

ACADEMIC CATALOGUE

2007

2008

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GENERAL INFORMATION

The college reserves the right to change or cancel without notice programs of study, requirements, course offerings, policies, regulations, procedures, calendar, financial aid, fees or other matters.

Revisions and additions to the curriculum are published at the beginning of each semester. It is the responsibility of each student to keep apprised of all changes. This catalogue is not to be regarded as a contract.

About Goucher

HISTORY

Since it was founded in 1885, Goucher has been firmly committed to excellence in liberal arts and sciences education. The college was selected for the second Phi Beta Kappa chapter in Maryland and was among the first colleges in the nation to introduce independent study, field work, early admissions, accelerated college programs, and individualized majors. Goucher developed one of the first political science internship programs in the country and later expanded the internship program to all academic areas. Originally named the Woman's College of Baltimore, Goucher was founded by the Reverend John Franklin Goucher, after whom the college was renamed in 1910. When it was established, Goucher was located in downtown Baltimore, on land deeded to the Baltimore Conference of the Methodist Episcopal Church by Reverend Goucher. By the early 1920s, the college's trustees had decided to move the campus from the increasingly congested city to a newly purchased tract in Towson, eight miles north of the city. The Depression and then the advent of World War II postponed construction of the new campus. Finally, in 1953, the move to the new campus was complete. Goucher has been coeducational since 1986.

GOUCHER TODAY

Goucher is a college of more than 1,500 undergraduates and 880 graduate students from across the United States and many foreign countries.

Goucher provides a diverse array of educational opportunities. For undergraduates, the college offers majors in 18 departments and five interdisciplinary areas and gives students the option of designing their own majors. Goucher has expanded educational opportunities through collaborations with the Johns Hopkins School of Engineering (BA/BS) and the Monterey Institute (BA/MBA). Since 1990 the college has added several graduate programs and now offers master's degrees in education, teaching, historic preservation, arts administration, and creative nonfiction, as well as a post-baccalaureate premedical program that prepares college graduates for medical school.

A Goucher education integrates thought and action, combining a strong liberal arts curriculum with hands-on learning in the world beyond the campus. Classes are small and students receive close, personal attention from skilled faculty. Off-campus experiences are an essential component of a Goucher education. Students may take part in internships, or study abroad, or do independent study and research to fulfill the off-campus requirement.

The nearby cities of Baltimore and Washington, D.C., are especially rich resources for internships, field work, and other real-world learning. Reflecting the college's increased emphasis on international studies, study abroad options have grown significantly in recent years; Goucher now offers more than a dozen programs on four continents. Goucher is a member of the "International 50," a select group of colleges whose graduates have made special contributions to the international arena.

About three-quarters of Goucher's alumnae/i go on to graduate, medical, business, or law school within five years of graduation. They study at Harvard, Columbia, Stanford, University of Chicago, Johns Hopkins University, and many other of the nation's finest graduate and professional schools. Goucher students have won the prestigious Fulbright and Mellon fellowships for graduate study, and Goucher faculty have garnered Guggenheim and Newberry fellowships, among others. Goucher's graduates have gone on to careers and lives of distinction in a wide range of fields.

CAMPUS RESOURCES

Goucher's 287-acre wooded campus is home to impressive facilities in technology, the sciences, and the arts. Goucher was one of the first colleges in the nation to introduce computer courses as part of the undergraduate curriculum and to require computer literacy of all graduates. The college's network of technology resources includes a scientific visualization laboratory, a computer music studio, the Bank of America Technology Learning Center, the Satellite Conference Room, and the Thormann International Technology and Media Center, with its state-of-the-art digital language lab. The campus is fully wired for electronic telecommunications, providing access to the Web and cable television as well as to internal campus networks.

Students in the sciences benefit from well-equipped teaching laboratories and research space, an observatory, a greenhouse, and core facility rooms in biology, chemistry, and physics for sophisticated instrumentation such as the high-field nuclear magnetic resonance spectrometer in the Hoffberger Science Building. Modern theater and studio arts facilities are located in the Robert and Jane Meyerhoff Arts Center, and practice and performance spaces are included in the 1,000-seat Kraushaar Auditorium, Mildred Dunnock Theater, and Todd Dance Studio. For students in the social sciences, the Hughes Field Politics Center offers internships on Capitol Hill, along with numerous other programs with federal, state, and local officials.

The Julia Rogers Library, open 94 hours a week, includes a collection of more than 300,000 volumes, audiovisual materials and 1,200 periodical subscriptions in paper, along with extensive access to Web-based journals. There are several special collections in the Rare Book Room, including the Mark Twain and Sara Haardt Mencken collections, one of the world's largest depositories of material by and about Jane Austen, as well as the college's archives and a

growing collection of political memorabilia. The library is part of an international network that provides access to the resources of more than 30,000 member libraries. Materials not available at Goucher may be borrowed via interlibrary loan or used in the libraries of other area institutions, many of which offer borrowing privileges to Goucher students. The library is a member of the Maryland Digital Library, providing further access to Web-based materials. See more at www.goucher.edu/library.

A member of the NCAA Division III Landmark Conference, Goucher has men's and women's varsity teams in basketball, cross-country, lacrosse, soccer, swimming, track and field, and tennis, along with women's varsity teams in field hockey and volleyball. The equestrian program offers coeducational varsity competition, as well as indoor and outdoor riding rings, trails, and space for students to board their horses. There are also numerous club and intramural sports.

The Sports and Recreation Center (SRC) features a large gymnasium, racquetball and squash courts, a training room, a weight room, classrooms, and a multipurpose room used for aerobics and other activities. Other facilities include a swimming pool, tennis courts, five playing fields, a new track stadium, and five miles of hiking, riding, and jogging trails.

The city of Baltimore is just eight miles south of Goucher, and Washington, D.C., is an hour's drive. Also less than an hour away is Annapolis, the state capital of Maryland. Goucher is a member of the 15-college Baltimore Collegetown Network (www.baltimorecollegetown.org), which further contributes to academic and social opportunities on campus and in the surrounding area.

The college's six fieldstone residence halls are divided into houses, with 40 to 50 students each. There are special language floors, a quiet area, and non-smoking houses. A limited number of upperclass students may live off campus.

A focal point for student social life is the Gopher Hole, a nonalcoholic pub on campus that features local entertainment and is a popular gathering place for late night snacks and conversation. The Pearlstone Student Center includes a café, lounge, bookstore, student organization offices, post office, game room, and commuter study area.

TRANSCENDING BOUNDARIES

In the spring of 2002, the Goucher College Board of Trustees approved a strategic plan to guide the college in realizing a bold new vision of liberal arts education, embracing the international, intercultural, and ecological dimensions of every discipline at every level, the plan aims to connect Goucher's intellectual community with the communities around them in substantive, meaningful ways, and comprehensively prepare students to participate in the world of the 21st century as true global citizens.

Our vision is rooted in the belief that in the future, every academic inquiry and intellectual endeavor must have a global context. We will broaden our perspective in all areas of study, engaging in a heightened, intensified discourse that emphasizes international citizenry and intercultural perspectives. We will encourage thought and imagination that transcends boundaries not only between disciplines, but also among individuals, cultures, and nations worldwide.

Every student who enrolls at Goucher College will fulfill a yearly requirement to participate in the study of issues related to international literacy, intercultural fluency, and ecological sustainability. This requirement will be fulfilled primarily through three-week intensive study experiences that will generally occur in either January or May. The intensive studies will take place overseas, around the United States, or in the context of a meaningful new engagement with the city of Baltimore, the state of Maryland, and Washington, D.C.

Our ideals will be embodied literally and physically through the construction of an Athenaeum that will serve as the intellectual, social, and cultural nexus of our community. The Athenaeum will be designed to serve as the heart and soul of campus life, blurring the lines between academic and social life, and will house a new college library, performance and lecture spaces, dining facilities, and common areas. We will embark upon a redesign and expansion of existing facilities to enhance programs in the natural and social sciences, the arts and the humanities that have been at the heart of Goucher's academic excellence for many decades, rededicating ourselves to teaching excellence.

We are committed to increasing diversity in the college's faculty, staff, and student body. Through an expanded consciousness of what diversity means and how it may be attained, we will continue to develop an atmosphere of inclusiveness and mutual respect. We will emphasize the discussion and critical evaluation of every point of view as a crucial element in the development of a balanced understanding of the challenges we face and the inquiries we undertake. Drawing on the resources and experience of the extended community, including our alumnae/i, we will continue the intellectual, social, and cultural life of our campus community.

Date of founding
1885

Degrees granted
B.A.; M.A.A.A.; M.A.H.P.; M.A.T.; M.Ed.; M.F.A.

Size of student body
Undergraduates 1,500
Graduate students 880

Undergraduate departments
19

Undergraduate courses offered
503

Undergraduates receiving need-based Goucher grants (Fall 2006)
53%

Undergraduates receiving Goucher merit-based scholarships (Fall 2006)
57%

Undergraduates receiving Goucher grants or merit awards (Fall 2006)
80%

Full- and part-time undergraduate faculty
222

Degrees granted
Over 17,000

Endowment
\$189,961,000

Preparation of undergraduates:
Public school 64%
Private school 36%

Size of campus
287 acres

Size of undergraduate classes
30+ 4%
20-29 15%
10-19 62%
2-9 19%

Library volumes
300,000

Undergraduate student:faculty ratio
9.6:1

The college seal
The shield within the seal of Goucher College bears, against a gold ground, an open book inscribed "I. Thess. Ch. V. Vs. 21" (Prove all things, hold fast that which is good). Below, in the lower left quarter, against a blue field, are three lilies; in the lower right corner are the arms of the state of Maryland and the arms of the family of Lord Baltimore.

College colors
Blue and gold

College flowers
Ragged robin and coreopsis

College Presidents
William Hersey Hopkins, 1886-90
John Franklin Goucher, 1890-1908
Eugene Allen Noble, 1908-11
John Blackford Van Meter, acting, 1911-13
William Westley Guth, 1913-29
Hans Froelicher, acting, May 1929–January 1930
Dorothy Stimson, acting, January 1930–June 1930
David Allan Robertson, 1930-48
Otto Frederick Kraushaar, 1948-67
Marvin Banks Perry, Jr., 1967-73
Rhoda Mary Dorsey, 1974-94; acting, 1973-74
Judy Jolley Mohraz, 1994-2000
Robert Stephen Welch, acting, 2000-01
Sanford Jerome Ungar, 2001-

Accreditation
Goucher College is accredited by the Middle States Commission on Higher Education. The Elementary Education Program, Special Education Program, and the Secondary Education Program have been approved by the Maryland State Department of Education. The Department of Chemistry is on the approved list of the American Chemical Society.

Student profile (Fall 2006)
Total Enrollment: 2,310
Total candidates for the degree of Bachelor of Arts 1,414
First-year students 508
Sophomores 328
Juniors 324
Seniors 254
Non-candidate undergraduates 32
Total undergraduate students (including non-candidates) 1,446
Full-time undergraduates 1,400
Part-time undergraduates 46
Undergraduate residents 86%
Undergraduate commuters 14%
Master of Education 522
Master of Arts–Teaching 108
Master of Arts–Historic Preservation 39
Master of Arts–Arts Administration 41
Master of Fine Arts–Creative Nonfiction 51
Post-Baccalaureate Certificate–Teaching 79
Post-Baccalaureate Certificate–Premedical 24
Total graduate students 864

Geographic Distribution of Undergraduates (Fall 2006)

Alabama	1	Maine	37	Rhode Island	14	Puerto Rico	2
Alaska	1	Maryland	434	South Carolina	2	Argentina	1
Arizona	4	Massachusetts	102	Tennessee	11	England	1
California	46	Michigan	5	Texas	23	Germany	1
Colorado	18	Minnesota	7	Utah	2	Panama	1
Connecticut	46	Missouri	1	Vermont	13	South Africa	1
Delaware	11	New Hampshire	20	Virginia	50	South Korea	1
District of Columbia	8	New Jersey	93	Washington	12		
Florida	18	New Mexico	3	West Virginia	8	Note:	
Georgia	18	New York	180	Wisconsin	5	unknown state, U.S.	8
Hawaii	3	North Carolina	19			unknown origin	5
Indiana	1	Ohio	12				
Iowa	4	Oklahoma	1			Total	1,446
Kansas	4	Oregon	8				
Kentucky	4	Pennsylvania	159				

Student Life

A Goucher education occurs both inside and outside the classroom—a hallmark of the Goucher experience. Goucher students apply their talents and leadership skills in clubs and organizations, in student government, on athletic teams, in internships and community service projects, and in performing arts productions. The student life division, led by the vice president and dean of students, coordinates programs to help students develop the skills to successfully manage both academic and personal responsibilities. Student life professionals strive to create and preserve an atmosphere conducive to rich and rewarding educational experiences for all students. For their part, Goucher students are expected to demonstrate high standards in their personal conduct and integrity. Student conduct is governed by the Student Judicial Code and the Academic Honor Code, which can be found in the *Campus Handbook*, available on the college website or upon request to the director of admissions.

COMMUNITY LIVING

The living-learning environment is an integral part of the educational experience at Goucher. The community living program stresses individual and community responsibility, respect, and cooperation. The professional staff works with student resident assistants (RAs) to educate students and help them adjust to and become involved in the community. Four of Goucher's residence halls are divided into 15 houses, with 40 to 50 students living in each. A fifth residence hall, with a focus on healthy lifestyles, is divided into suites and accommodates 63 students. Our newest residence hall is a combination of suites and apartments for 185 residents.

First- and second-year students are typically assigned to double-occupancy rooms. As space permits, a limited number of single rooms are available for upperclass students and those with documented special needs. The small size and intimacy of each living unit encourages the involvement of all members in the design of the residential community. Within the framework of all college policies, each house determines its own social regulations and plans and sponsors social activities and educational programs.

Goucher offers a variety of housing options, including language floors, quiet areas, non-smoking and substance-free housing, as well as single-sex and coed floors. A non-smoking environment is maintained in all residence halls.

Because residential living is fundamental to the mission of the college and the experience of a Goucher student, all full-time undergraduate students are required to live on campus and participate in one of the college meal plans. Exceptions may be made for students who choose to commute from their permanent home address within thirty miles of Goucher's campus. In addition, a limited number of upper-class students may receive permission to live off campus on a first-come, first-served basis, upon approval by the Office of Community Living and Multicultural Affairs. Other exceptions for special circumstances may be granted by the Dean of Students. For more detailed information concerning residential living, refer to the *Campus Handbook*, Goucher College Residence Hall Contract, and *Living on Campus*, a handbook for residential living.

MULTICULTURAL AFFAIRS

The Office of Community Living and Multicultural Affairs is committed to working with members of the Goucher community to foster and sustain a learning environment that is respectful, inclusive, and appreciative of diversity in its many forms. Faculty, staff, and students, along with offices such as Religious and Spiritual Life, Hillel, International Relations, and other offices regularly collaborate to cultivate an environment that is engaged in learning about difference on campus, locally, and abroad. Specifically, the Office of Community Living and Multicultural

Affairs collaborates with individual and student groups on various programmatic initiatives. The office advises student groups, provides personal support, and coordinates opportunities for community learning. Events such as Fusion, MLK Dinner, Diversity Study Circles, Pride Month Celebration, and Spiritual Growth Ministries provide opportunities for reflection, dialogue, and learning. If you are interested in getting involved or need to talk to someone about an issue of diversity, please contact Salvador Mena, associate dean of community living and multicultural affairs, at extension 6424 or Salvador.Mena@goucher.edu.

ADVISING AND COUNSELING

Goucher College offers several programs designed to encourage student success. First-year students are assigned a faculty adviser to assist them with curricular and academic planning. Once students declare a major, they are advised by a faculty member in their major. The Academic Center for Excellence and the Writing Center assist students in developing study and learning strategies necessary for college success. The first-year mentor provides general advice and programming for first-year students. Members of the student life staff are available to provide professional advice in their own field of expertise. For example, issues regarding residence life are addressed by the director community living; career planning by the career development staff; religious concerns by the chaplain; and so on. Students may seek confidential short-term personal counseling from licensed counselors at the Student Health and Counseling Services Center or from the college chaplain. Referral for long-term counseling or therapy is coordinated by the college counselors with mental health professionals in the local area.

HEALTH AND COUNSELING SERVICES

Student Health and Counseling Services emphasizes preventive medicine, mental health, and health education while encouraging students to participate fully in maintaining their physical and emotional wellness. Ambulatory primary health care and counseling services are provided on a confidential basis by a nurse practitioner, registered nurse, part-time physician, psychologist, licensed certified professional counselor, or licensed clinical marriage and family therapist. When necessary, the staff will assist with referrals to health care providers in the local area. Health insurance coverage is required, either through family or individual plans, or through a policy sponsored by the college. Various educational programs are offered in cooperation with the student life staff. The office maintains a library of health-related information in audio and video tapes, books, pamphlets, brochures, and magazines for use by students, faculty, and staff.

CAREER DEVELOPMENT OFFICE

The Career Development Office (CDO) is designed to help students and alumnae/i find and pursue career paths and passions that combine their values, interests, and skills. We are committed to providing holistic and innovative approaches to life planning and professional skill development by creating a welcoming space and providing a full range of services, programs, resources and opportunities.

The CDO provides information and advisory services to students exploring majors and career options, seeking employment or internships, or preparing for further education. Our services and programs including major and career advising, career assessment and interpretation, job search resources and listings, library resources, career and job fairs, workshops, and summer internship awards.

The office also manages the academic internship program. Complete information about academic internships can be found in this catalogue beginning on page 38.

RELIGIOUS AND SPIRITUAL LIFE

Religious and spiritual life at Goucher includes the following concerns:

- Exploration of religions and spirituality through the liberal arts curriculum;
- Deep engagement with particular religious traditions;
- Growth in multifaith appreciation, dialogue, learning;
- Finding support through religious resources on campus and pastoral care offered to individuals and groups; and
- Participating with various campus constituencies to raise social justice issues and work for positive social change.

Haebler Memorial Chapel and the Harry and Jeannette Weinberg Jewish Student Center are the primary locations for religious life at Goucher. The chapel is open daily from 7 a.m. to 5 p.m. for individual contemplation and prayer. The chaplain supports and oversees all aspects of religious and spiritual life at Goucher. The chaplain's office is located in the chapel undercroft. Goucher's Christian Fellowship meets weekly for bible study, prayer, and other activities; Roman Catholic mass is celebrated about once a month. About four times each semester "What Matters to Me and Why," an open community forum in the Geen Community Center, brings together faculty, staff, and students for dialogue about our deepest values and concerns. Multifaith celebrations occur at the opening of the academic year, during Family Weekend, for a celebration of light in December, in honor of Martin Luther King Jr. Day, and at Baccalaureate.

Hillel, the Jewish student organization on campus, also provides social, educational, religious, spiritual and community service programming to Goucher students. A full-time Hillel director is on campus to help students plan programs and provide services, as well as for mentorship and counseling. Many of Hillel's events take place in the Harry and Jeanette Weinberg Jewish Student Center, which includes a full kosher dining hall open to all students for two meals a day, as well as lounge space and entertainment equipment. Hillel provides programs open to all students, regardless of faith or level of observance, such as a "Crash Course in Basic Judaism," an annual Jazz Barbeque, and holiday and Sabbath observances and celebrations. Social justice and community service programming are core values of Hillel and Goucher's Jewish community.

