred Years' War. We will read about the experiences of knights and their ladies, saints and heretics, townsmen and peasants, Muslim and Jews in medieval Christian society. While main focus of the course is on Western Europe we will also discuss important events in the Byzantine Empire.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 315 - The Renaissance**

From 1300-1550 Europe experienced a period of great creativity and innovation in the arts, literature and politics. We will begin the course by looking at the birth of the Renaissance in the Italian city states and follow the spread of this cultural movement into France and England. Among the topics we will discuss: society and politics in Florence and Venice, artists and their patrons, women and family life, statecraft and Machiavelli, Thomas More's Utopia and Christopher Marlowe's Dr. Faustus.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

## **HI 316 - The Reformation**

The Age of the Reformation spanned from the sixteenth to the early seventeenth century. This course will give you an overview of the religious changes that occurred in Europe and the impact of those changes on politics, society and culture. We will begin by examining the origins of the Protestant and Catholic Reformations. Then we will consider the impact of the Reformations on politics and society after 1550 with special emphasis on France, the Netherlands, England, Scotland and Ireland. In the last part of the course we will assess the impact of the Protestant and Catholic Reformations on family life, gender roles, popular culture and society.

Four credits.

## **HI 317 - Medieval Spain**

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.

Four credits.

## **HI 324 - Special Topics: Early Europe**

Topics to be arranged.

Four credits.

## **HI 326 - Modern Britain**

This course investigates modern England since about 1760, concentrating on social, political, cultural, and imperial issues, and Britain's new European status since World War II.

Four credits.

## **HI 327 - 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.

Four credits.

## **HI 328 - 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.

Four credits.

## **HI 329 - 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.

Four credits.

### **HI 330 - 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.

Four credits.

### **HI 332 - 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.

Four credits.

### **HI 333 - Europe since 1945**

Devastated and impoverished in 1945, Europe lay in the shadow of the United States and the Soviet Union. Although the last sixty years have presented terrible challenges, the European people have experienced a remarkable regeneration during this period. This course will investigate this regeneration and contemplate the various difficulties Europe faced and continues to face today. Topics covered will include the Cold War, the postwar "economic miracle," Communist rule in Eastern Europe, European unification, immigration, and the Revolutions of 1989.

Four credits.

### **HI 345 - Mid-Victorian Britain in History and Literature**

The period between 1851-1867 constituted the high noon of Victorian England, an era when Britain enjoyed unprecedented stability and prosperity. Beneath the equipoise of these years, however, great changes took place, and Victorians attempted to deal with what they saw as the transition from the medieval to the modern world. This course identifies several areas in which significant change occurred, such as politics, art, and religion and others. Within the selected areas, students will learn to appreciate the great literature of the period and examine the historical forces influencing the art, culture and people of the mid-Victorian period. Cross-listed as EN 345.

Four credits.

### **HI 349 - Special Topics: Modern Europe**

Topics to be arranged.

Four credits.

### **HI 350 - Colonial North America**

This course examines Colonial North America from the founding of European colonies through the end of the American Revolutionary War. The course includes coverage of Native American history and culture, the development of slavery, conflicts

with Britain, and religious issues.

Four credits.

### **HI 351 - Jacksonian America: 1824-1850**

A study of the market and transportation revolutions, Jacksonian politics, the rise of the western United States, the impact of religious revivals, the removal of Native Americans, and the multiple reform movements of the 19th century, particularly abolition and women's rights.

Four credits.

### **HI 352 - 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.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **HI 354 - Contemporary America**

The years since 1968 have seen immense changes in the roles of women, different ethnic and religious groups, students, and other groups in American society. This course explores the political, cultural and social movements which surround those changes, as well the changing nature of domestic and international politics

Four credits.

### **HI 355 - Modern American Foreign Relations**

Surveys American foreign relations from the 1890s 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.

Four credits.

### **HI 356 - The Old South**

The course goal is to engage the student in the themes, issues and approaches to the history of the American South from the founding of Jamestown in 1607 until the end of the Civil War. The Old South was a joint creation of blacks and whites. It was also the most powerful slave society in the modern world. Therefore, we will look at black-white relations, especially those in the institution of slavery. Social class and gender roles will be studied as catalysts in southern history. We will look at the beginnings of southern consciousness, the rise of sectionalism, and southern nationalism culminating in the secession movement and Civil War which brought an end to the Old South.

Four credits.

### **HI 357 - United States Labor History**

This course examines the experiences of workers and the development of organized labor movements in the United States from the colonial period to the present. It explores the intersection of class, race, and gender, and emphasizes that the American labor

experience reaches beyond unions to include groups as diverse as colonial craftsmen, antebellum slaves, and twentieth-century fast food employees.

Four credits.

### **HI 358 - 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.

Four credits.

### **HI 359 - American Women's History**

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.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **HI 361 - Civil Rights Movement**

This course explores the African-American struggle to achieve social, political, and economic equality in the United States in the twentieth century. It analyzes the important events of the movement and the strategies employed during the struggle, as well as the contributions of prominent national leaders and local activists, both black and white. This course places the 1954 Brown v. Board of Education Supreme Court decision in a broad context, beginning with early efforts both to resist and accommodate Jim Crow and continuing through the 20th century, with consideration of the ways that other "rights" struggles shared tactics, goals, and ideology with the black civil rights movement.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **HI 362 - The New South**

This course explores the history of the American South from the end of Reconstruction to the twenty-first century. It examines a variety of topics, including the rise of segregation and the civil rights movement; industrialization and modernization; the South's conflicted relationship with the federal government and its political influence on the rest of the nation; the South's place in the world; and southern literature and the arts (including rock and roll music, which is one of the South's gifts to the rest of the world). Finally, from the rest of the country's perspective, the South used to be a problem to be solved. That changed in the late twentieth century, and this course asks if that happened because the South became more like the rest of the country or the country became more like the South.

Four credits.

### **HI 363 - Public History**

This course introduces students to the methods, concerns, and uses of public history. This includes hands-on experience with material culture (the study of objects), archives, museums, commemoration, historic preservation and other areas of public history scholarship and practice.

Four credits.

### **HI 374 - Special Topics: American History**

Topics to be arranged.

Four credits.

### **HI 375 - Colonial Latin American History**

This course traces the development of the Central and South American nations from their discovery to 1824.

Note: Meets the Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 376 - Modern Latin American History**

This course traces that development from independence to the present, with stress on the ABC powers and Mexico.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 377 - Modern Russia**

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.

Note: Meets the Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 378 - Modern China: 1600-Present**

This course explores the history of China since approximately 1600, focusing on the transition from the Sino-centric world in existence when the Qing dynasty took power in 1644 to the challenges of European imperialism, republicanism and communism in the 19th and 20th centuries.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 379 - Modern Japan: 1600-Present**

This course explores the history of Japan since approximately 1600, focusing on the rise and fall of the shogunate, the Meiji Restoration and emperor-system, and the rapid changes Japan's political, economic, and cultural systems have undergone during the 20th century.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 381 - Atlantic World, 1492-1825**

This course examines the Atlantic World from roughly 1492 to 1825. Topics include European expansion and conquest, creation of an Atlantic economy, slavery and the slave trade, and the different indigenous strategies of accommodation, resistance, and rebellion.

Note: Meets the Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 382 - History of the Middle East**

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.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 384 - British Empire**

The British Empire took a leading role in globalization throughout the 18th, 19th and 20th centuries. In this course we will investigate how the British and various colonized peoples made the empire together. At the same time, we will study the various tensions and forces that made empire difficult and eventually impossible to sustain. Along the way, we will familiarize ourselves with various interpretations of imperialism, sample the empire's impact on art and literature, confront some of the moral dilemmas associated with the empire, and come to understand why the empire inspired such devotion and hatred among people throughout the world.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HI 385 - Vietnam War**

This course focuses on American involvement in Vietnam from 1954 to 1975, though we will also discuss events before and after this period. Students should note that this is not a course in military history. We will discuss military events, but we will also take a broader view of the conflict. Topics will include the reasons for American intervention in Vietnam, the experiences of people involved in the conflict, the viability of the South Vietnamese state, the causes of America's defeat (and North Vietnam's victory), responses on the home front, the war in American memory, and political consequences of the war. The course will consist of lectures and discussions. Readings will include historical monographs, memoirs, primary sources, and literary materials.

Four credits.

### **HI 386 - World War II**

This course will look at the people, forces, ideas, and weapons that made World War II possible. The class will start by looking at the origins of instability in both Europe and Asia. After surveying the social and political characteristics of the main belligerents,

the course will study how conflict in Central Europe and Asia eventually developed into a global war. While covering the war years, the course will pay special attention to the strategies and diplomacy of the nations involved, the role of ideology in decision making, the influence of new weaponry and tactics, the impact of war on civilians, the experience of combat among soldiers, and the great challenges imposed on states and societies by a total war of unprecedented scale.

Four credits.

### **HI 387 - The Cold War**

This course examines the Cold War, the international rivalry between the United States and the Soviet Union that lasted from 1945-1991. We will explore the origins of the Soviet-American conflict, the two countries' struggle for global influence, and the effects of the Cold War on American and Soviet domestic affairs. Students will have the opportunity to participate in a week-long study abroad program to Cuba during spring break.

Note: Meets the Global Engagement learning outcome (GLOB)

Four credits.

### **HI 390 - Comparative Women's History**

This course explores the history of African, European and American women, comparing their experiences in war, politics, the legal system, capitalism and other aspects of society. This course stresses the benefits and pitfalls of comparative history, as well as the impact of gender on national and international developments.

Four credits.

### **HI 391 - The History of Southern Africa**

The course examines the history of South Africa and its surrounding countries. It investigates economic and political changes and the creation of racial, ethnic, and gender identities. Topics include the relationships among San foragers, Khoi pastoralists, and Dutch settlers; Shaka Zulu; the Xhosa cattle-killing of 1857; the "mineral revolution" and migrant labor; the apartheid system; the Black Consciousness movement; and postcolonial development. The course uses a variety of sources-including literature and film-to understand how southern African history has been portrayed over the years and why those histories are important in people's lives today.

Four credits.

### **HI 392 - Slavery and the Slave Trade in Africa**

This course seeks to introduce students to the debates surrounding the history of slavery in Africa. Did slavery in Africa predate the Atlantic Slave Trade? What impact did the Atlantic Slave Trade have on African communities? How did the Atlantic Slave Trade compare to other slave trades within and out of Africa? How were slavery and slave trading related to European dominance in Africa in the 19th century? These questions will be addressed using both primary source material and scholarly arguments from historians, anthropologists and sociologists.

Four credits.

### **HI 399 - Special Topics: Special Areas**



Topics to be arranged.

Four credits.

### **HI 400 - Independent Study**

Topic and work requirements agreed upon between student and faculty member. Must be approved by the Department Chair.

Four credits.

### **HI 401 - Independent Study**

Topic and work requirements agreed upon between student and faculty member. Must be approved by the Department Chair.

One credit.

### **HI 475 - Internship**

A student originated internship supervised by the History department with cultural, legal, and state agencies. Not credited to History major requirements.

Four credits.

### **HI 476 - Internship**

A student originated internship supervised by the History department with cultural, legal, and state agencies. Not credited to History major requirements.

Four credits.

### **HI 481 - Seminar in History Research**

A course in research methods. Students research their own topic, write a 25 page paper, and defend the research before the seminar.

Note: Writing Intensive (WI)

Four credits.

### **HI 489 - Directed Reading Seminars**

Reading seminars provide upper level students with the opportunity to pursue the historiography of a particular topic, selected by historical theme, epoch, or interpretation.

Note: Writing Intensive (WI)

Four credits.

## **Humanities**

## **HU 103 - Conversatio I**

The first semester of *Conversatio* considers the meaning of humanity in the world by reading and discussing influential texts that contemplate who we are as individuals, what our responsibility is within a community, and what our relationship is with the divine. Among fundamental intellectual ideas, students are introduced to the Catholic Benedictine intellectual tradition through the teachings in select readings of Saints Benedict and Anselm.

Note: Meets Shared Learning Experience Outcome (SHAR)

Four credits.

## **HU 104 - Conversatio II**

In the second semester students are asked to consider the meaning of humanity in the world from the perspective of three areas of study central to the Liberal Arts: 1) Politics, rhetoric, and the emergence of democracy in human history; 2) The nature of science and the role of scientific understanding in our world; 3) The nature of beauty and the place of art in the lives of individuals and communities.

Note: Meets Shared Learning Experience Outcome (SHAR)

Four credits.

## **HU 203 - Special Topics**

An examination of various topics related to the Humanities.

Two credits.

## **HU 300 - Special Topics**

An examination of various topics related to the Humanities.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

## **HU 301 - Special Topics**

An examination of various topics related to the Humanities.

Four

## **HU 302 - Special Topics**

An examination of various topics related to the Humanities.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **HU 303 - Honors Colloquium**

The Honors Colloquium is an opportunity for Honors students to return to questions of enduring importance that were raised in *Conversatio*. The course is a seminar, is interdisciplinary in nature, and invites students to reflect on selected topics using their liberal arts and disciplinary foundations.

Four credits.

## **HU 304 - Special Topics**

An examination of various topics related to the Humanities.

Note: Meets the Global Learning Outcome (GLOB)

Four.

## **HU 305 - 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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Global Engagement Learning Outcome (GLOB)

Four credits.

## **HU 310 - England's Catholic Underground**

This course will examine the history, literature, and selected artistic expressions of the "Recusant" movement led by English Catholics suffering persecution under the rule of Tudor and Jacobean rulers in the sixteenth and seventeenth centuries.

Four credits.

## **HU 315 - Shakespeare and Political Power**

This team-taught course offers students the opportunity to contemplate the provocative intersection of Shakespeare's work as a poet and playwright with the complex politics of his day and to appreciate how the political ideas and actions presented in his plays have influenced the political understanding through the ages. Students will read representative Shakespeare plays, including Julius Caesar, King Lear, The Merchant of Venice, Richard II, and Measure for Measure. Additionally, they will read the political sources that influenced Shakespeare's understanding of his world, as well as scholarship in the field of Political Science that draws upon Shakespeare's works. The course is a blend of lecture and seminar discussion and students will be encouraged to do independent research on Shakespeare plays not assigned in the course.

Four credits.

## **HU 320 - The Benedictines**

This course will cover the culture, spirituality, and the history of the life of the religious order that founded Saint Anselm College and still operates it today. The women and men who follow the Rule of Saint Benedict have had a profound influence on the

development of Western Civilization in areas that include faith, the preservation of Western classics, education, the advancement of science, and the arts, and the spread of Christianity. Most of the class meetings will be a combination of lecture and seminar discussion.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits

### **HU 345 - Progress and Nostalgia: Mid-Victorian Britain in History and Literature**

The period between 1851-1867 constituted the high noon of Victorian England, an era when Britain enjoyed unprecedented stability and prosperity. Beneath the equipoise of these years, however, great changes took place, and Victorians attempted to deal with what they saw as the transition from the medieval to the modern world. This course identifies several areas in which significant change occurred, such as politics, art, and religion and others. Within the selected areas, students will learn to appreciate the great literature of the period and examine the historical forces influencing the art, culture and people of the mid-Victorian period. Cross-listed as EN/HI 345.

Four credits.

### **HU 346 - 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. Cross-listed as PH 346

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **HU 375 - Gender in Music and Literature**

Students in this course will explore gender representations in four distinct genres of music: opera, rock, country, and hip-hop. Along with listening to music in these four genres, they will read literature that corresponds to the music's time period, subject matter, and performative aspects. The course is intended (1) to introduce students to some current ways of thinking and writing about issues of music, literature, and gender; (2) to facilitate students' development of an informed, self-aware position in relation to recent scholarship; (3) to challenge assumptions about the way we read and hear gender; (4) to introduce them to excellent music and literature they might not otherwise hear or read, which will broaden their knowledge and appreciation of these art forms. Cross-listed as EN 375 and MU 375

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **Mathematics**

### **MA 110 - Concepts of Mathematics**

An introductory course for students who wish to develop quantitative skills. Topics covered include: mathematical problem solving, logic, counting and cardinality, number systems, relations and functions, ratios and proportional relationships, probability, statistics, and geometry.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **MA 130 - Fundamentals of Mathematics**

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

Four credits.

*Prerequisite(s):* One year of high school algebra.

### **MA 150 - The Nature of Mathematics**

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.

Four credits.

### **MA 170 - Calculus I**

A study of the differentiation of algebraic and trigonometric functions with applications. Topics covered include limits, continuity, differentiation formulas, the Mean Value Theorem, curve sketching, optimization, and related rates.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* 2 years of high school algebra and a half year of trigonometry.

### **MA 180 - Calculus II**

A study of the integration of algebraic, trigonometric and transcendental functions with applications. Topics covered include the Fundamental Theorem of Calculus, calculating areas and volumes, the average value of a function, inverse functions, and integration techniques.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* MA 170

### **MA 210 - Calculus III**

A continuation of MA 170 - MA 180. Topics include infinite sequences and series, vectors and vector calculus, and multivariable calculus.

Four credits.

*Prerequisite(s):* MA 180.

### **MA 220 - Vector Analysis and Differential Equations**

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.

Four credits.

*Prerequisite(s):* MA 210.

### **MA 260 - Problem-Solving**

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.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* MA 180.

### **MA 310 - Linear Algebra**

An introduction to linear algebra and its applications. Topics covered include systems of linear equations, matrix algebra, vector spaces, determinants, eigenvalues and eigenvectors, and diagonalization of matrices.

Four credits.

*Prerequisite(s):* MA 180

### **MA 330 - Mathematical Statistics I**

A study of probability distributions and their application to statistical inference. Topics include conditional probability and independence, Bayes' Rule, discrete and continuous probability distributions, Tchebysheff's Theorem, and the Central Limit Theorem.

Four credits.

*Prerequisite(s):* MA 180

### **MA 340 - Mathematical Statistics II**

A study of probability distributions and their application to statistical inference. Topics include estimation, large and small sample hypothesis testing, linear regressions, and analysis of variance.

Four credits.

*Prerequisite(s):* MA 330

### **MA 350 - 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.

Four credits.

*Prerequisite(s):* MA 180

### **MA 360 - Modern Geometry**

An axiomatic approach to Euclidean and non-Euclidean geometry with an integration of interactive geometric software.

Four credits.

### **MA 370 - Numerical Analysis**

A study of numerical methods for function evaluation, solution of equations, approximation and interpolation, integration, differential equations, and linear systems.

Four credits.

*Prerequisite(s):* MA 180

### **MA 390 - Graph Theory and Combinatorics**

Modern graph theory and combinatorics at an introductory level. Topics covered are: directed, undirected and weighted graphs, Euler and Hamiltonian circuits, trees, and vertex colourings.

Four credits.

### **MA 400 - Independent Study**

Four credits.

### **MA 410 - Advanced Calculus I**

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. Topics covered include mathematical induction, sequences, series, and continuity.

Four credits.

*Prerequisite(s):* MA 180

## **MA 420 - Advanced Calculus 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. Topics covered include sequences and series of functions, differentiation, and the Riemann integral.

Four credits.

*Prerequisite(s):* MA 410

## **MA 430 - Modern Algebra**

A study of algebraic systems, including groups, rings, and fields.

Four credits.

*Prerequisite(s):* MA 180

## **MA 450 - History of Mathematics**

Introduction to the history and development of mathematics from prehistory to the present.

Four credits.

*Prerequisite(s):* MA 180

## **MA 480 - 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.

Four credits.

*Prerequisite(s):* MA 180 or permission of the instructor.

## **MA 490 - Internship**

Four credits.

# **Music**

## **MU 101 - Introduction to Music**

A focus on masterpieces of Western music in their historical and cultural contexts from the Middle Ages to the present. The goals of the course are to awaken and encourage an appreciation of music, to help students learn to respond intelligently to a variety of musical idioms, and to engage students in the debates on the character and purpose of music that have occupied composers and musical thinkers since Antiquity. Students will also develop listening skills through a study of the basic elements of music: notation, melody, rhythm, harmony, timbre, texture, and form, and how they are employed in various musical styles.



Four credits.

## **MU 110 - Music Theory I**

An introduction to the fundamentals of music: melody, rhythm, harmony, and form in the context of Western common-practice tonality. Topics include rhythm and meter, keys and scales, chords and their inversions, melodic construction, elementary harmonic progressions; ear training; basic keyboard proficiency; and music notation.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 160 - Studies in Music Performance: Individual Instruction**

Individual music instruction with sections in voice, piano, flute, violin, cello, clarinet, trumpet, and other instruments. Course fee charged.

Note: *This course may be repeated for credit.*

Two credits.

## **MU 170 - Class Piano**

An introduction to beginning piano techniques, including hand position, posture, fingering, technical exercises, and sight reading in treble and bass clef. Students learn to perform short works and acquire basic harmonization and improvisation skills using standard accompaniment patterns. Numerous examples are assigned to demonstrate the essentials of reading and counting skills and other fundamentals of piano playing introductory music theory concepts are also covered. No piano background is necessary.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 171 - Class Guitar**

An introduction to beginning guitar techniques, including hand position, posture, fingering, technical exercises, chords, and sight reading. Students learn to perform short works and acquire basic harmonization and improvisation skills using standard accompaniment patterns. Numerous examples are assigned to demonstrate the essentials of reading and counting skills and other fundamentals of guitar playing and introductory music theory concepts are also covered. No guitar background is necessary, but students must provide their own guitar.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 180 - Music Ensemble**

Ensemble participation with sections in choir, orchestra, band, chamber music, and other groups.

Note: *This course may be repeated for credit.*

Two credits.

### **MU 201 - Music History: Middle Ages - Bach and Handel**

This course covers the first half of a two-semester sequence in the history of music in Western civilization, examining the changing styles of European music from the emergence of Gregorian chant to the works of Mozart. Genres explored include plainchant, polyphony, secular song, the mass, madrigal, opera, oratorio, concerto, and symphony. Composers to be studied include: Josquin, Palestrina, Monteverdi, J.S. Bach, Handel, Haydn, and Mozart. (Formerly MU 341)

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

### **MU 202 - Music History: Mozart and Beethoven - Present**

This course covers the second half of a two-semester sequence in the history of music in Western civilization, examining the changing styles music from the styles of music from Beethoven to the present day. Genres explored include the symphony, concerto, string quartet, piano sonata, opera, and art song. Composers to be studied include Beethoven, Schubert, Berlioz, Brahms, Liszt, Wagner, Verdi, Debussy, Stravinsky, Schoenberg, Cage, Glass, and others.

Note: Meets Historical Reasoning Learning Outcome (HIST)

Four credits.

### **MU 210 - Music Theory II**

A comprehensive study of diatonic harmony, with an emphasis on four-part writing. Musical examples from a range of historical periods will be used to demonstrate different analytical tools. Special emphasis will be placed on ear training, sight singing, and keyboard skills. The course will conclude with the basic elements of chromatic harmony.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s): MU 110 or MU 170 or permission of the instructor (placement test)*

### **MU 230 - Computer Music**

This course provides an introduction to the use of computers for the creation of music. Topics addressed will include recording and studio techniques, MIDI, sound synthesis, digital audio processing, music notation software, acoustics, and a brief survey of the electroacoustic and computer music repertoire.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **MU 240 - 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.

Four credits.

### **MU 241 - American Musical Theater**

A historical survey of American musical theater from its origins in the late 19th century. The course focuses on selected works by figures such as Kern, Gershwin, Rodgers and Hammerstein, Bernstein, and Sondheim, as well as the contemporary generation. A series of case studies anchors the course, allowing students to delve into issues of race, gender, politics, musical style, performance, and the notion of the popular, as the class also explores broader cultural and musical trends.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **MU 242 - Studies in Film Music**

This course is designed to develop a general understanding of the technical, historical, and aesthetic aspects of film music. Students will learn how to breakdown and analyze the primary components of an individual film score and develop a basic ability to identify specific musical instruments and compositional techniques. The course will also discuss many of the influential film score composers of the 20th and 21st centuries and their contribution to the film score.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **MU 243 - Studies in Jazz History**

This course provides the opportunity for students to develop an understanding and ability to identify the specific musical elements of jazz through a variety of listening assignments. Students will develop a broad understanding of the distinctive features present in each style period of jazz and learn to recognize these features in their listening. Students will also have an opportunity to hear and analyze a live jazz performance during the course.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **MU 244 - Music and Worship of the Western Church**

Beginning with the Hebrew Psalmody of the Old Testament, this course will survey historical topics in sacred music from Gregorian chant to the present. Topics include: the chorales and psalm settings of the Reformation, oratorios of Handel, masses of Mozart and Haydn, requiems of Brahms and Verdi, "fuging tunes" of the early American Singing Schools, African-American spirituals, hymns and religious music of the Romantic Era, and the music and praise practices current in the church today.

Four credits.

### **MU 245 - World Music**

This course explores the musical cultures of select regions (Africa, India, Southeast Asia, Middle East, and the Americas) from the disciplinary perspective of ethnomusicology, a field that emphasizes the direct connections between social structures and musical sound/aesthetics. Students are exposed to the disciplinary methods of ethnomusicology, including the study of non-Western music in a series of analytical assignments and presentations. At the end of this course, students should have a better understanding of an intellectual approach to studying and listening to music in other cultures.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

## **MU 246 - History of Rock and Roll**

The focus of this course is on the history of a musical genre, one that crucially informs our understanding of popular music today: rock and roll. In addition to exploring its early twentieth-century origins in the sounds of Tin Pan Alley, as well as jazz, country, and the blues, we will examine rock's historical trajectory through a century of social upheaval. Consistent in its political and social relevancy, rock provides a unique perspective on many of the most important issues faced during the twentieth century, including nationalism, race, class, gender, and technology.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 310 - Music Theory III**

A continuation of Music Theory II, this class will first explore further elements of chromatic harmony, before introducing students to a variety of 20th-century compositional techniques and approaches. Assignments will include analyses, directed composition exercises, and musicianship exercises (keyboard, sight singing, and dictation).

Four credits.

*Prerequisite(s): MU 210 or permission of the instructor (placement test)*

## **MU 320 - Music Composition**

This course is designed to allow students to explore the creative process of music composition. The course will focus on individual compositional aspects such as rhythm, melody, harmony, form, orchestration, and text setting. Students will have a variety of opportunities to foster their music writing skills and work on the various musical elements through creative composition projects. Students will also have the opportunity to meet and discuss the compositional process with a professional composer and participate in the process of a newly commissioned work to be premiered during the course.

Four credits.

## **MU 344 - Opera and Gender**

This course explores operatic music and vocality, as well as opera's construction of gender by focusing on a chronological series of historicized themes including castrati, madness, and exoticism. Students will complement their reading with weekly opera viewing/listening assignments and field trips to attend live performances of opera.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 350 - Special Topics: Conducting**

This course introduces students to skills that are fundamental to leading ensembles as skilled and musical conductors

Four credits

## **MU 375 - Gender in Music and Literature**

Students in this course will explore gender representations in four distinct genres of music: opera, rock, country, and hip-hop. Along with listening to music in these four genres, they will read literature that corresponds to the music's time period, subject matter, and performative aspects. The course is intended (1) to introduce students to some current ways of thinking and writing about issues of music, literature, and gender; (2) to facilitate students' development of an informed, self-aware position in relation to recent scholarship; (3) to challenge assumptions about the way we read and hear gender; (4) to introduce them to excellent music and literature they might not otherwise hear or read, which will broaden their knowledge and appreciation of these art forms.

Cross-listed as HU 375 and MU 375

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

## **MU 400 - Independent Study**

Four credits.

## **MU 401 - Independent Study - Thesis Research**

Four credits.

## **MU 491 - Internship (one-semester)**

Two credits.

## **MU 492 - Internship (one-semester)**

## **MU 493 - Internship (two-semester)**

## **MU 494 - Internship (two-semester)**

## **Nursing**

### **NU 110 - Introduction to Professional Nursing**

This course introduces the student to the art and science of the profession of nursing. A historical perspective allows students 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.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

### **NU 125 - Mental Health Nursing**

This course introduces the student to the art and science of mental health nursing. Mental illness is a biochemically based process, occurring across a health illness continuum, impacted by developmental, sociocultural, psychological, physiological, and spiritual variables. A lifespan approach is incorporated into the course in order to provide appropriate care to the individual, family, and the community.

Four credits.

### **NU 126 - Health Assessment & Fundamentals of Nursing**

Course content focuses on the development of health assessment and basic skills essential to professional nursing practice utilizing guided classroom and clinical/laboratory learning opportunities. The nursing process and functional health patterns provide a framework for the assessment of clients across the lifespan.

Four credits.

### **NU 127 - Nursing Care of the Elderly and Chronically Ill**

The focus of this course is on the care of patients with chronic illness, with a special concentration on interventions for geriatric patients. Course content is integrated into classroom, laboratory, simulation and clinical settings. Clinical assignments are in rehabilitation/long term care facilities.

Note: Writing Intensive

Six credits.

### **NU 236 - Adult Medical Surgical Nursing**

The focus of this course is on the care of acutely ill adult patients, with a concentration on interventions for common medical and surgical disorders. Course content is integrated into classroom, laboratory, simulation and clinical settings. Clinical assignments are on medical and/or surgical units in the hospital setting.

Eight credits.

### **NU 238 - Pathopharmacology I**

This course focuses on the pathophysiology of disease and its relationship to pharmacological interventions. Utilizing the nursing process, the student will examine disease states affecting the neurological, neuromuscular, endocrine, cardiac, renal and respiratory systems. Emphasis will be on the role of the nurse in creating a safe patient environment and in evaluating the patient's response to drug therapy. Format will be lecture and seminar for case study analysis.

Four credits.

### **NU 239 - Pathopharmacology II**

This course focuses on the pathophysiology of disease and its relationship to pharmacological interventions. Utilizing the nursing process, the student will examine disease states affecting the endocrine, cardiovascular, immune, gastrointestinal, renal and reproductive systems as well as antibiotic, antineoplastic, immune, hematopoietic, general and local anesthesia, and neuromuscular blocking therapy. Emphasis will be on the role of the nurse in creating a safe patient environment and in evaluating the patient's response to drug therapy. Format will be lecture and seminar for case study analysis.

Two credits.

### **NU 340 - Critical Care Nursing**

This course focuses on development of students' ability to utilize the nursing process to care for acutely ill adult patients. Students will use communication skills, therapeutic nursing interventions, and critical thinking to assist patients to attain the optimal level of wellness. Clinical placement in EDs and ICUs of community hospitals will permit students to develop the appropriate assessment, diagnosis, intervention, and evaluation skills. Course content includes: respiratory failure, acute coronary syndromes and complications, trauma, increased intra-cranial pressure, spinal cord injuries, end stage liver and kidney disease, transplants, and burns.

Four credits.

### **NU 341 - Pediatric Nursing**

This course focuses on development of students' ability to utilize the nursing process to maintain optimum wellness in the child. Emphasis is placed on caring for the child in the context of the family. Principles of growth and development, health promotion, child advocacy and communication are integrated throughout the course. A holistic framework is used to critically examine the biological, psychological, socio-cultural, developmental and spiritual variables, which influence the child and family's response to alterations in health status. Clinical practice takes place in hospitals and community settings such as schools, clinics, and home settings.

Four credits.

### **NU 342 - Maternal-Newborn Nursing**

This course focuses on development of students' ability to utilize the nursing process to maintain optimum wellness in the childbearing family. Students will use communication skills, therapeutic nursing interventions, critical thinking and knowledge of cultural diversity to assist childbearing families to achieve a maximum level of wellness. Opportunities for students to develop assessment skills, identify nursing diagnoses, and plan, implement, and evaluate nursing care are provided in clinical placements. Course content includes pregnancy, childbirth, postpartum, care of healthy newborns, prenatal, intrapartal and postpartal complications, and various reproductive health issues.

Note: Writing Intensive

Four credits.

### **NU 348 - Nursing Research**

This course focuses on developing the role of the professional nurse as both a consumer and participant in research. Components of the role examined in this course include: research utilization, evidence-based practice, participation in a research team, and patient advocacy. Other considerations include: the importance of nursing research, research trends and challenges that influence the nursing profession, and the need to develop a critical approach to the appraisal of written research reports.

Two credits.

## **NU 349 - Transition to Professional Practice**

This course focuses on developing the role of the professional nurse. Components of the role examined in this course include: being a member of a health care team and a health care organization, leading/managing nursing care delivery, and understanding how health care delivery is financed. Other considerations include: trends and challenges that influence the nursing profession.

Two credits.

## **NU 360 - Understanding Suffering**

The purpose of this course is to assist the student to define and recognize various aspects of suffering as well as to explore approaches that promote hope and healing for those suffering. Suffering is a universal concept with physical, psychological, sociocultural, developmental, and spiritual suffering aspects that occurs within all cultures and across the lifespan. Suffering may have acute and/or chronic implications for an individual and/or community. Elective.

Four credits.

## **NU 449 - Community/Public Health Nursing**

The focus of this course is community and public health nursing. The student will explore the role of the nurse in health promotion and disease prevention in the global theater. The concepts of epidemiology, communicable disease control, environmental health, and disaster relief will be discussed. Public Health issues such as the global health care environment and work with vulnerable populations will be explored. Socio-cultural influences on health such as immigration, health care access and cost will be addressed from national and global perspectives. Course content will incorporate economic, legal and ethical perspectives. Clinical placements will include community based and public health organizations.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

## **NU 450 - Nursing Synthesis**

This course is intended to build, integrate and refine the knowledge and skills developed throughout the nursing curriculum. Application of critical thinking, therapeutic communication, ethical decision making, and professionalism is facilitated through clinical practice, special projects, and scholarly work. The semester long clinical experience consists of a preceptorship individually developed by the student and faculty.

Eight credits.

### **NU 450.1 - Nursing Synthesis Summer Preceptorship**

This eight week clinical experience consists of a preceptorship individually developed by the student and faculty. Application of critical thinking, clinical reasoning, therapeutic communication, ethical decision making, and professionalism is facilitated through clinical practice, reflective journaling, weekly online discussion forums, and a summative project involving QSEN and Nurse of the Future competencies.

Four credits.

*Prerequisite(s):* Meeting criteria for Summer Preceptorship

### **NU 450.2 - Nursing Synthesis**



This course is intended to build, integrate and refine the knowledge, skills and attitudes developed throughout the nursing curriculum. Application of critical thinking, clinical reasoning, therapeutic communication, ethical decision making, and professionalism is facilitated through special projects and scholarly work.

Four credits.

*Prerequisite(s):* This course requires successful completion of all the nursing courses preceding it; including NU450.1.

### **NU 451 - Nursing Honors Seminar**

This course offers Nursing students in the Honors Program a two-semester focused inquiry into an issue integral to the discipline of nursing. Students will develop strong analytical skills, demonstrate an aptitude for scholarly writing and ability to present scholarship in a professional forum. During the first semester students will attend seminars and work individually with faculty advisors to develop and research their thesis topic. During the second semester students will work with faculty advisors to write a paper that adheres to scholarly standards for writing, and will also present the material to a group of faculty and students. This course is taught over two semesters to allow students sufficient time to plan and execute a scholarly paper of the highest quality. Credit for this course will be given in the second semester when students register for NU451

Four credits.

### **NU 460 - Special Topics in Nursing**

Four credits

## **Nursing (RN to BSN Program)**

### **NURN 360 - Understanding Suffering**

This course assists the student to define and recognize various aspects of suffering as well as to explore approaches that promote hope and healing for those suffering. Suffering is a universal concept with physical, psychological, sociocultural, developmental, and spiritual aspects that occurs within all cultures and across the lifespan. Suffering may have acute and/or chronic implications for an individual and/or community.

Note: Nursing Elective Course.

Three credits.

### **NURN 362 - ST: PTSD and Implications for Nursing Practice**

This course examines issues that impact professional nursing care of individuals with Post Traumatic Stress Disorder (PTSD). Students analyze societal, ethical, cultural and economic factors that influence health care delivery and professional nursing practice for this population. Assignments elicit critical thinking related to public health and nursing practice delivered to a diverse population suffering from this condition.

Note: Nursing Elective Course.

Three credits.

### **NURN 363 - ST: Transcultural Nursing**

The purpose of this course is to increase cultural sensitivity and awareness among practicing registered nurses enrolled in the RN-BSN program. Course content will focus on the meaning of cultural diversity and the relationship to health disparities and quality nursing care. Participants will engage in activities that are designed to enhance the experience for both the nurse and for the diverse healthcare consumer. Participants will be equipped with the knowledge and skills necessary to promote the understanding and sensitivity of cultural diversity among their peers.

Note: Nursing Elective Course

Three credits

### **NURN 375 - ST: Healthcare Economics and Policy**

This course provides students with an opportunity to utilize basic economic concepts and principals to examine current trends in healthcare. The impact of policy, healthcare financing, and delivery within the U.S. will be emphasized. This course will prepare the student for political advocacy in today's health care environment.

Four credits.

### **NURN 451 - Leadership and Management in Professional Nursing**

This course engages the RN-BSN student in the theoretical study and practical application of the fundamentals and requisites for successful leadership development - decision making, problem solving and critical thinking.

Four credits.

### **NURN 452 - Health Assessment**

This course assists the registered nurse to gain expertise in health assessment techniques and interpretation of findings. Students will utilize therapeutic communication skills to obtain a health history and practice focused and comprehensive assessment of clients across the age continuum. Students will practice health assessment in a laboratory setting and will perform a systematic health history and physical examination for evaluation.

Four credits.

### **NURN 454 - Community Health**

This course engages RN to BSN students in disease prevention and health promotion in the community. The relevance and application of epidemiology, environmental health, communicable disease control, vulnerable populations, and ethical issues to the global health care environment are explored.

Four credits.

### **NURN 455 - Evidence-Based Nursing Research**

This course focuses on the research process and evidence-based care. The student will learn to read, critique, and determine how to utilize research in nursing practice. The course provides the student with an understanding of the evidence-based process and its application to nursing care. Students will be able to access sources of evidence through databases, utilize a model to translate the evidence to practice, and participate with a team of health care providers implementing evidence-based care.

Four credits.

### **NURN 456 - Nursing Informatics**

This course introduces nursing informatics as an integration of nursing, computer, and information sciences for the support of nursing practice and health care delivery. It will acquaint practicing nurses with the effective utilization of technology and its applications throughout all aspects of health care delivery. Knowledge and skills in information management and technology and in the use of computer resources to locate information for quality care are incorporated.

Four credits.

### **NURN 457 - Nursing Capstone Practicum**

The course is designed to match individual interests with a unique preceptorship experience. The course is intended to build, integrate, and refine the knowledge, and skills developed throughout the curriculum. The competencies developed throughout the program will be enhanced and refined. This course includes fieldwork with a preceptor in an area of the student's interest. Students will develop a project related to their chosen practicum.

Six credits.

### **PHRN 107 - Ethics**

This course is a systematic study of the rational principles of moral behavior and philosophical methods of making moral decisions with special emphasis on the philosophical basis of the dignity of the human person. Our aim is to provide an understanding of the types of moral behavior that come into question in human life, and within nursing in particular, on the basis of natural reason alone without the aid of revelation. We will study traditional philosophical views on the basis of morality such as Virtue Ethics, Natural Law Theory, Utilitarianism, and Kantian Deontological Ethics. We will learn basic methods of moral reasoning in applying the principles of these theories to specific issues and problems that arise in Nursing. We will also consider the philosophical basis of human dignity, the nature of human suffering, and the ethical requirements of care.

Note: Core Course.

Three credits.

### **PHRN 323 - Philosophy of Education (philosophy elective)**

This course examines both classical and modern theories of education, focusing on the nature of learning and teaching, with special application to current policies in the United States.

Three credits.

### **SORN 212 - Statistics**

This course focuses on the theory and application of statistical inference used in the field of social research. This course focuses on the basic concepts and measures, as well as research applications via univariate, bivariate, and multivariate techniques. Topics include hypothesis testing, ANOVA, correlation, confidence intervals, t-tests, chi-square testing, and regression analysis.

Note: Core Course.

3 credits.

## **THRN 369 - Theories of Peace and Justice (theology elective)**

This course endeavors to educate the student in the various theories of peace and justice that have influenced social structures and human decision making over the past three millennia. Students will critically read the central texts of this field. Students will also engage in ethical reflection on contemporary cases in peace and justice.

Three credits.

## **THRN 425 - Medical Ethics**

This course endeavors to educate the student in: basic concepts in theology; the Christian Scriptures; and in medical ethics, with a special emphasis on Catholic medical ethics. In order to achieve this goal the first part of the course investigates the foundations of medical ethics. The second part of the course focuses on issues in applied medical ethics. The points of departure for these investigations are Scriptural texts, relevant papal encyclicals, and works in Catholic moral theology, and secular medical ethics.

Three credits.

# **Peace and Justice**

## **PJ 101 - Introduction to Peace and Justice**

This course introduces the study of peace and justice from an interdisciplinary perspective. Topics include: violence, refugees, peace-building, and others

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

## **PJ 301 - Theories of Peace and Justice**

This course is a survey of major theories of peace and justice from the perspectives of philosophy, theology, sociology, and politics. Emphasis may include ancient Greek philosophy, biblical, liberation theories, contemporary theories justice, Catholic social tradition and others.

Four credits.

## **PJ 302 - Conflict Resolution**

This course provides an introduction to the study of conflict and its resolution by exploring the basic theoretical concepts of the field. Students will also learn and practice skills for intervening and resolving conflicts.

Four credits.

## **PJ 400 - Senior Seminar**

The senior seminar course will focus on readings and discussion on topics in peace and justice studies. Each student in consultation with the instructor and other seminar participants will select a topic based on previous work in the major. Appropriate reading and discussion questions will be assigned for each of the topics. Students will prepare and present a seminar

paper and lead discussion on their individual topic.

Four credits.

## **Philosophy**

### **PH 104 - Philosophical Inquiry**

An elective course for freshmen who wish to explore the field of philosophy, introducing them to the method and topics of philosophical study.

Four credits.

### **PH 105 - Human Nature Seminar**

An introduction to the traditional topics of speculative philosophy, pertaining to nature, the human person, and God.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 107 - Ethics Seminar**

A presentation of the rational principles of moral conduct, with application to specific cases; includes discussion of major ethical theories.

Note: Meets Philosophical Reasoning Ethical Learning Outcome (ETH)

Four credits.

### **PH 108-109 - The Philosophical Life Seminar I-II**

A two-course sequence that considers theoretical questions and moral questions in connection with one another, investigating how these two types of questions influenced one another during each of the four historical areas of western philosophical discourse, as well as possibly in eastern thought. PH 108 covers the history of philosophy from antiquity to the Middle Ages and Renaissance; PH 109 covers modern to contemporary philosophy. Note: Both semesters together meet the Philosophical Reasoning Ethical and Theoretical Learning Outcomes (ETH and THEOR) Students who take PH108 MUST take PH109 to complete their core requirement in Philosophy, and ONLY students who have completed PH108 may take PH109.

Note: Note: Meets Philosophical Reasoning Ethical and Theoretical Learning Outcome (ETH and THEOR)

4 credits

### **PH 211 - Ancient Philosophy: Know Thyself**

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.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 212 - Medieval Philosophy: Faith and Reason**

A survey of the major medieval thinkers, including Augustine, Anselm, Thomas Aquinas, Bonaventure, and John Duns Scotus.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 213 - Modern Philosophy: Knowledge and the New Science**

The history of philosophy from Descartes to Kant, with emphasis on epistemological and metaphysical issues.

Four credits.

### **PH 214 - Contemporary Philosophy: Meaning, Language and Existence**

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.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 230 - The Catholic Intellectual Tradition**

A study of the cooperation between faith and reason in the Catholic tradition from its roots in Scripture and Greek philosophy, through its systematic development in medieval thought (including Augustine, Anselm, and Aquinas), to its continuing vitality up to the present day.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 240 - Nineteenth Century Philosophy**

A history of philosophy in the 19th century from Fichte and Hegel to James and Nietzsche.

Four credits.

### **PH 305 - 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.

Cross-listed as HU 305

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and Global Engagement Learning Outcome (GLOB)

Four credits.

### **PH 308 - Ethics Tutorial**

A textual study and discussion of several major works in ethical theory: Nicomachean Ethics (Aristotle); Treatise on Law (Thomas Aquinas); Inquiry Concerning the Principles of Morals (Hume), and Foundations of the Metaphysics of Morals (Kant).

Four credits.

### **PH 320 - Critical Thinking**

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.

Four credits.

### **PH 321 - Formal Logic**

A critical study of deductive reasoning, including classical syllogistic logic, statement logic, and predicate logic, as well as formal and informal fallacies.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **PH 322 - Epistemology: Theories of Knowledge**

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.

Four credits.

### **PH 323 - 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.

Four credits.

### **PH 324 - Philosophy of Mind**

A philosophical study of the human person, including issues regarding the soul, consciousness, cognitive functions, and freedom.

Four credits.

### **PH 325 - Metaphysics: Theories of Reality**

A discussion of the basic metaphysical conceptions of Western philosophy through a historical and systematic analysis. Attention is given to Plato, Aristotle and Thomas Aquinas, as well as contemporary thinkers.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 326 - 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.

Four credits.

### **PH 331 - Philosophy of Science**

An inquiry into the nature, method, and significance of scientific knowledge.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 332 - Political Philosophy**

A study of the nature of political order, with particular emphasis on the connections between ethics and politics.

Four credits.

### **PH 333 - Business Ethics**

The course will focus on key ethical questions and dilemmas that confront individuals and corporations in the business world. These questions include, 'What role should work play in my life?', 'What are a business's obligations to society?', 'Do businesses have any ethical responsibilities beyond making profits?', 'Is there such a thing as ethical advertising?', along with many others. The course requires engaged and active learners. You will be developing and debating practical case studies, interacting with members of the New Hampshire corporate community, and developing a comprehensive ethical analysis of a local business.

Note: Meets Philosophical Reasoning Ethical Learning Outcome (ETH) and Citizenship Learning Outcome (CITZ)

Four credits.

### **PH 334 - 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.

Four credits.

### **PH 335 - Philosophy of Law**



A study of theories of law, including the nature of law, legal systems, law and morality, theories of punishment, and jurisprudence.

Four credits.

### **PH 336 - Aesthetics: Theories of Beauty**

A study of the major philosophical theories of art.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

### **PH 338 - 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.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 339 - Science Fiction and Philosophy**

Science fiction enriches philosophy in at least two ways. First, it offers us new perspectives on perennial philosophical questions: Do I have free will? Do I have an immaterial soul? Can I know anything for certain? Do the ends always justify the means? Science fiction helps to motivate, to clarify, and possibly even to answer such questions. Second, science fiction raises a host of philosophical questions that, while less central to the tradition, are arguably no less interesting or important: Could machines think? Could I survive the death of my body by uploading my mind into a computer? How much technology could my body integrate before it ceased to be "human"? What impact, if any, would knowledge of the existence of extraterrestrial intelligence have on our self-understanding? This course addresses philosophical questions like these by engaging with science fiction stories, science fiction films, and philosophical texts that reflect on, or are inspired by, science fiction.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 341 - 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.

Four credits.

### **PH 342 - Existentialism**

A survey of the existentialist philosophers, focusing on such issues as the meaning of existence, anxiety, individuality, authenticity, and the confrontation with death.

Four credits.

### **PH 343 - Marxism**

A study of the philosophical writings of Hegel, Marx, Engels, and Lenin, followed by an examination of Marxism-Leninism and other related trends.

Four credits.

### **PH 344 - Scientific World Views**

An investigation of the contrasting world views of 19th and 20th century science with a focus on their philosophical implications.

Four credits.

### **PH 345 - 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.

Note: Meets Philosophical Reasoning Theoretical Learning Outcome (THER)

Four credits.

### **PH 346 - 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.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **PH 400 - Independent Study**

Four credits.

### **PH 450-452 - Philosophy Seminar**

A seminar on a special topic chosen by a member of the Philosophy Department. Students may be required to prepare and present a research paper.

Four credits.

### **PH 453 - Special Topics in Philosophy**

2 credits.

### **PH 455-457 - Integrated Studies Seminars**

Four credits.

### **PH 480 - Philosophy Internship**

Student-originated internships, supervised by the Philosophy Department, with some connection to philosophical issues. For Philosophy majors only; not credited to Philosophy major requirements.

Four credits.

## **Politics**

### **PO 102 - American Government**

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

Note: Meets Social Scientific Awareness Learning Outcome (SOC) and the Citizenship Learning Outcome (CITZ)

Four credits.

### **PO 104 - Comparative Politics**

Comparative politics is the study of domestic politics, political institutions, and the nature of political regimes around the world. The course is structured around a set of fundamental questions, such as: What are states and what is state power? What characterizes the different forms of democracy and autocracy around the world? How do different electoral systems function? What are political parties and what role do they play? How do countries democratize and why do some countries become democratic while others do not? How does nationalism, ethnicity or ideology affect domestic politics? Required of Politics majors and International Relations majors.

Note: Meets Social Scientific Awareness Learning Outcome (SOC) and the Global Engagement Learning Outcome (GLOB)

Four credits.

### **PO 106 - International Relations**

This class will introduce you to major puzzles, problems and issues in international politics. We will discuss the nature of the international system, the causes of international conflict, and the difficulties states face in cooperating with each other by studying historical events that significantly shaped our contemporary world, as well as different theories that seek to explain past and present patterns of behavior in international relations. Required of Politics majors and International Relations majors.

Note: Meets Social Scientific Awareness Learning Outcome (SOC) and the Global Engagement Learning Outcome (GLOB)

Four credits.