Student-led religious groups provide a host of activities and initiatives for spiritual and religious engagement at Goucher, including Goucher Christian Fellowship, Goucher Hillel, Jubilate Deo (the Goucher Catholic community), the Reiki Club and Revelations (Goucher's gospel *a capella* choir).

Students are encouraged to explore and seek out local religious congregations in addition to campus offerings. The Office of the Chaplain has information on local institutions recommended by Goucher students. Find more resources about religious and spiritual life at Goucher at www.goucher.edu/

CO-CURRICULAR ACTIVITIES

A major component of the Goucher College experience is social: the after-class interaction with friends, classmates, faculty, and staff. Students can continue the dialogue begun in class or simply get to know someone over a cup of coffee at the Pearlstone Student Center, which serves as a hub of activity on campus. The Pearlstone Café, Pearlstone atrium, game room, and various lounges and conference rooms are great places to meet and greet colleagues.

Students often go to the Gopher Hole, a popular campus hangout, evenings between 9 p.m. and 1 a.m. for a bite to eat or to study with friends. Located in the Pearlstone Center, the Gopher Hole is a student-run coffeehouse that offers the Goucher community affordable food and diverse activities in a relaxed atmosphere. The staff is committed to serving each customer in an efficient and friendly manner while maintaining a healthy, positive, team environment. Students with talent to share find it is the perfect venue for performing.

To find out what's going on around campus, visit the Information Desk in Pearlstone, read Goucher's daily e-mail digest, or check out the Calendar of Events on the Goucher website.

Student Government Association

Goucher's Student Government Association (SGA) is the umbrella organization of students that serves both as a forum for debate on issues affecting the community and as an organizing body for students to act collectively to achieve positive change at Goucher. SGA facilitates dialogue and communication among the student body, faculty, staff, and administration while insuring that each of these bodies addresses student concerns. The SGA legislative body consists of elected representatives from every house and class and from among the commuters. This legislature is responsible for authorizing extracurricular clubs and organizations as well as regulating the monetary allocations to these organizations. Officers for SGA and its standing committees are elected in campuswide elections each spring to form the SGA Executive Board. Meetings of the SGA legislature are open to the entire Goucher community.

Clubs and Organizations

Clubs and organizations reflect student interests in special areas and offer all students a vehicle for becoming more involved in college life. The information, experiences, and opportunities for leadership associated with club membership are different from those available in the classroom; therefore, students are strongly encouraged to participate in one or more groups.

Goucher has over 60 student organizations in the following general categories:

- | | | |
|--|---------------------|--------------------------------|
| • Community service | • Recreation | • Academic/departamental clubs |
| • Spiritual and religious | • Student mentoring | • Performing and visual arts |
| • Publications | • Multicultural | • Governance |
| • Special interest and cultural groups | | |

All clubs are organized and run by students, with a member of the faculty or staff selected as an adviser. Student activities office staff members are always willing to meet with students who want to activate (or reactivate) a club or organization.

Student Publications

The college yearbook, *Donnybrook Fair*, is published by students in honor of the senior class. *Vagabond*, Goucher's literary magazine, is published once a year. Another student-run literary magazine, *The Goucher Review*, publishes students' original works on a bimonthly basis. Students are invited to submit poems, stories, plays, essays, photography, and art work. *The Quindecim*, the official college newspaper, is produced by students and offers an outlet for creative talent as well as training and experience for aspiring journalists, photographers, and graphic designers.

Performing Arts

Goucher students are encouraged to engage in the performing arts as both participants and observers. The Dance Department presents six to eight annual on-campus formal and informal dance concerts for enthusiastic audiences

drawn from the Goucher and Baltimore communities. Chorégraphie Antique, the dance history ensemble, and the Goucher Dancers in Action perform locally and regionally. The Theatre Department stages four to six productions a year, as well as public showcases and workshops directed and designed by faculty, guest artists, and advanced students. Students are encouraged to work as actors, designers, and technicians. The student-run Open Circle Theatre group offers further production opportunities. The Music Department produces 40 to 60 public events each year. Student vocalists are invited to audition for the Goucher Chorus, Chamber Singers, and Opera Workshop or to join the Reverend's Rebels, A Few Good Men, Revelations, or Red Hot Blue, informal student-directed singing groups that entertain both on and off campus. Instrumentalists are encouraged to audition for the Goucher Chamber Symphony, the Goucher Chamber Music Group, the Goucher Jazz Ensemble, and the Goucher African Drum and Dance Ensemble. Computer enthusiasts are invited to participate in the Music Department's two computer music studios. Numerous artists and companies perform in the college's Kraushaar Auditorium during the academic year. Many events are free, and students may attend others at reduced rates. The Student Activities Office plans several trips off campus each year to cultural and performing arts events. While opportunities for performance and exhibition are available to all students at all levels, public performance and exhibition are granted through audition and selection only. Adjudicators for such audition and selection are members of the Arts Division faculty. Because adjudication is a fundamental aspect of the arts professions, the entire Arts Division considers the process of evaluation, through audition or portfolio review, to be an important aspect of professional training and education in the arts.

PHYSICAL EDUCATION AND ATHLETICS

Physical Education

The basis for physical education at Goucher is the concept of wellness. The wellness philosophy encourages students to develop attitudes, skills, and resources for life's issues that augment and enhance the academic experience. Students are required to take one classroom course and one activity course in physical education before the end of the junior year. Some of the more popular activity courses are weight training, jujitsu, yoga, racquetball, and Tai Chi Chuan.

The Equestrian Program offers small, personalized riding classes for novice through advanced levels using a contemporary approach to hunt-seat riding. Throughout the year, students participate in horse shows and clinics both on- and off-campus.

See page 185 for a more detailed description of the Physical Education Program.

Athletics

Goucher sponsors 16 varsity intercollegiate athletic teams that compete in Division III of the NCAA as members of the Capital Athletic Conference. The nine intercollegiate sports for women are basketball, cross country, field hockey, lacrosse, soccer, swimming, tennis, indoor and outdoor track and field, and volleyball. The seven men's sports are basketball, cross country, lacrosse, soccer, swimming, indoor and outdoor track and field, and tennis. The equestrian team, the college's 17th intercollegiate varsity sport, is available for both men and women and competes in Region I of the Intercollegiate Horse Show Association.

Recreation, Intramurals, and Sports Clubs

A variety of non-competitive recreational activities are sponsored throughout the year. Recent activities have included bowling, breakdancing, hip hop, indoor soccer, and weightlifting. The outdoor equipment center allows students to check out camping equipment and hybrid and mountain bikes at no charge with a valid Goucher ID.

All students are encouraged to participate in intramurals or as members of sport clubs. Both programs are flexible and seek to create opportunities for those in the Goucher community to participate in team, dual, and individual sports or activities for men and women. Intramural activities are planned and directed by the Department of Physical Education and Athletics and may include the following activities: flag football, racquetball, volleyball, floor hockey, basketball, indoor soccer, tennis, softball, and Power Club (weightlifting).

Club sports are administered and operated by students based on current interest in competition in a given activity. The key to the success of sports clubs is student leadership and participation. Each club is formed, developed, governed, and administered by the club's student members working with an adviser. Some of the most recent clubs have been ultimate frisbee, fencing, frisbee golf, and jujitsu. The Riding Club provides a variety of riding and nonriding events for those interested in equestrian activities.

Facilities

Physical Education and Athletics is housed in the Sports and Recreation Center, which includes a large gymnasium, a weight room, racquetball and squash courts, a multipurpose room, classrooms, an athletic training room, locker rooms, and staff offices. A recreation gym and the von Borries pool are located in the adjacent Welsh gymnasium.

Outdoor facilities include four athletic fields, eight tennis courts, an eight-lane synthetic surface track, stadium field, five miles of wooded trails and a nine hole frisbee golf course. Indoor and outdoor riding rings, trails with cross-country jumps, hunt course areas, and stables are part of the equestrian facility. The college owns horses that students may use for classes. Students who wish to board privately owned horses may contact the director of the equestrian program for more information.

Equity in Athletics Disclosure Act

Goucher is required to prepare an annual report that includes information on participation in and expenditures for men's and women's athletic teams. This report is available for inspection by students, prospective students, and the public. Copies of the report are available in the office of the Physical Education and Athletics Department, in the Office of Institutional Research, and in the Julia Rogers Library.

OFFICE OF PUBLIC SAFETY

The Goucher College Office of Public Safety is primarily responsible for protecting life and property, preserving law and order, and enforcing college rules and regulations on campus. Consistent with these duties, the department institutes protective policies and procedures, and educates members of the community on measures to deter or reduce criminal activity at Goucher. This office also serves as the liaison with local public safety agencies.

The public safety staff consists of the director, assistant director, 15 full-time, and six part-time, non-commissioned officers. Officers are on duty at the communications desk and on campus patrol 24 hours a day, 365 days a year. Any and all on-campus emergencies, criminal activity, suspicious conditions, subjects, or vehicles should be reported immediately.

The Public Safety Office issues Goucher College identification cards, vehicle registration decals, and short-term residence hall duplicate keys. The office is located in the lower level of Heubeck Hall, opposite the Community Living and Multicultural Affairs office.

(See Goucher's *Campus Handbook* for information published in compliance with the Clery Act, formerly known as the Student Right to Know and Campus Security Act.)

Admissions

The Admissions Committee seeks applications from students who have the ability to succeed in Goucher's rigorous liberal arts curriculum and who will contribute positively to the vibrant and diverse campus community. The college is especially well suited to students who are looking for both a challenge and personal attention from professors, who are interested in discussion and debate, who are eager to explore many fields of knowledge in different cultural settings, and who are willing to pursue and attend formal activities outside the classroom.

In Goucher's highly individualized selection process, members of the Admissions Committee read every application carefully. Admissions officers pay particular attention to evidence of academic ability, preparation, and promise, as well as to evidence of intellectual curiosity and excitement for the spirit of intellectual pursuits. Curriculum rigor, intensity, and performance in college preparatory courses in high school are the most important factors in assessing a student's academic preparation for Goucher. Candidates must be on track to earn a secondary school diploma or GED, and home-educated students must be associated with a home-school accredited curriculum. Admissions essays are also important. Personal qualities, special talents, and extracurricular and employment activities are also considered in the admissions process.

Goucher College has adopted an admissions test optional program, where test score (SAT Reasoning Test, SAT II, and ACT with writing) submission is optional when applying for admission to Goucher College. First-year applicants will be prompted to indicate preference for use of test scores in determining admission. Common Application users should use the Common Application supplement for Goucher to indicate preference, while Goucher application users will be able to indicate preference on the Goucher application form. Applicants can elect to have previously submitted test scores used in the process of determining admission, or may elect not to have submitted scores used to determine admission. Test scores must be submitted to be considered for merit funding. Merit funding decisions are made, in part, based on test scores. Finally, test scores for enrolled students must be on file prior to matriculation, Goucher will use enrolled students' test scores for research, placement and academic counseling.

Goucher practices primarily need-blind admissions, which means that the vast majority of decisions are made without regard to the candidate's financial condition. Students who believe they need financial assistance to attend Goucher are therefore encouraged to complete the FAFSA and CSS Profile.

Goucher subscribes to the Statement of Principles of Good Practice, established by the National Association for College Admissions Counseling (NACAC).

Goucher admits students of any age, race, sex, color, religion, and national or ethnic origin and does not discriminate on the basis of disability or sexual orientation.

APPLYING FOR ADMISSION TO THE FIRST-YEAR CLASS

The information gathered in the Application for Admission enables the Admissions Committee to learn about a candidate's record of activities and achievements, interests and talents, as well as personal accomplishments. Goucher honors receipt of the Common Application (paper and electronic versions) in lieu of its own application

form. Students who submit a Common Application should complete and return a web-PDF supplement found on Goucher's admissions webpage. Submission of the Goucher College paper version application for admission, available online as a PDF is sent by U.S. mail to all those that inquire. The Common Application and Goucher's application for admission receive equal consideration.

Required Documents

A complete application consists of the following documents (Home-educated and international students please see additional requirements on page 13 and 14):

- Application form (Common Application online or paper version or Goucher College paper application) including nonrefundable \$40 fee (or officially-recognized College Board fee waiver), and applicant's signature.
- An essay (500-word minimum) chosen from topics listed on the application form.
- Secondary School Report or College Adviser Evaluation with letter of reference.
- Cumulative (grade 9 forward) official high school transcript(s) with listing of courses in progress. GED may be submitted. Secondary school graduate's transcripts must list date of graduation.
- Senior grades from either the first trimester or the first semester. (Students that submit an application before trimester or semester grades are available should include a listing of courses.)
- Teacher evaluation from at least one person who has taught the applicant in an academic subject (math, English, history, laboratory science, foreign language).

Optional Supporting Documents

In addition to the documents required for admissions consideration, applicants may consider submitting supporting documents. Examples of such documents include:

- SAT Reasoning Test or ACT with writing test scores. Goucher has established a test-optional admissions program, where it is the applicants' option to submit test scores when applying for admission. An official score is one submitted directly from the Educational Testing Service (Goucher's CEEB code is 5257) or the American College Testing program (Goucher's ACT code is 1696). Scores are also accepted when printed on an official (signed, dated, and sealed) high school transcript. Applicants who are not native speakers of English are expected to submit the results of the Test of English as a Foreign Language (TOEFL).
- Letters of reference from additional teachers, employers, coaches, or others who can provide insights into the applicant's character or contributions to particular activities
- Writing samples, such as graded work, poetry, short stories, or school newspaper articles
- SAT Subject Tests are not required for admissions consideration but may in some cases provide the Admissions Committee with a clearer understanding of an applicant's skill level in certain academic areas, particularly those identified as strengths.

Secondary School Preparation

The quality of courses as well as achievement is extremely important in preparing for Goucher. Sound preparation includes at least 17 units of college preparatory subjects. Most successful applicants exceed this academic subject unit minimum. Since Goucher's curriculum requires a distribution of subjects over a wide range of academic fields, the applicant's high school program should include the following:

English	4 units
Mathematics	3 units: Algebra I, Geometry, Algebra II
Foreign language	2 units, of the same language
Laboratory sciences	3 units, preferably Biology and Chemistry
Social sciences	3 units

Each unit is equivalent to one year of study.

At its discretion, the Admissions Committee may allow entrance credits for work in elective subjects not listed above or may accept a student whose school program does not include the usual number of entrance units. Academic performance and curriculum intensity are evaluated in the context of the school's full academic program. For example, a B in a fourth year of mathematics carries more weight than an A in a non-college preparatory elective. Advanced Placement and International Baccalaureate courses also carry more weight than standard-level courses.

International Students

Applicants who are not citizens or permanent residents of the United States are required to submit the following in addition to all required documents previously listed:

- Declaration of Finances Form (available on Goucher's website) and a certified bank statement, which demonstrate an applicant's ability to meet the four-year financial obligation to attend Goucher College. These documents must be sent in order for any admissions decision to become official and finalize enrollment.

- The Test of English as a Foreign Language (TOEFL) is expected of applicants who are nonnative speakers of English. A minimum score of 550 (213 on computer-based exam, 79-80 on Internet-based exam) is necessary for application review.

International applicants are considered by the Admissions Committee and reviewed on the basis of all academic credentials and supporting documents submitted. Please note that international students are not eligible for federal or state financial aid, but are considered for all Goucher merit-based scholarships and for limited institutional need-based aid, with the submission of the International Student Financial Aid Application (ISFAA).

Home-Educated Students

Students who are home-educated must present the following documents to complete an application for admission:

- Goucher College Application or the Common Application including nonrefundable \$40 fee.
- Home-Educated Transcript, including a description of the educational program, a listing of courses taken, as well as grades and/or progress reports.
- Two letters of recommendation, acceptable from teachers, employers, coaches, or community service leaders.
- An essay (500-word minimum) chosen from topics listed on application form.
- An on-campus admissions interview.

ADMISSIONS PROGRAMS AND DEADLINES

Early Action

Candidates who consider Goucher a top choice are encouraged to apply under the early action entrance plan. Applicants who submit a complete application postmarked by December 1 will be notified by February 15. The early action entrance plan is non-binding. Students accepted under early action have until May 1 to return the enrollment agreement and nonrefundable \$500 enrollment deposit.

Regular Decision

The regular decision application deadline for the fall semester is February 1. Candidates are encouraged to apply as early as possible for priority consideration. Notification of the Admissions Committee decision occurs on or before April 1. Students accepted under regular decision entrance plan have until May 1 to return the enrollment agreement and nonrefundable \$500 enrollment deposit.

Students whose complete application and supporting materials are not submitted by February 1 may not receive notification until after May 1.

Early Admission

High school students with outstanding academic records are eligible to apply for early admission and, if admitted to Goucher, may enroll after completion of only two or three years of secondary school. Students offered admission under this program must give evidence of exceptional scholastic ability and social maturity. The procedure for applying as an early admission candidate is the same as for regular admission, but the applicant and at least one parent or guardian must travel to campus to meet with an admissions counselor. The application deadline for early admission candidates is February 1, with notification occurring on or before April 1. Students accepted under early admission have until May 1 to return the enrollment agreement and nonrefundable \$500 enrollment deposit. Early admission decisions are based upon the successful completion of current-year midyear course work; early admission candidates are therefore ineligible for early action entrance plan consideration.

Typically a student admitted under early admission who has enrolled at Goucher before officially graduating secondary school can arrange to receive a secondary school diploma after successful completion of the first year of study at Goucher. Please note that students who choose the early admission program and enroll without an earned secondary diploma are ineligible for federal financial assistance.

Spring Semester Admission

First-year students may apply for admission for the spring semester. The deadline for submitting the completed application is December 1, and notification is rolling thereafter. Students accepted for mid-year admission have until December 20 to return the Agreement for Enrollment and nonrefundable \$500 enrollment deposit.

AGREEMENT FOR ENROLLMENT

Goucher College complies with the national common candidates' reply date of May 1. First-year students accepted to Goucher for the fall semester will receive an Agreement for Enrollment with their offer of admission, which must be returned with a nonrefundable enrollment deposit of \$500, and postmarked no later than May 1.

Reactivations

Previous applicants who wish to reactivate their admissions file must do so within two years. This request must be made, in writing, to the director of admissions. Students who submit a letter by March 1 will be considered for the following fall semester.

Deferred Admission

Admitted applicants may defer admission for one academic year. In order to do so, students must submit written notification of their intent to defer, a nonrefundable \$500 enrollment deposit, and a signed Agreement for Enrollment. Recipients of selected merit-based scholarships who defer their admission can retain their scholarship only by not matriculating at another institution during their deferral period. Scholarship recipients who attempt academic college coursework in excess of 12 credits during the one-year deferment forfeit the scholarship. Any student who defers and attempts more than 12 college courses elsewhere, and after graduating secondary school, will be considered a transfer student and may be eligible for transfer merit-based scholarships.

Advanced Credit

Goucher also recognizes for advanced credit the academic work completed through programs such as the General Certificate of Education A-level, French Baccalaureate, and German Abitur, among others.

International Baccalaureate

In addition to recognizing the rigor of the IB curriculum in the admissions review process, Goucher will grant credit for examination scores of at least 5 in higher-level subject areas. Enrolling students will be placed in courses at the discretion of each department. Students that earn a full IB diploma may be considered for sophomore standing.

Students seeking advanced credit through the Advanced Placement Program are required to take the Advanced Placement Tests in May. For placement, official score results are considered, along with grades and recommendations. Goucher awards one course credit (at least three semester hours) for each test scored four (4) or five (5), and placement is determined by the academic department. The Bulletin for Advanced Placement Students and Parents may be secured from the College Board, P.O. Box 592, Princeton, NJ, 08540.

College or University Courses

First-year applicants who seek placement and credit through course work taken at accredited colleges and universities are required to forward transcripts directly from those institutions to complement the application review process. Course descriptions for each course attempted must also accompany any college or university transcripts in order to receive a credit evaluation. This credit evaluation will be completed when an applicant is offered admission.

APPLYING FOR ADMISSION AS A TRANSFER STUDENT

Goucher seeks applications from qualified transfer students who have attended regionally accredited colleges and universities or international institutions recognized by the Ministry of Education in that country. A transfer-classified student is one who has attempted 12 or more college or university credits.

Transfer Admissions Application (please note special requirements for **Goucher II** applicants)

Transfer applicants are encouraged to use the Common Application (paper or electronic version), or the Goucher application (paper version). Transfer applicants will be evaluated as regular decision candidates only. Equal consideration is given regardless of which form is submitted.

Required Documents

The Admissions Committee considers a transfer application complete for review when the following documents have been received:

- Application form, including nonrefundable \$40 fee (or officially-recognized College Board fee waiver), and applicant's signature.
- An essay (500 word minimum) chosen from the topics listed on the application form.
- Official college transcripts from all academic institutions attended, accompanied by course descriptions. Applicants with fewer than 30 credits (or the equivalent of at least one year of full-time college course work) may be asked to submit official high school transcripts, in order to determine math and critical reading competency. A Goucher online math placement exam may be required. Applicants currently enrolled in academic courses should send an additional transcript immediately following the completion of the semester.
- Letter of recommendation from a professor or teacher who has taught the applicant in an academic subject. The letter must be submitted on official letterhead and signed.

Results of the Test of English as a Foreign Language (TOEFL) for applicants who are not native speakers of English.

Requirements for Goucher II Applicants (Adult undergraduate degree program for those 24 years of age or older)

Because of the unique nature of the Goucher II program, admissions requirements are slightly modified. An application is considered complete for review with the following additional items:

- Two letters of recommendation from individuals who know the applicant well enough to give an informed opinion about intellectual ability and capacity for sustained effort.

- A personal interview with the director of the Goucher II program. To arrange an interview, applicants must schedule an appointment by telephone at 410-337-6200.
- Official copy of high school transcript indicating graduation.

A student who enters Goucher at traditional age but leaves the school without having completed the undergraduate degree may apply to the Goucher II program if the student has reached the age of 24, and if four years (or eight semesters) have elapsed since the last enrollment at Goucher.

Transfer Admission Programs and Deadlines

Fall Semester Admission

The deadline for submitting an application for the fall semester is May 1. All applicants are encouraged to apply as early as possible. Applications are reviewed on a rolling basis. If accepted, applicants will receive an Agreement for Enrollment with their offer of admission and must return it with a nonrefundable enrollment deposit of \$500 by July 5.

Spring Semester Admission

The deadline for submitting an application for the spring semester is December 1. All applicants are encouraged to apply as early as possible. If accepted, students will receive an Agreement for Enrollment with their offer of admission and must return it with a nonrefundable enrollment deposit of \$500 by December 20. Complete applications received after December 1, and applications that require consideration of current semester college or university course work, will be reviewed in early January. Notification of admission will occur on a rolling basis. The Agreement for Enrollment, along with the \$500 deposit, is required within two weeks of notification or admission. In some cases, it is possible to entertain very late applications; however, such applicants are advised that submitting all required materials at once will speed the review process, and if admission is offered, enable a smooth enrollment transition.

Goucher II Applicants

Students accepted to Goucher through the Goucher II program in either the fall or spring semester will receive an Agreement for Enrollment with their offer of admission and must return it with a nonrefundable enrollment deposit of \$150.

Transfer of Credit

Beginning with the 2007-08 academic year, all transfer students will be subject to the new general education requirements. All transfer students admitted under the new general education requirements will be provided a travel voucher by the college, unless the requirement has already been fulfilled by transfer credits. Transfer students can receive up to 60 credits for work completed at accredited two- and four-year institutions, provided that a grade of C or higher was earned. Credit in excess of 60 hours may count toward the general education requirements and requirements in the major, but a minimum of 60 credit hours must be earned in residence at Goucher to be degree-eligible. Transfer work is not calculated into the Goucher grade point average. Distance-learning courses are not accepted for transfer credit.

The Credit Evaluation

The Registrar's Office in Student Administrative Services will make a formal evaluation of credit to be accepted toward the Goucher degree after the student has been accepted and official transcripts from each institution attended and the course syllabi or course descriptions for each course attempted are submitted. Students receive a copy of the completed evaluation. Questions regarding the evaluation should be directed to the Registrar's office in Student Administrative Services, 410-337-6090.

Advance standing will be made known shortly after notification of admission. Transfer credit earned as a result of Advanced Placement or International Baccalaureate coursework, and already recognized on a transcript by the college or university the student wishes to transfer from, may not be transferred to Goucher. Official copies of Advanced Placement or International Baccalaureate test scores may be submitted to Goucher for first-time post-secondary credit and/or placement consideration.

SECOND DEGREE

Goucher awards second bachelor's degrees to students who hold bachelor's degrees from accredited institutions, provided students complete at Goucher a minimum of 30 semester hours and fulfill the requirements for the major and all other Goucher College requirements. (Course work completed for the first degree may be applied toward these requirements.) Contact the Admissions Office for further information, or the department chair for credit and class standing evaluations.

REINSTATEMENT OF STUDENTS PREVIOUSLY WITHDRAWN

Suspended or withdrawn students who wish to resume studies at Goucher should submit a reinstatement form

to the Registrar's Office in Student Administrative Services. This form is available on Goucher's website. If academic work has been completed since leaving Goucher, a transcript should accompany the written request for reinstatement. Reinstated students who have been away from Goucher for more than two consecutive semesters and have completed fewer than 90 credits towards the degree must graduate under the general education requirements in effect when they are reinstated. Reinstated students who have been away more than five years, regardless of the number of credits they have towards the degree, must graduate under the general education requirements in effect when they are reinstated. Major and minor requirements fall under the auspices of individual departments.

RETURNING FROM A LEAVE OF ABSENCE

A student who is returning from an approved leave of absence does not need to apply for readmission but must confirm his or her plans, where applicable, with financial aid, the bursar, the registrar and residence life at least 30 days before the semester begins. Students on leave are responsible for meeting regular college deadlines for filing for financial aid and for registering for courses.

NONCANDIDATES AND VISITING STUDENTS

Persons who wish to register as full- or part-time students, but not as candidates for the degree, should contact the Admissions Office.

The noncandidate status is an admissions classification that allows students to attend Goucher on a nondegree-seeking basis. Traditionally, individuals who fall into this category are students attending another college who have taken time off and want to transfer credits back to the home institution, students who desire to take selected course work, Goucher staff, or children of Goucher faculty or staff.

The noncandidate selection process requires the submission of a noncandidate application, a high school transcript from an accredited secondary school and/or college-level transcript. High school students wishing to pursue advanced courses are required to submit an official high school transcript indicating the quality and level of high school work completed to date. A minimum of a 2.5 GPA is required of college-level work for admission. The associate dean for undergraduate studies serves as the academic adviser for full-time noncandidate students. Noncandidate course work with a "C" grade or better can be transferred to a Goucher degree-granting program. Students may not accumulate more than 24 credits as a noncandidate.

Noncandidates previously withdrawn from the college who wish to return should contact the Admissions Office at 410-337-6100.

Advancement to Candidacy Change of Status

The standards by which academic standing is determined for candidates do not apply to noncandidates. The maximum number of credits a student may attempt (i.e., be enrolled in beyond the add/drop period), as a noncandidate is 24. Noncandidates who have attempted 24 credits are required to apply for full-time degree-seeking admission or present an education plan to the associate dean for undergraduate studies requiring approval to remain a noncandidate.

Audits

Where space is available, courses may be audited for personal interest or career advancement. Audits require both the adviser and course instructor's signatures.

CORRESPONDENCE

All correspondence before notification of admission to the college should be addressed to the Admissions Office. Other correspondence should be addressed as follows:

Alumnae/i Relations	Alumnae/i Relations Office
Business Matters	Controller's Office
Career Counseling	Career Development Office
Admissions Publications	Admissions Office
General Information	Office of Communications
Gifts and Bequests	Office of Advancement
Merit-Based Scholarships (new students)	Admissions Office
Scholarships (returning students)	Student Administrative Services/Financial Aid
Scholastic Standing of Students	Student Administrative Services/Registrar's Office
Student Billing	Student Administrative Services/Billing
Student Housing	Residence Life Office
Transcripts of Records	Student Administrative Services/Registrar's Office

The college's mailing address is: Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794. The telephone number is 410-337-6000. The Web address is www.goucher.edu.

VISITING GOUCHER

Visitors to the college are welcome throughout the year. The Admissions Office, located in the Rhoda M. Dorsey College Center, is open Monday through Friday, 8:45 a.m. to 5 p.m. Admissions visitors may participate in a group information session led by an admissions counselor as well as a student-guided, walking campus tour. Due to high demand, interviews are enthusiastically recommended for high school seniors only, and must be scheduled in advance. Class visits and overnight stays must be scheduled two weeks in advance, and are not normally available until the third week of the semester. All arrangements may be scheduled as follows:

Weekdays during summer, semester break, and spring break:

- Information sessions*: 10:30 a.m. and 2:30 p.m.
- Campus tours: 9:30 a.m. and 1:30 p.m.
- Interviews*: 10:30 and 11 a.m., 2:30 and 3 p.m.

Weekdays during fall and spring academic semesters:

- Information sessions*: 10:30 a.m. and 2:30 p.m.
- Campus tours: 9:30 and 11:30 a.m., 1:30 and 3:30 p.m.
- Interviews*: 10:30 and 11 a.m., 2:30 and 3 p.m.

*Limited availability in February

Please call 1-800-GOUCHER, extension 6100, for selected Saturday schedule information.

Local meeting arrangements may be made with a Goucher Alumnae/i Admissions Representative, where available, when travel to campus is not possible.

Travel Directions

Goucher College is located at 1021 Dulaney Valley Road, Baltimore, Maryland, about eight miles north of downtown Baltimore. A map of the campus appears on the inside back cover of this catalogue.

By plane: Limousine, taxicab, and shuttle services from the Baltimore-Washington International Airport (BWI) to local and downtown hotels are available and take approximately 40-45 minutes.

By train: All passenger trains arrive at Pennsylvania Station in downtown Baltimore. A taxi from the station to Goucher College takes approximately 20 minutes.

By car: Motorists traveling to Goucher College are advised to take exit 27A (Dulaney Valley Road south) off the Baltimore Beltway (I-695). The college entrance is on the left, at the first traffic signal, one-eighth of a mile from exit 27A.

Fees and Expenses, 2007-08 Academic Year

Tuition (Full-Time)

Two semesters	\$30,636
One semester	\$15,318

Room

Two semesters

\$4,916 Triple room rate
\$5,916 Basic room rate
\$6,016 Special double room
\$6,116 Single room

One semester

\$2,458 Triple room rate
\$2,958 Basic room rate
\$3,008 Special double room
\$3,058 Single room

Tuition (Part-Time)

Credit hour	\$1,025
Audit fee per course	\$500
(excluding music performance)	

Board

One semester

240-block meal plan + \$50dd*	\$1,962 (kosher, add \$150)
190-block meal plan + \$50dd*	\$1,780 (kosher, add \$132)
175-block meal plan + \$75dd*	\$1,700 (kosher, add \$125)
150-block meal plan + \$150dd*	\$1,625 (kosher, add \$137)
100-block meal plan + \$150dd*	\$1,387 (kosher, add \$125)

Commuter

50-block meal plan + \$50dd*	\$625 (kosher, add \$100)
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Please note that meal and dining dollars do not carry over to the next semester.

* dining dollars.

A student enrolled for 12 or more credits per semester has full-time status. A student enrolled in fewer than 12 credit hours per semester is considered part-time. Half-time status is an enrollment of six credit hours per semester. A normal course load is 15 credit hours per semester and 30 credit hours per academic year. Billing is issued on a per-credit charge to part-time students. Full-time students are charged the Health and Counseling and Student Activity fees while part-time students are charged the per-credit tuition rate only.

A student may not register for classes, participate in room draw, participate in Commencement, or receive a transcript or diploma unless there has been a satisfactory settlement of all college bills and all student disciplinary matters.

The charge for room and board provides a furnished room and board from the official date of opening in the fall and spring through the respective closing dates each semester, exclusive of the recess periods at Thanksgiving, winter break (between semesters), and spring break. Semester room changes are based on room assignments as of the last day of the add/drop period at the beginning of the semester.

All hall residents are charged a \$175 damage deposit annually. These deposits are credited back to student tuition accounts in June (or January if the student leaves after the fall semester). Any hall and/or room damage charges are also assessed at that time.

OTHER FEES

Health and counseling fee:	\$271	Horseback-riding semester fees:	
Parking fee for students:		One session per week for 14 weeks	\$260
Per semester	\$35	Two sessions per week	\$425
Per year	\$50	Three sessions per week	\$610
Student Activities fee:	\$175	Boarding privately owned horse	
Health Insurance Fee (12 months)	\$715	(excluding riding fee) per month	\$540
Music fees:			
Surcharge for private music lessons taken for credit:	\$75–\$500		
Audit fee for vocal or instrumental instruction, including practice fee, per semester (noncredit)	\$750		

The health and counseling fee and student activities fee are mandatory fees that are charged annually to full-time undergraduate students. The health insurance fee will be charged to all full-time undergraduate students who do not submit an insurance waiver form by September 30 each year.

ENROLLMENT AGREEMENT AND DEPOSIT

Nonrefundable enrollment deposits in the amount of \$500 are due for all students, as the following schedule indicates:

First-year students	Entering fall semester	May 1
First-year students	Entering spring semester	December 20
First-time transfers	Entering fall semester	July 5
First-time transfers	Entering spring semester	December 20
Returning students	Fall semester	April 1
Returning students	Spring semester	December 1
Reinstated students	Fall semester	July 5
Reinstated students	Spring semester	December 20

Students who are required to pay a \$500 study-abroad deposit for a fall program do not need to pay an additional enrollment deposit for that semester.

HOUSING DEPOSIT

All full-time undergraduate students are required to live on campus and participate in one of the college meal plans. Exceptions may be made for students who choose to commute from their permanent home address within 30 miles of Goucher's campus. In addition, a limited number of upper-class students may receive permission to live off campus on a first-come, first-served basis, upon approval by the Office of Community Living and Multicultural Affairs. Other exceptions for special circumstances may be granted by the Dean of Students.

Students who plan to live on campus are required to pay a \$100 deposit to hold their room assignment. New students must pay the deposit by May 15. The deposit is due on April 1 for returning students taking residence in the fall and December 1 for new residents in the spring. The deposit is credited towards the room charge for the following semester. The deposit is refundable if the student has been approved to live off-campus by the Office of Community Living and Multicultural Affairs prior to June 15 (January 3 for spring semester), or if the Office of Community Living and Multicultural Affairs receives written notification by June 15 (January 3 for spring semester) that the student will not be returning to Goucher. Otherwise the deposit is nonrefundable.

INSURANCE

The college requires all full-time students to be covered by the college health and accident insurance plan. This requirement will be waived, however, if proof of comparable coverage is provided to Student Administrative Services through Hulse/QM by the due date of the tuition bill. No insurance waivers will be accepted after September 30 for full-time students enrolled for the fall semester.

SCHEDULE OF PAYMENTS

Statements for semester fees are mailed about July 7 and December 7. Payment of charges for the first semester is due by August 3; for the second semester, by January 4. Checks should be made payable to Goucher College and forwarded according to instructions on the billing statement. The student's ID number should be included on all payments and correspondence. A variety of financing options are described in material mailed annually and on the billing and financial aid section of the Goucher website. A late fee of \$150 will be assessed if payment in full has not been received by the due date. Registration is not completed and a student is not enrolled until payment of college charges has been made.

A student whose account is delinquent will be denied the privileges of registering, attending classes, living in the residence halls, obtaining transcripts, using college facilities, or participating in graduation ceremonies. A transcript of a student's record will not be released if any of the student's accounts are in arrears, whether or not the student is currently enrolled.

Students and their billing parties will be responsible for payment of all costs, including reasonable attorney fees and collection agency fees, incurred by the college in collecting monies owed to Goucher. The college will assess a \$25 fee for any check returned by the bank and reserves the right to invoke the laws of the state of Maryland governing bad checks.

COMMENCEMENT

Commencement exercises are held once a year in May. In order to participate, a student must have completed all academic requirements for the appropriate degree and have settled all college accounts and all student disciplinary matters. The college reserves the right to not permit the release of a cap and gown to any student who has not been cleared for graduation. Any student completing graduation requirements after the May Commencement will receive a letter indicating successful completion of degree requirements. The diploma will be awarded at the next annual Commencement.

Exceptions to the commencement policy can only be made by the academic dean and are expected to be rare. Petitions for exception are only considered from students who have been enrolled in the spring for all remaining courses needed for graduation, and for whom unforeseen and unpreventable forces at the end of the semester are the cause of the failure to complete those courses. Such petitions must be submitted in writing to the academic dean three weeks prior to graduation, and must be accompanied by an endorsement from one or more of the student's faculty members or advisors.

REFUND POLICY

Refund period dates are determined by reference to "Important Dates for Students," published by Student Administrative Services at the beginning of each semester.

A partial refund of payments may be made to students who withdraw from all courses of their own accord. Any credit balance remaining after these adjustments to the student's account will be refunded. Institutional and federal aid as well as tuition and fees will be adjusted in accordance with the Federal Return to Title IV calculation. The Title IV calculation is based on days of attendance as a percentage of total days in the semester up until 60%.

For example, if the Return to Title IV calculation calculates that the student earned 20% of their federal aid based on the length of time spent in school, institutional aid and tuition and fees would also be adjusted to 20%. No adjustments will be made once 60% of the semester has passed (with the exception of the board charge). Any remaining balance due must be paid by the student. An administrative fee of \$250 will be assessed to the student.

Refund/Credit Allowed

	Tuition	Room
Before classes begin	100%	100%
Up until 60% of semester	Prorated*	0%
After 60% of semester	0%	0%

**Proration of tuition based on Title IV refund policy.*

Students are billed semester tuition charges based on courseloads as of the last day of add/drop during the beginning of the semester. Semester tuition charges will not be affected if courses are dropped after that date, unless the student withdraws from the college. The refund policy applies to both undergraduate and noncandidate students.

Board

The semester board charge will be refunded based on the lesser of days of attendance or meal-plan usage during the semester.

No adjustment of semester charges will be granted to students who are suspended or expelled for academic or disciplinary reasons. The college reserves the right to suspend or dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

OTHER PROGRAMS

Information concerning current tuition and expenses for other programs, including the Goucher II Program, Post-Baccalaureate Premedical Program, Post-Baccalaureate Teaching Certification Program, Master of Education, Master of Arts in Teaching, Master of Arts in Arts Administration, Master of Arts in Historic Preservation, and Master of Fine Arts in Creative Nonfiction can be obtained by contacting the respective offices.

Financial Aid

Goucher College offers a comprehensive program of need-based and merit-based financial assistance. It is designed to help families cover the difference between the amount they are able to pay and the total cost of attending Goucher, as well as to attract and retain a talented and diverse student body.