### **PO 108 - Environmental Politics**

This course studies a variety of the environmental issues the world faces and the ways that these issues are political. The complexity of environmental issues is analyzed from political and economic perspectives and a variety of policy tools and

solutions for dealing with negative environmental conditions are explored. The course focuses in particular on the American political system and the development of environmental legislation (Formerly PO 215)

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **PO 203 - Political Science Research Methods**

This course equips students with the basic skills to do social science research and prepare their senior theses. Topics include the research process, research design, conceptualization and measurement, polling and political prediction, and data collection and analysis. It promotes the ability to think systematically and critically about social and political problems, and to read research in professional journals. Fulfills methods requirement for International Relations majors. Required of Politics majors.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **PO 205 - Diplomacy**

Diplomacy embraces the art, skills and practice of the conduct of relations and negotiations between countries as well as between countries, international organizations, and institutions of civil society. It covers the activities, the culture and the behavior of the diplomatist whether they be national emissaries or international civil servants; the methods by which international relations and their practical problems are managed by diplomats in embassies, consular services, and other relevant institutions; and the regulation of international relations by multilateral negotiation.

Four credits.

### **PO 208 - Elements of Political Theory: Classical**

An examination of the nature, functions, and goals of political society in the classical period, with special attention to the concepts of justice and power, the individual and the community, and the common good. Readings include Plato's Republic, selections from Aristotle's Politics, and works chosen from Xenophon and Cicero, among others. PO208 or PO 209 is required of Politics majors.

Four credits.

### **PO 209 - Elements of Political Theory: Modern**

This course examines the nature, functions, and goals of political society in the modern period (roughly, since 1500) through careful readings from the works of Machiavelli, Locke, Rousseau, and others. Special attention is paid to the concepts of justice and power, the individual and society, and equality and rights. PO 208 or PO209 is required of Politics majors.

Four credits.

### **PO 210 - Congressional Power**

An examination of the composition, organization, and procedures of legislative bodies, with special emphasis on Congress.

Four credits.

## **PO 211 - Presidential Power**

This course examines central themes in the development, organization, and functioning of the American presidency. The course combines the study of executive behavior with an analysis of the evolving institutional framework within which that behavior occurs. It views the presidency as a complex institution, one that requires the president to play multiple political roles simultaneously in the executive, legislative, judicial, and public spheres, among others. The course separates these roles into their institutional and behavioral components, in order to understand their significance in an integrated theoretical and empirical conception of executive governance.

Four credits.

## **PO 212 - Constitutional Law**

A study of the American Constitution in light of judicial interpretation and political practice. Basic constitutional principles defining governmental powers in the federal system and the relationship between the three branches of the federal government, state governments, and the people are examined. Skills in case analysis, briefing, and argument are stressed.

Four credits.

## **PO 213 - Civil Liberties and Civil Rights**

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. Through careful study of Supreme Court opinions as well as commentaries on some of these controversial issues, this course explores how our understanding and interpretation of these liberties and rights have evolved over time. (Formerly PO 355)

Four credits.

## **PO 214 - International Law**

This class investigates the peculiar character of international law and how international law affects states and individuals in countries around the globe. To understand what international law is, how it is made, and how it is applied, we will study the international law seeking to regulate war and conflict, human rights, the management of shared environmental resources, and international economic relations. Students will develop skills in case analysis and briefing, legal writing, and oral argument. This course fulfills the international political institution requirement for International Relations majors.

Four credits.

## **PO 219 - 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.

Four credits.

## **PO 224 - International Organization and Global Governance**

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. This course fulfills the international political institution requirement for International Relations majors. (Formerly International Organization: Global Governance and the United Nations System)

Four credits.

### **PO 227 - European Politics**

The course will provide an overview of the economic, social and political development of Europe and address the political challenges countries currently face. The class shows how the institutional evolution of the European Union has significantly changed political dynamics both within and between the countries of Europe.

Four credits.

### **PO 228 - East Asian Politics**

This survey course studies the forces of change and continuity in the political systems of East (China, Japan, and the Koreas) and Southeast Asia (Thailand, Indonesia, Vietnam, Malaysia, Philippines, and Burma). The class focuses on the historical forces that shaped the distribution of power and social structures within Asian societies. It will show how the unique set of political institutions affect the prospects for contemporary democratization and economic development.

Four credits.

### **PO 229 - Politics of Sub-Saharan Africa**

This course provides an introduction to the politics of contemporary Sub-Saharan Africa, a region of the world viewed by many as "left behind." It takes a cross-national and cross-temporal comparative approach to help students understand the current challenges and opportunities faced by Sub-Saharan African states. Students will be encouraged to see Sub-Saharan Africa's connections to the world and to use the Sub-Saharan African experience to interrogate traditional social science concepts such as that of the nation-state.

Four credits.

### **PO 230 - The Politics of Rich and Poor States**

This course examines the relationships among rich and poor states in the post-World War II international political economy. It explores alternative theoretical approaches to the problem of "development:" liberal internationalism, structuralism, neo-liberalism, Marxism, feminism and post-modernism. It examines historically the conflicts, institutions and policies related to development. It then applies these theoretical and historical insights to contemporary issues in North-South relations, such as globalization, environmental sustainability, war and reconstruction, and reform of international institutions.

Four credits.

### **PO 232 - International Political Economy**

This class introduces students to global economic processes by providing an overview over the mechanisms of international trade, finance, monetary affairs and foreign aid. In particular, the class explores how the political foundations of the existing economic structures affect the struggle for economic development and the fight against global inequality. (Formerly PO 330)

Four credits.

## **PO 235 - 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.

Four credits.

## **PO 247 - Politics and the Arts**

This is a course in the history of political thought using some of the world's greatest works of art (literature, theater, painting, sculpture, and music) as our texts. All of these works of art ask us to explore our place in the world. In that context we examine the ancient understanding of virtue and its place in politics, and the modern turn toward a new understanding of nature and religion, and thus a new foundation for political power. Finally we explore the existential result of that turn: by redefining nature (and human nature) as a series of forces which may be used to reshape political behavior, and by redefining political society as a conventional artifice, we open new horizons of freedom, but also leave ourselves uncertain of just what we should do next. Through a close examination of selected works we can think about the prophetic role of art in political society, and what some have called the "quarrel" between philosophy and poetry, or between reason and inspired passion.

Four credits.

## **PO 248 - Public Policy Process**

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, legitimization, and implementation. Emphasis is on the political and ethical context in which policy decisions are made.

Note: Meets Citizenship Learning Outcome (CITZ)

Four credits.

## **PO 250 - Gender and Politics**

This course examines the role of gender in political life, with an emphasis on U.S. politics. The course addresses the history of women's political development and social movements, and political theories of gender, including both masculine and feminine. Students will examine the role of gender in shaping patterns of political participation (both traditional and non-traditional) and public policy issues.

Note: Meets Writing Intensive Learning Outcome (WI).

Four credits.

## **PO 254 - Media and Politics**

This course examines the role of mass media in shaping American politics and government. The course pays particular attention to how the norms of reporting, the incentives and pressures on news corporations, and the rise of new media technology affect the way the media covers and shapes American government and politics and influences public opinion, elections, governance, and public policy. (Formerly PO 354)

Four credits.

## **PO 255 - Campaigns and Elections**

This course examines campaigns and elections in the American context, including voting, political parties, campaign trends and tactics, election administration, campaign finance, and independent political action committees. These are examined at both the presidential and congressional levels.

Four credits.

### **PO 257 - Medieval Political Thought**

The medieval political philosophers - Christian, Jewish, and Muslim - confronted the inherent and inevitable tension between the demands of faith and the necessities of the nation most deeply. It is this issue above all that distinguishes the medieval political thinker from the ancient (whose polytheism means the problem does not surface) and the modern (whose doctrine of toleration buries the problem without fully addressing it). Why do philosophers like Augustine recognize such a distance between the city of God and the human city? What does that distance imply for political practice? What do our faith commitments require of us in our political lives, and what limits might the political world impose on those commitments? To address these questions and others, seminars will examine texts by Augustine, Aquinas, Maimonides, Ibn Tufayl, al-Farabi and others. (Formerly PO 357)

Note: Meets the Writing Intensive Learning Outcome (WI).

Four credits.

### **PO 258 - American Political Thought**

The debates between America's Founders - Federalists and anti-Federalists - persist into the present day. Selections from a variety of authors, with special attention given to the Founding Alexis de Tocqueville, and Abraham Lincoln. We will explore a number of enduring political issues from these readings including federal-state relations, the role of government in the private sector, the relationship between liberty and equality, the development of an American science of politics, the place of commerce and industry in a free society, the standing of religion in public life, and the character of a free people. (Formerly PO 358)

Four credits.

### **PO 259 - Contemporary Christian Political Thought**

This course is a survey of the variety of Christian understandings of politics that have developed in the wake of WWII. Readings will include various papal encyclicals, as well as primary texts by authors like Reinhold Niebuhr, John Howard Yoder, and Yves Simon that cover topics like the best kinds of government, economics, race, human rights and war. As a combination of lecture and group discussion, students are required to read the assignments carefully and to participate actively in class. (Formerly PO 359)

Four credits.

### **PO 260 - Political Theories of the Environment**

This course explores the relation between the human (and political life) and the natural. We will attend first to modern political thought and the relation of ideas of individual liberty with the purpose of "the conquest of nature." That conquest has led both to the loss of natural environments, on the one hand, and to the conquest of natural diseases and the construction of new habitats and flourishing economies on the other. We turn, then, to critiques of the new politics, critiques which seek to restore an appreciation for wilderness and its spiritual benefits. Concepts of nature thus frame our concepts of human liberty and good character. Finally, students will engage in the application of these theories to current environmental debates, and to the tension between preservationists and conservationists. This course is required for Environmental Studies majors. This course is required for Environmental Studies majors. (Formerly PO 270)

Four credits.



## **PO 275 - Human Rights**

This course provides an introduction to human rights and is organized around a number of important questions including: What is the nature of rights? How did human rights develop? What accounts for the success of human rights as an ideal in international politics? Why do countries commit to human rights treaties that limit their sovereignty? Do countries actually comply with human rights obligations? What are the various international and regional instruments for the protection of human rights? How has human rights thinking evolved to deal with the mass violation of human rights so often seen in the twentieth century?

Note: Meets Citizenship Learning Outcome (CITZ) and Writing Intensive Outcome (WI)

Four credits.

## **PO 320 - International Relations Theory**

An examination of the primary approaches in the field of International Relations (IR), including realism, liberalism, and constructivism. Topics covered include the causes and prevention of major wars, the relationship between human nature and international politics, popular culture and identity formation, globalization, and the return of normative and religious concerns to the study of IR. Readings will draw from a mixture of the traditional IR canon and innovative new ways of examining these subjects.

Four credits.

*Prerequisite(s):* Open to Politics and IR majors who have completed PO 104 and PO 106.

## **PO 322 - Justice and War in International Relations**

This course studies two great themes, justice and power, as they are worked out in times of war. During times of war opposing nations will each claim to have right on their side. Surprisingly, war expresses deep claims about justice. We begin with selections from Thucydides, who defines and describes the problem of justice and power for us. We conclude with Kant, who offers a hope that justice and power may be brought into accord (if not entirely reconciled). Several questions emerge: What causes wars, and what makes the cause right? Is patriotism a moral duty? Is war or peace the more natural condition for states? Is it possible to combine justice with power? To engage these questions we read the works of leading thinkers from the perspectives of the Islamic and Christian just war tradition, political realism, and international law, including Thucydides, Cicero, Augustine, Aquinas, Machiavelli, Vitoria, and Grotius. (Formerly PO 347)

Four credits.

## **PO 326 - Latin American Politics**

This course examines the government and politics of Latin America, taking both a regional and country-specific approach. It examines region-wide patterns such as the colonial inheritance, relations with the United States, and experiences with democratization and economic development. It also examines a number of individual Latin American countries in-depth, focusing on their government structures, political cultures, records of regime change, and state-society relations. Additionally, the course considers contemporary policy challenges, such as regional integration, immigration, and illegal trafficking.

Four credits.

## **PO 327 - Middle East Politics**

The purpose of this survey course is to familiarize students with the culture, institutions, and peoples of the modern Middle East. The class examines patterns of modernization and development across several regional polities, with particular attention devoted

to the effect of colonial legacies and strategies of resistance, pan-Arab nationalism, the re-emergence of political Islam, economic underdevelopment and the politics of oil.

Four credits.

### **PO 328 - Politics of South Asia**

This course examines politics and government in the two leading South Asian nations of India and Pakistan. It will also serve as an introduction to some of the major intellectual and theoretical concerns in the field of South Asian political studies, including the legacies of colonialism, political instability, the role of the military, the threat of nuclear war, ongoing problems of poverty, the situation in Kashmir and religious tensions. (Formerly PO 331)

Four credits.

### **PO 329 - Russian Area Politics**

Analysis of contemporary politics in Russia. The course emphasizes those historical, geographical, and economic features which have influenced Russian political development. Attention is also given to the uniqueness of Russian political thought and its cultures.

Four credits.

### **PO 332 - Political Violence**

This course will offer an in depth study of political violence involving non-state actors. Students will consider theories of identity and violence and study the emergence, duration and cessation of major forms of political violence including communal violence, terrorism and civil war.

Note: Meets Writing Intensive Outcome (WI)

Four credits.

### **PO 333 - Peacemaking, Peacekeeping, Peacebuilding**

International relations is often concerned with the causes of war. This course offers an in-depth study of peace in international relations. Students will examine peace at the level of the international system, bilaterally in the relations between states and with regard to non-state actors. The course will also examine the effectiveness of intervention strategies including military peacekeeping operations and grassroots peacebuilding.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **PO 345 - Public Administration**

This course considers several analytic perspectives for understanding the dynamics of public administration, with a particular emphasis on the president's role in that process. The course examines how the president interacts with the federal bureaucracy to formulate and implement policy, and negotiates with Congress to pass legislation enacting that policy. The course also considers the impact of these central relationships on the broader institutional and electoral contexts in which these political actors function.

Four credits.

## **PO 346 - The New Hampshire Primary and Presidential Nomination Politics**

This course analyzes New Hampshire's Presidential Primary as a political institution. Students will explore how the New Hampshire primary became an institution in American politics, how the primary influences presidential candidates and elections, and how political parties, interest groups, and the media affect how candidates run and how voters respond to them. As part of the course students will complete a significant research project on a past primary campaign.

Four credits.

## **PO 348 - Political Education: Living and Learning Liberty**

Liberty is usually thought of in one of two ways. On the one hand, liberty is thought of as the opposite of tyranny, in which case we mean something like freedom from human masters (what Augustine calls "political freedom"). On the other hand, we think of liberty as the opposite of determinism, in which case we mean something like a life directed by a rational free will (what Augustine calls "genuine freedom"). This course investigates topics of political liberty, religious liberty, economic freedom, and the character of free persons, as well as the social institutions of a free society and the fine line between liberty and dominion. Texts include works by Augustine, Madison, Locke, Berlin, Tocqueville, Mill, and others. Students will apply the lessons of liberty to develop policy proposals concerning issues in the current political landscape. Students enrolled in the course may choose to bypass the housing lottery and be housed (with their roommates) in the LLC, and we will hold our classes there. We will also integrate campus events - political debates, performances, gallery openings, a game night - into our studies over the semester. (Formerly PO 201)

Four credits.

## **PO 349 - The Nature of Politics**

Aristotle tells us that "Man is by nature a political animal," but what does this mean, and what is the nature of politics? The nature of politics involves the distribution of power in complex communities for the purpose of securing interests and honors. The distribution of power requires a justification of power or authority - in other words, a regime's account of justice. Looked at in this way we can see that a number of themes emerge: the enduring problem of faction, and the distinction of public and private goods; the shaping of a "public" and the ordering of a regime; the empowerment - and disempowerment - of reason in public life; the relationship between justice and power; the interaction of nature and convention in politics. The texts include works by Aristotle, Xenophon, Montesquieu, Shakespeare and Machiavelli. (Formerly PO 207)

Four credits.

## **PO 350 - Political Catholicism**

This course taught in a seminar format examines the political role of the Roman Catholic Church from a social science perspective. The focus is both on the church as an international actor and as a domestic political force in various countries. Topics considered will include issues of church and state, religious freedom, Catholicism and democracy, Catholicism and dictatorships, and the church as an actor on issues of peace and war. The course will also begin with a brief consideration of Saint Augustine's political theology and end with a consideration of contemporary Catholic social teaching.

Four credits.

## **PO 352 - Theory and Practice: Problems of Political Economy**

One of the most fundamental and enduring political problems is finding the right balance between the goods of individuals and the good of the community. Modern America confronts that issue in our debates over health care, education, environmental policy, transportation, and the like. This course aims to unite the study of political theory and contemporary politics by analyzing

the problem of political economy as it currently exists in the United States in light of the understandings of this problem proposed by various political theorists. Several questions present themselves for study. What is the proper purpose and extent of political authority in economic life? In what ways might the pursuit of private interests promote public goods, and in what ways do those interests and goods simply diverge? Are there some things that are properly the work of government, even if they might be accomplished by the private sector? We will consider works by Aristotle and Aquinas; Locke, Smith, Malthus, and Ricardo; Marx, Mill, and Marshall; Keynes and Hayek; Axelrod and Hirschman; and contemporary treatments of the economic problems of poverty and the environment.

Four credits.

### **PO 353 - Politics of Diversity**

This course focuses on the question: How can a pluralistic democracy, specifically America, deal justly with diversity? In order to address this question, we will divide our inquiry into two parts. First, we will look at issues concerning racial, religious, moral, intellectual, gender, and sexual diversity in America. Second, we will examine various democratic political options for dealing justly with diversity. Students will be asked to formulate their response to this question and defend their position both orally and in writing.

Four credits.

### **PO 356 - Our Political Moment: Liberties, Communities, and Democracy in America Today**

Over the last century the problems of political life have been explored by liberals (who emphasize the liberty of individuals), pluralists (who describe political life as a dynamic interaction of identity groups), and by critics of these two approaches who tend to give emphasis to the claims of community and the maintenance of public ethics. Is it possible to step back from the heat of the current political moment, to consider together the foundations of the current debate, and to generate some light? When we do, we encounter questions about the meaning of a good life and its relation to politics, and about identity and community. This course culminates with development of practical approaches to the problem of our political moment rooted in a foundation of contemporary political thought. Readings are from Rawls and Dworkin, MacIntyre and Taylor, Hayek and Kirk, and Alcoff and Lakoff. Students enrolled in the course may choose to bypass the housing lottery and be housed (with their roommates) in the LLC, and we will hold our classes there. We will also integrate campus events - political debates, performances, gallery openings, a game night - into our studies over the semester.

Four credits.

*Prerequisite(s):* Freshman English, or equivalent

### **PO 360 - Comparative Democratization**

This advanced seminar course explores a form of government - democracy -- that is much celebrated by today's politicians, pundits, and scholars, but whose nuances and complexities frequently are not well understood. What does it mean to be democratic? How can a country foster democracy? What factors affect its chances of success? The course explores these questions and more. It approaches democracy as a process, one that is constantly changing and never "finished." It examines democratization conceptually, historically, and regionally. In addition, it considers contemporary issues in democracy promotion, such as religious fundamentalism, post-conflict situations, and the widespread use of technologies such as social media.

Four credits.

### **PO 400 - Independent Study**

Students wishing to explore topics of their own choosing may design courses of independent study with the advice and consent of a member of the department.

Four credits.

### **PO 402 - Independent Study**

Students wishing to explore topics of their own choosing may design courses of independent study with the advice and consent of a member of the department.

Two credits.

### **PO 425 - Selected Topics in Political Thought**

Topics vary by semester, and may include theoretical approaches to works of literature, religion and politics, or advanced courses dedicated to the study of a particular political thinker or school of thought.

Four credits.

### **PO 442 - Selected Topics in World Politics**

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, ideological approaches to global politics, Islamic fundamentalism, and social justice issues in the Third World.

Four credits.

### **PO 446 - Selected Topics in American Politics**

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.

Four credits.

### **PO 456 - Integrated Studies Seminar**

Four credits.

*Prerequisite(s):* PH 105.

### **PO 478 - Senior Seminar**

This seminar is required of all Politics and International Relations majors during the senior year. Seniors are expected to write an independent guided research paper which constitutes the senior thesis.

Note: Meets Writing Intensive Learning Outcome (WI).

Four credits.

*Prerequisite(s):* PO 203

### **PO 480 - Government Internship (One Course)**

Students are placed in a federal or state government agency.

Four credits.

*Prerequisite(s):* Permission of the Chair.

### **PO 485 - Government Internship (Two courses)**

Students are placed in a federal or state agency.

Eight credits.

### **PO 486 - Internship - Summer School**

### **PO 487-488-489 - Washington Internship**

Students are placed in a federal agency in Washington, D.C.

Four credits.

*Prerequisite(s):* Permission of the Chair.

### **PO 490 - Concord Experience Program (3 courses)**

Twelve credits.

### **PO 491 - New York Internship Program (Five courses)**

### **PO 494 - Campaign Internship**

Students will work with a national, state or local campaign for a candidate for public office.

Four credits.

## **Physics**

### **PS 100 - Topics in Introductory Physics**

This course will consist of a detailed investigation of a topic or set of topics important to contemporary physics but that is covered at the introductory level. The topic will be chosen by the department for its relevance to current research in physics, its accessibility to students, and/or a demonstrated need.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

## **PS 101 - 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.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

## **PS 103 - Weather and Climate**

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.

Four credits.

## **PS 104 - Forensic Physics**

This is a one-semester course that looks at the application of physics to forensics. Topics covered include, but are not limited to, ballistics, blood spatter analysis, vehicular accidents, radiation monitoring and exposure, acoustic forensics, and combustion. This is an optional course for the Forensic Science program.

Four credits.

## **PS 105 - Energy (Physical Principles, Problems & Alternatives)**

An introduction to the fundamental understanding of energy and the implications associated with the different sources of energy used to power our society. Topics covered will include thermal, electrical, and nuclear energies, renewable energies, such as solar, wind, and geothermal and energy from fossil fuels. In addition, climate change, radioactivity, and acid rain will be discussed as consequences of the different sources of energy.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

## **PS 121-122 - General Physics I - II**

A modern introduction to basic physics that requires a strong background in algebra, plane geometry, and elementary trigonometry. Calculus is not required. This course fulfills the physics requirement of students majoring in Biology and Natural Science. This course fulfills the physics requirement of students majoring in Biology and Natural Science. This course fulfills the physics requirement of students majoring in Biology and Natural Science.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

## **PS 131-132 - Calculus-Based Physics I - II**

A modern introduction to basic physics that uses calculus as a tool. This course also addresses the nature of science and some life science topics to show how physics fits into the broader domain of science. This course fulfills the physics requirement of students majoring in Physics, Chemistry, Applied Physics, and Engineering Physics (3-2 students)

Note: PS 131 Meets the Scientific Reasoning Learning Outcome (SCI)

Four credits.

*Co-requisite(s): MA 170 - MA 180 or equivalent.*

### **PS 137 - Time: From Consciousness to Cosmos**

Time is one of the most enigmatic aspects of our existence. What is it? How do we perceive it? How do we measure it? Does it even exist? This course examines these and many other profound questions surrounding the nature of time beginning with the basic operational view of time. This will then be used to explore specific topics including the nature of clocks, various paradoxes of time, human and animal perception of time, causality & determinism, gravity's effect on time, and the various "arrows" of time.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

### **PS 201 - Geology**

An introduction to physical geology including, but not necessarily limited to, topics such as the origin, classification, and identification of minerals, rocks, and related structures; plate tectonics; and processes that shape the earth's surface. The laboratory portion of the class consists largely of field work in various locations around New Hampshire and parts of Maine including in the White Mountains.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

### **PS 202 - Planetary Science**

This course will use basic concepts of astronomy, geology, and physics to do a comparative analysis of the worlds of the Solar System. Topics may include: observation of the planets, history of planetary exploration, terrestrial landforms and processes, atmospheric processes, small bodies in the Solar System, and formation of the Solar System.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

### **PS 211 - Remote Sensing**

The goal of this team-taught course is to introduce students to the field of remote sensing and to give them experience analyzing remote sensing data. This engaged-learning course will use GIS technology to explore spatial relationships across multiple disciplines. The class will use a scenario-based problem approach where students will examine real data and learn how to make and support spatial decisions. Learning will occur in a laboratory setting through exploration, discussion and hands-on interactive laboratory activities. Cross-listed as CS 211

Note: Meets Scientific Reasoning Learning Outcome (SCI)



Four credits.

### **PS 222 - Life Beyond Earth**

This course will discuss the probability and possibility of extraterrestrial life and details the science behind the search for life. The course will also explore the possibilities for human exploration beyond Earth. Topics may include: star formation, stellar evolution, planetary formation, mass extinctions, evolution and natural selection, radio astronomical techniques to search for signs of intelligent signals, and human spaceflight.

Note: Meets Scientific Reasoning Learning Outcome (SCI)

Four credits.

### **PS 231 - Modern Physics**

A one-semester course that naturally follows the two-semester Calculus-Based Physics sequence and introduces students to the basic areas of modern physics including atomic, molecular and optical (AMO) physics, condensed matter physics, high energy and nuclear physics, and more as time allows.

Four credits.

*Prerequisite(s): PS 131-132 or permission of the instructor.*

### **PS 235 - Computational Physics**

This course introduces students to computational methods frequently employed in physics and engineering. Emphasis will be placed on applying numerical methods to physical problems using an appropriate programming language. Topics may include speed and accuracy of computations; graphics and visualization; solutions of linear and nonlinear equations; methods of integration, differentiation, and interpolation; solutions of ordinary and partial differential equations; and Monte Carlo methods.

Note: Prior programming experience is recommended but not necessary.

Four credits.

### **PS 241 - 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.

Four credits.

*Prerequisite(s): PS 131-132 or permission of the instructor.*

### **PS 243 - Strength of Materials**

This standard 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.

Four credits.

*Prerequisite(s): PS 241 or permission of the instructor.*

### **PS 245 - Electrical Circuits**

This is an intermediate level course in the analysis of electrical circuits, devices, and systems. The course utilizes differential equations and other techniques to analyze circuits, including those with operational amplifiers and other active and passive elements. The course includes a laboratory and providing the basis for continued study in physics and electrical engineering.

Four credits.

*Prerequisite(s): PS 131-132 or permission of the instructor.*

### **PS 346 - Thermodynamics**

This is an intermediate level course in Thermodynamics and Statistical Physics. The course studies the laws and fundamental assumptions of thermodynamics and statistical physics, providing the framework for studies of entropy, thermodynamic cycles, and other such processes.

Four credits.

*Prerequisite(s): PS 131-132 or permission of the instructor.*

### **PS 347 - Fluid Dynamics**

This is an intermediate level course in Fluid Dynamics. The laws of mechanics and those for conservative quantities are used to analyze fluids at rest and in motion. Concepts such as; Bernoulli's law; the continuity equation; dimensional analysis; viscous flow; and boundary-layer theory; will be discussed.

Four credits.

*Prerequisite(s): PS 131-132 and MA 220.*

### **PS 380 - Electricity and Magnetism**

This is an intermediate level course in Electromagnetism. The course is focused on the application of mathematics at a level of differential equation to the investigation of electromagnetic phenomena. Topics such as electroand magneto-statics, Maxwell's equations, waveguides, radiation patterns, and antenna design will be discussed.

Four credits.

*Prerequisite(s): PS 131-132 and MA 220.*

### **PS 382 - Classical Mechanics**

A study of classical 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 an introduction to Hamiltonian and Lagrangian methods of analysis.

Four credits.

*Prerequisite(s): PS 131-132 or permission of the instructor.*

### **PS 383 - Quantum Mechanics**

A study of both the theoretical and experimental foundations of quantum mechanics. Topics covered include quantum formalism, two-level quantum systems, angular momentum, the Schrödinger equation, and quantum fields. Includes a laboratory component. PS 121-122 may be used in place of PS 131-132 if the student has also taken or is planning to concurrently take MA 310.

Note:

Four credits.

*Prerequisite(s): PS 231 or permission of instructor.*

### **PS 384 - Introduction to Astrophysics**

This course surveys the most important topics in modern astrophysics and will explore concepts of physics as they apply to astronomical phenomena, such as: mechanics of orbiting bodies, atomic structure as it relates to spectra, radiative transfer in stellar atmospheres, general relativity and black holes, and more.

Four credits.

### **PS 386 - Mathematical Methods of Physics**

This course is a discussion of mathematical methods with emphasis on their applications to physics. The topics covered include: complex numbers, complex algebra, Fourier series, integral transforms, and group theory.

Four credits.

*Prerequisite(s): MA 310 Linear Analysis or permission of the instructor.*

### **PS 400 - Independent Study**

Qualified students may study a topic with a professor in the department.

Four credits.

*Prerequisite(s): Permission of the instructor and completion of required forms in the Office of the Registrar.*

### **PS 449 - 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.

Four credits.

*Prerequisite(s): PS 131-132 and permission of the instructor.*

## **PS 451 - Research & Design Seminar**

Students learn the basic methods of research and design analysis. Students read and discuss published papers and review notable designs as a means of preparing students for further research or design work.

This course is recommended for Applied Physics majors and required for Physics majors.

One credit.

*Prerequisite(s):* Permission of the department chairperson.

## **PS 452 - Research in Physics**

The student conducts research under the direction of a faculty advisor. The student presents an oral report to students and faculty, writes a thesis describing his/her research, and may be required to present the results in poster presentations. Open to qualified students in other majors with the permission of both department chairpersons. This course is recommended for Applied Physics majors and required for Physics majors.

Four credits

*Prerequisite(s):* PS 451 Research & Design Seminar and permission of the instructor.

## **PS 475-476 - Physics Internship**

Qualified students may be offered the opportunity to develop an internship experience relevant to their academic goals. PS 475 and PS476 are each typically the equivalent of one academic course. Students may not register for PS476 alone; it is be taken in conjunction with PS 475. Students will earn a letter grade for PS 475 and PS476 will be graded on a pass/fail basis.

Four credits.

# **Psychology**

## **PY 101 - General Psychology**

Can you taste without smell? What explains who wins and who loses a race? Can the voice of a narrator influence your memory of their speech? Can infants perform algebra? These and more questions are explored in General psychology. This course 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, social behavior and learning.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

## **PY 105 - Behavioral Neuroscience**

This course introduces the neurobiological foundations of mental processes and behavior. In addition to the mechanics and gross anatomy of the regulatory systems, topics covered in this course include: sensory systems, motivational systems (e.g., sleep and hunger), emotion, memory and psychopathology.

Four credits

### **PY 199 - Child Growth and Development**

This course examines the multiple dimensions of child development, and the place of education in promoting healthy development for all children. In the course, we will explore the interdependent processes of child development, including physical, social, cognitive, linguistic, and emotional development, from conception through age 12. Special emphasis on the elementary school years will help students preparing for careers in elementary education gain an understanding of children's growth and development relevant to their interest in children's success as learners. Open to Elementary Education Majors Only and cannot be taken in addition to PY 202.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **PY 201 - Organizational Psychology**

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.

Four credits.

### **PY 202 - Child Psychology**

The course covers psychological development of the individual from conception to pre-adolescence, including areas of cognition, personality, learning, as well as the physical and the emotional development of the child.

Note: Cannot be taken in addition to PY 199.

Four credits.

### **PY 203 - Adolescent Psychology**

The psychological development of adolescence. Areas covered are the development of the physical, 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.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **PY 204 - Psychology of Adulthood and Aging**

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.

Four credits

## **PY 205 - Psychology of Addiction and Dependency**

The psychological aspects of addiction and dependency are surveyed. The construct of addiction is entertained in this framework. Chemicals that modify human behavior and emotion are studied as they relate to Psychopathology and the functioning of the healthy individual. Other compulsive non-chemical addictions are also discussed. Additional topics include behavioral pharmacology and clinical treatment of addiction and dependency.

Four credits.

## **PY 206 - Health Psychology**

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 national and international 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.

Four credits.

## **PY 207 - Psychology of Gender**

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 (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.

Four credits.

## **PY 208 - 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.

Four credits.

## **PY 209 - 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.

Note: Meets Social Scientific Awareness Learning Outcome (SOC) and the Citizenship Learning Outcome (CITZ)

Four credits.

## **PY 210 - Special Topics in Psychology**

Detailed examination in a seminar format, of a topic of current psychological interest or concern. The department will choose and announce the topic prior to course registration.

Four credits.

### **PY 211 - Cross Cultural Psychology**

This course is designed to explore the research and application of cross cultural psychology to understand the ways in which culture explains differences in perception, communication, personality, and social processes. Students will gain knowledge about recent research while also exploring ways in which their cultural experience has shaped their personality, perception, and communication patterns. Special emphasis will be placed on creating greater cultural competency when working with members of non-dominant cultures. Using text, primary source material, media, experiential learning activities and writing assignments the course will introduce students to major theoretical orientations and provide opportunities for critical evaluation of cross cultural theory.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **PY 212 - Sports and Exercise Psychology**

Research and clinical applications in the study of sport and exercise psychology are offered in this course. This course includes cognitive, affective, behavioral and social factors involved in the assessment and application of psychological principles to this discipline.

Four credits.

### **PY 301 - Behavioral Statistics**

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.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

*Prerequisite(s):* PY 101.

### **PY 302 - Foundations of Research Methods**

Introduction to the methods of conducting psychological research including ethics. Laboratory activities include designing studies, recruiting and testing participants, database management, statistical analyses, and writing research papers.

Four credits.

*Prerequisite(s):* PY 101. PY 301 is suggested but not required.

### **PY 304 - Cognitive Psychology**

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.

Four credits.

*Prerequisite(s):* PY 101, or permission of the instructor.

### **PY 306 - Psychology of Personality**

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.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor.

### **PY 307 - Abnormal Psychology**

This course introduces the theoretical approaches and empirical research regarding the etiology, assessment, classification, prevention and treatment of personality and psychological disorders such as antisocial personality disorder and obsessive-compulsive disorder (OCD) to name two.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor.

### **PY 308 - Clinical Psychology**

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.

Four credits.

*Prerequisite(s):* PY 101, or permission of the instructor.

### **PY 309 - Contemporary Issues in Psychology**

The consideration of current advancements and challenges in the study of Psychology are considered in this course. Primary readings, films, laboratory and field experiences will be utilized for students to gain insight regarding topics related to the faculty member's expertise.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor.

### **PY 310 - Humanistic Psychology**

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.

Four credits.



*Prerequisite(s):* PY 101, PY 306, or permission of the instructor.

### **PY 311 - Neuropsychological Assessment**

An introduction to the theory and practice of Neuropsychology. Students will gain an understanding of the field through clinical case studies and the tests and measurements utilized by neuropsychologists. Students will gain experience administering some tests, evaluating individual differences, and completing summary reports.

Four credits.

*Prerequisite(s):* PY 101 and PY 301.

### **PY 312 - History and Systems of Psychology**

This course will explore the history of psychology and seminal research studies conducted in the field of psychology. We will discuss the roots of psychology in philosophy and physiology, as well as the origins of psychology in European as well as American history. In particular, we will explore the history of behaviorism, Gestalt psychology, psychopathology, structuralism, and functionalism. In the course, we will explore the origins of psychology in the context of their respective historical periods and examine the continuity and changes in the field of psychology over time. Students will also examine and discuss modern psychology in relation to its past. We will read and discuss seminal papers in psychology related to cognition, personality, emotion & motivation, and social psychology.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor.

### **PY 313 - Psychology of Learning and Motivation**

Traditional approaches to studying the science of behavior are discussed including classical (Pavlovian) conditioning, operant conditioning, and their interactions. Several laboratory projects are conducted throughout this course. Many applications of learning theory are also entertained. Additional topics include motivation, emotion, drives, and incentive learning. Major theorists and their contributions to learning theory are discussed.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor.

### **PY 314 - Childhood Psychopathology**

An examination of childhood psychological disorders and developmental disabilities, including etiology, approaches to treatment and research issues. Topics include autism, intellectual disability, mood and anxiety disorders, and conduct disorders, as well as the child's interaction with family and society

Four credits.

*Prerequisite(s):* PY 202 or permission of the instructor.

### **PY 315 - 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, group psychology, romantic attraction, aggression, prejudice, and altruism.

Four credits.

*Prerequisite(s):* PY 101.

### **PY 316 - Sensation and Perception**

This course introduces the neurobiology of the sensory systems, the acquisitions of environmental energy, and the formation of perception. The five traditional senses are examined with an emphasis on the visual system and visual perception (e.g., depth and color).

Four credits.

*Prerequisite(s):* PY 101 or PY 105, or permission of the instructor.

### **PY 317 - Research Methods in Cognition and Developmental Psychology**

An introduction to research methods used to study human cognition and development. Representative topics include: language, memory, emotional processing, reading disabilities, mindfulness, and cognitive rehabilitation. Students will conduct individual and team projects using experimental, quasi-experimental and unobtrusive designs to investigate research questions formulated to consider both cognitive and developmental processes. Each section typically limited to 12 students.

Four credits

*Prerequisite(s):* PY 301 and PY 302 or permission of the instructor.

### **PY 318 - Research Methods in Brain and Behavior Sciences**

An introduction to research methods used to investigate and evaluate the molar relationships between the brain and behavior. Representative topics may include: animal models of addiction, exteroceptive versus interoceptive behavioral cues, neuroplasticity, electrophysiology, and biomarkers. In addition to prescriptive research experiences, a course project will afford students the opportunity to design and conduct their own project investigating brain and behavior.

Four credits.

*Prerequisite(s):* PY 301 and PY 302 or permission of the instructor.

### **PY 319 - Research Methods in Personality and Social Psychology**

An introduction to research methods used to study social behavior and individual traits. Representative topics include: Heuristic processes, social influence, helping behavior, individual difference measures such as introversion/extroversion and attitudinal measures. Students will conduct group and individuals projects using experimental, quasi-experimental and unobtrusive designs to investigate individual and social behaviors. Each section typically limited to 12 students.

Four credits.

*Prerequisite(s):* PY 301 and PY 302 or permission of the instructor.

## **PY 320 - Research Methods in Applied Psychology**

An introduction to research methods used to study applied psychological science. Representative topics include: assessment, change management, performance enhancement, and group process in the context of work, education, health behaviors, and human performance. Student individual and team projects are conducted to investigate applications of psychological science in macro and micro context using experimental, quasi-experimental, mixed method and observational designs. Each section typically limited to 12 students.

Four credits.

*Prerequisite(s):* PY 301 and PY 302 or permission of the instructor.

## **PY 321 - Clinical Neuroscience**

This course examines the relationships between human brain function and behavior, with an emphasis on the behavioral consequences of brain injury and disease. The course uses a case study approach to examine neuropsychological disorders such as amnesia, aphasia, attention deficit hyperactivity disorder, and dyslexia. Students will gain a basic understanding of brain anatomy and the neural systems supporting cognitive processes such as memory, language, and attention.

Four credits.

*Prerequisite(s):* PY 101 or permission of the instructor

## **PY 322 - Behavioral Pharmacology**

This course examines the behavioral effects of a variety of psychoactive drugs including psychotherapeutic drugs. The course surveys all the major psychoactive drugs and illustrates the functions they have on all neurotransmitter and receptor systems. Various assays for studying behavioral effects of drugs are demonstrated in laboratory exercises.

Note: Cannot be taken in addition to BI 346

Four credits.

*Prerequisite(s):* PY 101 or PY 105, or BI 103, or BI 104, or permission of the instructor

## **PY 324 - Neuroethology**

Neuroethology is a branch of Neuroscience addressing the neural basis of animal behavior through an evolutionary and comparative approach. The main focus of the course is understanding how the nervous system translates incoming sensory information into behavioral activity. Students will gain a basic understanding of the diverse sensory systems designed to capture various forms of environmental energy, such as light and magnetism, and how this information is used to create relevant percepts, such as recognition of prey and protector, and elicit natural behaviors, such as escape or communication.

Four credits.

*Prerequisite(s):* PY 105, or BI 335, or permission of the instructor

## **PY 325 - Brain Aging and Dementia**

This course provides a comprehensive overview of normative and non-normative brain-aging processes. The course will introduce students to the life-course approach, theories of aging, and the brain structures, functions, and the tools relevant to the

study of brain aging and dementia. Students in this course will also examine change (and stability) in cognition and emotions in late life as well as the state of the science regarding symptoms, pathology, etiology, treatment, and prevention for Alzheimer's disease and other dementias.

Four credits.

*Prerequisite(s):* PY 101 or PY 105 or permission of the instructor

### **PY 400 - Independent Study**

Under the supervision of a faculty member in the department, a student may explore a topic of their own choosing which is not listed as a course offering.

Four credits.

*Prerequisite(s):* Permission of the instructor.

### **PY 401 - Advanced Research Seminar**

Execution and completion of research project combined with presentation of individual research projects reflecting an integration of the field of psychology. Required of all senior psychology majors.

Four credits.

*Prerequisite(s):* PY 101, PY 301, PY 302 and choice of PY 317, PY 318, PY 319 or PY 320 .

### **PY 402 - Internship**

Qualified students may intern in agencies, non-profit settings, and businesses that offer significant roles for psychologists, e.g., marketing, user design firms, schools, clinics, rehabilitation centers, or in industry or policy organizations. Students will be challenged to integrate their psychology and liberal arts academic studies with the practical aspects available in the site locations. Students perform 20 hours of internship at their site and meet regularly with their faculty coordinator and intern cohort group. Students meet regularly with their site supervisor and complete journals documenting their experience and hours. Students complete 280 hours on site over the course of their semester position

Note: Meets Citizenship Learning Outcome (CITZ)

Eight credits.

*Prerequisite(s):* Permission of faculty coordinator, Junior (over summer) or Senior Standing in the major.

### **PY 406 - Behavioral Neuroscience Capstone**

This senior course serves to integrate previous coursework in comprehensive engagement of neuroscience. The underlying goal is to encourage intellectual engagement, critical thinking, and communication skills to develop advanced-level understanding of neuroscience topics. An emphasis of the course is on the student's ability to communicate effectively scientific information and arguments.

Four credits.

*Prerequisite(s):* Senior Standing as a Behavioral Neuroscience major

# **Russian**

## **RU 100 - Russian I**

A course for beginners, it is a study of the fundamental structure of the language with vocabulary development, practice in reading, writing, and conversation. The course involves three class hours and one session of conversation with the native speaker of Russian each week.

Four credits.

*Prerequisite(s):* No prerequisite.

## **RU 129 - 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.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST) and the Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* No prerequisites.

## **RU 150 - Russian II**

A continuation of Semester I, it builds on information learned about the structure of the language. Reading, writing and conversation skills are further developed, cultural information is gradually introduced. The course involves three class hours and one session of conversation with the native speaker of Russian each week.

Four credits.

*Prerequisite(s):* RU 100 or placement.

## **RU 200 - Russian III**

A continuation of Semester II, it is an intensive review of basic grammar with spoken and written exercises including a study of idioms and training in modes of expression. Cultural information is expanded. The course requires three class hours and one session of conversation with the native speaker of Russian each week.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* RU 150 or placement.

## **RU 300 - 301 - Special Topics in Russian**

Topics to be arranged.

Four credits.

*Prerequisite(s)*: RU 200 or placement.

## **RU 350 - Independent Study**

Four credits.

# **Social Work**

## **SO 150 - Introduction to Social Work: Human Behavior and the Social Environment**

The human behavior and the social environment course focuses on conceptual frameworks and issues in human behavior and development. A system in the environment or systems perspective is taken across the life span. Special attention is given to person in environment, that is, to understanding individual behavior across the life span as a function of bio-psycho-social processes and the interactions between them. The course provides substantial information on human diversity and populations at risk, including material on racial and ethnic groups, gender, and sexual orientation. Implications for social work practice, and especially for relationship building, are drawn from the process.

Four credits

## **SO 255 - 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.

Four credits.

## **SO 256 - 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.

Four credits.

## **SO 352 - Selected Topics in Social Work**

Detailed examination of important social work topics. The department will choose and announce the topic prior to course registration.

Four credits.

## **SO 357 - Social Work: 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.

Four credits.

### **SO 358 - Social Work: Support Network Interventions**

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.

Four credits.

### **SO 359 - Group Work**

This course is a comprehensive introduction to the diverse field of social work with groups and explores both theory and practical skills. Students will acquire knowledge of group stages, group types and group structure. They will also begin to develop skills for forming and leading groups.

Four credits.

### **SO 450 - Social Work Practicum I**

The first of a two semester sequence, Practicum I allows students to engage in professional responsibilities with careful guidance and supervision from the field instructor and the field coordinator. Students regularly attend a seminar to integrate classroom learning, share experiences, and obtain support. Practicum I is taken in the fall semester of senior year and involves 120 hours of field work. By the conclusion of senior year, students will have "real world" experience and completed over 360 hours in social work setting with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. For Senior Social Work Majors only.

Four credits.

### **SO 451 - Social Work Practicum II**

The second of a two semester sequence, Practicum II allows students to engage in professional responsibilities with careful guidance and supervision from the field instructor and the field coordinator. Students regularly attend a seminar to integrate classroom learning, share experiences, and obtain support. Practicum II is taken in the spring semester of the senior year and involves 240 hours of field work. By the conclusion of senior year, students will have "real world" experience and completed over 360 hours in social work setting with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. For Senior Social Work Majors only.

Eight credits.

## **Sociology**

### **SO 101 - Introduction to Sociology**

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.

Note: Meets Social Scientific Awareness Learning Outcome (SOC)

Four credits.

### **SO 204 - Sociology of Aging, Dying, and Death**

Aging is examined as a social process that occurs throughout an individual's life course until death. Topics include aging in relation to social institutions such as economy, family, education, and health. Differences in the aging process by race and ethnicity, social class, health status and disability are addressed. Cultural contrasts across societies and changes through history are studied. Sociological theories of aging are applied and compared.

Four credits.

### **SO 205 - The Family**

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.

Four credits.

### **SO 206 - Social Problems**

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.

Four credits.

### **SO 211 - Research Methods**

This course is designed to provide an overview of social research methods, the theory behind them, and their successful application. Students will explore how sociologists use scientific methods to answer questions about social problems, examine the different methods used to conduct research, and design a research project. Both quantitative and qualitative approaches will be explored.

Four credits.

### **SO 212 - Social Statistics**

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.

Note: Meets Quantitative Reasoning Learning Outcome (QUAN)

Four credits.

### **SO 215 - 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.

Four credits.

### **SO 216 - 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.

Four credits.

### **SO 218 - 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.

Four credits.

### **SO 221 - 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.

Four credits.

### **SO 228 - Sociology of Health and Illness**

An examination of how societies address the health of their populations. Topics include cultural values, the meaning of health and illness, societies' economic forms, standard of living and social resources including income, gender, race, ethnicity as related to health. Also examined are ways societies organize to maintain health and provide care for health and illness, including economic and political processes, the health care delivery organizations, and the roles and statuses enacted by individuals.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **SO 229 - Media & Society**

An examination of American mass media and the impact on economic industry, political power, emerging technology, and social issues such as race, class, and gender. Inquiry is also directed toward the process and institution of public opinion and its place in the social networking.

Four credits.

### **SO 230 - Social Movements: People, Power and Change**

Social Movements are organized for the purpose of promoting or resisting social change. This course explores major theoretical perspectives on social movements as well as concrete examples, including , but not limited to the peace movement, environmental movement, and civil rights movement. Students will research a social movement of their choosing and create a portfolio that illustrates the elements of the movement.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **SO 309 - Gender, Sex, and Sexuality**

An examination of the social and cultural significance of gender, sex, and sexuality as integral and fundamental to the cultural, economic, political, and social organization of the United States. Using theoretical and methodological approaches, grounded in studies of gender and sexuality, the course dissects how gender, sex, and sexuality are interwoven in the micro-interactions and macro-social structures. The course examines distinctions between the concepts and how gender, sex, and sexuality within social institutions intersect with class, race, and age.

Four credits.

### **SO 325 - Sociological Theory**

A survey of the development of sociological theory from the Enlightenment to the present, the course will explore classical theory of Durkheim, Marx, Weber and its relationship to the development of contemporary social theory.

Four credits.

### **SO 330 - Race and Ethnic Relations**

An examination of race and ethnicity with a particular emphasis on race and ethnic relations in society. Major themes and concepts include assimilation, power, exploitation, solidarity, inequality, prejudice, stereotyping, discrimination, racism, and ethnic conflict, both domestic and international, at the individual and institutional level. Issues and policies that have had an impact on racial and ethnic relations will be explored. Particular attention will be paid to the ways in which racism and ethnic conflict can be combated and social justice promoted.

Four credits.

### **SO 332 - Peace, Conflict, and War**

This course is designed as a survey of the topics pertaining to peace, conflict, and war from a sociological perspective. The study of peace, conflict, and war is broad and diverse field and therefore this course highlights only a few subareas. Historical moments of peace, conflict, and war will be discussed. Students will scrutinize both how scholars understand and how people experience these moments. The course focuses on the cultural and structural elements of peace, conflict, war and violence in our daily lives to help us critically assess its importance and influence.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

### **SO 333 - Sociology of Genocide**

Genocide provokes heated, emotional debates due to the complexity, controversy and ambiguity of these political crimes against humanity. Through a socio-historical, interdisciplinary, cross-cultural and comparative case study approach, students will critically evaluate the root causes, responses, prosecutions, and future prevention of genocide. Our critical examination and analysis will include, but will not be limited to, the following genocides: Armenian, Soviet Union, Rape of Nanking, the Holocaust, Cambodian, Rwandan, and Sudanese.

Four credits.

### **SO 334 - Global Society**

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.

Note: Meets Social Scientific Awareness Learning Outcome (SOC) and the Global Engagement Learning Outcome (GLOB)

Four credits.

### **SO 335 - Law and Society**

This course analyzes law and legal structure in its social context. Students will evaluate law and legal institutions, especially in relation to equality, justice, and fairness, and how law is involved in the processes of social control, social conflict, and social change.

Four credits.