In 2006-07, for example, the college spent \$14.4 million on institutional financial aid for undergraduates. Goucher students receive financial aid in “packages” developed from a variety of combinations that may include grants, loans, merit-based scholarships, and work-study opportunities. In 2006-07, close to 90 percent of Goucher students received some form of financial aid. During that year, more than 1,000 undergraduate students were awarded some form of financial aid. Their average need-based award was \$17,489 and their average total package was approximately \$21,884.

Goucher College is a member of the College Board and embraces the principles and practices of the College Scholarship Service. The participating colleges of the service believe that financial aid should be awarded to properly qualified candidates on the basis of the financial need of students and their families, with full respect for the confidential nature of the financial data reported. In addition, the Office of Student Financial Aid follows the NASFAA Code of Ethical Principles and the New York and Maryland codes of conduct with respect to the processing of student loans.

Financial need is determined by subtracting the expected family contribution (EFC)—as calculated on the Free Application for Federal Student Aid (FAFSA) and, for new students, the Profile Form of the College Scholarship Service—from the student’s total cost of attendance at Goucher. Parents, spouses, and students are expected to contribute a reasonable proportion of their income and other resources. Priority consideration for aid will be given to all U.S. citizens and eligible non-citizens who apply by the established deadlines. International students who are not permanent residents of the United States are not eligible for government assistance but are considered for institutional merit-based scholarships and, on a limited basis, for institutional need-based grants.

The financial aid package usually includes a self-help component made up of a job and/or loan, as well as need-based and/or merit-based grant assistance. Financial aid is awarded for one year only and must be renewed annually. Students awarded a merit-based Global Citizen Scholarship or Transfer Merit Award may hold only one such award per academic year. Winners of Rosenberg, Wilhelm, Fine and Performing Arts, or Cooke Scholarships, however, may receive these merit-based awards in addition to other Goucher-sponsored merit-based scholarships up to the cost of tuition (excluding fees).

It is the intention of the Office of Student Financial Aid, subject to the availability of funds, to renew need-based aid to continuing students who are making satisfactory progress toward their degrees. However, changes in loan eligibility, household size, the number of siblings in college, and a family’s income and/or asset contribution may affect a student’s need-based financial aid award. The requirements for renewal of institutional merit-based scholarships vary depending on the award and are detailed in the Terms of the Scholarship for each award.

If a student’s family experiences a significant financial change, the circumstances should be explained in writing and forwarded to the Office of Student Financial Aid.

Non-Goucher Study-Abroad Policy and Procedure for Title IV Aid

In instances where students elect to study abroad while on an approved leave of absence in a non-Goucher sponsored program, and wish to receive financial aid, the following conditions must be met. In the event that these conditions are not met, no aid will be processed.

1. Goucher International Studies Office must approve the program.
2. A consortium (not a contractual) agreement must be signed between both the host and home institutions.
3. The aforementioned consortium agreement must be entered into with the transcript issuing institution. In other words, the college or university who is issuing the final transcript must sign the consortium agreement with Goucher, thus taking responsibility to administer the Title IV regulations governing federal financial aid.

With a consortium agreement and copy of the class schedule, a student may remain eligible for a Federal Subsidized or Unsubsidized loan, a Federal PLUS loan, and/or a Federal Pell grant. In the event a student elects to participate with an organization that does not meet the above criteria, the student should explore transferring to the college or university that is sponsoring the organization's program. We suggest that the student contact the college/university or the department coordinating the abroad program about procedures to obtain admissions. A student in this situation may be able to apply for federal financial aid through the college or university sponsoring the program. If using this option, the student should list the FAFSA Title IV code for that college or university on their FAFSA application.

FINANCIAL AID APPLICATION INSTRUCTIONS

Students must apply for financial aid in advance of the term for which they want to receive aid. Students who will enter in Spring 2008 must complete the application process by November 15, 2007. For students entering school in Fall 2008, the deadline is February 15, 2008. Both the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid Profile may be completed electronically at www.fafsa.ed.gov and at www.collegeboard.com. Information regarding other financial aid resources may be obtained from www.finaid.org or from www.fastweb.com.

Documents Required of First-time Students (First-Year and Transfer Applicants) Deadline: February 15, 2008

- CSS/Financial Aid Profile and Free Application for Federal Student Aid (FAFSA)—both forms must be received by the appropriate processor by the deadline. All new students must submit both forms, except for non-resident international students, who must submit only the CSS Financial Aid Profile.
- Students who are selected for verification will need to provide signed copies of their 2007 federal tax return as well as their parents' 2007 federal tax return with the appropriate verification worksheet. Students and parents are also required to submit W-2 forms.

Documents Required of Continuing Students—Deadline: February 15, 2008

- Free Application for Federal Student Aid (FAFSA)—the form must be received by the processor by the deadline. Students who are selected for verification will need to provide signed copies of their 2007 federal tax return as well as their parents' 2007 federal tax return with the appropriate verification worksheet. Students and parents are also required to submit W-2 forms. Continuing students who are non-resident internationals or who are applying for need-based aid for the first time must submit the CSS Financial Aid Profile.

Preferred Lender Lists

These lists are provided solely as a guide to assist families in selecting a lender partner for their student loan needs. Goucher College will continue to process loans from any lender submitted by the family. Please note that the selected lenders were chosen by Goucher students, parents, and staff as part of a focus group process. Each was evaluated on product, customer service, and value-added services. The selected lenders did not provide any financial or other incentive to the college, the Financial Aid Office, or any financial aid employees in order to be included on this list. As always, we encourage families to use the links provided to compare the various products, in order to make informed financial aid decisions

RETURN OF TITLE IV FUNDS

If a recipient of federal Title IV aid withdraws during a period of enrollment, Goucher College must calculate the amount of Title IV aid the student earned. (Work-study is not included in the amount of Title IV aid earned.) Unearned federal Title IV funds must be returned to the Title IV programs by the college.

The Office of Student Financial Aid is responsible for calculating earned aid. Essentially, the federal formula requires the return of Title IV aid if the student received federal financial assistance in the form of a Federal Pell Grant, Supplemental Educational Opportunity Grant, Federal Perkins loan, Federal Unsubsidized or Subsidized Stafford loan, or Federal PLUS loan and withdrew on or before completing 60 percent of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days the student was enrolled (minus scheduled breaks) divided by the number of calendar days in the semester.

The student will be required to repay any unearned Title IV aid.

SATISFACTORY PROGRESS (ALL UNDERGRADUATES)

Federal regulations state that in order to maintain eligibility, students receiving federal financial aid must be making satisfactory progress toward the degree. Under normal circumstances, no student shall receive more than eight semesters of financial aid, except for Federal Pell Grant, the Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loan, and Federal Plus. The criteria for continued eligibility for these federal funds are as follows for students who enter Goucher in Fall 1999 and thereafter:

24 credits by the end of the first year	87 credits by the end of the third year
54 credits by the end of the second year	120 credits by the end of the fourth year

Credits are defined as credits toward graduation (graded + pass/no pass credits). Satisfactory progress with respect to quality of work is defined by the academic standards listed above. The 2.0 GPA minimum is required for “good academic standing.” Goucher is not obligated to replace lost federal funds with a Goucher grant.

For students who entered Goucher prior to Fall 1999, see page 49 in the 1998-99 *Academic Catalogue*.

Minimum Grade Point Average (GPA)

After the completion of the second year (regardless of the number of credits accrued), an undergraduate student must maintain the required cumulative GPA of 2.0 to receive federal financial aid.

Maximum Time Frame

Federal regulations state that in order to maintain eligibility, students receiving federal financial aid must be making satisfactory progress toward the degree. The maximum time for completion of the undergraduate degree requirements is four years. Students who take longer than four years to graduate will be considered for federal financial aid for one additional year only. Repeat courses may not be counted towards credits achieved.

The criteria for continued eligibility for these federal funds are as follows for students entering Goucher in Fall 2000 and thereafter:

Year	Credits achieved	Minimum GPA to receive federal financial aid	Minimum GPA to remain at the college
1	24	2.0	1.62
2	54	2.0	1.73
3	87	2.0	1.84
4	120	2.0	1.8

Students who are matriculating part time have a maximum time frame of eight years to complete the required courses to graduate from their program.

Maximum Timeframe (Transfer students only)

If accepted transfer credits are less than 27, your grade level will be 1 and you will have the eight semesters to complete your degree here at Goucher for normal progress. If your accepted transfer credits are between 27 and 57, your grade level will be 2 and you will have 6 semesters to complete your degree here at Goucher for normal progress. If your accepted transfer credits are between 57 and 86, your grade level will be 3 and you will have four semesters to complete your degree here at Goucher for normal progress. If accepted transfer credits are 87 and above, your grade level will be 4 and you will have two semesters to complete your degree here at Goucher for normal progress. Minimal progress will allow a maximum of two additional semesters to the transfer grade level to complete the degree requirements.

Grades

Credits are defined as credits toward graduation (graded + P/NP credits). Satisfactory progress with respect to quality of work is defined by the Academic Standards listed above. The 2.0 GPA minimum is required for “good academic standing.” Repeats and withdrawals do not count towards meeting the satisfactory academic progress requirements. Once a student receives a grade for an incomplete course, we may reconsider their status. Goucher is not obligated to replace lost federal funds with a Goucher Grant.

Attempted Credits (All students)

Students must complete 75% of credits attempted each year to maintain satisfactory academic progress.

Credits are defined as credits toward graduation (graded + P/NP credits). Satisfactory progress with respect to quantity of work is defined by the Academic Standards listed above. The 2.0 GPA minimum is required for “good academic standing.” Repeats and withdrawals do not count towards meeting the satisfactory academic progress requirements. Once a student receives a grade for an incomplete course, we may reconsider their status. Goucher is not obligated to replace lost federal funds with a Goucher Grant.

Probation

The Office of Student Financial Aid will check students’ records for satisfactory academic progress at the end of each semester. Students who fail to maintain satisfactory academic progress at the end of any semester will, on the first occasion, be placed on financial aid probation. Students will remain on probation until the end of the next semester.

Students will remain eligible to receive federal financial aid during this time, if they are registered as a full-time student.

Mitigating Circumstances

The satisfactory academic progress policy can be set aside for individual students under certain mitigating circumstances; for instance, if a student becomes very ill or is severely injured, or if a student's relative dies. In the event of illness or injury, the student must submit documentation from a doctor or other health care provider stating that the condition prevented him or her from attending school for at least a month.

Completion of Degree Requirements

A student who has completed all the coursework for his or her degree but has not yet received the degree cannot receive further federal financial aid for that program. Exceptions are made if the student enrolls in another program (seeking a different degree).

Appeal Process

Any student who has been put on probation, or who has been terminated from financial aid due to not meeting satisfactory academic progress, may appeal in writing within two weeks of receiving notification. The appeal will be reviewed, and the student will be notified in writing of the review results.

Re-establishing Student Aid Eligibility

In order to re-establish student aid eligibility, a student must achieve a cumulative grade point average of 2.0. Please note that credits earned at another institution are not calculated into the Goucher GPA so the 2.0 cumulative GPA must be earned at the college. If the student's cumulative grade point average drops below 2.0 again, they will be ineligible for federal financial aid.

MERIT-BASED SCHOLARSHIPS

Designed to recognize outstanding applicants—and to make Goucher a very realistic choice for their education—these scholarships are based on academic credentials, special talents, and/or extra-curricular achievements in high school. Merit-based scholarships do not take into account financial need. The amounts of these first-year scholarships are set annually; in recent years, they have ranged from \$5,000 to full tuition.

The Admissions Office determines who is eligible to receive first-year merit-based scholarships, such as the Global Citizen, Dean's, Fine and Performing Arts, and Transfer Merit-Based Scholarships. The Office of Student Financial Aid develops the student's overall aid package.

Dean's Scholarship

Awarded to our most outstanding first-year applicants, this scholarship totals the equivalent of full-tuition (\$30,636 in 2007–08). Approximately 10 Dean's Scholars enroll each year. Students who have distinguished themselves through superior academic achievement will be considered for the Dean's Scholarship. Non-academic factors, such as special talents and extracurricular leadership, can influence the selection process. The Dean's Scholarship may be awarded for a total of eight semesters, provided scholars fulfill the renewal requirements, which include a minimum GPA of 3.25.

Global Citizen Scholarships

Awarded to first-year applicants who demonstrate potential for outstanding academic achievement at Goucher and for contributing to a vibrant campus community. Most students with a secondary school GPA of 3.2 or higher (in core academic subjects only, cumulative for grades nine through 12) and combined SAT Reasoning Test scores of 1200 (critical reading and math) or higher (ACT equivalent of 27 or higher) will be considered for the scholarship. Non-academic factors will also be evaluated. These scholarships have ranged between \$10,000 and \$15,000 in recent years. Global Citizen Scholarships may be renewed throughout all four years of college (eight semesters) by maintaining full-time enrollment and the minimum GPA designated for each scholarship.

The Fine and Performing Arts Scholarship (FPAS)

Awarded only to incoming students in each of the four artistic areas listed above in the amount of \$5,000 per year. The FPAS is renewable for up to eight semesters, provided the recipient satisfies the renewal requirements. These include full-time enrollment, a semester GPA of 3.00 or higher, and continued active participation in endeavors related to the arts to the satisfaction of the department sponsoring the scholarship (art and art history, dance, music, or theatre). The college seeks to enroll four FPAS recipients each year, one each in dance, music, theatre, and visual art. A FPAS recipient cannot also receive a Rosenberg or Wilhelm Scholarship.

The Rosenberg Scholarship in Music, Dance, and Visual Art and the Wilhelm Scholarship in Theatre

Both new and returning students compete for approximately 13 such scholarships, awarded in the amount of \$5,000 for one year. Unlike the FPAS, the Rosenberg and Wilhelm Scholarships are awarded for one year only. In addition, with the exception of Dance, students receiving a Rosenberg or Wilhelm Scholarship are expected to major or minor in the medium for which they receive the award.

Transfer Merit-Based Scholarships

Transfer applicants with GPAs of 3.00 or above are considered for these scholarships, which have totaled between \$3,500 and \$6,000. The scholarships are renewable provided eligibility requirements—including maintaining full-time status and a minimum GPA of 3.00—are met. Transfer students are also eligible to compete for the Rosenberg and Wilhelm Scholarships in the Arts.

Other merit-based scholarships for which returning students are considered and/or invited to apply:

<i>Presidential Scholarship</i>	<i>Prudence G. Bowen '31 Scholarship</i>
<i>Charlotte Killmon Wright Brown '22 Scholarships</i>	<i>Dance Gala Scholarship</i>
<i>Grace T. Lewis '13 Scholarships in the Sciences</i>	<i>Henry and Ruth Blaustein Rosenberg '21 Scholarships</i>
<i>Marjorie Cooke Scholarship Caplan and Mahoney Scholarships</i>	

OUTSIDE SCHOLARSHIP POLICY

Students must report all expected financial aid not already listed in their Award Notification. This includes Goucher tuition remission, non-service fellowships, Goucher scholarships, private scholarships, vocational rehabilitation benefits, veteran's benefits, employer tuition benefits, and Community Living assistant benefits.

With full knowledge of a student's total aid sources, Goucher can reformulate a student's financial aid package to make the most efficient use of available funds. In determining unmet financial need, the total aid package, including any self-help money offered the student (accepted or not), is subtracted from the calculated financial need. Outside scholarships (awards obtained from corporations or organizations) will be applied directly to any unmet financial need, as calculated by the college, and will offset up to \$1,200 of a student's self-help (subsidized loan and/or work-study offer from the federal government). Only after these priorities are exercised will the outside award be applied to reduce Goucher's need-based grant.

ENDOWED SCHOLARSHIPS

<i>Abshire Scholarship</i>	<i>Class of 1904 Scholarship</i>
<i>Eli Edward Adalman and Anne Adalman Goodwin Scholarship</i>	<i>Class of 1907 Scholarship</i>
<i>George I. Alden Trust Scholarship</i>	<i>Class of 1909 Scholarship</i>
<i>John and Josephine Webb Alexander '30 Memorial Scholarship</i>	<i>Class of 1910 Scholarship</i>
<i>Marie Alleman '19 Scholarship</i>	<i>Rosa and Herman Cohen Scholarship</i>
<i>Margaret Mary Allgeier Memorial Scholarship</i>	<i>College Bowl Scholarship</i>
<i>Agnes and Herman Asendorf International Studies Scholarship</i>	<i>Ruth Wurzel Collins '31 Scholarship</i>
<i>Clara and Agnes Bacon Scholarship</i>	<i>Rachel Colvin Scholarship</i>
<i>Jane Maria Baldwin Scholarship</i>	<i>Hilda and Gertrude Cordish Scholarship</i>
<i>Keturah Baldwin '06 Scholarship</i>	<i>Florence Thomas Courvoisier 1896 Scholarship</i>
<i>Rosa Baldwin 1896 Scholarship</i>	<i>Mildred Covey Scholarship</i>
<i>Elizabeth Bansemer Scholarship</i>	<i>Susan Wintringham Crosby '59 Scholarship</i>
<i>Vola P. Barton '15 Physics Scholarship</i>	<i>Timothy Mark D'Arcangelo Scholarship</i>
<i>George Beadenkopf Fund</i>	<i>Annie Swindell Davis Scholarship</i>
<i>Mary J. Beall Memorial Scholarship</i>	<i>Dorothy Geib Deitrick '29 Scholarship</i>
<i>Edith A. Beck '04 Scholarship</i>	<i>Margaret Crawford Demere '52 Scholarship</i>
<i>Bessie A. Bell Scholarship</i>	<i>Johanna Weber DeMuth Scholarship</i>
<i>Elizabeth Harwood Bennett '31 Memorial Scholarship</i>	<i>Elizabeth De Vinney Scholarship</i>
<i>Margaret J. Bennett Scholarship</i>	<i>Disadvantaged Students Scholarship</i>
<i>Lucinda M.B. Benton Scholarship</i>	<i>Douglas Dodge Scholarship</i>
<i>Arthur and Ruthella Bibbins 1897 Scholarship</i>	<i>Hedwig and Thomas Dorsey Scholarship</i>
<i>Eleanor Watts Black Memorial Scholarship</i>	<i>Rhoda M. Dorsey Scholarship</i>
<i>Margaret Mack Blizzard '76 Memorial Scholarship</i>	<i>Lois H. Douglass '11 Scholarship</i>
<i>Frances Grant Brady '50 Memorial Scholarship</i>	<i>Mabel Haywood Dye '10 Memorial Scholarship</i>
<i>Dorothy Berry Bragonier '15 and Winifred Berry Cassard '18 Scholarship</i>	<i>Emily Gibson Dyke '44 Scholarship</i>
<i>Marjory Gaylord Brink Endowed Scholarship</i>	<i>Eagle Scout Scholarship</i>
<i>Audrey Wicker Brownley '36 Scholarship</i>	<i>Emily Newcomer Eby '24 Scholarship</i>
<i>Caroline Doeblner Bruckerl '25 Scholarship</i>	<i>Margaret Elizabeth Fisher '75 Scholarship</i>
<i>Louisa Whildin Buchner '26 Scholarship</i>	<i>Foreign Student Scholarship</i>
<i>Gertrude Carman Bussey '31 Scholarship</i>	<i>Nettie R. Fox '32 Scholarship</i>
<i>Constance R. Caplan '57 Scholarship Fund for Study at Cambridge University</i>	<i>Virginia L. Fox '28 Scholarship</i>
<i>Margaret and Charles Carmine Memorial Scholarship</i>	<i>Katherine Jeanne Gallagher Memorial Scholarship</i>
<i>Mollie Rae Carroll Scholarship</i>	<i>James N. Gamble Scholarship</i>
<i>Alicia Carter '84 Memorial Scholarship</i>	<i>Rita Specter Gelman '54 Scholarship</i>
<i>Roberta Chesney '10 Scholarship</i>	<i>Mr. and Mrs. William Gherky Memorial Scholarship</i>
<i>Citicorp Scholarship</i>	<i>Gertrude Levy Giavani '18 Scholarship</i>
<i>Clara W. Claasen '25 Scholarship</i>	<i>Given Foundation Scholarship</i>
<i>Mary Lu Clark Endowed Scholarship Fund</i>	<i>Amy Behrend Goldstein '33 Dance Scholarship</i>
	<i>Catharine E. Good '24 Scholarship in English</i>
	<i>Douglas S. and Hilda Perl Goodwin '43 Scholarship</i>

Goucher II Scholarship
Elizabeth Louise Grover '29 Scholarship
William Westley Guth Scholarship
Elaine Binswanger Gutman '39 Scholarship for Returning Students
Willard and Lillian Hackerman Scholarship for 3+2 Engineering Students
Harriet L. Haile '79 Memorial Scholarship
Julia Sprenkel Hall '22 Scholarship in Mathematics
Edith Lynn Halverson '39 Scholarship
Katherine McCampbell Hardiman '63 Scholarship
Janet Jeffrey Harris '30 Leadership Awards
Charles D. and Janet Harris '30 Scholarship
Isabel Hart Scholarship
Auxiliary to the Health Center Scholarship
William Randolph Hearst Foundations Endowed Scholarship
Catharine Straus Hecht '37 and Isaac Hecht Scholarship
Mary Taylor Hesky Scholarship
Esther Moses Hollander '19 Scholarship
Grace Hooper Scholarship
Ono Mary Hooper '23 Scholarship
Virdo Snider Horst 1899 Scholarship
Anna and Ferdinand Hosp Scholarship
Anne S. Hummert '25 Scholarship
Margaret Smith Hunter Scholarship
Lillia Babbitt Hyde Scholarship
Sigmund M. and Mary B. Hyman Merit Scholarship in Science
Matilda Robinson James '16 Scholarship
Edith M. Johnson, M.D. '13 Memorial Scholarship for Older Women
Mary Philips Jones Scholarship
Miriam Kahn '61 Memorial Scholarship
Etta Ingalls Kelley Scholarship
Kellicott-Graves Scholarship
Patricia Kinsey Olson Memorial Scholarship
Alice and Walter Kohn Scholarship
Margaret Strauss-Kramer '30 Scholarship in Chemistry
Claire Krantz Scholars in the Five-Year Education Programs
Joel Krisch Scholarship
Messmer L. and Gertrude B. Lafferty Scholarship
Hilda Coombs Landers Scholarship
Martha Schulman Lapovsky Scholarship in Music
Lark Memorial Scholarship
Nancy Nulton Larrick '03 Scholarship
Cona O. Latzer '15 Scholarship
Edward Clyde Leslie Memorial Scholarship
Charlotte R. Levis '26 Scholarship
Judy Lewent '70 Scholarship for Women in Science
Mt. Holly Lions Scholarship
Frances Pendleton London '33 Scholarship
Sara Lowrie Love Memorial Scholarship
Joyce Tseng and Anna Tseng Lum Scholarship
Alice E. Maginnis '21 Scholarship
Leslie Nelson Savage Mahoney '12 Scholarship
Eva F. Manos Scholarship
Anna Glover Matson Scholarship
Harriet Floyd McCaskey '33 Scholarship
Edna S. McNinch '12 Scholarship in the Sciences
Louise Lathrop McSpadden '35 Scholarship
William E. and Elda Mack Meiers '51 Scholarship
Joseph Meyerhoff Family Scholarship
Hajime Mitarai Memorial Fund for Study Abroad
Walter M. Morris Scholarship
Shirley K. Morse '30 Scholarship
Helene Lobe Moses '24 Memorial Scholarship
Hilda W. Moses Scholarship
Helen Brevoort Mutch '29 Scholarship
Jane Devereux Porter Nabers '34 and Susan Cowles Porter Somerville '29 Memorial Scholarship
Dorothy Hamburger Needle '34 Merit Scholarship
Florence Burgunder Oppenheim '02 Scholarship
Harry J. and Fanny Jonas Patz '27 Scholarship
Maryland Young Pennell Scholarship
Mamie Emory Phillips '24 and Marrian Kuethe Wilson '23 Scholarship
Howard and Geraldine Polinger '43 Scholarship in the Visual and Performing Arts
Anne Margaret Potts '37 Scholarship
Helen Pracht Memorial Scholarship
Gertrude Sherby Rand '33 Scholarship
Reader's Digest Foundation Scholarship
Lizette Woodworth Reese Scholarship
Blanche Genevieve Reisinger 1898 Scholarship
Amy E. Reno '05 Scholarship
Bertha Bray Richards '25 Scholarship
Emma Robertson Richardson '34 Scholarship
Milton Roberts Memorial Scholarship
Esther Katz Rosen '16 Scholarship
Henry and Ruth Blaustein Rosenberg '21 Scholarships in Music, Visual Arts, and Dance
E. Berniece Ryan '26 Scholarship
Mary Hudson Scarborough 1897 Scholarship
Phyllis Kolker Schreter '43 Fund for Study Abroad
Helen Hosp Seamans '23 Scholarship
Annie Shelley Memorial Scholarship
W. H. Shelley Scholarship
Frankie J. Sherwood '69 Scholarship
Dorothy Axford Shields '31 Scholarship
Mary Brillinger Shumaker '29 Scholarship
Anna May Sease '03 Scholarship
Laetitia M. Snow 1895 Memorial Scholarship
Florence Walther Solter '04 Memorial Scholarship
Marcia Ryan Spaeth '46 Memorial Scholarship
James W. and Sallie E. Spencer Memorial Scholarship
Susie Brown Sweet 1897 Scholarship
Beulah Tatum Memorial Scholarship
Tau Kappa Pi Fraternity Scholarship
Margaret C. Taylor '31 Scholarship in Mathematics
Catharine Long TeLinde '21 Scholarship
Louise Scholl Tuttle '36 Scholarship Fund for Foreign Language Study
Ellen Fraites Wagner '72 Scholarship
Carol Fain Walters '57 Scholarship
Jeanne H. Ward '46 Scholarship
Margie Black Warres '40 Fund for Students with Special Needs
David and Marilyn Southard Warshawsky '68 Scholarship
Josepha Crist Weaver '33 Scholarship in Science
Edith R. Weinberg '24 Scholarship
Dorothy Sweet Welchli '21 Scholarship
Carrie Burgunder Westheimer '08 Scholarship
Mary Wilhelmine Williams Scholarship
Eva Orrick Bandel Wilson 1897 Scholarship
Older Women Scholarship
Katherine Greer Woods '22 Memorial Scholarship
Madge M. Young '05 Scholarship
Norma D. Young '30 Scholarship
Virginia Howe Young '28 Scholarship

Endowed scholarships are an important source of funding for need-based grants awarded by the Office of Student Financial Aid. These endowed scholarships are made possible through generous gifts and grants by alumnae/i, trustees, corporations, foundations, employees, and other friends of Goucher. There is no separate application process for these awards, but recipients are expected to communicate with the donors or their families in order to express appreciation for these funds. In most cases, endowed funds underwrite existing Goucher need-based grant awarded.

College Policies

NONDISCRIMINATION NOTICE

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, genetic information, religion, sex, age, or disability in its employment and educational policies. The college has adopted a Nondiscrimination Policy and Grievance Procedure and has designated the special assistant to the president to handle inquiries regarding nondiscrimination policies. Inquiries or grievances concerning Goucher's compliance with these laws should be addressed to Wendy Belzer Litzke, Special Assistant to the President, Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794; telephone: (410) 337-6042. Inquiries may also be referred to the Office for Civil Rights of the U.S. Department of Education at the following address:

Philadelphia Office
Office for Civil Rights
U.S. Department of Education
100 Penn Square East, Suite 515
Philadelphia, PA 19107
Telephone: 215-656-8541
FAX: 215-656-8605; TDD: 215-656-8604
E-mail: OCR_Philadelphia@ed.gov

STUDENTS WITH DISABILITIES

Students who need classes scheduled in an accessible classroom should register and notify the Registrar's Office in Student Administrative Services. Students who have special housing needs should contact the director of residence life. Verifying documentation will be required. Goucher College does not have a special program for students with disabilities, but the college offers a variety of academic support services to all students through the Writing Center and the Academic Center for Excellence (ACE). Services offered through ACE include supplemental instruction in various courses, a mathematics lab, and academic skills mentoring. All students are expected to fulfill Goucher College's requirements for graduation, which include writing proficiency and specified courses in mathematics, science, foreign language, and general liberal arts. The curriculum represents Goucher's definition of a sound liberal arts education, and students with disabilities are expected to make a good faith effort to complete the requirements. Students who cannot complete a particular requirement due to a documented disability may petition for an appropriate substitution to be determined by the associate dean for undergraduate studies with the assistance of the disabilities specialist.

Academic adjustments and/or auxiliary aids for students with disabilities are provided on an individual basis. Incoming students with documented disabilities who wish to request adjustments and/or auxiliary aids and services must complete the Disabilities Registration Form, mailed to incoming students, and submit it with the appropriate documentation to Dr. Frona Brown, Disabilities Specialist, Goucher College, 1021 Dulaney Valley Road, Baltimore, MD 21204-2794; telephone: (410) 337-6178. For students with learning disabilities and/or attention deficit disorders, appropriate documentation consists of a complete and current (usually less than three years old) psycho-educational evaluation, which includes the WAIS-III (subtest and test scores); selected achievement and information processing tests; a narrative report analyzing and summarizing the data; a clearly stated diagnosis; and recommended academic adjustments and/or auxiliary aids. For students with a physical and/or sensory disability, appropriate medical or clinical documentation identifying the student's disability and specifying the requested academic adjustments and/or auxiliary aids must be submitted.

To request academic adjustments and/or auxiliary aids and to ensure that they can be provided in a timely manner, students with documented disabilities must submit their documentation as soon as possible and meet with the disabilities specialist prior to the beginning of the semester for which adjustments and/or auxiliary aids are requested. More complete information is available at <http://www.goucher.edu/x4575.xml>.

Any employee with a disability who desires accommodations under the Americans with Disabilities Act should submit his or her request in writing to the Director of Human Resources, Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794.

DIVERSITY STATEMENT

Goucher College is committed to the development and education of students who are able to contribute to, participate in, and learn from the increasing and diverse cultural groups both on the college campus and in a demographically changing society. It is within this multicultural environment that the faculty can provide a curriculum and the staff can support activities which shape the understanding of other cultures. The faculty and staff will foster positive interaction among persons in the Goucher community of different races, colors, religions, nationalities, socioeconomic backgrounds, physical abilities, ethnicity, sexual orientation, gender, and ages.

INTERNATIONAL STUDENTS

Goucher College is authorized under federal law to enroll non-immigrant alien students.

VETERANS

Under the provisions of the various federal laws pertaining to veterans' educational benefits, Goucher College is authorized to provide for the education of qualified veterans and, when eligible, for the spouses and children of deceased or disabled veterans. Students eligible for veterans' benefits must apply for admission, pay their bills, and register in the same manner as non-veteran students. Reimbursement is made by the Department of Veterans' Affairs. To receive benefits, students must qualify for benefits and must comply with the rules that have been established by the Department of Veterans' Affairs and the policies currently in effect at Goucher.

Students receiving benefits must pursue a program of courses that leads to the exact educational objective listed on the student's VA Enrollment Form. Continuation of VA payments is contingent upon the student's meeting the college's academic standards for all students. The student must also meet any standards of progress that may be established by VA regulations.

Further information and enrollment forms may be obtained from the Registrar's Office in Student Administrative Services.

MILITARY CALL TO ACTIVE DUTY

When students are called to active duty in the United States armed forces, Goucher College wishes to provide as much assistance as possible. Policies and procedures are provided in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities. A copy of the procedures can be obtained from the Registrar's Office in Student Administrative Services.

STUDENT RECORDS AND FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to Student Administrative Services, the academic dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Goucher College to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One such exception is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection

agent); a person serving on the Board of Trustees; a student serving on an official board or committee (such as the Academic Honor Board, Student Judicial Board, or grievance committee); or a person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the college discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Disclosure without consent is also permitted for information designated by the college as directory information. As permitted by FERPA, without prior consent of the student the college may at its discretion disclose as directory information the student's

- (a) name;
- (b) local address, telephone number, and e-mail address;
- (c) home address and telephone number;
- (d) date and place of birth;
- (e) photograph;
- (f) participation in officially recognized activities and sports;
- (g) height and weight of athletic team members;
- (h) dates of attendance, including full- and part-time status, and graduation, including the listing of such information in the commencement program;
- (i) major and minor fields of study;
- (j) honors, degrees, and awards received;
- (k) previously attended educational agencies or institutions;
- (l) class (freshman, sophomore, etc.), and
- (m) anticipated date of graduation.

A student may request that all or a portion of this information not be released by filing a written request to that effect with the Office of the Registrar in Student Administrative Services by the end of the first full week of classes. Once such a request is filed, it will be honored for the remainder of the academic year in which it was submitted. Requests to withhold directory information must be filed annually with the Registrar's Office in Student Administrative Services. Students should carefully consider the consequences of any decision to withhold any category of directory information. It will require that any future requests for such information from non-institutional persons or organizations be denied, and will prevent such information from being included in the Student Directory. A FERPA tutorial can be found on the Web at www.goucher.edu.

SEXUAL MISCONDUCT

Goucher College has a comprehensive policy on sexual misconduct, including sexual harassment and assault, that provides important protections and information for victims, as well as disciplinary procedures and sanctions for individuals who are found to have violated the Sexual Misconduct Policy.

Harassment on the basis of sex may be a violation of federal law. The Goucher College Sexual Misconduct Policy clearly defines when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. The policy also includes a complaint process, consisting of both informal and formal procedures.

The complete Sexual Misconduct Policy, is published in the Campus Handbook, available online at www.goucher.edu/handbook.

OTHER POLICIES

College policies regarding AIDS, drugs, alcoholic beverages, smoking, hazing, withdrawal and leave-of-absence procedures and other matters, as well as the Student Judicial Code and the Academic Honor Code, can be found in the *Campus Handbook* and are a part of the college's regulations. The college's Substance Abuse Policy and Safety Information, published in compliance with the Clery Act, also appear in the *Campus Handbook*.

Information and disclosures in accordance with the Clery Act are also available online at www.goucher.edu/cleryact.

ACADEMIC INFORMATION

General Academic Information

ORGANIZATION OF THE CURRICULUM

Humanities Division

Communication
English
History and Historic Preservation
Modern Languages and Literatures
Philosophy
Religion
World Literature

Social Sciences Division

Economics
Education
Management
Prelaw Studies
Political Science and International Relations

Sociology and Anthropology
Special Education
Women's Studies

Natural Sciences and Mathematics Division

Biological Sciences
Chemistry
Computer Science
Mathematics
Physics
Premedical Studies
Psychology

Arts Division

Art and Art History
Dance
Music
Theatre

Interdisciplinary Studies Division

American Studies
Cognitive Studies
Individualized Interdisciplinary Major
International and Intercultural Studies
Judaic Studies
Peace Studies

Interinstitutional Program

B.A./B.S. Science and Engineering Program—Goucher College/Johns Hopkins University

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

One hundred twenty (120) credit hours are required for the degree. A student must achieve a minimum 2.00 cumulative grade point average and a minimum grade of C- in each course that is counted toward fulfilling the requirements of the major. Credit hours at Goucher are defined on a semester basis, as distinct from a trimester or quarter basis. Candidates for the degree must complete a minimum of 60 credit hours at Goucher College.

RESIDENCY REQUIREMENT

Ordinarily, the last 12 credit hours should be completed at Goucher. Exceptions to this rule may be granted for approved summer and study-abroad programs or other programs with the approval of the major department and the associate dean for undergraduate studies. Approved non-Goucher credits taken within the last 12 credit hours shall ordinarily be completed within two semesters following the petition date. Contact the Registrar's Office for approval of specific non-Goucher courses.

GENERAL EDUCATION REQUIREMENTS

Students entering Goucher prior to Fall 2006 and transfer students admitted in the 2006-07 academic year with at least 27 transfer credits will be required to meet the general education requirements in effect during the 2005-06 academic year. Reinstated students should consult the information on page 16 to determine which requirements they need to fulfill. All incoming first-year students and all students who transfer with less than 27 credits beginning Fall 2006 will be subject to the new general education requirements listed below.

One course may satisfy no more than two of these requirements. In fulfilling these requirements, each student must take at least one course in each of the following division. Note: English composition courses and courses used to attain foreign language proficiency may not be counted as fulfilling the Humanities division.

Division I: The Humanities;

Division II: The Social Sciences;

Division III: The Natural Sciences and Mathematics; and

Division IV: The Arts

Courses that fulfill the General Education requirement will be indicated in the course listings with the following reference (GEN. ED. # __)

1. Students must demonstrate proficiency in written communication. (For a more detailed description of this requirement, refer to the College Writing Proficiency section beginning on page 36.) This will be satisfied by demonstrating proficiency within the English composition sequence of courses or through a portfolio.

ENG 104 ENG 105 ENG 106

Writing across the curriculum (WAC) course

2. Students must demonstrate proficiency in a foreign language through the intermediate level. (For a more detailed description of this requirement, refer to the Foreign Language Proficiency section on page 36.)

SP 130, 130G or 130V	FR 130 or 130G	FRO 140	GER 130 or 130G
IT 130	JS 133	RUS 130	

3. Students must become informed global citizens and gain intercultural awareness through a study-abroad experience. (For a more detailed description of this requirement, refer to the Study Abroad section, beginning on page 37.)

AST 110G	BIO272G	CHE 272Y	COM272Y	DAN272Y	ED 272Y
ENG 272Y	FR 272G	FR 272Y	GER 230G	GER 272G	
GER 130G	HIS 272G	HIS 272Y	IT272Y	LAM272Y	
MGT 272G	MUS 272G	MUS 272Y	PCE272Y	PHL272G	
PHL 272Y	PSC272Y	RLG272G	RLG 272Y	RUS 272G	
SOC 272Y	SP 120G	SP130G	SP 272Y	THE 272Y	WS272Y
GER 272Y	PHL 272Y		MUS 272Y		

Goucher study abroad programs as well approved study abroads from other institutions.

4. Students must become acquainted with different ages, societies, and cultures and learn how to use a variety of historical sources. This will be satisfied by courses identified throughout the curriculum that deal with the past.