### **SO 336 - Sociology of Family Law**

This course focuses on how the law affects families. Cultural characteristics of marriage and the family have changed, impacting case law, and vice versa. This course analyzes the family and family law through a sociological lens, examining the historical and theoretical definitions of family and gender, the evolution of legal rights through the birth of privacy as it relates to family, marriage and alternatives, such as divorce, the parent-child relationship, and the impact on family in a socio-legal context.

Four credits.

### **SO 342 - Social Inequality**

This course examines social stratification, the structures of inequality that are central to an understanding of group relations and individual opportunity. The main focus will be on inequality in the United States, but global inequality will also be examined. Major systems of stratification to be discussed are economic class, race, ethnicity, and gender. Other systems of inequality, such as those based on age, sexual orientation, religion, and disability, will also be examined.

Four credits.

### **SO 343 - Economy and Society**

This course is a sociological investigation of the relationship between the economy and society. The structure and function of economic institutions and their impact on individuals and groups will be examined. Topics that will be explored include, but are not limited to, industrialization, capitalism, wealth and social inequality, work, corporations, and globalization.

Four credits.

## **SO 344 - Political Sociology**

An analysis of how American political institutions influence society and the social life of its citizens. Topics of discussion include economy, power, authority, media influence on politics and citizen participation.

Four credits.

## **SO 351 - Special Topics in Sociology**

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.

Four credits.

## **SO 400 - Independent Study**

Four credits.

## **SO 453 - Senior Seminar**

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. Open only to senior Sociology majors.

Four credits.

## **SO 481 - Internship**

The primary objective of the internship is to provide students with an opportunity to develop and apply their academic knowledge and skills through a supervised experience in a professional setting. The internship may be in the private or public sector in such settings as hospitals, schools, human services agencies, non-profit organizations, businesses, law offices, and the courts. Students may take up to twelve credits of internship.

Open to juniors and seniors.

Four credits

## **SO 485 - Internship**

The primary objective of the internship is to provide students with an opportunity to develop and apply their academic knowledge and skills through a supervised experience in a professional setting. The internship may be in the private or public sector in such settings as hospitals, schools, human services agencies, non-profit organizations, businesses, law offices, and the courts. Students may take up to twelve credits of internship. Open to juniors and seniors.

Eight credits

## **Spanish**

## **SP 100 - Spanish I**

A careful study of the fundamentals of the Spanish language including conversation with a native speakers of Spanish and online work to reinforce class reading, writing, speaking and understanding. The weekly requirements are three contact hours and one weekly session of conversation with a native speaker of Spanish for one semester. These sessions are 50 minutes in duration.

Four credits.

*Prerequisite(s):* No prerequisite.

## **SP 150 - Spanish II**

This course is a continuation of SP 100 and helps students with a basic knowledge of Spanish improve all four skills of reading, writing, speaking and listening. In addition to a review of vocabulary and grammar and task-oriented practice through in-class activities, online exercises, and chapter projects (oral and/or writing), the course material includes topics of historical and cultural importance corresponding to the Spanish-speaking world, aimed at helping students develop cultural knowledge, culturally appropriate behavior, and cultural empathy. SP 150 involves three 50 minutes classes and one weekly session of conversation with a native speaker of Spanish.

Four credits.

*Prerequisite(s):* SP 100 or placement.

## **SP 155 - Healthcare Spanish I**

SP 155 Healthcare Spanish I is designed to be taken by Spanish students interested in a healthcare field. It is appropriate for students of nursing, sciences (including preprofessional programs) and social sciences who are interested in studying Spanish vocabulary, grammar and usage in medical settings. The prerequisite for this course is SP 100 or an appropriate score on the language placement exam. SP 155 helps students who have a basic knowledge of Spanish improve all four skills of reading, writing, speaking and listening. This course satisfies the second semester of the language requirement as well as the core requirement of Global Engagement. This course involves three 50 minutes classes and one weekly session of conversation with a native speaker of Spanish.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* SP 100 or placement.

## **SP 200 - Spanish III**

This course is a continuation of SP 150 and is a thorough review of grammar, online work, exercises in composition and literary or cultural readings. Spanish III emphasizes the study of Hispanic cultures and civilizations in different Spanish speaking countries. Students will practice reading, writing, speaking and listening to Spanish and gain intercultural competencies. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* SP 150 or placement.

### **SP 300 - Spanish IV**

This course is a continuation of SP 200 and provides a thorough grammar review together with an introduction to the literatures and cultures of the Spanish-speaking world. Spanish IV emphasizes the study of Hispanic cultures and civilizations in different Spanish speaking countries. Students will practice reading, writing, speaking and listening to Spanish and gain intercultural competencies. SP300 involves three hours of class and one weekly session of conversation with a Native Speaker. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish.

Note: Meets Linguistic Awareness Learning Outcome Modern Foreign or Classical Language (LANG)

Four credits.

*Prerequisite(s):* SP 200 or placement.

### **SP 310 - Spanish Introduction to Professional Nursing**

A course designed to accompany nursing student's first experience in the nursing field, SP 310 covers a wide array of issues central to the profession of nursing, such as patient-centered care, diversity and cultural sensitivity, patient beliefs and traditions, therapeutic communication, clinical practices, health care systems and delivery of care. Readings and discussion are highly specialized to provide students with information on Hispanic and Latino communities' views and experiences. Students are required by NU 110 to complete a Service Learning experience at a site where they will use Spanish and engage with the Hispanic/Latino community. Further, students in NU110 will be expected to complete Service Learning related assignments in Spanish.

Note: Companion course for NU110

Two credits.

### **SP 326 - Spanish Health Assessment and Fundamentals of Nursing**

Students will develop basic skills essential to professional nursing practice with a focus on using Spanish to assess clients across the lifespan. This course affords students the opportunity to acquire specialized language structures, vocabulary and morphology necessary to perform health assessments on Spanish speaking patients to optimize health outcomes and to enhance patient satisfaction. Students enrolled in NU 126 will complete a head to toe assessment (required for the course) in Spanish.

Note: Companion Course for NU126

Two credits.

### **SP 327 - Spanish Nursing Care of the Elderly and Chronically Ill**

This course centers around the care of patients with chronic illness, with a special concentration on geriatrics in the Hispanic/Latino community. Students gain an understanding of the Hispanic traditions of long term care, aging and death, while developing a specialized working vocabulary in Spanish.

Note: Companion Course for NU127

Two credits.

## **SP 350 - Spanish Writing Workshop**

This advanced Spanish course is designed to maintain and perfect the four main skills of language learning with emphasis on writing. The course provides the necessary skills to become a successful writer. Students will master a variety of writing styles while perfecting syntax, semantics and morphology. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Note: This course is writing intensive (WI).

Four credits.

*Prerequisite(s):* SP 300

## **SP 351 - Spanish Translation Workshop**

Spanish Translation Workshop combines translation theory with hands-on practice using a variety of activities from many areas of professional specialization. The course also includes a brief introduction to simultaneous interpretation as it is done in professional conference or broadcast media settings. SP 351 is designed to improve the quality of both Spanish to English and English to Spanish translation, with emphasis on the practice of translating in a variety of prose styles. Upon completion, students should be able to demonstrate usage and understanding of the processes involved in translating. Participants must be highly proficient in both English and Spanish. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent

## **SP 353 - Advanced Spanish Conversation**

A course designed to further develop and improve oral fluency through discussion of contemporary topics and events from the Hispanic press, cinema and other media. The class also includes frequent oral presentations and reports based on current themes and extemporaneous speaking on assigned topics. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or placement.

## **SP 355 - Introduction to Spanish Culture and Civilization**

A study of the origins and development of the Spanish civilization which examines the development of modern Spain as the cumulative result of external and internal geographical, historical, and cultural factors. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

## **SP 356 - 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. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 357 - Survey of Spanish Literature**

A survey course that considers chief works of Spanish literature. Literary genres may include novel, essay, short story, poetry and drama. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 358 - Survey of Hispanic-American Literature**

A survey course that considers chief works of Hispanic-American literature. Literary genres may include novel, essay, short story, poetry and drama. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 361 - Early Spanish Literature**

A course that traces the origins and development of Spanish literature from Middle Ages up to the Spanish Golden Age, introducing students to the Spanish people through their literature by choosing passages that illustrate some national trait or major facet of their thought. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 362 - 18th and 19th Century Spanish Literature**

A study of the evolution of Spanish prose, poetry and drama from the close of the Golden Age through 19th century realism and romanticism. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Note: Meets Aesthetic and Creative Engagement Learning Outcome (AEST)

Four credits.



*Prerequisite(s):* SP 300 or equivalent.

### **SP 363 - Contemporary Spanish Literature**

This course involves reading, analysis, and discussion of selected, representative works of 20th and 21st century Peninsular Spanish poetry, prose, and drama. Works are viewed in literary context but critical assessment of individual texts is stressed. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 364 - 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. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 365 - Modern Spanish - American Literature**

A study 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. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 366 - 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. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

### **SP 367 - Hispanic Short Story**

This course traces the development of the Hispanic short story from its beginning to the present, including works by both Spanish and Latin American writers. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Note: Meets the Aesthetic and Creative Engagement (AEST) Learning Outcome.

Four credits.

*Prerequisite(s)*: SP 300 or equivalent.

### **SP 368 - Problems in Spanish and Spanish-American Culture and Civilization**

An investigation of selected issues crucial to the understanding of the Hispanic world. This course involves 150 minutes of class and one weekly session of conversation with a native speaker of Spanish. Conducted in Spanish.

Four credits.

*Prerequisite(s)*: SP 300 or equivalent.

### **SP 370 - Selected Topics in Spanish**

Topics to be arranged.

Two credits.

### **SP 371 - Selected Topics in Spanish**

Topics to be arranged.

Four credits.

*Prerequisite(s)*: SP 300 or equivalent.

### **SP 372 - Selected Topics in Spanish**

Topics to be arranged.

Four credits.

### **SP 373 - Selected Topics in Spanish**

Topics to be arranged.

Note: Meets the Citizenship Learning Outcome (CITZ)

Four credits.

### **SP 374 - Selected Topics in Spanish**

Topics to be arranged.

Note: Meets the Historical Reasoning Learning Outcome (HIST)

Four credits.

## **SP 400-401 - Spanish Senior Seminar**

Selected topics.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

## **SP 450 - Independent Study**

Four credits.

## **SP 480 - Spanish Internship**

A student originated internship with bilingual agencies: governmental, cultural, health care, law enforcement and non-profit organizations; supervised by a member of the Spanish section. All work to be graded must be done in the target language: Spanish. The student must demonstrate advanced level proficiency before beginning the internship. The intern must comply with the guidelines and policies of the Department of Modern Languages and Literatures.

Four credits.

*Prerequisite(s):* SP 300 or equivalent.

# **Theology**

## **TH 100 - Biblical Theology**

An introduction to Divine Revelation enabling students to gain an understanding of the total Bible-the Old Testament and the New Testament.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

## **TH 102 - The Pentateuch**

Considers the first five books of the Old Testament and the historical development of the oral and written traditions that went into their making.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

## **TH 103 - The Prophets**

A study of the writings of the classical prophets of the Old Testament.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

### **TH 108 - Introduction to the New Testament**

An introduction to the New Testament.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

### **TH 110 - The Gospels**

A study of the Gospels of Matthew, Mark, Luke and John which examines the sources, literary character, and theological purpose of each Gospel.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

### **TH 115 - Writings of Saint Paul**

Investigates the life of Paul and the content of his letters, with emphasis on his characteristic theological ideas.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

### **TH 199 - Special Topics in Biblical Literacy**

A study of selected issues in Theology.

Note: Meets Theological Reasoning: Biblical Literacy Learning Outcome (BIBL)

Four credits.

### **TH 201 - Protestant and Catholic Theology**

An introduction to the concept of theological reasoning. The course explores the inter-relatedness of theological topics, and the fact that theology does not proceed by opinion, but by a reasoned search for the truth. The topics in this course are the classical issues in Christian thought, illustrated by the discussion of the dialogue between Catholics and Protestant models of theological reasoning.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course

### **TH 250 - Catholic Vision**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 251 - The Sacraments**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 253 - Christian Spirituality**

An historical overview of the practice of Christian discipleship through the centuries, with a specific focus on several major schools of Catholic Christian spirituality including desert monastic, Benedictine, Franciscan, Dominican, Carmelite, Jesuit, and Salesian traditions.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 254 - Christian Saints**

A study of Christian saints and their ecclesiological, historical, liturgical and spiritual importance to Catholic Christians especially. The course examines official church documents pertaining to the saints, the Church's procedures for declaring sainthood, writings of and about the saints, historical and systematic studies of saints and sainthood, and popular traditions associated with the saints.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 260 - Religions of the West**

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. (Formerly TH 303)

Note: Meets the Catholic Reasoning (CATH) and Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 270 - Christian Moral Life**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 271 - Sexual Ethics**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 272 - Medical Ethics**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 273 - Christian Social Ethics**

A study of the Christian social tradition, with special emphasis on Catholic social thought. The course begins with the scriptural foundations of Christian social ethics, as well as foundations located in the Christian tradition. The remainder of the course addresses questions concerning issues of justice in the contemporary world from a Christian perspective. Issues include poverty, globalization, war and peace, the environment, and consumerism.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 280 - The Early Church**

An introduction to the history of the early Christian movement up to 450 A.D., which addresses institutional, theological, and devotional developments in this foundational period as revealed through primary texts and the statements of Church councils.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 281 - Approaches to God**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 282 - Jesus Christ: God and Man**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 283 - The Trinity**

A study of the origin, history, and meaning of the doctrine of the Trinity and its implications for Christian life.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

## **TH 284 - The Church**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 285 - Liberation Theology**

Examines this contemporary and distinct theological method beginning with its roots in Latin America, and its historical, socio-political, and pastoral ramifications.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 286 - Chinese Religion and Christianity**

This course explores theological themes in Christianity and Chinese Religion, with a special focus on Daoism. The purpose of the approach is to establish and expand the Catholic Christian self-understanding by virtue of the dialogue. Naturally, students will learn about Daoism as well. Initially the course introduces the method of comparative theology, then the rest of the course is a tour of Catholic theological categories interacting with their Daoist analogues.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH) and the Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 287 - Reformation Theology**

An examination and critical evaluation of the theologies of the Reformation period, including those of the Humanist, Lutheran, Calvinist, Radical and Catholic reformers.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 288 - Medieval Theology**

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.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 299 - Special Topics in Catholic Theological Reasoning**



A study of selected issues in Theology.

Note: Meets Theological Reasoning: Catholic Theological Learning Outcome (CATH)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 302 - 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.

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 304 - Religions of Asia**

A survey of the major religious traditions of South and East Asian origin, and the Church's response to them. Topics have included: Hinduism, Jainism, Buddhism, Sikhism, and the traditional and new religions of China, Korea, and Japan.

Note: Meets Global Engagement Learning Outcome (GLOB)

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 330 - 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.

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 398 - Special Topics in Theology**

Two credits.

### **TH 399 - Special Topics in Theology**

A study of selected issues in Theology.

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 400 - Independent Study**

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 401 - Seminar**

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.

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 480 - Theology Internship**

Student-originated theology internships, supervised by faculty of the Theology Department

Four credits.

*Prerequisite(s):* A 100-level theology course.

### **TH 482 - Theology Internship**

Student-originated theology internships, supervised by faculty of the Theology Department

Two credits.

*Prerequisite(s):* A 100-level Theology course.

# The College-General Information

## Mission

Saint Anselm is a Catholic, Benedictine College providing all its students a distinctive liberal arts education that incorporates opportunities for professional and career preparation. It does so in a learning community that encourages the lifelong pursuit of the truth and fosters intellectual, moral and spiritual growth to sustain and enrich its graduates' personal lives, work, and engagement within local, national, and global communities.

## History

Saint Anselm College was founded in 1889 by the Benedictine monks of St. Mary's Abbey of Newark, New Jersey, at 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 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.

**Saint Anselm Abbey Church** is the liturgical center of the College. The spacious upper church allows the College community to join with the monastic community for 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, and the St. Basil Byzantine Chapel.

**Alumni Hall**, the first building erected on campus, houses the administrative offices and some classrooms.

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

The **Carr Center**, named in honor of John Maurus Carr '34, is a multipurpose complex housing intramural and recreational sports facilities, and the 9,000 square foot Spagnuolo Fitness Center that opened in 2009. The center also houses athletic offices and is used for concerts and social events.

*Alva de Mars Megan* **Chapel Art Center** is the College's gallery for the exhibition of fine art. Founded in 1967, 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 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 for fine arts exhibitions, lectures, tours, concerts, and recitals.

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

**Comiskey Center**, named in honor of Professor Edward J. Comiskey, Jr., features classroom space, fine arts studios and a small theater.

**The Roger & Francine Student Center Complex** contains the Campus Mail Center, Academic Resource Center, Student Government Assoc., Student Engagement and Leadership, the Career Development Center, the Meelia Center for Community Engagement, International Programs, Father Jonathan DeFelice, O.S.B. Center for Intercultural Learning and Inclusion, Campus Ministry, the Office of Academic Advisement, Health Services, the Walter and Julie Gallo Café, recreational and meeting rooms and the bookstore.

**Dana Center for the Humanities** includes the 575 seat Ann and Joseph Koonz Theatre, seminar rooms, the office of the music department, the offices of Academic Core Curriculum, and the office of Campus Events.

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

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

**Geisel Library** was constructed in 1960 and subsequently underwent addition/renovation projects in 1973 and 1992. The initial project was the result of a large gift from the Honorable Joseph H. Geisel of Manchester. It currently houses more than 210,000 print volumes as well as offering access to approximately 230,000 digital volumes. Some 4,100 physical periodical titles are available, and as we continue to build through digital collections, we now provide access to more than 85,000 serials - primarily through our 134 online databases listed on the Library's Webpage. The collections also include 5,900 DVD and VHS recordings, 75,000 microforms, and 2,600 CDs. Special Collections include the O'Rourke/Saint Anselm Collection and the Franco-American Collection. Geisel Library also houses the Information Technology help desk and sports a number of recent physical and technological updates

**Goulet Science Center**, named in honor of Leon and Elizabeth Goulet, houses the Departments of Biology, Chemistry, Physics, and Psychology. The center contains modern laboratories and classrooms, the Weiler Computer Center, Perini Lecture Hall, a science reading room, library and green houses.

**Grappone Stadium**, named in honor of John and Ruth Grappone, is an outdoor athletic stadium which allows for a capacity crowd of 4,500 including 2,500 grandstand seats. It also includes a two-story, state-of-the art press box, a 1,400 square foot President's box, private locker rooms, training area, concessions, and administration rooms. An artificial turf field was installed prior to the 2011-12 athletics season, allowing for practices and athletics contests to be conducted during and immediately after inclement weather.

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

**Joseph Hall**, named in honor of Bishop Joseph J. Gerry, O.S.B., houses the departments of Economics and Business, Education, History, the Father Peter Guerin, O.S.B., Center for Teaching Excellence, classrooms and meeting rooms.

**Melucci Field**, named in memory of Thomas A. Melucci, Jr., a 1988 graduate of Saint Anselm, provides a permanent home for the Saint Anselm men's and women's soccer teams and offers a wide range of practice space for all outdoor sports. The facility also boasts a press box behind the grandstand, a concession and restroom building and a patron courtyard. A new scoreboard was installed at the facility prior to the 2018-19 academic year.

**New Hampshire Institute of Politics at Saint Anselm College** (NHIOP) is located at the intersection of Saint Anselm Drive and Rockland Avenue, on the lower campus. Dedicated in 2001, this 20,000-square foot facility includes a state-of-the-art auditorium, a fully equipped television studio, a research center, multimedia classrooms, seminar rooms, a reading room, Department of Politics academic offices, a computer lab, and the Common Ground Café.

In 2017, New Hampshire Political Library Reading Room underwent a transformation to house a new collection, titled "[The Presidency Unfurled: Context, Landmarks, Legacy,](#)" containing over 2,700 volumes of presidential, vice-presidential and supreme court biographies, memoirs, and monographs.

**Poisson Hall**, named in honor of Albert D. Poisson, houses classrooms, the Computer Science department, the Computer Science Laboratory, the Instructional Innovation Center and the Office of Information Technology.

The **South Athletics Fields** serve as a true jack-of-all-trades complex for Saint Anselm Athletics. Constructed in 1990, the complex spans a total of 20 acres and incorporates five well-manicured and irrigated fields, providing a permanent home for Saint Anselm's men's and women's soccer (Melucci Field) and the softball teams.

**Stoutenburgh Gymnasium**, named in honor of William J. Stoutenburgh, is the home of men's and women's basketball and women's volleyball teams playing on Al Grenert Court and provides facilities for some intramural activities, athletic offices, equipment, laundry, training and locker rooms.

**Sullivan Park** at Kavanagh Fields serves as the home of Saint Anselm baseball. The field itself is meticulously manicured and is tucked in between Grappone Stadium and the bottom of the hill that is overlooked by the Carr Center.

**Thomas F. Sullivan Arena**, opened in September 2003, stands at 65,000 square feet with a 200-by-85-foot ice rink and is home to Saint Anselm College's men's and women's ice hockey teams. It houses locker rooms, a training room, fully-functional press box and President's box.

**Residence Halls:** Housing on campus can accommodate approximately 1,900 students in a variety of living arrangements, from traditional residence facilities to apartment-style living. We have co-educational housing options as well as single sex facilities-all with a limited inter-visitation policy. The residence facilities are Second Street, Third Street, Baroody Hall, Falvey 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, St. Mary Hall, Holy Cross Hall and the Living Learning Commons. 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, Maurice Arel Hall, Charles T. L. and Laura Barlow Hall, John and Elizabeth Boutsellis Hall, Thomas Curtis Hall, Frank J. and Eileen Kelly Hall, Joseph and Gemma Dupont Hall and William Guerin Hall.

## Accreditation and Memberships

Saint Anselm College is accredited by the New England Commission of Higher Education. It holds membership in the Association of American Colleges & Universities, The American Council on Education, the National Catholic Educational Association, Council of Independent Colleges, Association of Catholic Colleges & Universities, Campus Compact for NH, Council for Higher Education Accreditation, The College Board, The New England Council, The Association of Benedictine Colleges and Universities and the National Association of Independent Colleges and Universities. Education programs are approved by the N.H. Department of Education, Division of Higher Education - Higher Education Commission. Collegiate programs of preparation for the education professions are approved by the N.H. Department of Education, Council for Teacher Education. 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 at Saint Anselm College is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036 (202) 887-6791. The Department of Nursing is a member of the American Association of Nursing and the National League for Nursing and approved by the New Hampshire Board of Nursing.

## The New Hampshire College and University Council

Saint Anselm College is a member of the New Hampshire College and University Council, a consortium of New Hampshire institutions established for the purpose of institutional cooperation. Members include:

- Colby-Sawyer College
- Franklin Pierce University
- Granite State College
- Hellenic American University
- Keene State College
- New England College

- New Hampshire Institute of Art
- Plymouth State University
- Rivier University
- 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 holders of academic degrees conferred by the College and all other persons requesting membership who have completed at least one semester at the College. The purpose of the Association is to extend and support the College's mission, assist the College in building resources necessary to support the continued development of the College's student body, faculty, facilities and academic programs, and foster mutually beneficial relationships and connections among alumni.

# **ATHLETICS**

## **Intercollegiate Athletics**

Intercollegiate athletics is a hallmark of the Saint Anselm experience and currently one out of five students at the College are varsity student athletes. The Hawks currently sponsor 18 varsity teams and compete as an NCAA Division II member institution.

Saint Anselm belongs to the Northeast-10 Conference and, in 2017-18, posted its highest finish in the President's Cup standings in more than ten years. The Presidents' Cup is an annual honor awarded to the institution in the conference that compiles the most cumulative points based on finishes in the regular-season standings from all of its programs competing in the league championships. The Saint Anselm women's ice hockey team is a member of the New England Women's Hockey Alliance (NEWHA).

Several varsity teams have experienced unparalleled recent success as field hockey and volleyball both qualified for the NCAA tournament for the first time in school history. Men's basketball has earned six straight appearances to the NCAA tournament and the 2018 softball team reached the NCAA Division II national championship game.

## **Club Sports & Intramurals**

Club sports are an integral part of student life, with dozens of club teams operating as student-run organizations. The College also provides a well-rounded intramural and recreational program offering activities that appeal to the student body regardless of skill level.

Students have access to the Spagnuolo Fitness Center, a 9,000 square foot facility constructed in 2009 that overlooks Sullivan Field and Grappone Stadium. While primarily home to the men's and women's ice hockey programs, the Thomas F. Sullivan Arena is another on campus athletic venue that all students can enjoy.

# Academic Support Services

## Academic Advisement (OAA)

The central function of the Office of Academic Advisement is to help students identify and achieve their academic goals. The OAA is a resource for students who need advice as they are selecting courses, choosing or changing a major, or considering and planning for graduate or law school. In collaboration with the faculty, the OAA also oversees the academic advisement program for students who have not yet declared a major. Advisors on the Undeclared Advising Team meet regularly with their advisees and get to know each individual's particular interests and goals. Once a student has declared a major, he or she will be assigned an academic advisor within the major department.