ART 100	ART 101	ART 260	ART 266	ART 268	ART 273
ART 276	ART 277	ART 278/HIS 278	ART 280	ART 281	ART 284
COM 239	COM245	COM219	DAN 195/w DAN 196		ENG 211
ENG 212	ENG 232	ENG 240	ENG 241	ENG 246	ENG 254
ENG 257	ENG 259	ENG 260	ENG 264	ENG 275	ENG 276
ENG 249	ENG 350	ENG 230	ENG 330	FR 258	
GER 233/HIS233	GER 259/HIS 237/JS259		HIS 110	HIS 111	HIS 113
HIS 116	HIS 117	HIS 120	HP 110	ISP110Y	MA 260
MUS 108	MUS 109	MUS 115	MUS117	MUS 260	MUS 349
PCE 257/HIS257	PCE 262/HIS 262/SOC262		SOC 271	PHL 157	PHL 216
PHL 218	PHL 219	PHL 224/THE 202		PHL226/RLG226	PHL 260
PHL 268/RLG 268	PSC 203	RLG 200	RLG 206	RLG 225	

5. Students must be able to reason abstractly and appreciate the elegance of abstract structure. This will be satisfied by a course in mathematics or logic. Courses from across the curriculum may be taken to satisfy this requirement. They include the following:

CS 105	CS 116	EC 206	MA 100	MA 110	MA 113
MA 140(105)	MA 155	MA 160(114)	MA 170(117)	MA 180(118)	
MA 190(125)	MA 216	MA 221	MA 222	MA 240	PHL 176
PHY 280	PSY 200	MA 141	MA 155		

6. Students must understand the methods of scientific discovery and experimental design. This will be satisfied by a natural science course with a laboratory, including any of the following:

AST 110	AST 110G	BIO 105	BIO 111	BIO 150	BIO 170
BIO 210/with214	BIO 220/with224	BIO 260	BIO 324/w 324L		
BIO 327/with328	BIO 333/with334	BIO 340/with341	BIO 343/w 343L	BIO 354/w354L	
BIO 362/with363	BIO 378/with378L	CHE 106	CHE 107	CHE 111/w112 or112H	
CHE 294	CHE 395Y	COG 110	PHY 115/with115L	PHY 125	PHY 126
PSY 114	PSY111/with112	PHY 116/w116L	PHY 126	PHY 220/w 230	

7. Students must acquire problem-solving and research capability by identifying, locating, evaluating, and effectively using information. This will be satisfied by courses identified throughout the curriculum.

ART 249	BIO 324	BIO 374	BIO 379	BIO 382	BIO 384
BIO 387	CHE 294	CHE 295	CHE 395Y	CHE 330	
COM 262	CS 320	CS 325	CS 340	EC 396	EC 397
ENG 200	ENG 241	ENG 340	ENG 361	MA 241	MA 260
MA 347	MGT 210	MGT 320	MGT 331	MGT 380	MUS 210
PCE 205	PCE 210	PCE 325	PHL 218	PHL 235/RLG235	
PHL 275/COG275		PHY 220/with280	PHY 395		
PSC 241/HIS241	PSY 252	PSY 255	RLG 331	RLG 355	WS 225
WS 230	WS 250	WS/PSC 260			

8. Students must be able to analyze and understand the creative process, assimilate experience and communicate it. This course will be satisfied by courses identified throughout the curriculum.

ART 102	ART 114	ART 137	ART 201/COM 202	ART 204
ART 213	ART 225	ART 230	ART 310	ART 331
COM 189	COM 207/THE 207		COM 286	COM 233
COM 232	DAN 252	ENG 120	ENG 202	ENG 205
ENG 305	ENG 307	MUS 101	MUS 104	MUS 105
MUS 121	MUS 153	MUS 152	MUS 205	MUS 206
MUS 305	MUS 306	PCE 131/THE 131	PCE 242	THE 120
THE 140/with140L		THE 205	THE 220	THE 231

9. Students must be able to interpret words, images, objects, and/or actions that are expressions of human culture. This course will be satisfied by courses identified throughout the curriculum.

ANT 107	ART 100	ART 101	ART 260	ART 266	ART 268
ART 276	ART 277	ART 278/HIS 278	ART 280	ART 281	ART 284
ART273	ART 286	ART 310	ART 331	COM219	
COM 234	COM 237	COM 239	COM245	COM 257	COM256
DAN 103	DAN 114/with124	DAN 115/with125	DAN116/with126	DAN 117/with127	
DAN 118/with128	ENG 111	ENG 211	ENG 212	ENG 215	
ENG 222/WS222	ENG 232	ENG 240	ENG 246	ENG 254	ENG 255
ENG 256	ENG 257	ENG 259	ENG 260	ENG 264	ENG 270
ENG 273	ENG 276	ENG 277	ENG 280	ENG 285	ENG 330
ENG 340	ENG 350	ENG 361	FR 245	FR 256	GER 250
GER 260/HIS229/JS246		MGT 221	MGT 229		
MGT 231	MUS 100	MUS 101	MUS 104	MUS 106	MUS 108
MUS 115	MUS 117	MUS 119	MUS 152	MUS 153	MUS 203
MUS 205	MUS 206	MUS 260	MUS 305	MUS 349	PCE 124
PCE 231	PHL 120	PHL 212/ART 207	RLG 130	RLG 153	RLG 200
RLG 207	RLG 209	RUS 251		RUS/WL 254	
RUS/WL 259		WL/RUS 269	RUS 272G	RUS 395	RUS 396
SOC 106	SP 254	SP 294	SP 315	THE 103	THE 200
THE 204	THE 211	THE 220	THE 231	THE272Y	WL 210
WL 230	WL/LAM280	WS 100	WS 150		
WS 217/LAM 217	WS 221	WS 222/ENG 222	WS 224	WL 230	
WL 280/LAM 280	WS 282/THE 282				

10. Students must understand the complex nature of social structures and/or human relationships that involve issues of inequality and difference. This will be satisfied by courses identified throughout the curriculum.

AFR 200	ANT 107	COM 213	COM 237	COM 257	COM256
EC 101	EC 102	EC 241	EC 242	EC 250	EC 265
EC 271	EC 320	EC 396	EC 397	ED 103	ED 215
ENG 249	ENG 252	ENG 275	ENG 285		FR 258
FR 272G	FR 295	GER 250	GER 259/HIS 237/JS 259		HIS 110
HIS 111	HIS 113	HIS 116	HIS 117	HIS 120	JS 259
ISP110Y	LAM 217/WS217	LAM 272Y*			
MGT 221	MGT 231	MGT 245	MGT 331	MUS 109	PCE 120
PCE 124	PCE 205	PCE 231	PCE242	PCE 325	PHL 105
PHL 201	PHL 217	PHL 231	PHL 243	PHL 245	PHL 254
PHL 276/WS276	PHL 280	PSC 140	PSY 226	PSY 230	
RLG 238/AMS 238	RLG 236/WS 236	RLG 273	RLG 274	RLG 355	
SOC 106	SP 315				
THE 131/PCE131	WL 210	WL 230	WL 280/LAM280	WS 100	WS 150
WS222/ENG 222	WS 224	WS 225	WS 226	WL 230	WS 250
WS/PSC 260	WS 265	WS 276	WS 282/HIS 282	WS 320	

11. Students must explore the ecological and/or policy dimensions of environmental sustainability. This will be identified by courses throughout the curriculum. Begins with students entering Fall 2007.

BIO 170	BIO 240	BIO 272G	BIO 333	BIO 343/343L	CHE 106
EC 265*	MA 141	MA 155	MA 216	PHL 205	PSC 140
PSC 285					

*when topic applies

College Writing Proficiency

All students are expected to achieve writing proficiency, which is evaluated twice during their college career. College writing proficiency (CWP) is taught and assessed through the Writing Program. The achievement of CWP signifies that students have learned to write clear and coherent academic prose and complete library research. Students achieve writing proficiency in the major through courses designated by individual departments. These courses insure that students have mastered the particular genres, analytical methods, and styles of their majors.

All incoming first-year and transfer students should submit a writing placement essay, which the Writing Program uses to recommend the best route to achieve CWP. Most first-year students should take ENG 104 to prepare for college-level writing. Some advanced first-year students will be placed in ENG 105 during the fall semester. Transfer students who write a strong placement essay may be asked to submit a portfolio or take a WAC course.

First year students who do not earn CWP credit in ENG 105 must take either ENG 106 or a writing across the curriculum (WAC) course in their next semester. Though students who earn a B- or better in ENG 105 are likely to be writing well enough to achieve CWP, the grade itself is not sufficient evidence that the student writes proficiently. CWP is determined only by the writer's consistent ability to meet the criteria, and may be awarded to students who score somewhat less than a B- in the course, or may be withheld from students who score a B- or better (though the latter case is rare).

Some ENG 104 students may be awarded CWP at the end of ENG 104. To qualify, students should consistently meet the CWP criteria and achieve an A or A- in the course. They should also demonstrate research-writing abilities equivalent to those required of ENG 105 students. Students may ask their ENG 104 instructors to consider submitting a portfolio of papers to the Writing Program at the end of the semester. Only papers submitted by instructors will be evaluated for CWP. All ENG 104 students should register for ENG 105 in case their portfolios do not earn exemption.

Students placed in ENG 103 should take this course in the fall of their first year. Most of these students will take ENG 104 in the spring. However, students with at least an A- average in ENG 103 may, upon the recommendation of their instructor, submit a portfolio to the director of the Writing Program. The director will then decide if the student should be exempted from ENG 104. Students exempted from ENG 104 should take ENG 105 in the spring.

Students who do not earn CWP credit in ENG 105, must take either ENG 106 (Academic Writing III) or a Writing Across the Curriculum (WAC) course in their next semester, or submit a writing portfolio in each semester until CWP is achieved. Students who earn below a C- average on papers written for ENG 105 should take ENG 106, but students who are nearly proficient may take a WAC course. Courses offered as part of the WAC program are described in the course offering booklet published by Student Administrative Services.

Foreign Language Proficiency

Competence in a language other than one's own is an integral part of a liberal arts education. Language training has broad cultural implications and develops skills necessary for many careers. All students are required to complete the intermediate level of a foreign language. A minimum grade of C- is required to progress from one language level to another. Students taking a 130-level language course pass/no pass who achieve class scores lower than 70 percent must take the course again. Native speakers and exceptionally well-prepared students in the languages offered at Goucher College may be exempted from the requirement on recommendation of the Modern Languages and Literatures Department or through a written or oral placement test (required of all entering students).

Students intending to complete the language proficiency out of residence must obtain prior approval from the Modern Languages and Literatures Department and complete a minimum of 12 credits (or the last intermediate course offered at that institution). A minimum grade of C is required. If a student intends to fulfill any portion of the foreign language requirement abroad, written approval by both the Modern Languages and Literatures Department and the Office of International Studies is required prior to departure. Students may be required to demonstrate proficiency upon return to campus. Students participating in summer and winter intensive language programs other than those run by Goucher faculty will also need prior approval if they are seeking Goucher credit. Languages not offered at Goucher College will be accepted provided that students fulfill the same requirements as those for languages offered at Goucher. Students must notify the chair of the Modern Languages and Literature Department of their intentions to fulfill their language requirement at another institution, and complete a form specifically designed for this purpose (available online). Results of placement tests taken at institutions in the area must be sent to the chair of the Modern Languages and Literatures Department.

The Modern Languages and Literature Department will evaluate transfer credits of language courses taken at another institution on an individual basis. Ordinarily, if a student submits transfer credits at the beginner and/or intermediate level with a grade of C or above and is placed in the first semester of a language no transfer credit will be given; if placed in the second semester of a language, up to four transfer credits could be given; if placed in the third semester of a language, up to eight transfer credits could be given. For students who place out of Goucher College's intermediate level, up to 12 transfer credits could be given and the language general education requirement will be fulfilled.

In order to ensure timely completion of the foreign language requirement, students need to begin to study a language during their first year. Transfer students who enter as sophomores or higher should begin to study a foreign language immediately. For all students, unless there are extenuating circumstances, the final course to satisfy the foreign language requirement should be attempted in the fall semester of the senior year.

Study Abroad

All students are expected to make a good-faith effort to complete the study-abroad requirement. Students who cannot complete the study-abroad requirement may petition the associate dean for international studies for an exemption. Students who are granted an exemption from the international study requirement will be required to substitute an off-campus experience to satisfy this requirement.

All transfer students who have completed study abroad in college-level academic work (for which at least three credits are accepted by Goucher) will have satisfied the study-abroad requirement upon enrollment.

Because the requirement will have been completed before enrollment, no travel voucher will be issued to these students, even if they undertake subsequent international study.

As with all college-level work completed elsewhere, final approval of credits for study-abroad work completed before enrollment at Goucher must be confirmed by the registrar after a review of a final, official transcript of that work. The registrar will also confirm at that time whether the work approved for credit at Goucher satisfies any academic requirements, including the study-abroad requirement.

Physical Education Requirements

Goucher students, including those who transfer to the college, are required to complete two physical education courses by the end of the junior year. The physical education requirement for graduation is defined as:

- Wellness PE 135
- One activity course

Students who successfully complete a season on a varsity team, a dance performance through the Dance Department, some, (but not all) dance courses, or a riding course may use that experience to satisfy the activity component. Goucher does not recognize audits or unsupervised activity as a substitute for course work in physical education.

Students with physical education or health science transfer credits on an official transcript from another college may be able to satisfy all or part of Goucher's physical education requirement. These students should submit course syllabus, catalogue description, or certification document for consideration.

Students with a gap of five years or more in their continuous education, or those over the age of 25, are exempt from the physical education requirements but are encouraged to enroll in or audit any physical education course.

Frontiers

Frontiers—the first-year seminar program offered in the fall semester—is required of all first-year students. Frontiers introduces new students to the liberal arts and sciences and invites them to become active participants in Goucher's rich intellectual community. Students learn critical thinking, reading, and writing skills that will enable them to understand and engage an ever more complex world. They are encouraged to examine their assumptions and values as they explore those of others. The seminars also emphasize the value to the academic environment of collaborative learning and information technologies, and foster independent thought, intellectual curiosity, and the joy of learning.

Goucher II students who enter as first-year students are required to enroll in Frontiers. ISP 110 and 110Y taken in the fall semester fulfill the Frontiers requirement.

Connections (FYE 134)

Connections is a required first-semester course that continues the orientation process and helps students as they draw connections between what goes on inside the classroom and experiences in life outside of class. First-year students are introduced to people and resources throughout the Goucher community that can be used as navigational tools as they get acquainted with the college. They also begin to form a learning community in which participants come to know one another, develop a sense of respect for different viewpoints, and learn the value of individual responsibility and accountability. All incoming first-year students must pass this course to be eligible for graduation with the exception of Goucher II, who are exempt from this requirement.

The Major

Completion of a major is a requirement for the degree. Students are required to declare a major in the second semester of the sophomore year, and may choose a major earlier if they are certain of their academic focus. The major enables students to study one or more disciplines in depth. No course may be counted toward requirements for the major unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the major unless such courses are graded on a pass/no pass option only.

Students must complete a writing and computer proficiency requirement in the major and fulfill the requirements for the major, minor, or concentration that are in effect at the time they declare. Students entering Goucher in Fall 1997 and after will meet the computer proficiency requirement through their declared major.

A student's major may be designated in any of the following patterns:

Departmental Major

The student follows a program outlined by a particular department for at least 30 credit hours of which at least nine credit hours should be at the 300 level.

Double Major

The student fulfills all the requirements for the major in two departments.

Individualized Interdisciplinary Major

The individualized major is for students whose interdisciplinary interests are not met by an existing interdisciplinary program. The individualized major falls under the jurisdiction of Division V and must be supervised by an interdisciplinary committee composed of a faculty sponsor and at least two other faculty members. The student must meet with the director of individualized interdisciplinary major early in the sophomore year in order to formulate the intended major and must declare the major by spring pre-registration of the sophomore year. The individualized major must include 45 credits at the 200/300 level.

The Minor

Students may select a departmental or interdisciplinary minor in addition to the major. The departmental minor shall be composed of six courses on the 200 and 300 level (18 to 24 credits, depending on the course selection). Departments are encouraged to list a “core” for the minor; at least 50 percent of the courses should be “core.” At least one course in the minor should be at the 300 level. A selection of appropriate electives may be designated by the individual departments. The interdisciplinary minor may require eight courses (24 to 32 credits). Students must fulfill all the criteria for the minor. No course may be counted toward the requirements for a minor unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the minor unless such courses are graded on a pass/no pass option only.

The Concentration

Students may select a departmental or interdisciplinary concentration in addition to the major and must meet all the criteria for the concentration. Concentrations are not available in all departments or disciplines. As with the major and minor, no course may be counted toward the requirements for a concentration unless a grade of C- or higher is earned. Courses elected with a pass/no pass option will not count toward requirements for the concentration unless such courses are graded on a pass/no pass option only.

Off-Campus Opportunities

Goucher College has been a pioneer in linking a liberal arts education with internships and other real-world experiences. For students entering Goucher before Fall 2006, or entering during the 2006-07 academic year with 27 or more credits (sophomore standing), the off-campus experience is a general education requirement. This general education requirement of at least three semester hours may be completed through academic internships off campus, study abroad, student teaching or approved independent work conducted off campus. Students entering Goucher during the 2006-07 academic year with fewer than 27 credits have study abroad as a specific general education requirement (rather than an off-campus experience requirement which is defined more broadly). Academic credit for internships will remain an important and valuable opportunity for all students and is required for some majors.

Independent Off-Campus Work

Students participating in a supervised independent off-campus work experience must submit a petition and receive approval from the associate academic dean in consultation with the Registrar, Career Development Office (CDO) and/or other interested parties to have it fulfill the off-campus experience (OCE). If approved, students register for a three-credit independent study with a Goucher professor and must also have an off-campus work supervisor in order to satisfy the OCE requirement. Approved projects require approximately 135 work hours, as well as occasional meetings with the professor, to qualify for three academic credits.

Academic Internships

Students who wish to complete an internship for academic credit must do the following:

- Submit a completed internship learning agreement to the CDO for approval by the established deadline;
- Develop learning goals at the beginning of their internship;
- Reflect on their learning through journals, papers, and other academic work with guidance from faculty sponsors;
- Complete an evaluation of their experience at the end of the semester.

Each department has established internship courses with distinct prerequisites and academic requirements. All internships must adhere to the policies outlined by the college. Credit will not be awarded for previously completed work or internship experiences. In addition to credit, students may receive a salary or stipend for their internship.

Academic internships are available for almost every major and during every semester. Although the CDO provides resources to assist students throughout the process, students must take an active role in arranging their internship. The CDO also coordinates the Summer Internship Award Program that competitively awards funds to students pursuing summer internships. The purpose of the awards is to encourage students to participate in academic internships

for credit over the summer by supplementing their expenses. The criteria for the awards are varied. Some awards are geared toward students pursuing internships in specific geographic areas, while others target students pursuing certain majors, or internships conducted in certain industries. To learn more about these awards, please refer to the CDO website at www.goucher.edu/cdo/

Internship Policies

The following policies have been established to clarify how students are awarded credit and to address issues relating to registration for internship credit.

1. Three internship credits will be earned for 90 hours of internship experience and four internship credits will be earned for 120 hours of internship experience.
2. Students may earn a total of eight internship credits toward graduation. Students participating in more than eight internship credits will not be able to apply additional credits towards graduation.
3. Internships that fulfill the off campus experience requirement must be completed off campus unless approved by the associate dean of academic affairs.
4. Credit can be awarded only when the internship experience coincides with the semester that the student registers for such credit.
5. Students may complete only one internship (up to four credits) per semester.
6. Students may complete more than one internship at a site, but the responsibilities and academic work involved in the internship must be different in order for additional credit to be earned.
7. Students are not permitted to audit an internship course.
8. Students must complete an evaluation of their internship experience at the end of each semester and return it to the CDO by the deadline.

The following guidelines have been developed to provide a framework for the internship process and to clearly delineate the roles and expectations for all involved in the internship program.

Interns

Preparing for an Internship

- Meet with your academic adviser to discuss your eligibility to participate in an internship for credit.
- Schedule an appointment (410-337-6191) or visit the CDO to discuss strategies for locating internship sites 3 – 6 months before you would like to start an internship.
- Identify internship sites that match your skills, interests, and goals.
- Gather resources from the CDO to develop and target your resume and cover letter and to prepare for interviews.
- Arrange interviews with prospective site supervisors.