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, academic advisors can provide information regarding policies, procedures, requirements, and educational options.

### Academic Resource Center (ARC)

The Academic Resource Center offers students assistance in developing or refining the academic skills that lead to college success. The ARC's professional and student staff provide services such as academic counseling, group and individual learning skills assistance, writing support, and peer tutoring. The ARC also serves as a computer center with 16 PC workstations and wireless Internet connectivity for laptop computers. The ARC is equipped with large tables for individual and small group study and tutoring. The adjacent classroom is available for review sessions, workshops, seminars, individual tutoring sessions, and small group presentations. Below are services available in the ARC:

**College Achievement Program (CAP)** - The College Achievement Program is a non-credit, 8-week program to help first-year students develop skills and strategies essential for academic success. Based on Dave Ellis' *Becoming a Master Student*, now in its 15th edition, CAP includes lessons in the following: organization and time management strategies, reading, writing, and note-taking skills, critical thinking and test preparation. The aim of this non-credit program is to assist students in making a successful transition from high school to college. The program is tailored to the first-year curriculum. Through weekly 75-minute sessions, CAP provides the opportunity for students to develop the strategies and strengthen the skills essential for college success.

**The Writing Center** - The goal of the Writing Center is to support students as they strive to become more effective writers. Writing assistants support students at various stages of the writing process from brainstorming to proofreading. They discuss essay topics, review drafts, and encourage students to revise their work. Writing assistants work with students to help them develop composing and revising strategies applicable to all writing assignments, focusing on the development of students' lasting skills.

**The Peer Tutor Program** - The Peer Tutor Program is designed to provide all Saint Anselm College students quality academic assistance free of charge. Peer Tutors offer individual and small group tutoring in most courses. This program supplements the assistance provided by faculty members. Peer Tutors are Saint Anselm sophomores, juniors and seniors employed by the Academic Resource Center. All Peer Tutors have been recommended by faculty and have participated in ongoing staff development workshops. Currently, over 65 students tutor across the curriculum. With over 2,800 tutoring sessions held each year, the Peer Tutor Program has become a vital academic support service at Saint Anselm College.

**Services for Students with Disabilities** - The Director of the ARC arranges for academic accommodations for students with disabilities. Students with appropriately documented disabilities who are enrolled at Saint Anselm College may be eligible for reasonable accommodations. Academic accommodations at Saint Anselm College may include extended time for exams, a distraction reduced environment, help with note-taking, preferred seating arrangements, and the use of audio recorders in class. It is the student's responsibility to contact and submit documentation of a disability to the Director of the ARC. Students should allow three weeks for the evaluation and decision on the documentation submitted.



# Student Support Services

## Campus Ministry

Campus Ministry, rooted in the Gospel of Jesus Christ, proclaims and nourishes our faith in God through prayer and work to encourage lives that are creative and generous. At the service of the entire college community (students, faculty, staff, alumni, parents and guests) professional staff and student leaders offer opportunities to develop spiritually and become involved in service to others in light of their faith. Campus Ministry is a welcome environment for students, faculty, and staff of all faiths and seek to support all members of the Saint Anselm community wherever they are in their spiritual journey.

## 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 ensure the responsibility of the individual as an active participant in maintaining personal health.

College Health Service is a holistic health service which includes 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 as part of their room and board. Non resident students may utilize the clinic for a small annual fee. A registered nurse and/or advance practice registered nurse 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 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, to athletic teams 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 a completed assessment form.

Counseling services are available to all resident and non-resident students on a short-term 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. Students needing continued long-term counseling will be assisted with resources in the local community. During each semester, counseling services may offer a number of supportive and therapeutic groups and educational programs related to mental health issues.

**B.A.S.I.C.S.** (Brief Alcohol Screening and Intervention for College Students)/ **C.A.S.I.C.S** (Cannabis) is a personal 2-session motivational interviewing format with a counselor which uses a harm reduction approach with a goal of moving a student in the direction of reducing risky behaviors and harmful effects from drinking.

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 and student support services.

**C.H.O.I.C.E.S.**, an alcohol and other drug education program, is available to students through College Health Services. This program has several different components or levels and is designed to influence lifestyle risk reduction by presenting research based information and exploring attitudes about alcohol and other drug use. Completion of an online Alcohol and Sexual Consent program is required of all incoming new students pre-matriculation to the college.

The **Saint Anselm College Emergency Medical Service (SACEMS)** includes students who are nationally certified EMT's and are licensed in the State of New Hampshire. They respond to emergency situations on campus where there is a need for emergency medical attention. These student volunteers work under the direction of and in close cooperation with Health Services and Campus Safety and Security.

## Co-curricular and Involvement 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.

A listing of opportunities for involvement in clubs and organizations is published in the Student Handbook.

### *Alva de Mars Megan* **Chapel Art Center**

Saint Anselm College seeks to integrate the visual arts as a vital part of a student's education. In addition to course offerings relating to the visual arts, Saint Anselm College supports a wide variety of opportunities for enrichment in the visual arts outside the classroom.

The Chapel Art Center organizes several specially curated and traveling art exhibitions each year, ranging in subject from religious and historical themes to modern and contemporary movements. The Chapel Art Center also houses a permanent collection of paintings, drawings, prints and sculpture that is frequently included in exhibitions.

In collaboration with the Fine Arts and other academic departments, the Chapel Art Center organizes student and faculty exhibitions, hosts visiting artists and lecturers, and presents music performances, with the goal of integrating gallery programming with the college curriculum. Receptions, recitals, small seminars, and classroom discussion groups are regularly scheduled within this artful setting, to facilitate visual literacy and artistic knowledge.

A number of students serve as Gallery Attendants and Interns, assisting in exhibition installations and staffing the gallery for public viewing and special events.

## 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 their 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.

# The Office of International Programs

The Office of International Programs at Saint Anselm College aims to provide study abroad experiences that will offer students growth in global awareness, intercultural competence, and intellectual enrichment. The Office of International Programs also assists students with all matters concerning immigration including but not limited to applying for their initial F-1 student visa through to applying for Optional Practical Training.

## STUDY ABROAD

Saint Anselm College's Office of International Programs offers students many options and highly encourages every qualified student to study abroad for a year, a semester, or a summer. Students report that time spent abroad enriches their college experiences and provides them with many academic and personal rewards.

The College encourages students to study abroad on the Semester in Orvieto. Each semester students will be able to study in Orvieto, Italy alongside their classmates taking classes taught by Saint Anselm faculty. The College also offers numerous study abroad and cross-cultural opportunities through partner institutions and partnerships with study abroad providers. Through these connections, students may elect to spend a semester or summer abroad throughout the world. In recent years, students have studied in Australia, Austria, China, Costa Rica, England, France, Germany, Ireland, Italy, Morocco, South Africa, Spain, and Thailand.

The Director serves as the advisor for study abroad and works one-on-one with all students interested in studying overseas. The Office of International Programs has program material for students to review at their convenience. To participate in any study abroad program, students must apply, meet all program requirements, and have their proposed studies approved in advance by the appropriate academic department and the Office of International Programs. (For further details, contact the Office of International Programs or visit <http://www.anselm.edu/studyabroad>.)

Students participating in approved study abroad programs through other colleges and universities are considered to be continuously enrolled at Saint Anselm College. Global Seminars, short term study abroad programs lead by Saint Anselm Faculty, are often offered during the spring semester as part of a course with international travel over spring break or during the summer. Students are able to participate on a maximum of two semester-long study abroad programs.

## Non-Saint Anselm Study Abroad Programs

Students wishing to study abroad in a college-approved program will be charged Saint Anselm tuition and a study abroad fee. Their financial aid (with the exception of all tuition remission programs; international need-based aid; athletic scholarship; debate scholarship and resident assistant grants) will travel with the student at the Off-Campus Award amount. Students must complete all aspects of the study abroad and financial aid applications according to specifications listed on the website.

## Saint Anselm Orvieto Semester Program

Students wishing to study in Orvieto in the spring semester will be charged as a residential student living in an apartment on campus with a study abroad fee and other applicable fees. Students will be aided as on-campus residents with merit and need-based aid. Students receiving international need-based aid, tuition remission from any program, athletic scholarships, debate scholarship or resident assistant grants may not use those resources in the Orvieto Semester Program. Students must complete all aspects of the study abroad and financial aid applications according to specifications listed on the website.

*Please note, those students who received tuition remission are encouraged to apply for need-based aid for all semester study abroad programs.*

## INTERNATIONAL STUDENT SUPPORT

The Office of International Programs is here to assist international students navigate immigration regulations ensuring they maintain legal status in the United States. The U.S. government has set strict eligibility requirements not only for international students entering the country but also for the right to remain legally in the U.S. while completing their studies.

The Office of International Programs is here to provide international students with guidance, advice, and assistance from your acceptance to Saint Anselm College through to your graduation and OPT. Additional information can be found on the Office of International Programs webpages.

# The Office of Career Services and Professional Development

The Office of Career Services and Professional Development serves as the central coordinating point for the College's career and professional development education and programs. The Office strives to be the institutional leaders and content experts in assisting students with self-assessment, experiential acquisition, professional skill development and employer contacts leading to post-graduate success. Through applied transformative training, experiences and programs, the OCSPD prepares Saint Anselm College students to be professionally resilient leaders and global citizens. Through collaborations with faculty, alumni, community and business partners, the OCSPD provides a framework for the application of learning outcomes flowing from the liberal arts curriculum.

The Office of Career and Professional Development strives to...

- serve as the professional resource that supports all aspects of experiential education;
- foster engaged learning opportunities for our students by strengthening partnerships with diverse organizations, businesses, agencies and alumni;
- showcase the College's commitment to providing opportunities for acquiring practical experience leading to professionally engaged and enriched lives;
- enhance the professional development of our students through interconnected campus partnerships and dynamic employer and alumni relations
- ensure that Saint Anselm College graduates successfully reach their post-graduate goals.

As a liberal arts college, Saint Anselm provides an educational foundation which allows its students to make informed judgments regarding career options, including graduate or professional school and employment opportunities. The Office Career Services and Professional Development offers assistance to students and recent graduates in planning careers and identifying experiential or professional opportunities.

The College enrolls all students in a secure career management website that features local, regional and national job and internship posting boards, as well as tutorials and special topics relating to career exploration, preparation and professionalism. Personalized information on career fields, potential employers, job search strategies, professional preparation and expectations, and graduate or professional schools is supported through individual appointments and targeted outreach. In addition workshops, alumni visits and special employer events 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. Self-assessment tools, including occupational selection and personality type, 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 and constituencies which offer both on-campus recruitment activities and, as a service to students, provides listings of full-time, internship, part-time and summer employment opportunities

## Internship Office

Since its inception over twenty-five years ago, the Saint Anselm College Internship Office has served as a support system to the businesses, organizations and agencies throughout local, national and international communities, as well as to students. Students learn about the nature of the workplace and how organizations and people function together to create a network of contacts and opportunities. Internships enable students to explore career options while assisting community partners and other College constituents in enhancing the productivity of their respective businesses.

Students are committed to a specified amount of hours at each site, while also attending a bi-weekly academic seminar. The seminar serves as the reflective component of the program; thus being the focal point of learning. Additionally, the seminar

serves as the prime arena where theory and practice are discussed, providing students with the opportunity to engage one another in professional development issues that will ultimately enhance their own professional, civic and social growth.

During the academic year, the Internship Office offers hundreds of internship opportunities in the Manchester and surrounding areas. The program works in conjunction with area businesses, industries and organizations to provide the Saint Anselm student with the best professional experience the New England area has to offer.

Summer internships are also a very popular option for students. Upon approval of a summer internship proposal, students may participate in internships anywhere in the United State or abroad. Students often use this opportunity to intern full-time and gain invaluable experience in their respective field of choice. The academic component remains prevalent in the program. Distance learning technology is utilized for the review and submission of all assignments.

The Internship Office also partners with organizations to offer specialized semester-long opportunities for students in New York City; San Francisco, California; Washington D.C.; Toronto, Canada; and Singapore.

Although the Internship Office serves as the central advising point for all students interested in any internship, students participating in the internship program are typically interested in business related internships and receive academic credit for their participation. Dependent upon the needs of the student and agency, students commit 120-240 hours each semester working at the internship site. Upon the successful completion of the internship and seminar, students are awarded academic credit. Generally counted as "electives," credits garnered from the internship program may be used to fulfill graduation requirements.

Areas of internship interest include:

- Advertising
- Marketing
- Education
- Graphic Design
- Public Relations
- Journalism
- Financial Planning
- Politics
- Human Services
- Communications

# The Meelia Center for Community Engagement

The Meelia Center for Community Engagement supports the mission of Saint Anselm College by preparing students to be ethical leaders and informed citizens who contribute to a more just community and world. The Meelia Center accomplishes this by promoting, organizing and supporting volunteer service, service-learning, civic engagement and the development of student community leadership.

Students, faculty and staff can volunteer with community agencies and schools that serve children, the homeless, the elderly, people with special needs, those with mental illness, incarcerated individuals and people recovering from substance abuse, just to name a few. Each semester, about 150 students commit two or more hours per week at over 50 local agencies. The Meelia Center arranges community placements based on volunteer skills and interests, and assists with transportation as needed. New initiatives are launched nearly every year to respond to student ideas, or community needs that are brought to our attention. In addition, the Meelia Center runs Access Academy which provides on-campus educational programming for underrepresented high school students in Manchester using student and faculty instructors.

The Meelia Center also supports service-learning on campus. Service-learning is an educational strategy that applies important course concepts through significant service to the community to meet faculty defined learning goals. Each semester more than 250 service-learners engage in the community where they learn their course concepts more deeply, strengthen their professional skills and clarify their goals for the future. Each year service-learning is integrated into at least 10 academic departments and 30 courses, from Nursing and Psychology to Computer Science and Theology.

Students can also volunteer for occasional projects and special events such as the Valentine's Day Dance for individuals with developmental and emotional challenges, annual Children's Holiday Festival, elderly food delivery, food drives, college shadowing days and others. The Meelia Center works closely with student organizations and residence halls to help connect groups of students wanting to get involved with agencies in need of assistance.

The Meelia Center keeps pace with student initiative and community requests by encouraging and developing student leadership. The Center employs over 90 Student Coordinators and office staff (mostly work-study students) to help recruit, place and support volunteers and service-learners, teach Access Academy courses and run service events. In fact, the Center engages some veteran leaders in staff management positions. Much of this coordination is done right from the community agency, with student leaders serving clients directly and coordinating the service of their fellow students. The Center prepares coordinators with the knowledge and skills necessary to be effective leaders

# Information Technology

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 several student computing centers, one in the Goulet Science Center, one in Cushing Center, one in Poisson Hall, and the Learning Commons in Giesel Library. All computers are connected to the campus fiber optic network, which also provides high-speed access to the Internet. The Weiler Computing Center in Goulet has 20 Windows-based personal computers and 20 Apple-based iMAC computers, the Academic Resource Center Lab in Cushing Center is equipped with 20 Windows-based personal computers and the Poisson Hall classroom, which doubles as a public lab when not in use for classes, houses 30 Windows-based computers. Additionally, the NHIOP houses 15 Windows-based computers in the Learning resource Center. All computing centers provide laser printers, scanners, and a variety of computer applications, including word processors, database programs, statistical analysis programs, and online tutorials.

The College provides Campus with high speed fiber optic connection to the Internet and has installed a campus-wide fiber optic backbone network supporting additional services, such as electronic mail, satellite television, and Internet access from all facilities, including faculty and staff offices, classrooms and all residence halls. The College also provides wireless network access, the newest generation of hi-speed wireless available today. Wireless is available in the Library, Coffee Shop, Davison Dining Hall, Cushing Center, all classrooms, faculty offices and all Residence Halls. The College requires users to adhere to an Acceptable Use Policy available on the College's web site and in the student handbook.

All students living in campus-owned housing have network access and satellite/cable television services. Many academic departments, administrative offices and student service programs provide information online via the myAnselm Campus Portal and the College's web pages. The Office of Information Technology maintains the campus card system, supporting meal plan options, purchasing privileges, laundry, vending, Book Store purchasing and building access privileges. Lost or stolen cards can be invalidated and the patron account protected by a simple central process in Dining Services.

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 DVD/ VCD, Blu-ray/DVD, equipment, camcorders and monitors for playback and recording purposes, digital video in support of teaching and learning, live streaming as well as the duplication of media for academic use.

Instructional Technology and Design seeks to identify, develop, promote, and assess emerging technologies and instructional design approaches to support and enrich teaching and learning for on-ground, on-line and hybrid modalities. Through the Instructional Innovation Center, a state-of-the-art consultative and collaborative space, IT&D fosters innovation and collaboration with and between faculty to support teaching excellence. IT&D provides individual consultation for use of technology in pedagogy.



# Admission

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, age, sex, physical ability, sexual orientation, religion, or national origin.

The Office of Admission 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. 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; (optional for all majors except nursing) writing ability; co-curricular activities, particularly evidence of leadership; and letters of recommendation from your college counselor and teachers. First-Year candidates for admission are required to submit a completed First-Year Common Application including essay, an official secondary school transcript(s), a teacher evaluation form from an academic teacher in your last two years of secondary school, and a school report form (including a counselor recommendation). The results of the SAT or ACT examination(s) are required for nursing majors and are optional for all other academic majors in the application process. Self-reported test scores will be accepted to use during the review process. Please note results of the SAT or ACT examination(s) are required of all students at the time of enrollment. A \$50 fee is also required with each application. Saint Anselm College will waive the \$50 application fee for all first generation domestic and international students. For this purpose, a first-generation college student is defined as a student whose parent(s) or legal guardian(s) have not completed a bachelor's degree. All other applicants can contact their school counselor to see if they are eligible for an application fee waiver.

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 recommends a minimum of two years of a foreign language study; however the college believes that a student will be better served with the completion of three or four years of foreign language study.

## Application for Admission

All first-year candidates for admission must submit by the established deadline a completed First-Year Common Application. A non-refundable fee of \$50 must accompany the application, unless a waiver is being requested.

First-Year Candidate for Fall Semester Admission Application Deadlines:

Early Action - November 15  
Nursing Majors - November 15  
Early Decision - December 1  
Regular Decision - February 1

The **Early Action Plan** is a non-binding program. This plan notifies a student on or before January 15 and a non-refundable \$500 deposit is due by May 1 should the student choose to enroll.

The **Early Decision Plan** is a binding program and requires the completion of the Common Application Early Decision Agreement form. This plan notifies a student of an admission decision and any need based aid or merit based scholarships by January 1. If admitted, an enrollment deposit is required by January 15.

If you apply for the **Regular Decision Plan**, you should send all application materials to Saint Anselm College no later than February 1. This plan notifies a student on or before March 15.

# Admission to the Nursing Program

Saint Anselm College offers one of the most selective and respected nursing programs in New England, preparing its graduates to join the fast evolving world of nursing as compassionate caregivers and leaders in their profession.

The application deadline to apply for our nursing program is November 15 (Early Action) or December 1 (Early Decision). Please note Early Decision is a binding application agreement. External or internal (change of major) transfer applicants for the nursing program are extremely rare.

The following documentation is required in the admission review process:

- Common Application & Essay
- Official High School Transcript
- SAT or ACT scores
- School Report & Counselor Recommendation
- Teacher Recommendation (preferably from a science or math teacher in the last two years)

More detailed information regarding these documents can be found on our admission website.

Competitive students will have completed the following academic requirements:

- Four Years of English
- Three or more years of a laboratory science
- Three or more years of mathematics
- Two or more years of social science and additional credit electives
- Two-four years of the same foreign language
- Minimum high school recalculated GPA of 2.75
- Minimum SAT of 1000/ ACT of 18

## Postponed Admission

Saint Anselm College offers the opportunity for an admitted first-year candidate to postpone attendance for one or two semesters. A student who wishes to postpone enrollment must request this in writing and explain the reason(s) for the postponement to the Office of Admission, Saint Anselm College, 100 Saint Anselm Drive, Manchester, NH 03102-1310 or via email to [admission@anselm.edu](mailto:admission@anselm.edu). Only candidates who have paid the non-refundable enrollment deposit may seek a postponement.

## Advanced Placement

Saint Anselm College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who receive a grade of "4" or better in the Advanced Placement Examinations may with certain exceptions 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.

## International Baccalaureate

Saint Anselm College recognizes credit earned through the International Baccalaureate (IB). Of the two IB examination levels (Higher Level and Standard Level), the College recognizes the Higher Level examinations where a score of 5, 6, or 7 has been achieved. Credit will not be given for Standard Level examinations.

In general, the equivalent of one or two courses is issued for each acceptable exam result. Individual academic departments at Saint Anselm vary in how and if they award credit for students who have taken the IB Higher Level examinations. This information outlines the standard policies; should you desire further explanation, please consult the appropriate academic department. Each successfully completed Higher Level examination with the conditions noted must be submitted to the Office of Admission prior to a student's matriculation at the College. Students who have taken both AP and IB examinations do not receive credit/placement for both.

## **Transfer Students**

Students from other colleges who desire to enter Saint Anselm College with advanced standing are required to complete a Common Application Transfer Application and submit a complete record of all previous high school and college work. Please note the high school transcript requirement is waived if you have earned an associate's degree or higher prior to enrolling at Saint Anselm College. 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 equivalents 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 Candidates**

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 proof of English proficiency, Certification of Finances and a photo copy of his or her passport. 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. Financial aid is limited for international students, all applicants can submit the International Student Financial Aid Application. All international applicants are reviewed for any need based aid or merit based scholarships. International applicants who need financial aid are precluded from applying for the Early Action or Early Decision programs.

## **Spring Semester Admission**

Saint Anselm College does admit new first-year, transfer, and RN to BSN students for the spring semester which begins in January. Candidates should follow the regular admission procedures. Priority will be given to all applicants who apply on or before November 15.

## **Campus Visits**

Candidates for admission are encouraged to visit the campus and are invited to contact the Office of Admission or visit [www.anselm.edu/visit](http://www.anselm.edu/visit) for more information and to register. The Office of Admission offers interviews, information sessions and campus tours on a regular basis. Although interviews are not required of applicants, they provide an opportunity to discuss

academic programs and learn what Saint Anselm College has to offer based on the applicant's interest(s). Special events and open house programs are also offered throughout the year.

## **Non-Degree Seeking Students**

Non-matriculating students may take classes at the College on a space available basis. A maximum of 6 courses can be taken as a non-degree seeking student. Students wishing to continue at Saint Anselm will need to apply through the Office of Admission.

In order to be considered for full-time enrollment non-degree students need the permission of the Dean of the College. Additionally, non-degree students need to demonstrate the completion of a high-school degree in order to enroll in courses. Exceptions to this policy are made by the Dean of the College.

# **Academic Regulations**

## **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 for late registration. Students may register for no more than eighteen credits in any one semester. Sixteen credits per semester for eight semesters (a total of 128 credits) are required for the baccalaureate degree and constitute the normal student course load. Students wishing to take more than eighteen credits in a given semester must have approval. This approval normally requires a minimum CGPA of a 3.0, the endorsement of the student's academic advisor or department chairperson, and the authorization of the appropriate dean in the Dean of the College's Office. A per credit Overload Fee will be applied to all credits over eighteen credits per semester. Students may not take more than 20 credits in any one semester. 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 sixteen credits 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.

## **Class Attendance**

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.

## **Withdrawal from Classes**

After the add-drop period is over, 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 Dean of the College on whether a "W" or "WF" is appropriate. The "WF" is transcribed as a failing grade and has a negative effect on the student's GPA.

A student may not withdraw from a course during the last two weeks of the semester, e.g., the last two weeks of classes.

Consult the Nursing Department for nursing department regulations regarding course withdrawal deadlines.

## **Withdrawal from the College**

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 meet with a financial aid administrator to discuss their rights and responsibilities as aid recipients. The form for withdrawal from the College is available in the Office of the Registrar or in the Office of the Dean of the College. It must be signed by the student and returned to the Office of the Dean of the College. Refund of fees or charges will be based on the date that the student last attended a class.

## **Readmission**

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 by students who have not been formally readmitted to the College may not 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

## Leave of Absence

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 a financial aid administrator 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-, F, 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; "F" 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, as well as P/NP electives (see below).

Notations that may be assigned by the Office of the Dean of the College are: I, W, and WF. "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.