Obtaining Credit for an Internship

- Secure a faculty internship sponsor from the department in which your internship will be conducted after you have been offered a position. Before accepting the internship, discuss your ability to gain academic credit for your internship with your faculty internship sponsor.
- Complete the Internship Learning Agreement (ILA) with your faculty internship sponsor and site supervisor. This form must be typed. Once the form is complete, obtain the signatures of your academic advisor, faculty internship sponsor and site supervisor and submit the form to CDO. Incomplete forms will not be accepted by the CDO.
- Submit the completed ILA to the CDO by the semester deadline. Please allow a 48-hour turnaround time following the deadline for the CDO to approve your ILA.

Completing an Internship

- Comply with the employer's rules and regulations: report for work on time; complete assignments promptly and effectively; maintain a professional attitude and appearance.
- Notify the faculty internship sponsor and the CDO of any unavoidable absences, changes in job status, or any difficulties experienced with the internship site or internship site supervisor. Notify the site supervisor of any changes in enrollment status.
- Keep a record of days and hours worked. At the end of the term, have this log signed by the employer and return to your faculty internship sponsor.
- Contact your faculty internship sponsor to report progress at least four times during the semester. Complete all academic assignments on time.
- Schedule a time with your site supervisor to meet to discuss the completed Performance Evaluation. A copy of this evaluation will be sent to the faculty internship sponsor to use when evaluating work and assigning credit.
- Complete the Student Evaluation of Internship Experience and return it to the CDO by the requested date.

Faculty Internship Sponsors

Preparing the Intern

- Encourage students to contact the CDO for assistance in locating internships.
- Determine if the work experience, done in conjunction with academic requirements, warrants credit.
- Assist students in completing the Internship Learning Agreement (ILA) by defining learning objectives, developing the proposed plan of study, and assigning academic requirements of the internship.
- Arrange to contact the intern through meetings, telephone calls, or e-mails at least four times per semester, during the term of the internship, to review the student's progress in accomplishing the learning objectives.
- Act as a resource person or consultant to the intern for any special problems or work-related issues.
- Evaluate the intern on the following items: performance at the internship site, ability to reach learning objectives, and written work or other cumulative project (portfolio, journal, etc.). The CDO will forward completed Performance Evaluations to faculty internship sponsors to use in determining the intern's grade.

Conferring with the Internship Site

- Initiate contact (visit or telephone call) with the site supervisor to determine if the tasks/responsibilities, learning objectives, and evaluation of learning experiences set forth in the ILA are being completed.

Acting as a Liaison to the Administrative Offices

- Review grade roster on Campus Web for accuracy. Notify the Registrar's Office in SAS of problems or changes.
- Inform the CDO of any problems with the internship site or site supervisor.
- Review completed Performance Evaluations forwarded by CDO.
- Verify that work has been completed, assign grades, and enter grades on campus website.

Work/Volunteer Experience and Study Abroad for Goucher II

Goucher II students interested in fulfilling the off-campus requirement with work and/or volunteer experience should submit a request in writing to their advisor, the director of the Goucher II program, and the director of the Career Development Office (CDO). Specific guidelines, available from the Goucher II director, the CDO, and the Registrar's Office, must be consulted in preparing the request. Upon review of the request, the student will be informed of the decision. Goucher II students can pursue a waiver of the internship/off-campus experience or the new study-abroad requirement (as stipulated by the terms of their enrollment) by submitting a petition to the associate dean for international studies.

Study Abroad

Goucher Programs

The college sponsors several summer, winter, semester, and yearlong study-abroad programs. Students interested in studying abroad should contact the Office of International Studies for further information.

Students are considered in-residence while enrolled in a Goucher-sponsored program. Credits and grades earned abroad will be counted in a student's credit accumulation and calculation of the grade point average. Full semester and year long courses must be taken for a letter grade with the exception of some designated language courses that are taken pass/no pass only. Consult the Office of International Studies for the designated courses.

Semester, Academic Year, or Summer Programs

- Bamako, Mali
- Brazilian Ecosystems
- Denmark International Study Program
- Eberhard Karls Universitat, Germany
- Glasgow School of Art, Scotland
- Hansard Scholars Programme, England
- Institute of Economic and Political Studies, England
- Internships in Francophone Europe
- Middlesex University, England
- Oxford University, England
- Paris, France
- Rhodes University, South Africa
- Siena, Italy
- University of Sussex, England
- University of East Anglia, England
- University of Ghana
- University of Salamanca, Spain
- University of the Sunshine Coast, Australia
- University of Westminster, England

Intensive Courses Abroad

Course descriptions are available under the appropriate academic department.

- Acá y Allá: Identity Transformations in Contemporary Puerto Rican Families
- Astronomy and Spanish in Granada, Spain
- China: Past, Present, and Future
- Culture and the Arts in West Africa
- Dance and Theatre as Cultural Metaphors in London
- Education in Township and Rural South Africa
- French Theatre in Paris
- History and Performance of Dance in Brazil
- India: Solving the Puzzle
- Inequality and Social Policy in South Africa
- Italian Language and History Through Music
- Multicultural Education in Costa Rica
- Spanish 120 in Cuernavaca, Mexico
- Tropical Marine Biology in Honduras
- Twentieth-Century Prague
- Understanding Conflict: A Peace History in Spain
- Vietnam: A Nation in Transition

Language, History, Culture Immersion Program

- Avignon, France (FR 272G)—summer
- Berlin, Germany (GER 130G)—summer
- Cuernavaca, Mexico (SP 120G)—January
- Russian in Moscow (RUS)—summer

Non-Goucher Programs

The college recognizes that a student's academic interests may not be met by Goucher-sponsored programs. In these instances, students may elect to study abroad for a summer, winter, semester, or a year on other approved programs offered by accredited U.S. colleges and universities. Those students who seek to study abroad in a non-Goucher program should complete the application available in the International Studies Office by the established deadline.

Students in good academic and financial standing may request an academic leave of absence for either one or two semesters. A leave begins at the end of a regular semester. Students are expected to enroll full-time in the college at the conclusion of their leave. Students studying abroad during the summer or winter do not need to apply for an academic leave of absence but are required to make arrangements for program approval and transfer of academic credit through the International Studies Office. Goucher does not accept transfer credit for service learning courses taken during non-Goucher programs.

To obtain transfer credit for academic work completed on non-Goucher programs, the proposed program of study should satisfy the college's academic standards and form an integral part of the student's overall academic plan. Courses must be taken for a letter grade. Grades below C are not acceptable for transfer credit. Students with senior status applying to study on a non-Goucher program must comply with policies pertaining to the college's residency requirement. An official transcript, from a regionally accredited college, university or an international institution recognized by the ministry of education in that country, must be submitted for course work to transfer into Goucher.

Financial Aid and Scholarships for International Study and Experience

Financial assistance is available for students participating in Goucher-sponsored programs during the academic year. Financial aid is determined on the basis of need and estimated costs of the study-abroad program. Refer to the Financial Aid section of this catalogue for more information. Students with any aid should consult the Office of Student Financial Aid before planning to participate in an off-campus program. Additionally, students enrolled in a semester program or credit-bearing intensive course abroad may apply for a Goucher loan (maximum \$2,000) and are subject to the terms of the agreement.

Students granted an academic leave of absence may apply federal aid to their study-abroad program although it may affect their overall financial aid assessment upon return to the college. Goucher-sponsored funds do not convey to non-Goucher programs. Students interested in applying this option should consult with the offices of financial aid and international studies.

Financial aid does not apply to summer or January intersession study-abroad programs.

Study-Abroad Deposits

Students studying abroad on Goucher-sponsored semester or academic programs must pay a \$200 application fee and a nonrefundable study-abroad deposit of \$500 by November 8 for the spring semester, or by April 7 for the fall

semester or the academic year. Students pay study-abroad deposits in the Office of International Studies. The \$500 study-abroad deposit is deducted from a student's tuition. Student who withdraw from a study-abroad program will forfeit the deposit. Students studying abroad on Goucher-sponsored programs must also pay the \$500 enrollment deposit to SAS by the appropriate deadline.

Students studying on non-Goucher sponsored semester or academic year programs pay all necessary fees to their program sponsor. Non-Goucher study-abroad program participants must pay the \$500 enrollment deposit to SAS by the appropriate deadline for the semester they return to Goucher.

Students participating in intensive courses abroad will be required to pay a \$50 application fee and a \$500 nonrefundable program deposit. Specific deadlines are set each semester by the Office of International Studies.

Refunds

If, due to any unforeseen circumstances or other circumstances beyond the control of the college, a semester, year, or intensive course abroad program is cancelled, either prior to departure from the United States or during the course of the program, or if a student withdraws from a program for any reason, either prior to departure from the United States or during the course of the program, he or she will not be entitled to a refund of any fees paid, including the program deposit, tuition fees, travel fees, program fees, or any other fees he or she may have incurred in connection with the program prior to departure or after arrival at the program site.

In most cases, the college forwards program fees to vendors in foreign countries, making it nearly impossible for the college to recover such fees due to a program cancellation or in the event a student withdraws from a program. The college will make a good-faith effort to recover such fees and to return any portion of fees that it may recover that may be attributable to a student's participation in the program. However, the college makes no warranties regarding the recovery of fees and is not liable to a student for any fees that it is unable to recover.

Scholarships

Scholarships for study abroad, language immersion, and international internships are available through the Office of International Studies. These include:

The Leslie Savage Nelson Mahoney Scholarship (for study at Oxford University)

The Constance R. Caplan '57 Scholarship Fund (for study at Cambridge University)

The Josephine Levy Kohn '36 Scholarship for Study Abroad (worldwide/all academic majors)

The Doris Newman Scholarship for International Studies (IIS majors/international internships)

The Louise Scholl Tuttle '36 Scholarship Fund for Foreign Language Study (language study for students in business and the sciences)

OTHER ACADEMIC OPPORTUNITIES

Independent Work

With the permission of the instructor and the department chair involved, a degree candidate may pursue independent study beginning with the second semester of the first year. Ordinarily, a student may not register for more than two independent studies per semester. No more than 12 credits of independent study may be applied toward the 120 credits required for graduation.

The Senior Thesis

The senior thesis is the product of scholarly or scientific research or artistic work of high academic quality. The character of the work leading to the senior thesis may take many forms but is expected to be more advanced than normal course work and should involve an unusually high level of originality, independence, organization, and dedicated effort. Many departments use it as one criterion for selecting students who are awarded honors in the major. Senior thesis work carries eight credits and ordinarily involves two sequential courses of four semester credit hours each, directed by a faculty adviser selected by the student. Should the the second semester not be attempted due to unforeseen circumstances, the first semester work will be converted into an independent work. The adviser and the thesis subject are ordinarily in the student's major field. Theses that are awarded honors will be catalogued; others will be filed by name in the alumnae/i archives. Students may register for senior thesis work after completion of a minimum of 87 semester hours of college credit, registering for two consecutive four credit courses. To qualify for senior thesis registration, students must ordinarily have a minimum GPA of 3.50 in the major field(s) and 3.25 overall. They should also be making normal progress toward completion of all requirements in the major(s).

International Programs

As one of the "International 50," a group of selective, independent colleges recognized for their commitment to excellence in international education, Goucher provides students with the knowledge and experiences they will need to live and work in the multicultural, global environment of the 21st century. The college creates an innovative living and learning environment that prepares students to be global citizens. Whether students select the international and intercultural studies major, enroll in the Linkage-through-Languages curriculum, live in the Language House, interact with visiting international scholars, or participate in the many other international opportunities available, they engage in a dialogue that transcends borders. Students are encouraged to participate in the growing variety of programs abroad, and many students elect to incorporate several international options into their undergraduate experience.

International Scholars Program

The International Scholars Program (ISP) is open to all incoming first-year students. When elected in a student's first year, the first-semester seminar will substitute for a Frontiers course. Interested students who have not already applied for or who have not been accepted to ISP may apply in the spring of their first year to participate during their second year.

The program consists of one full-year seminar, a second four-credit seminar, and a senior roundtable that is required but carries no credit. The seminars offer multidisciplinary perspectives on the contemporary global condition, and they are designed to complement any major or academic program of study. In addition to course work on campus, students are required to study abroad. Typically, students will travel abroad for a semester or year after completing the first two seminars. This could happen as early as the second semester of their sophomore year or as late as the first semester of their senior year. Students may petition to substitute two intensive courses abroad (ICA) for the semester/year requirement. Included in the petition should be both a rationale for being excused from the requirement, and a rationale for the two ICAs selected.

Adequate language proficiency will provide students the necessary tools to engage in meaningful exchanges and make the most of a genuine immersion experience when participating in the study-abroad component of the program. Language proficiency for this program is defined as a basic mastery of the four language-learning skills: listening, speaking, reading, and writing. Students are strongly recommended to complete at least one additional semester of language training beyond the level of college proficiency, but will not be required to do so unless mandated by the study-abroad program they select.

Science and Engineering Program

Goucher College has established a dual-degree program through which students earn both a bachelor of arts degree from Goucher and a bachelor of science degree from the G.W.C. Whiting School of Engineering of the Johns Hopkins University. The purpose of the dual-degree program is to enable students to explore the liberal arts and sciences while developing professional knowledge and experience in a specific field of engineering.

A Semester in Washington at American University (AU)

Goucher students now have the opportunity to spend a semester in the nation's capital, participating in the American University's Washington Semester, the oldest and most highly regarded program of its type. Students can choose from an array of program opportunities including semester study in American politics, international business and trade, economic policy, foreign policy, justice, international environment and development, public law, art and architecture, history and cultural policy, peace and conflict resolution, or journalism. The Washington Semester is a 16-week immersion program. Students live and learn at American University's Tenley campus. In class they work with an exceptional faculty and important policy leaders and practitioners from the Washington community. The program has three parts: an internship, a seminar, and an elective course or research project. Students draw on the resources of the program staff to land some of the most exciting internships possible. At the core of each program is a seminar in which students read and discuss the issues in their area of study and also meet and interact with leading practitioners in the field. The program is rounded out with either an academic course chosen from the American University catalogue or an independent research project supervised by a member of the AU faculty. The program is best suited for students with at least second-semester sophomore status.

Post-Baccalaureate Opportunities

Through an affiliation with the Monterey Institute of International Studies, Goucher College offers two opportunities for graduate study. Information on these options may be obtained from the International Studies Office.

Graduate Credits

4+1 International MBA Program

Students in international business or management may elect to enroll in the 4+1 BA/MBA Program. Students selected for the program who complete the prerequisites will be admitted to the Monterey Institute with advanced standing and will be eligible to complete the International MBA in one year.

4+1 B.A./M.A.T. and B.A./M.Ed.

For those interested in teaching and/or educational administration, Goucher offers accelerated degree programs in which students can earn both the bachelor of arts degree and either a master of arts in teaching or a master of education degree in five years rather than the more typical six or seven years. Through these programs, students may take up to nine graduate credits while still undergraduates as long as they have attained junior status, possess a 3.0 or better grade point average, and have applied and been accepted into the program by the chair of the Department of Education and the director of the Graduate Programs in Education. The nine graduate credits apply both to the 120 credits required for the bachelor's degree as well as the credits required for the master's degree. Grades are averaged into the undergraduate GPA only. These programs typically require two to three summers' course work. Courses must be completed within one year of receiving the bachelor's degree. For more information regarding accelerated degree programs in education, please contact the chair of the Department of Education and the director of Graduate Programs in Education.

For students not enrolled in either of these programs, any graduate course taken by a student at Goucher must be approved both by the major advisor and the chair or the program director of the discipline the course is related to before it can count toward the undergraduate degree or be considered for calculation into the grade point average. Furthermore, the graduate course must be in the student's major area of study, and the student must have senior standing. Students are not permitted to take more than nine credits of graduate courses during their undergraduate studies.

Interinstitutional Programs

Participation in the interinstitutional program that includes Baltimore Hebrew University, Coppin State University, Johns Hopkins University, Loyola College, Maryland Institute College of Art, Morgan State University, College of Notre Dame of Maryland, Peabody Institute, Towson University, University of Baltimore, University of Maryland Baltimore County, and Villa Julie College is open to full-time sophomores, juniors, and seniors. Courses in the day programs of the neighboring institutions are part of the reciprocal arrangement. Ordinarily, a Goucher student may take only two courses per year at the other institutions. Courses not duplicated at Goucher are open to election, although visiting students may not displace a student of the host institution in courses where places are limited. Independent work and special tutorial courses may not be taken at another institution. Interinstitutional courses are not open to pass/no pass election. Class schedules of participating colleges are available on the respective colleges' websites. Complete regulations and registration procedures may be obtained from the Registrar's Office in Student Administrative Services. Goucher students who participate in the interinstitutional program pay Goucher tuition fees. Any exceptional charges are paid by the student directly to the host college. Students are responsible for their transportation to and from other colleges. There is limited shuttle service to some of the interinstitutional colleges and universities.

Summer Study

Students who wish to obtain credit for work taken at another institution during the summer must have their course elections approved by their advisers and the Registrar's Office, acting on behalf of the provost. If the course requested is from a department other than that of the advisor, then the signature of the chair of that department is required. Only 15 credit hours of summer or January intersession work are applicable to the degree.

Only credits with grades of C or higher will be accepted.

Army ROTC

Goucher accepts Army ROTC Scholarships as part of the college's association with the Army ROTC program at Loyola College. Interested students should contact Captain Garrett Bell at Loyola at 410-617-2387.

ACADEMIC PROCEDURES

Academic Responsibilities

In fulfilling their academic responsibilities, students are granted a degree of autonomy commensurate with their obligations to the social and academic communities. Students' academic obligations and responsibilities include regular class attendance and systematic preparation in all phases of their work. Any student who must be absent from class for a disproportionate amount of time due to illness, may be advised to withdraw from class.

Academic Honor Code

The cornerstone of Goucher's academic community is the Academic Honor Code. Adopted in the first decade of the 20th century, the code emphasizes the importance of personal honor and moral integrity that reflect the honor and integrity of the Goucher community. As the primary authority to regulate student conduct in matters pertaining to the Academic Honor Code, the Student Government Association (SGA), provides for the Academic Honor Board. Both the Academic Honor Code and Student Judicial Code may be found in the Campus Handbook. The associate dean for undergraduate studies may be consulted for information about the judicial process.

Academic Advising

Curricular guidance in a student's first and second years is offered by a faculty adviser who works with student to develop an academic plan of study. When students declare majors/minors, they choose faculty advisers in their major/minor department. The associate dean for undergraduate studies coordinates the advising process. All the information pertaining to the fulfillment of requirements for graduation is found in this catalogue. Biannual degree audits are provided to students by the Registrar's Office in Student Administrative Services. Ultimately, it is the students' responsibility to monitor their progress toward the fulfillment of degree requirements.

Academic Center for Excellence

The Academic Center for Excellence (ACE) is the academic support service designed to assist all Goucher students in developing those study and learning skills necessary for college success. ACE services include individual assistance in study skills offered by peer mentors, supplemental instruction led by student leaders, math lab, language lab, and study skills workshops. ACE also implements the academic adjustments for those students who submit documentation of a disability to the disabilities specialist.