Nursing students should refer to the "Nursing Class Standing and Grading Procedure" in the Nursing section of this catalogue

## Pass/No Pass Electives

The goal of pass/no pass (P/NP) electives is to encourage intellectual risk taking on the part of students by permitting them to move beyond their area of familiarity without risk to their GPA. Students may take up to two electives (8 credits) as pass/no pass, and these credits may be counted toward the 128 credits required for graduation. To "pass" a pass/no pass course, a student must earn at least a C- average in the course. Credits will be awarded for the successful completion of a pass/no pass course, but the grade recorded on the student's transcript will simply indicate "pass (P)" and will not affect the student's GPA. Failure to earn a C- in the course will result in a "no pass (NP)" being entered on the student's transcript and no credit will be awarded. The NP grade will not affect the student's GPA. A student must complete a minimum of 24 credits before being eligible for the pass/no pass option. No student may declare two pass/no pass courses in the same semester, and no student on academic probation is permitted to take a course as pass/no pass. Students may not exercise the pass/no pass option for their major, minor, or core requirements (including writing intensive requirements). An individual instructor may designate his or her course as pass/no pass or may designate a percentage or number of seats in the course as pass/no pass. A student must declare his or her intention to take a course pass/no pass by filing a pass/no pass option approval form with the Registrar's Office no later than the end of the drop/add period for the semester in which the course is scheduled. Once the drop/add period is over, no changes to students'

pass/no pass status will be permitted for any of the courses for which they are enrolled that semester. Exceptions to this policy will be made only in extraordinary circumstances and only by formal petition to the Dean of the College.

## Audits

Students who wish to audit a class must contact the Registrar's office in order to register for that class. They must also inform the instructor of their status as an auditor at the beginning of the semester."

A student enrolled in 18 credit hours or less may enroll into one audit course during a semester at no extra cost. Additional audited courses will be charged a fee, and students must seek the permission of the appropriate academic dean if they seek to enroll in more than 18 credits."

## Limits on Online Courses

Online courses offer the same rigorous challenges and learning experiences as on-ground courses. Nevertheless, because Saint Anselm College places a high value on the development of a vibrant academic community life, no more than 14 credit hours from the College's online courses may count toward the College's graduation requirements. Occasionally, exceptions to the 14-credit hour limit may be made at the discretion of the Dean of the College.

## Grade Reports

At the end of each semester, grades are posted using the Campus Information System (CIS). 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 appeal a final grade assigned by an instructor, the following procedure must be initiated within ten days after the beginning of the next semester.

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. 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 (except Nursing) 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 credits for graduation.
2. All earned grades will appear on the student's permanent academic record. When a course is repeated, both grades remain on the transcript, but only the higher grade is computed in the major and cumulative grade point averages.
3. Nursing students are allowed to repeat one Nursing course only. Refer to the "Class Standing and Promotion Procedures" listed under the Nursing section.

\*Note: Only grades earned at Saint Anselm are used in calculating a cumulative 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 \$6 per copy. Please see the Student Handbook for further details about ordering transcripts.

# 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; F: 0.00; WF: 0.00.

Each letter grade's numerical value is then multiplied by its credit value to yield a grade point value. The cumulative grade point average is derived by totaling the grade points received in all courses, and dividing that total by the number of credits carried.

All grades, and all notations remain on the student's permanent record and, with the exception of the P, NP, and W notations, 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

For the 2019-2020 academic year, students who register for and complete twelve or more credits of study at the College during a given semester and who achieve in that semester a grade point average of 3.3 are eligible for inclusion in the Dean's List of Scholars. In at least twelve of the student's credits for that semester, the student must receive letter grades that compute in determining the grade point average. All graded credits that compute in determining a student's semester GPA shall be considered in determining a student's eligibility for the Dean's List of Scholars. A student's eligibility for the Dean's List cannot be determined until all semester grades have been entered.

Note: the semester grade point average for Dean's List eligibility shall be 3.4 in the 2020-2021 and all subsequent academic years.

# Statement on Academic Honesty

Since the assignments, papers, computer programs, tests and discussions of college course work are the core of the educational process, the College demands the strictest honesty of students in their various academic tasks. To ensure that the standards of



honesty essential to meaningful accomplishment in the classroom are maintained, the College sets forth the following clarification of academic dishonesty and sanctioning procedures.

The following actions are examples of academic dishonesty and subject to sanctions:

#### *Examinations and Assignments*

1. Copying from another student's examination paper or allowing another to copy from one's own paper during an examination.
2. Using unpermitted material (notes, texts, calculators, etc.) during examination.
3. Revising, without the instructor's knowledge, and resubmitting a quiz or examination for regrading.
4. Giving or receiving unpermitted aid on a take-home examination or on any academic assignment.

#### *Plagiarism*

1. Plagiarism means the presentation by a student of the work of another person as his or her own. It includes wholly or partially copying, translating, or paraphrasing without acknowledgement of the source.
2. Since the wording of a student's paper or computer program is taken as his or her own work, paragraphs, sentences, or even key phrases clearly copied from a book, article, essay, lecture, newspaper, program, another student's paper, notebook or program, or any other source, may be included only if presented as quotations and the source acknowledged.
3. Similarly, since the ideas expressed in a paper, report, or computer program are accepted as originating with the student, a paper or program that paraphrases ideas taken from a book, article, essay, lecture, newspaper, program, another student's paper, notebook, or program, or any other source may not be submitted unless each paraphrased source is properly cited. Students should refer to the Geisel Library Academic Integrity Tutorial for fuller explanation of the rules and conventions governing academic integrity.
4. A student may make use of the particular skills of a proof-reader or typist, but wholesale corrections and revisions of a course paper or computer program by these individuals are not allowable. The student alone is responsible for any errors or omissions in material submitted as his or her own work.
5. No paper or computer program may be submitted for credit if it has been or is being used to fulfill the requirements of another course, in whatever department, unless permission to coordinate work has been granted by both professors.
6. No student shall allow his or her paper or program in outline or finished form to be copied and submitted as the work of another; nor shall a student prepare a written assignment or program for another student to submit as that student's work.
7. Students should be prepared-up to one month beyond the due date of a paper or program-to submit all notes, drafts, and source information which might be requested by an instructor, chairperson, or committee investigating the authenticity of that work.

#### **Procedures**

1. If an instructor has reason to believe that a student has plagiarized, the instructor shall immediately inform the student and discuss the circumstances.
2. After such discussion, the instructor shall:
  - (a) decide that no further action is necessary; or
  - (b) require that the work be resubmitted with appropriate changes; or
  - (c) give the student a failing grade in the work submitted; or
  - (d) give the student a failing grade in the course. In this instance, the instructor will notify the department chairperson, the Dean, and the student, of the intent to fail that student in the course for which the work was done. Documentation supporting the charge is to be available upon request by the parties concerned.

Further, the Dean, having been informed of the particulars of the case, may decide to extend the sanction to include:

- suspension from the College for the remainder of the semester;

or

-suspension from the College for a period of not more than one year;

or

-expulsion from the College

The Dean shall inform the student in writing of a decision to suspend or expel.

In all cases, the instructor will submit to the Dean of the College a report concerning the violation.

3. If the instructor's decision is that set out in 2 (a), (b), the matter shall be considered closed. If the decision is that set out in 2 (c), the student may appeal using the normal process for appealing a grade. If the decision is that set out in 2 (d), the student may appeal in writing to the Dean.
4. The student shall have ten days to appeal a decision to suspend or expel.
5. If the student elects to appeal the decision of the Dean in cases dealing with suspension or expulsion from the College, the Dean shall convene a College review board consisting of three faculty members (two of whom shall be from the department involved) and two students. The committee shall invite the student and the instructor to address it but shall deliberate in private.
6. If the College review board is convened, it shall make a written report to the Dean. The report may recommend a sanction.
7. The Dean shall make the final decision regarding sanction and shall inform the student immediately in writing of that decision.

## 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 of Information

Directory information consists of information which would not generally be considered harmful or an invasion of privacy if disclosed. At the College, directory information consists of: student name, address, campus email address, telephone number(s), dates of attendance, class membership/ anticipated date of graduation, full or part-time enrollment status, previous educational institutions attended, major field of study, past and present participation in officially recognized activities and sports, weight and height of members of athletic teams, date and place of birth, photographs, hometown, awards, honors (including Dean's List), degree conferred and conferral date. Students may withhold Directory information by notifying the Office of the Registrar.

Such information may be disclosed by the College, at its discretion, for any purpose.

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 - Office of Institutional Research

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. Academic warning, probation, and dismissal are based on a student's cumulative grade point average (CGPA) and vary by the number of semesters and credits a student has attempted.

Semesters Attempted	Minimum Credits Attempted	CGPA for Warning	CGPA for Probation	CGPA for Dismissal
1	12	<1.800	<1.600	<0.670
2	24	<1.900	<1.700	<1.000
3	36	<1.900	<1.700	<1.330
4	48	<2.00	<1.800	<1.600
5	60	<2.00	<1.900	<1.700
6	72	<2.00	<1.900	<1.800
7	84	NA	<2.00	<1.900
8	96	NA	NA	<2.00

Additional reasons for academic dismissal include:

- Earning 3 failing grades in a single term.
- Earning 4 failing grades in 2 consecutive terms.
- Earning 4 D grades or lower in a single term.

- Being placed on academic probation for 2 consecutive terms.
- Being placed on academic probation for 3 non-consecutive terms.
- Repeated violations of the College's Academic Honesty policy.

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 calendar days of the date of the letter of dismissal.

Students on academic probation or those who have not maintained satisfactory academic progress may not run for elective office in student organizations, participate to any degree in intercollegiate athletic contests, or represent the College at public events.

## **Class Standing**

For sophomore standing, a student must have completed successfully at least thirty-two credits; for junior standing, a student must have completed successfully at least sixty-four credits; for senior standing, a student must have completed successfully at least ninety-six credits and be eligible for graduation at the next Spring commencement.

## **Policy on the Use of Electronic Devices**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor.

# THE CURRICULUM

Saint Anselm College provides a distinctive, Catholic, Liberal Arts education in the Benedictine tradition. It promotes an educational experience in which individuals are rooted in thinking rigorously, acting rightly, and serving humanity in a community that fosters the love of learning, educates the whole person and promotes the common good.

Graduates should be able to dedicate themselves to an active and enthusiastic pursuit of truth grounded in the liberal arts, the Catholic intellectual tradition, and the Benedictine monastic tradition; balance a comprehensive liberal arts education and specialized study in the major; pursue knowledge and wisdom fostered by our patron Saint Anselm's vision of Theology as "faith seeking understanding," which requires dialogue between faith and reason; and serve as ethical leaders and informed citizens who contribute to a more just community and world.

## Learning Outcomes

The Saint Anselm College curriculum is based on five college-wide learning outcomes that are achieved in multiple courses throughout a student's core and major course of study. Critical and imaginative thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Written communication is the ability to express facts and ideas correctly and persuasively in writing. Oral communication is the ability to express oneself clearly and persuasively in oral presentation, to listen attentively and to contribute to a substantive exchange of ideas. Information literacy is an integrated ability to find, evaluate, and utilize relevant scholarly and other resources, and to maintain high standards of academic integrity. Moral inquiry helps develop students' moral framework, instilling a habit of mind by which they continually revisit important ethical questions and refine their capacity to consider these questions objectively, systematically, and in an increasingly rigorous manner.

The College's core curriculum has eleven core learning outcomes that are achieved in designated core courses. Philosophical reasoning is knowledge of and a systematic approach to answering enduring questions including: a) theoretical questions regarding the nature of reality and human existence, and b) ethical questions about how we ought to live. Theological reasoning is knowledge of and a systematic approach to fundamental theological questions including: a) Biblical literacy, and b) a Catholic theological approach to God, the world and the human condition. Quantitative reasoning is the capacity of creative problem solving through the ability to assess numerical evidence and to reason from data. Scientific reasoning is the ability to appreciate, identify, and investigate questions in the theory and praxis of the natural sciences. Aesthetic and creative engagement is the ability to understand artistic language and the relationship between form and content in the visual, musical, or literary arts. Historical reasoning is the ability to recognize and to analyze change and continuity in human society over time. Social scientific awareness is the ability to identify, appreciate and investigate questions in the theory and methodology of the social sciences. Linguistic awareness in writing composition is knowledge of the use of language as a tool for communicating information and ideas within academic fields and as an object of study in itself. Linguistic awareness in a modern foreign or classical language aims to bring the student to a minimum level of low intermediate in the target language. Citizenship courses allow students to reflect upon the meaning of citizenship and the role of a citizen within their own communities and communities of others, past and present. Global engagement fosters an active interest in a world where all peoples, being rooted locally, share the responsibilities of belonging to a common humanity.

Finally, the College's first-year sequence, *Conversatio*, has the shared learning outcome of intellectual orientation and integration. It welcomes students to the Saint Anselm intellectual community, fosters their familiarity with the liberal arts as a modality of learning, introduces them to the spiritual teachings of Saints Benedict and Anselm, and begins to develop their capacity to integrate college-wide and core learning outcomes.

# Requirements for Graduation

Requirements for the baccalaureate degree are satisfied upon successful completion of one hundred twenty-eight (128) credits.

Candidates for degrees must have a cumulative grade point average of 2.00 or higher (2.40 or higher for nursing students).

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.

## Bachelor of Arts

The following are required for the degree of Bachelor of Arts:

- Humanities: *Conversatio* I-II (HU 103-HU 104, 8 credits)
- Freshman English (EN 105, 4 credits)
- Core Learning Outcomes
  - Foreign modern or classical language (proficiency through Intermediate I)\*
  - Philosophical reasoning (8 credits)
    - Theoretical reasoning (4 credits)
    - Ethical reasoning (4 credits)
  - Theological reasoning (8 credits)
    - Biblical literacy (4 credits)
    - Catholic theological reasoning (4 credits)
  - Quantitative reasoning (4 credits)
  - Scientific reasoning (4 credits)
  - Social scientific awareness (4 credits)
  - Historical reasoning (4 credits)
  - Aesthetic and creative engagement (4 credits)
  - Citizenship (4 credits)\*\*

- Global engagement (4 credits)\*\*
- College Writing: three writing intensive designated courses (four credits each: at least one course must be taken by the end of the sophomore year and at least one after the sophomore year; at least two of the three required WI courses must focus on writing in the English language)\*\*
- A major field of concentration in accordance with departmental regulations
- A comprehensive examination in the major field of concentration

\*International Students who hold an F-1 visa or whose legal domicile is not in the United States and whose first language is not English are considered to have fulfilled the aims of the language requirement. Other students for whom English is a second language, who provide documentation of formal education in the language of origin beyond the primary school level, also are considered to have fulfilled the aims of the language requirement.

In certain exceptional cases, the Chair of the Department of Modern Languages and Literature will determine, in consultation with the Dean of the College, fulfillment of the language requirement.

\*\*Eligible to be fulfilled in conjunction with other core courses.

## Bachelor of Science

**NOTE:** *all Nursing course credits can count as elective credits towards the completion of a Bachelor of Arts degree at Saint Anselm College. This policy applies to any students that left the Nursing program after the 2015-16 academic year. .*

The following are among the requirements for the degree of Bachelor of Science in Nursing:

- Humanities: *Conversatio* I-II (HU 103 -HU 104, 8 credits)
- Freshman English (EN 105, 4 credits)
- Core Learning Outcomes:
  - Philosophical reasoning (8 credits)
    - Theoretical reasoning (4 credits)
    - Ethical reasoning (4 credits)
  - Theological reasoning (8 credits)
    - Biblical literacy (4 credits)
    - Catholic theological reasoning (4 credits)
  - Quantitative reasoning (4 credits)
  - Scientific reasoning (4 credits)
  - Social scientific awareness (4 credits)
  - Historical reasoning (4 credits)
  - Aesthetic and creative engagement (4 credits)
  - Citizenship (4 credits)\*\*
  - Global engagement (4 credits)\*\*
- College Writing: three writing intensive designated courses (four credits each: at least one course must be taken by the end of the sophomore year and at least one after the sophomore year; at least two of the three required WI courses must focus on writing in the English language)\*\*
- Biology 107-108, 331-332
- Psychology 101
- Sociology 212
- Two unrestricted electives
- Courses in Nursing in accordance with departmental regulations.

- A comprehensive examination.

**\*\*Eligible to be fulfilled in conjunction with other core courses.**

## Graduation Honors

According to the degree of academic excellence, graduates may be awarded the distinctions of cum laude, magna cum laude, or summa cum laude. For the class of 2020, 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; and for the distinction summa cum laude, a grade-point average of 3.7. For the class of 2021, and all subsequent classes, candidates for the distinction cum laude must have a grade-point average of 3.4; for the distinction magna cum laude, a grade-point average of 3.6; and for the distinction summa cum laude, a grade-point average of 3.85. In order to qualify for the Chancellor's medal and the President's award, students must have completed a minimum of sixty-four credits at the College.

## 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.

**Alpha Lambda Delta** is a national honor society that recognizes academic excellence during a student's first year in college. Its purpose is to promote academic achievement, leadership and service early in the students' collegiate experience, as well as to encourage intelligent living, a continued high standard of learning, and a vision for meaningful societal roles and contributions throughout the student's career. The chapter was established at Saint Anselm College the spring semester of 2015. Membership is by invitation.

**Sigma Pi Sigma** is an honors society that recognizes outstanding student achievement in physics. Founded in 1921, it aims to promote scholarship, interest, fellowship, and a spirit of service among its members. A chapter at Saint Anselm College was established in 2018.

## Programs of Study

Candidates for a degree select a program of studies from the following: Accounting, American Studies, Behavioral Neuroscience, Biochemistry, Biology, Business, Chemistry, Classical Archeology, Classics, Communication, Computer Science, Computer Science with Business, Computer Science with Mathematics, Criminal Justice, Economics, Elementary Education, English, Environmental Science, Environmental Studies, Fine Arts, Finance, Forensic Science, French, German Studies, Great Books, History, International Business, International Relations, Mathematics, Mathematics with Economics, Marketing, Natural Science, Nursing, Peace and Justice Studies, Philosophy, Physics, Politics, Psychology, Secondary Education, Social Work, Sociology, Spanish, or Theology. 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.

## Engineering

Saint Anselm College offers a five-year 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 completing a specified set of courses including studies in engineering, science, and mathematics, while fulfilling the Saint Anselm College core curriculum requirements. The student's major depends on their chosen area of interest in engineering (see below). If the student meets certain minimum requirements (that vary by institution), they are then accepted to the partner institution where they fulfill the remaining engineering requirements. In an additional two years, at one of the above universities selected by the student, the remaining engineering requirements are fulfilled. Under this arrangement, after completing the Saint Anselm College graduation requirements (usually after the fourth year), the student receives the Bachelor of Arts degree from Saint Anselm College, and, upon the successful completion of the fifth year, an engineering degree from the partner institution's School of Engineering. In consultation with the Dean of the College and their advisors, students may also pursue completion of the program with a non-official partner school. In such cases, admission to the partner institution is not guaranteed since no official agreement is in place between the schools. Official programs include:

- BA Physics/BA Aerospace Engineering
- BA Physics/BA Civil Engineering
- BA Physics/BA Electrical Engineering
- BA Physics/BA Environmental Engineering
- BA Physics/BA Mechanical Engineering
- BA Chemistry/BA Chemical Engineering
- BA Computer Science/BA Computer Engineering

## Nursing

The student pursues the sequence of courses listed under the Department of Nursing.

## 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-Law:** No specific program of study is required to gain admittance to law school. Students should meet with the Director of Academic Advisement for guidance on preparing for law school. Each semester, the Office of Academic Advisement also offers workshops on academic planning and the law school selection and application process.

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

## Service-learning

Service-learning is an educational strategy that allows students the opportunity to apply important course concepts through significant service to the community. A number of faculty members at Saint Anselm have integrated service-learning into their courses. Every semester, the Meelia Center for Community Engagement manages service-learning placement and support for a dozen academic departments, nearly 20 courses and around 250 service-learners. Students apply course learning goals at sites selected specifically for their classes. The Meelia Center's student coordinating staff manages and supports the placement of service-learners at nearly fifty community learning sites

Service-learners have the opportunity to work with infants, K-12 schools, English language learners, homeless teens, elderly coping with Alzheimer's, hospice patients and victims of domestic violence to name a few. Most service-learners go into the community for their learning, although on-campus opportunities exist, including through Access Academy where Manchester high school students from more than 25 countries come to campus for student and faculty taught classes. In addition, many Fine Arts students engage in class-based art projects in support of community, while other departments allow students to perform research into questions posed by the community. Learning opportunities exist for all levels of experience and all interests.

## The Minor

Information on minors can be found in the department pages of the catalogue. For the best chance of completing a minor, students should declare the minor prior to the pre-registration period for the fall of their junior year. Candidates must have an average GPA of 2.00 in the required courses for successful completion of the minor. Further regulations regarding minors may be found on the College portal.

A student with an interest in a minor may experience irresolvable conflicts in scheduling, the cancellation of a course because of under enrollment, and/or the absence of faculty in a program due to other teaching assignments or sabbaticals. The College does not guarantee a particular minor nor a course in a particular program needed by a student to enter or complete a minor. A student who does not complete a minor in the course of his or her baccalaureate studies at the College may not initiate or complete a minor after earning a baccalaureate degree from Saint Anselm College.

## The Double Major

Saint Anselm College students are allowed to pursue two majors. Students must declare a second major by the second semester of their junior year. Students must complete all degree requirements for both majors, including all coursework, comprehensive exams, senior theses, and major GPA requirements. Course substitutions in the 2nd major--because of unresolvable class conflicts--will only be considered on a case-by-case basis and in extenuating circumstances when deemed appropriate by the departmental chairperson(s) and the Office of the Dean of the College. The college's course repeat policy applies to both majors.

A student with an interest in a second major may experience irresolvable conflicts in scheduling, the cancellation of a course because of under enrollment, and/or the absence of faculty in a program due to other teaching assignments or sabbaticals. The College does not guarantee a second major nor a course in a particular program needed by a student to enter or complete a second major. A student who does not complete a second major in the course of his or her baccalaureate studies at the College may not initiate or complete a second major after earning a baccalaureate degree from Saint Anselm College.

## The Credit Hour

One credit hour shall reasonably approximate not less than three hours of engaged student learning per week throughout the duration of the term. A course's credit value, then, may be established in a variety of ways. For example:

- Three credit lecture or seminar course. Three academic or clock hours\* of class time and a minimum of six hours of out of class work per week.
- Four credit lecture or seminar course. Three hours of class time and a minimum of nine hours of out of class work per week. Four hours of class time and a minimum of eight hours of out of class work per week.
- One credit laboratory course. Two hours of laboratory time and a minimum of one hour of out of class work per week. Three hours of laboratory time and a minimum of zero hours out of class work per week. Three hours of laboratory time and a minimum of one hour out of class work per week for 11 weeks. Four hours of laboratory time per week for 11 weeks and a minimum of zero hours out of class per week.
- One credit studio course. Two hours of studio time and a minimum of one hour of out of class work per week. Three hours of studio time and a minimum of zero hours of out of class work per week.
- Three credit internship. Minimum of nine hours of direct or indirect internship work per week.

\*Note: an "academic hour" or "clock hour" is defined as 50 minutes of class time: for example, a MWF class, from 8:30-9:20, is comprised of three academic or clock hours per week.

Unless otherwise noted, each course is scheduled to meet the equivalent of three 50 minute class "hours" per week and carries four 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.

# The Honors Program

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 a Senior Honors Colloquium, *Conversatio I*, and a minimum of four other Honors courses within and outside the Core. Nursing students' requirements include a Senior Honors Colloquium, *Conversatio I*, and a minimum of three other Honors courses within and outside the Core. Students will have the opportunity to take Honors courses across a wide range of disciplines. In addition, students must undertake language study to the 300-level (except for Nursing students). The language requirement can become the basis for a minor in language, and it can also be fulfilled abroad. Students must also complete an Honors thesis. 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 two Honors Tracks: Bachelor of Arts or Bachelor of Science in Nursing. 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. Graduation with Honors requires a 3.0 GPA or greater. 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.

# Course Numbering System

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.

## New Course Numbering System

Beginning in the Fall 2006 semester, Saint Anselm College adopted a three number course designation system. Henceforth, the following course numbering system is in effect.

100 - 199 Introductory

200 - 299 Intermediate

300 - 399 Intermediate/Advanced

400 - 499 Directed readings, research, internships and further advanced study

*Please note, when searching courses by "Code or Number", an asterisk (\*) can be used to return mass results. For instance, a "Code or Number" search of "2\*" can be entered, returning all 200-level courses.*

## **Partnerships**

### **Engineering, Science and Technology Entrepreneurship Excellence (ESTEEM) Program**

#### **The University of Notre Dame and Saint Anselm College**

Saint Anselm College has developed a partnership with the University of Notre Dame's Engineering, Science, and Technology Entrepreneurship Excellence (ESTEEM) Graduate Program. Students who successfully complete the core program will receive the Bachelor of Arts degree with a major in any one of the sciences (including Computer Science and Mathematics) from Saint Anselm College, and, if they meet certain minimum requirements, are then accepted to Notre Dame's Master of Science in Engineering, Science and Technology Entrepreneurship where they complete an intensive 12 month curriculum sponsored by the College of Engineering, College of Science and Mendoza College of Business. Interested students should speak with the Director of the program at Saint Anselm, Prof. Ian Durham in the Department of Physics.

### **Reserve Officer Training Corps Programs**

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.

# General Expenses

- General Billing Information
- Student Expenses
- Financial Policies
- Refund Policies

## General Billing Information

Semester bills are generated in June and December. Balances are required to be paid in full before the beginning of each semester. Saint Anselm College offers several payment options. Balances can be paid by cash, check, or by using our online payment options. In a continued effort to assist our students and their families, Saint Anselm College offers a Monthly Payment Plan which allows you to spread the semester expenses over five smaller monthly installments. To avoid late fees, interest charges, or other penalties, semester expenses should be paid by the applicable due date (generally the first business day of August and January).

Students can view their live tuition account information by logging into Student Account Center at [www.anselm.afford.com](http://www.anselm.afford.com). Students can also invite parents or other participants to have access to their account.

## Student Expenses

<b>Enrollment Deposit</b>	500
<b>Tuition</b>	
Full-Time (per semester)	20,250
Part-Time- Matriculated (per credit hour)	1,000
Part-Time - Non-matriculated (per credit hour)	500
Course Overload Fee (per credit over 18 credits)	1,125
Audit Fee (per credit hour)	160
<b>Traditional Resident Room &amp; Board:</b>	
Standard Double, Triple or Quad (per semester)	7,375
Standard Single (per semester)	8,000
<b>Apartment Housing:</b>	
Apartment Housing Fee (per semester)	7,800*



\* Includes optional \$1,200 meal plan

**Mandatory Fees:**

Comprehensive Fee: Full-Time Students (per semester)	650
Comprehensive Fee: Part-Time Students (per semester)	300
First-Year Experience Fee (fall semester only)	300

**Course Fees and Other Fees:**

Individual Music Instruction Fee (per course)	350
Study Abroad Fee	variable**

\*\*Program dependent. Check with Study Abroad Office

**Nursing Program Fees:**

Clinical Nursing Fee, Upper Classmen (per semester)	1,000
Clinical Nursing Fee, Sophomore (spring semester only)	500

**RN to BSN Program Expense:**

RN to BSN Tuition (per credit hour)	300
RN to BSN Technology Fee (per session)	25

**Late Fee:** (assessed once a semester on unpaid balances) \$125

**Interest Rate:** (assessed monthly on unpaid balances) 15%

All students living in traditional residence halls must pay the full residence fees, which include room and board. The cost of apartment housing includes an optional \$1,200 meal plan which students are given the opportunity to decline.

Books and stationery supplies may be obtained at the College bookstore. The annual cost of books and supplies is approximately \$ 2,000. However, variations may occur, depending upon the student's course selection and major field of study.

Should an individual begin as a non-matriculated student and change his/her status to matriculated, that student is then responsible for paying the difference between the cost of non-degree and matriculated course work for all non-matriculated courses taken. Please note that financial aid cannot be awarded retroactively.

It is a condition of enrollment in the College that all full-time students have health insurance coverage. All students will be billed for automatic enrollment in plan offered through the College. If a student has alternative coverage, they must waive enrollment in the College's plan by visiting the insurance company's website prior to the first day of class. If the waiver is not completed by the applicable due date, the student is not eligible to waive the insurance or have the charge removed from the bill.

# Financial Policies

All students are required to complete and sign a Payment and Initial Disclosure Notice confirming that they understand their legal and financial responsibility to Saint Anselm College. Thirty days after the beginning of the fall or spring semester, a registration hold will be placed on the account of any student who has not complied with this requirement.

The College anticipates that all financial obligations to the College will be paid in full. Failure to meet these obligations may result in an Administrative Dismissal from the College.

A registration hold will be placed on any student who has an unpaid balance. Students with registration holds will not be allowed to complete the registration process for the subsequent semester until the unpaid balance is paid. Graduating seniors will not be permitted to participate in graduation ceremonies if all financial obligations have not been met.

Accounts over 120 days past due may be referred to a collection agency. Overdue accounts that are referred to a collection agency shall incur and be assessed the agency's fee. This fee will be added to the overdue balance at the time of assignment to the agency.

Transcripts and diplomas will not be released for any student whose account is in arrears or for any student who is in default on a federal loan

# Refund Policies

## Account Refunds

Refunds are issued on credit balance statements only. A credit balance statement occurs when a student's account is credited with disbursed financial aid and/or payments that exceed the total charges for the semester. All requests for refunds must be submitted in writing to Student Financial Services. An account refund will be made payable to the student unless the College is instructed otherwise in writing except for when the credit balance results from the deposit of proceeds from a Federal Parent PLUS loan. In which case, the refund will be made payable to the parent and mailed to the parent's home address on file with the College, unless the parent requests otherwise in writing. A minimum of two weeks should be allowed for processing.

## Federal Financial Aid

Saint Anselm College complies with the refund policies contained in the Higher Education Amendments of 1998 under which the College is required to return Title IV funds (Perkins Loans, Supplemental Educational Opportunity Grants, Pell Grants and Guaranteed Student Loans) on a per diem basis when the student withdraws before 60% of the payment period has been completed.

State aid and outside scholarships will be refunded to the appropriate agencies in accordance with their respective policies. Alternative education loans will be returned to the lender on the same percentage basis as Tuition and Institutional Aid. A student with an alternative loan who has an outstanding balance as a result of the refund calculation may be able to retain a greater percentage of the loan than that used in the refund calculation

## Withdrawal from the College

A student desiring to withdraw from the College should consult with both the assigned academic advisor and the appropriate Dean. Students receiving financial aid should discuss the financial implications of this choice with the Office of Financial Aid and a member of the Student Financial Services team as there are often out-of-pocket costs associated with withdrawal as well as

loan repayment obligations. The form for withdrawal from the College is available in the Office of the Dean of the College. It must be signed by the student and returned to the Office of the Dean of the College. The last documented academically-related activity, as indicated on the College withdrawal form, will be used to calculate tuition refunds and Title IV federal aid returns when applicable.

Contracted aid such as Athletic Scholarship, Debate Scholarship, Resident Assistant Grant, and Yearbook Grant are prorated on a per diem basis if a student ceases involvement in any one of these programs. The aid will be prorated in the semester the student ceases involvement and will be calculated from the first day of the enrollment period to the day the student stops the program.

Refunds for students who separate from the College, either through official withdrawal procedures or otherwise, will be determined as follows:

#### **Tuition and Institutional Aid**

Within the first two weeks of the semester	80%
Within the third week of the semester	60%
Within the fourth week of the semester	40%
Within the fifth week of the semester	20%
Beyond the fifth week	0%

#### **Housing**

Within the first four-week period of the semester	75%
Within the second four-week period of the semester	50%
Within the third four-week period of the semester	25%
Beyond the twelfth week of the semester	0%

#### **Resident Meal Plan**

Refunds are computed on a daily basis according to the amount remaining in the student's declining balance account.

## **Withdrawal from Individual Classes**

A student who drops a class during the first two weeks of the semester as a result of which there is a change in status, e.g. from full-time (12 or more credit hours) to part-time (11 or fewer credit hours), will receive a tuition refund of 80% of the full-time tuition charge. The student will be charged 80% of the per class cost multiplied by the number of credits being taken. Financial aid recipients should be aware that this will have an effect on their financial aid award. When a student withdraws from a class after the initial two-week refund period, there will be no tuition adjustment and the student's enrollment status will not change.

## **Early Termination of Housing Contract**

In order to contract for College housing, students must be classified as full-time students. A full-time student is a student taking 12 or more credit hours each semester. Students contract with the College for housing for a period of one academic year (both

semesters). The contract remains in effect for the entire academic year unless one of the following occurs: graduation, official withdrawal from the College, academic suspension from the College, or mutual consent of the parties to the housing contract.

Mutual consent of the parties to the housing contract may occur when:

- A student changes his/her status from full-time to part-time (fewer than 12 credit hours).
  - The student desiring to remain in housing must request permission, in writing, from the Office of Residential Life and Education. All housing is under the discretion of the Director of Residential Life or his/her designee and appeals may be denied.
- A student requests, for reasons other than above, an early termination of the housing contract during the course of the first or second semester. This request must be made, in writing, to the Office of Residential Life and Education.

In any eventuality, a student will not be released from the housing contract until the student has removed all personal possessions, left the premises clean, and a member of Residential Life and Education has completed and signed off on the Room Condition Form pertaining to the student's room or apartment. The effective date of release from the contract will be determined by the date of completion of the Room Condition Form. The student will be charged for the room or apartment from the beginning of the semester up to the effective date of release. Fees are computed on a pro-rated monthly basis.

# **Officers of Administration and Instruction**

## **Officers of Administration and Instruction 2018 - 2019**

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Ph.D., Boston University  
*Lecturer, Spanish*

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Doctorate in Finance, Vienna University of Economics and Business  
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Ed.D., Nova Southeastern University  
*Associate Professor, Education*

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M.S.N., University of New Hampshire  
D.N.P., Walden University  
*Assistant Professor, Nursing*

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M.A., University of New Hampshire  
Ph.D., University of New Hampshire  
*Associate Professor, Psychology*

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M.S., University of New Hampshire  
Ph.D., University of New Hampshire  
*Professor, Biology*

Derk A. Wierda  
B.S., Loyola College



A.M., Harvard University  
Ph.D., Harvard University  
*Professor, Chemistry*

## Part Time Faculty 2018/2019

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

John Baker  
M.A., Northern Michigan University  
*Lecturer, English*

Sharon Baker  
B.A., Scripps College  
M.Mus., The New England Conservatory of Music  
*Lecturer/Music Instructor, Fine Arts*

Amber Bechard  
B.S., University of New Hampshire  
M.S., Southern New Hampshire University  
*Clinical Faculty, Nursing*

Eric Bermani  
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B.M., Boston Conservatory of Music  
M.A., Saint Joseph College  
*Lecturer/Music Instructor, Fine Arts*

Elizabeth Blood  
B.M., Northwestern University  
M.M., Florida State University  
*Lecturer/Music Instructor, Fine Arts*

Megan Bogonovich  
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*Lecturer, Fine Arts*

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M.P.H., Boston University School of Public Health  
*Clinical Faculty, Nursing*

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M.A., Indiana University  
Ph.D., Indiana University  
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M.Ed., Southern New Hampshire University  
*Lecturer, Education*

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M.A.Ed., Suffolk University  
*Lecturer, Education*

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M.F.A., The American University  
*Lecturer, English*

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B.A., Plymouth State University  
M.A., Western Michigan University  
M.A., University of Rochester  
Ph.D., University of Rochester  
*Lecturer, English*

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M.F.A., Ohio University  
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M.A., University College Dublin  
M.A., Saint John's Seminary  
M.Phil., Trinity College Dublin  
Ph.D., McGill University  
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Ph.D., University of New Hampshire  
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M.M., New England Conservatory  
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M.S., University College London  
M.A., University of New Hampshire  
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## Emeriti

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Ph.D., Laval University, Canada  
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M.A.L.D., Fletcher School of Law and Diplomacy, Tufts University  
Ph.D., Fletcher School of Law & Diplomacy, Tufts University  
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Ph.D., Ohio University  
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M.A., University of New Hampshire  
Ph.D., University of New Hampshire  
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Ph.D., Union Institute  
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M.A., Manhattan College  
Ph.D., Fordham University  
*Professor, Theology*

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Ph.D., The Catholic University of America  
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# Directory

**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:**

**Academic Advisement**

(603) 641-7465

**Admission**

Applications, admissions status, interviews prospective students, information for new students.

(603) 641-7500

**Alumni**

(603) 641-7220 or (800) 639-7041

**Athletics**

(603) 641-7800

**Business Office**

Payment of tuition and fees.

(603) 641-7120

**Campus Events Dana Center**

Concerts, plays, lectures, campus activities

(603) 641-7700

**Career and Employment Services**

(603) 641-7490

**Center for Volunteers**

(603) 641-7108

**Chapel Art Center**

Art exhibitions, permanent collections, lectures, recitals

(603) 641-7470

**Dean of the College**

Academic programs, courses of study

(603) 641-7250

**Dean of Students**

Housing, student regulations, extracurricular student activities, student support services.

(603) 641-7600

**Financial Aid**

Information and application forms for all financial aid programs.

(603) 641-7110

**Health Services**

Matters pertaining to students' health.

(603) 641-7028

**Human Resources**

(603) 641-7020

**Office of Information Technology**

Academic and Administrative computing, media, telephone service and network.  
(603) 641-7850

**Library**

(603) 641-7300

**Office of Multicultural Affairs**

(603) 641-7219

**Nursing**

All matters pertaining to the nursing program.  
(603) 641-7080

**College Communications and Marketing**

Media inquiries, publications.  
(603) 641-7240

**Registrar**

Grades, transcripts, transfer of credits.  
(603) 641-7400

**Residence Life**

(603) 641-7600

**Student Activities and Leadership Programs**

(603) 641-7363

**Summer School**

Summer Courses.  
(603) 641-7460

# Financial Aid

- Need-Based Financial Aid: Application Process and Information
- Satisfactory Academic Progress
- Non-Need-Based Aid: Scholarships, Grants, and Awards
- Loans
- Student Employment

The primary responsibility for a student's education belongs to the individual and his or her parents. Saint Anselm College assumes that the family will make the maximum effort to provide for the expenses of a Saint Anselm education. However, we recognize that meeting the cost of a quality private college education is a challenge for many students and families. In order to help students afford their Saint Anselm College education, the Office of Financial Aid distributes financial assistance based on a number of factors including federal policy, institutionally determined financial need, academic qualifications, and the availability of resources.

The College will create a partnership with the student and family. We offer a combination of scholarships, grants, loans, and work opportunities to students who exhibit financial need as well as merit scholarships to students who demonstrate high academic achievement and leadership. For students studying abroad on semester-long programs, institutional aid may be available based on an off-campus budget. Refer to "Students Living/Studying Abroad." Students interested in learning more about our financial aid program should contact the Office of Financial Aid or the Office of Admission for our financing brochure or our consumer information brochure. These and other resources are available at [www.anselm.edu/award-information](http://www.anselm.edu/award-information).

## Need-Based Financial Aid: Application Process and Information

Applicants wishing need-based aid must apply each year. Applying early is important to the process. In fact, students can apply as early as October 1 of each year because the required applications are based on tax data from two years ago.

The deadline for freshmen to complete the financial aid process is February 15. The priority deadline for transfer applicants to complete the process is April 15. All applicants for spring semester must complete the process by December 15. All returning students must complete the financial aid process by April 15. Late applicants will see a reduction in their Saint Anselm College gift aid according to the date they complete the application after the deadline (5% per 30 days late).

Saint Anselm College requires all first time aid applicants wishing both federal and need-based institutional aid who are United States citizens or resident aliens to submit the Free Application for Federal Student Aid (FAFSA) and the CSS PROFILE form (a fee based application). Applicants wishing federal aid and who qualify for merit or non-need based aid may complete the FAFSA alone. Any student wishing to use federal aid alone should notify the Office of Financial Aid in writing. Continuing students wishing need-based aid need only to complete the FAFSA. Depending on your family's circumstances or messages on the Student Aid Report, we will ask for supplemental documents on an as needed basis.

Applicants wishing federal and institutional need-based aid should complete both forms on line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for the FAFSA and [www.collegeboard.com](http://www.collegeboard.com) for the PROFILE. In addition to the FAFSA and PROFILE, for first time applicants we require complete, federal tax returns with all pages, schedules and W2s from all aid applicants and their parents. We ask students to upload those documents with the College Board IDOC's secure FTP according to their directions or to mail completed tax forms to the College Board IDOC program with their cover sheet (provided in an email with a link from the College Board) to their Portsmouth, NH address. The website is <http://idoc.collegeboard.org>.

The following codes are required for the first time application process:

- Saint Anselm College Code for FAFSA: 002587
- Saint Anselm College Code for PROFILE: 3748

We calculate an applicant's need-based financial aid eligibility by subtracting the Expected Family Contribution (EFC), as institutionally determined on the PROFILE and federally determined on the applicant's Student Aid Report (SAR), from college costs. We use a methodology that estimates both the applicant's and parents' ability to contribute to educational expenses based on income, assets, family size, and number of children in college (if an applicant is a dependent student). If the applicant's parents are divorced or separated, we include the expected contribution of the custodial parent (and, if remarried, the step-parent) with whom you live. The non-custodial parent must complete a Non-Custodial Parent Form in the first year.

Citizens of countries other than the United States applying for admission and financial aid must complete both application processes by February 15. Incoming students must complete the College Scholarship Service (CSS) Profile and submit a Certification of Finances verifying income and assets translated into English which projects four years of support for the student. International citizens are awarded aid and issued an I-20 based on an assumption of continued four-year support. Unless a returning international student experiences a significant change in resources, the student and the family will not need to complete the CSS Profile again. If a student does experience a cataclysmic change, contact the Office of Financial Aid.

## Satisfactory Academic Progress

According to federal regulations and Saint Anselm College policy, students must make both qualitative and quantitative Satisfactory Academic Progress (SAP) to receive federal financial aid. The federal government requires that colleges monitor Satisfactory Academic Progress. For the purpose of determining financial aid eligibility, Saint Anselm College reviews SAP once a year after the spring term. Saint Anselm College will not replace lost federal or state funds with institutional aid for students who do not maintain SAP. Detailed information regarding SAP is provided on our web site and in our consumer information brochure ([www.anselm.edu/award-information](http://www.anselm.edu/award-information)).

## Non-Need-Based Aid: Scholarships, Grants, and Awards

Saint Anselm College offers many scholarships and awards that are based on a student's academic achievement, demonstrated leadership skills, and/or other criteria. Students are considered for these renewable scholarships based on their admission application and, in some cases, their financial aid application.

Students may receive more than one non-need-based grant or scholarship not to exceed the cost of tuition. If the students applies for need-based aid the resources will be incorporated into the student's need-based package according to institutional parameters

These awards are renewable annually provided the student maintains the Cumulative Grade Point Average (CGPA) and/or other criteria designated by each program. **All merit and non-need-based awards will be offered for a maximum of four years and will be incorporated into a financial aid package to help meet a family's demonstrated need.**

Merit Scholarships: Saint Anselm College offers merit-based scholarships to eligible prospective students in each freshman class. These awards are renewable for four years at the original amount offered on the admission decision letter, assuming full-time enrollment and are subject to academic criteria for renewal. Some have tuition and room and board components. Details concerning the allocation will be found in your admission decision letter

2019-2020 Scholarship Programs	Scholarship Components	Amount
Chancellor Honors Scholarship	Academic achievement in high school at the highest level; invitation to join the Honors Program; minimum 2.5 CGPA to maintain.	\$14,500 to \$25,000



Talent Achievement Award	Academic and Co-curricular achievement in high school; CGPA designated on merit notification award letter.	\$3,000 to \$25,000
Presidential Scholarship	Academic achievement in high school; minimum 2.4 CGPA to maintain.	\$10,000 to \$21,000
Dean's Scholarship	Academic achievement in high school; minimum 2.2 CGPA to maintain.	\$12,000 to \$15,000
Abbey Scholarship	Academic achievement in high school; minimum 2.0 CGPA to maintain.	\$5,500-\$13,000
Abp. Rummel Transfer Scholarship	Academic achievement in college; range of 2.2 to 2.6 CGPA depending on level of scholarship to maintain	\$7,500-\$19,000

## **The Family Grant:**

A family with more than one child concurrently enrolled as matriculated full-time Saint Anselm students may be eligible for a Family Grant. Details regarding the grant and eligibility are found in the college's current consumer information.

## **Saint Anselm College Need-Based Scholarships and Grants:**

Saint Anselm College awards scholarships and grants to assist in meeting demonstrated need. Many scholarships and grants offered by Saint Anselm College are funded in part by generous donations from alumni, corporate partners and friends of the college. If your award is funded by a donor, we will notify you of the name of the scholarship and ask you to write a thank you note for College Advancement.

## **The Federal Pell Grant:**

Students apply for this grant by completing the FAFSA. This grant is based on the EFC. It is subject to Congressional Funding approval. In 2019-2020 awards ranged from \$657 to \$ 6,195.

## **Federal Supplemental Educational Opportunity Grant:**

This grant is funded by the federal government and subject to Congressional Budget Approval. It is awarded by the College to students with exceptional financial need. Most often this grant accompanies the Pell Grant. Awards range from \$200 to \$4,000.

## **The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program**

This federal program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. TEACH Grant recipients must agree to serve as a full-time teacher in a high-need field serving low-income students. Failure to complete the service requirement will result in the TEACH Grant converting to an Unsubsidized Stafford Loan with interest accruing from the date the grant(s) was disbursed. If you are interested in further information, please contact the Office of Financial Aid.

## **External Funding: Local Scholarships and Grant Awards:**

We strongly urge students to apply for outside scholarships and grants available through the student's home state, guidance counselors, the web, and local civic and business organizations. We support these efforts by allowing private scholarships to replace unmet need, then need-based self-help (loans and Federal Work Study). If the outside grant aid is in excess of these resources, we will then reduce need-based Saint Anselm College gift aid.

Saint Anselm is a matching partner in the Scholarship America (A.K.A Dollars for Scholars) Program. In order to receive the matching grant of up to \$1,000, recipients must submit the completed Dollars for Scholars Matching Grant Request Form. We will not match outside loans, even if it comes through a Dollars for Scholars affiliate.

## **Loans**

### **Federal Direct Loan:**

Both subsidized and unsubsidized, these low-interest educational loans are awarded to eligible domestic aid applicants in amounts according to year in college: \$3,500 for freshmen, \$4,500 for sophomores, \$5,500 for juniors, and \$5,500 for seniors. All students may receive an additional \$2,000 of Unsubsidized Federal Direct Student Loan per award year..

### **Federal Direct PLUS Loan (Parent Loan for Undergraduate Students):**

This is a federally backed low-interest, fixed-rate loan to parents for up to the cost of a student's attendance minus any other financial aid for which the student is eligible.

## **Student Employment**

### **Federal Work Study (FWS):**

This is a federally-funded program that offers students with demonstrated need, part-time employment to help meet the students' incidental costs. Eligible students may work either on campus or at a FWS Community Service job off campus and are authorized to earn up to a specified amount; however, they are not guaranteed employment to that level.

### **Saint Anselm College Employment:**

This program is funded by the College and is limited in scope. Employment is available in various departments.

## **Students Living / Studying Abroad**

### **Non-Saint Anselm Study Abroad Programs**

Students wishing to study abroad in a college-approved program will be charged Saint Anselm tuition and a study abroad fee. Their financial aid (with the exception of all tuition remission programs; international aid; athletic scholarship; year book

scholarship; debate scholarship and resident assistant grants) will travel with the student at the Off-Campus Award amount. Students must complete all aspects of the study abroad and financial aid applications according to specifications listed on the website

### **Saint Anselm Orvieto Semester Program**

Students who study in Orvieto will be charged as a residential student living in an apartment on campus with a study abroad fee and other applicable fees. Students will be aided as on-campus residents with merit and need-based aid. Students receiving international need-based aid, tuition remission from any program, athletic scholarships, year-book scholarship, debate scholarship or resident assistant grants may not use those resources in the Orvieto Semester Program. Students must complete all aspects of the study abroad and financial aid applications according to specifications listed on the website.

**Please note, those students who received tuition remission are encouraged to apply for need-based aid for all semester study abroad programs.**

## **Students Living Off Campus**

An off-campus student is defined as one who lives off-campus (separate from family) in off-campus housing. The College will develop a budget based on data obtained from the College Board Living Expense Budget document. The College aids off-campus students in two ways:

- The Off-Campus budget - The College will create a budget for a student who chooses to live off campus which includes 50% of the indirect cost associated with on-campus living, (Room and Board for a traditional residence hall and a standard meal plan).
- Dismissal from Residence Life - A student dismissed from any Saint Anselm College residential facility by the Dean of Students Office will be ineligible for financial aid based on residential costs.

We recommend that any student wishing to move off campus meet with a financial aid administrator to discuss their situation. If a student can document costs above our cost of attendance, we will discuss financing options.

# 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. 93 North to Rt. 293 North, Exit left to Rt. 101 West (Bedford, Goffstown) to Junction of 101 and 114 (set of lights) then continue as described.\*

## **From Points Southwest**

Take Rt. 3 North. Continue to Everett Tpk. North to Rt. 101 West to Junction of 101 and 114 (set of lights) then continue as described.\*

## **From Points North**

Take Rt. 93 South to Rt. 293 South (Everett Turnpike) to Rt. 101 West to Junction of 101 and 114 (set of lights) then continue as described.\*

## **From Seacoast**

Take Rt. 101 West then continue as described below.\*

## **From Points West**

Take Rt. 101 East then continue as described below.\*

## **\*From Junction of Rt. 101 and Rt. 114**

At the junction of Rt. 101 and Rt. 114, continue straight on Rt. 114 North. Continue through two sets of lights. The third set of lights is Saint Anselm Drive. Take right onto Saint Anselm Drive. Campus is approximately one mile on right.

## **From Manchester Airport**

Take Brown Ave. North to Rt. 101 West to Junction of 101 and 114, (set of lights) then continue as described. \*

## **From Bus Station (Manchester Transportation Center)**

Take Granite St. West to intersection of Rt. 293 South (Everett Turnpike) to Rt 101 West to Junction of 101 and 114 (set of lights) then continue as described.\*