Course Load

Fifteen semester hours are considered the norm. However, a full-time student may take as few as 12 credit hours in any semester. Students who elect fewer than 12 credit hours in a semester are considered to be part-time. The maximum number of credits students may take is as follows:

- All students, unless otherwise restricted for academic standing or other reasons, may take up to 16 credit hours (fall and spring).
- Students who have a cumulative GPA above 2.0 and at least a semester GPA of 2.0 in the immediately preceding semester may take up to 18.0 credits per semester (fall and spring).
- Students who have maintained a cumulative GPA of 3.25 and have completed at least 27 credits, meaning that they have attained sophomore standing, may take up to 19 credits per semester (fall and spring).
- Students who, due to extraordinary circumstances, are in need of a heavier course load than the aforementioned academic credit limit policy allows may petition the associate dean for undergraduate studies.

Audits

A full-time student may audit one or more courses a semester without additional charge. Election of the audit option must be done at the point of registration for the course or within the add/drop deadline for adding a course. Permission to audit must be obtained in writing from the instructor of each course. Successful completion of audits will result in an AU on the transcript. There will be no notation on the transcript in the case of unsuccessful completion or withdrawal from an audited course. Students may withdraw from an audit through the last day of classes. College policy prohibits changing an audit to credit or vice versa after the add/drop deadline.

Withdrawals from Courses

A student may drop a semester course without a withdrawal appearing on the transcript until the the ninth day of class. If a student withdraws from a class after this time, the student will receive a grade of W. The last day to withdraw from a semester course with a W is the end of the 10th week. Deadlines for half-semester courses are in proportion to their seven-week length. Students should consult the important dates for students calendar for exact dates.

Course Examinations

Final examinations are given at the end of each semester. Unexcused absence from a final examination is counted as a failure on the examination. The semester officially ends at the close of the examination period. No course work is accepted after this time unless an incomplete has been authorized. Students are responsible for submitting examinations and other assigned work to the instructor when they are due.

Course Evaluations

A comprehensive system of student evaluation course and teaching is considered vital to the academic community.

At the end of each course, students are expected to complete and return the course evaluation form distributed by the Committee on Reappointment, Promotion, and Tenure.

Determination of Rank

First-year, sophomore, junior, or senior rank is determined at the beginning of the fall and spring semesters. Rank is based on credits achieved as follows:

First-year	0-26.99 credit hours
Junior	57-86.99 credit hours
Sophomore	27-56.99 credit hours
Senior	87 or more credit hours

Grading System

The grading system at Goucher is as follows: A, excellent; B, good; C, satisfactory; D, poor; F, failing; P, pass; NP, no pass; I, incomplete; AU, audit. The letter grades may be modified by plus or minus as follows: A-, B+, B-, C+, C-, D+, D-. The incomplete is deleted from the student's record when the grade for the course is submitted. PW and NW refer to college writing proficiency grades. PW refers to passing college writing proficiency and NW refers to not passing college writing proficiency. W is defined under withdrawals. AU is defined under audits.

Students may choose to take two courses per academic year on a pass/no pass basis. In the regular semester, the pass/no pass option must be submitted to the Registrar's Office in Student Administrative Services by the end of the tenth week of classes; in half-semester courses, by the end of the third week. Pass is equivalent to any grade from A through C- as normally interpreted at Goucher College. A pass may never be converted to a letter grade.

Interinstitutional courses and summer courses taken elsewhere are not ordinarily open to pass/no pass election. Department chairs may specify that an off-campus experience can be taken only on a pass/no pass basis; such a requirement is not part of the student's pass/no pass quota. Courses elected with a pass/no pass option will not count toward requirements in the major or minor (unless such courses are required to be so graded).

The deadline for any grade changes is 12 months past the semester in which the grade was originally received.

Grade Appeal

The purpose of the Grade Appeal Policy is to establish a consistent procedure by which students may seek review of final grades assigned in undergraduate courses at Goucher College. Grades other than final course grades may not be appealed. The policy recognizes the right and responsibility of faculty members to exercise their professional judgment.

ment in evaluating academic performance, and the right of students to have their academic performance judged in a fair and impartial manner.

Grounds for Appeal

A student may appeal a final course grade only on the grounds that

- (1) the grade was assigned based on a miscalculation or clerical error;
- (2) the grading standards for the course were not clearly articulated by the instructor, or the grade was assigned in a manner inconsistent with articulated standards;
- (3) the grade was assigned on some basis other than performance in the course; or
- (4) the grade was assigned in a manner other than that used for other students in the course.

At all levels of review, the burden of demonstrating that a grade should be changed rests with the students. The deadline for any grade changes is 12 months past the semester in which the grade was originally received.

A copy of the procedures for appeals can be obtained from the Office of the Associate Dean for Undergraduate Studies or from the Registrar's Office in Student Administrative Services.

Incompletes

A semester officially ends at the close of the examination period. No course work will be accepted by a faculty member after this time unless an extension has been agreed upon and documented in writing by the instructor and the student. The student is responsible for filing the signed incomplete form with Registrar's Office. Beginning Fall 2005, the student will need their advisor's signature on the incomplete form before the incomplete can be posted.

Incompletes can be granted only for reasons clearly beyond the student's control such as medical conditions of truly incapacitating nature, personal crisis (for example, the death of a parent), or academic reasons (factors within the course that have caused an unavoidable delay and would have posed an insurmountable difficulty for any person taking the course, regardless of ability or previous preparation).

In all instances the student must initiate application for an incomplete with the instructor and, except in the case of last-minute crisis or illness, no later than the end of the 12th week. Incompletes are intended to apply to cases where approximately 10 weeks or three-quarters of the work of the semester can be completed by the end of the semester.

Resolution of Incompletes

The resolution of an incomplete is the responsibility of the student and the instructor. The student should have all work completed as soon as possible but no later than the last day of the sixth week of the semester following the semester in which the incomplete was granted. The student should submit papers, projects, and examinations directly to the instructor. If the work has been completed by the last day of the sixth week, the instructor shall award a grade. Unresolved incompletes will be changed to an F on the transcript unless an extension until the end of the semester following the incomplete is granted by the associate academic dean. At that time, the incomplete is converted to an F if a grade is not submitted.

Repeated Courses

If a student repeats a course for which a passing grade below C- was received the first time, the student will receive a grade of RA, RB, RC, etc., the second time the course is taken. This allows the grade to be averaged into the GPA but does not count the credits.

If a student repeats a course for which a grade of C- or above was received the first time, the student will receive a grade of XA, XB, XC, etc., the second time the course is taken. In this case, the credit will not be counted and the grade will not be averaged into the GPA.

Departments decide if a student must repeat a course in the major if the grade was below C-, or if they will permit the student to substitute another course for the major. Any department may set a policy that majors may not retake more than two courses required for the major for which they received a less than satisfactory grade.

Ordinarily, no student may register for the same course more than twice, with the exception of special topic courses with different content. Approval must be obtained from the appropriate department chair if a student wishes to repeat a course beyond this limit. This policy does not include courses which may be repeated for credit as listed in this catalogue.

Calculation of the Grade Point Average

Only courses completed at Goucher, through the interinstitutional cross-registration program, or through a Goucher-sponsored program, are included in the grade point average (GPA) calculation. Each semester, the credit hour value of each course attempted for a grade is multiplied by the numerical value of the earned grade to determine the quality points earned. The total number of quality points earned in these courses is divided by the total number of graded credit hours attempted resulting in the grade point average for the semester.

The cumulative grade point average is the cumulative total of the quality points earned in all courses divided by the total number of graded credit hours attempted. The semester grade point averages are not averaged together to create the cumulative average. The numerical value of grades is as follows: A=4.0, A-=3.67, B+=3.33 B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, F=0.0

The following is an example of how to calculate a grade point average:

Grade Earned	Numerical Value of Grade Earned		Credit Hours		Quality Points	GPA		
A	4	x	3	=	12			
B	3	x	4	=	12			
			7		24	÷	7	= 3.43

Academic Standards

At the end of each semester, the associate dean for undergraduate studies reviews the records of all students. The table below sets the minimum standards set by the academic policies committee. Credits attempted include all transfer credits accepted by Goucher. Grade point averages listed in the table are based on Goucher work only.

Credits Attempted	0-27	28-57	over 57
Minimum GPA to remain in good standing	2.00*	2.00	2.00
Minimum GPA to remain at Goucher	1.60	1.70	1.80

*For first-semester first-year students only, the GPA to remain in good standing is 1.80.

As part of the continuing guidance offered to each Goucher student, the associate dean for undergraduate studies, in consultation with the dean of students, reviews and acts on the record of any student who does not meet the standards outlined above or who meets the standards but whose work shows a marked negative trend. The review includes an assessment of each student's academic achievement and an evaluation of extenuating circumstances and of the student's potential for substantial academic improvement. On the basis of this review, the associate dean for undergraduate studies may place the student on academic warning, probation, or suspension, or may dismiss the student from the college. A student who is placed on academic probation may not hold any elected or appointed office in any college organization, participate in any varsity sport (with the exception of supervised on-campus training and practice sessions), or register for more than 16 credit hours in a semester. A student who has been suspended may apply for reinstatement following the completion of a minimum 12 credit hours excluding summer school at an accredited academic institution with no grade lower than a C, or one year of successful work experience with a letter from the employer stating the dates of employment. A student who has been dismissed may not return to the college.

Academic Leaves of Absence

The college recognizes that many students derive educational and personal benefits from spending a period of time away from the campus to study at another institution or to pursue other appropriate educational goals. Students in good academic and financial standing may request a leave of absence for either one or two semesters. A leave begins at the end of a regular semester, and students are expected to return to the college at the conclusion of their leave. They will receive registration and housing information at the appropriate time in the semester preceding their return and are responsible for meeting all deadlines. Although reinstatement is guaranteed, the college reserves the right to postpone the date of return depending on available residential space. Students who leave Goucher without declaring a leave will be withdrawn and have to apply for reinstatement.

Students who take a leave of absence from the college to study at another institution in the United States should complete the non-Goucher course approval form available from the Registrar's Office in Student Administrative Services. It takes time to arrange an academic leave; therefore, students should begin discussing their plans at least a full semester in advance. To ensure academic credit, students should enroll at another institution as visiting non-degree students. They must obtain approval for the courses they have selected from their major adviser (to ensure that all major requirements will be fulfilled) and from the Registrar's Office.

Students electing to spend their junior year abroad must be in good academic standing and should have completed two years of college-level foreign language study where appropriate. The college reserves the right to rescind any approved academic leave if a student's grades fall below the level required to pursue the educational program at another institution.

Students who wish to take a leave of absence for other reasons or wish to withdraw from the college should discuss their plans and seek approval from the dean of students.

Deadlines for Application for Leave

The deadline for leave during the fall semester is April 15, and November 1 during the spring semester.

Assessment

Goucher has an ongoing program of assessment to evaluate the effectiveness of the college and to insure that it is meeting its goal of providing a high quality education. The assessment program includes opinion surveys, interviews, and testing. Students are expected to participate in assessment activities throughout their time at Goucher.

HONORS AND AWARDS

Dean's List

At the end of each semester, students who have demonstrated an exceptional level of academic achievement for that semester are named to the Dean's List. The minimum grade point average for Dean's List is as follows:

First-year	3.50	Juniors	3.75
Sophomores	3.70	Seniors	3.80

Full-time students must complete at least 12 graded credits in a given semester to be eligible. Part-time students must complete at least 12 graded credits within two semesters of a given academic year.

Honors at Graduation

A student may graduate having achieved one or more of two distinctions.

Honors in the Major

Honors in the major is designed to give recognition to outstanding work in the major. This designation is awarded on the recommendation of the faculty who have taught and supervised a student's work in the major at the upper level. Requirements for honors in the major are determined by each department.

Latin Honors

Students who have taken at least 60 semester credit hours on a letter-grade basis at Goucher or as part of a Goucher-sponsored study-abroad program may be awarded their degrees

- summa cum laude with a grade point average of 3.90
- magna cum laude with a grade point average of 3.70 to 3.89
- cum laude with a grade point average of 3.50 to 3.69.

Grade point averages are not rounded off for Latin honors. Transfer students may not be able to take courses pass/no pass and still qualify for Latin honors unless they take a minimum of 60 graded credits in residence excluding pass/no pass.

Phi Beta Kappa

Goucher College, formerly the Woman's College of Baltimore, was granted a charter by the Phi Beta Kappa national honor society in 1904 as the Beta of Maryland Chapter.

Students are eligible for election on the basis of academic standing and rules of eligibility established by the Senate of the Chapter. These rules stipulate a minimum grade point average of 3.50; in addition, no more than 10 percent of the credit hours completed ordinarily may be graded pass/no pass (courses that may not be taken for a grade do not count in the 10 percent). All college-level work is considered, but work done at Goucher is weighted more heavily. Achievements of these standards do not guarantee membership. Students must also demonstrate academic integrity, commitment to intellectual pursuits, and breadth within their academic program. The latter

Annual Prizes and Awards

ordinarily requires a student to complete courses in each of the five divisions beyond those taken to satisfy the general education requirements.

The Corene Amoss '93 Memorial Prize is awarded to a junior or senior who has demonstrated extraordinary leadership in extracurricular endeavors.

The Marilyn Silverman Apter '41 Prize is awarded to an outstanding senior who has achieved high academic honors, served the college, and shown outstanding leadership qualities.

The Master of Arts in Arts Administration/Jean Wilhelm Award is awarded in recognition of outstanding work to a graduate student in arts administration presenting the best major paper in a given year.

The Milly Bielaski '03 Prize in Chemistry is presented to an outstanding junior chemistry major.

The Rowan Braun Creative Achievement Award is given annually to a graduating communications and media studies student who, in addition to academic excellence, has demonstrated a solid record of creative achievement.

The Ryan, Colby, and Taylor Braun Communication Award is presented to the graduating communications and media studies student who has demonstrated, in both deed and spirit, a

commitment to academic excellence and to active engagement in the wider community.

The Dorothy E. Brody '35 Prize in Women's Studies is awarded to a senior who has demonstrated academic excellence and/or produced outstanding scholarly work in women's studies.

The Calvin Prize in History is awarded to an outstanding history major.

The Coaches' Award is given annually to one or more senior athletes who have best represented Goucher throughout four years of competition.

The Sara de Ford Award of the Academy of American Poets is given to the winner of a poetry competition sponsored each year by the English Department.

The Gladys M. Dorsey '26 Memorial Award is given annually to a senior foreign language major who has demonstrated proficiency in one or more foreign languages and has made a contribution of time and talent to Goucher College. Preference will be given to French majors.

The George Bredan Dowell Award in Theatre is given to recognize the achievement and high standing of a graduating senior in the Department of Theatre.

The Mary Katherine Boone Ekin '40 Prize in Computer Science is awarded to a senior majoring in computer science who is considered to have an excellent grasp of both theoretical and applied aspects of the subject. The criteria for the award include high achievement in course work and the ability to interpret the concepts of computer science in creative and imaginative ways.

The Neena Tolley Ewing '72 Memorial Award is awarded to an outstanding member of Goucher's Equestrian Program.

The Josephine E. Fiske Award is given annually to a non-senior female varsity athlete for service and leadership.

The Mary Ross Flowers '28 Award in Astronomy is given each year to a student of any major with the best project in astronomy.

The Hilda Gabrilove '48 and Dr. Janice Gabrilove Dirzulaitis '73 Chemistry Prize is awarded for academic excellence in chemistry.

The German Prize of the Embassy of the Federal Republic of Germany is awarded annually to a Goucher student nominated by the German Department.

The Ethelmarie Apter Halpern '42 Memorial Community Service Prize Fund is awarded to an undergraduate student who has demonstrated leadership in combating prejudice and fostering good relations within the community.

The Julia Gontrum Hill Award in Music is for the student of the piano who has demonstrated distinction in musical performance and gives evidence of creative potential.

The Doris Sirkis Himelfarb '36 Endowed Prize is awarded to a student majoring in music with a concentration in classical music.

The Max Hochschild Prize for Excellence in Economics is awarded to the student who submits the best research paper in advanced work in economics. A copy of the prize-winning paper is deposited in the Julia Rogers Library.

The Sarah T. Hughes '17 Award for Academic Excellence in Politics and Public Policy is awarded to the senior who has the most outstanding record for academic achievement in politics and public policy.

The Sarah T. Hughes '17 Award for Excellence in Intellectual Inquiry in International Relations is awarded to a senior major holding a GPA of at least 3.0 who demonstrates exceptional intellectual curiosity regarding politics and world affairs.

The Sarah T. Hughes '17 Prize for Practical Politics is awarded to a junior or senior major for outstanding achievement in the practice of politics.

The Louise Kelley Prize in Chemistry is awarded annually to a senior major who has accomplished

distinguished work in chemistry. Chemistry majors who plan to enter the field of teaching are given preference.

The Jessie L. King Prize is awarded to a senior who has done outstanding work in any science field included in Division III, with special consideration given to the study of mammalian physiology and/or microbiology.

The Ann M. Lacy Prize is awarded to a student who has excelled in the field of genetics.

The Ann M. Lacy and Myra Berman Kurtz Fund is awarded to underwrite or supplement the presentation expenses incurred by Goucher students engaged in academic research in the biological sciences.

The Pearl Davis Leavitt '28 Prize in Mathematics is given annually to a mathematics major who has exhibited meritorious achievements in mathematics.

The Stephen K. F. and Katherine W. Lee Prize in Historic Preservation is awarded each year to one or more master of arts in historic preservation students who have prepared the most outstanding paper or project that addresses diversity in America's cultural and architectural heritage.

The Lee Snyder Lovett '33 Prize is awarded annually to a senior intending to study law.

The Master of Arts in Historic Preservation Alumnae/i Prize is awarded annually to encourage and reward the outstanding entering student enrolled in the Master of Arts in Historic Preservation Program.

The Mathematics Writing Prize is awarded annually to the student who has demonstrated excellence in the exposition of classical mathematics.

The Hiram McCullough Award is presented each year to one or more master of arts in historic preservation students who have submitted a plan and received approval for their forthcoming thesis work.

The Mary Derrickson McCurdy '30 Fellowship is awarded to students doing summer research or advanced coursework in the field of marine biology.

The Judy Jolley Mohraz Fund for Internships in Community Service will underwrite or supplement expenses of a community service internship for senior or junior students who have demonstrated exceptional leadership, innovation, or dedication in volunteer service outside the Goucher community.

The Gairdner B. Moment Award is presented annually to a student who has demonstrated superior achievement in the biological sciences, especially the field of animal development.

The Gail Morris '53 Endowed Prize in Music in Honor of Otto Ortmann is awarded to a third- or

fourth-year music major who has demonstrated exemplary artistic achievement.

The Janet Sloane Muller '70 Award is given to a graduating English major with an outstanding academic record that includes substantial work in courses pertinent to a professional career in publishing and/or journalism.

The Rolf Muuss Prize Fund in Special Education is awarded to the most promising student in the area of special education.

The Neumann Award is awarded to the student who best exemplifies the true spirit of physical education by setting an example for all to follow through his/her loyalty, dedication, and service to the ideals of physical education.

The Martha A. Nichols '38 Prize is given to the student who has shown outstanding service to the Goucher community.

The Phi Beta Kappa Brooke Peirce Award is presented by the alumnae/i of the Beta of Maryland Chapter of Phi Beta Kappa each year for academic excellence. The basis for each award is an outstanding piece of work completed as part of a course, internship, or independent work, except senior theses, during the past two semesters. The competition is open to all full-time juniors and seniors currently enrolled at Goucher College.

The Gertrude Sherby Rand '33 Prize is awarded to a senior in visual arts who has made a distinguished contribution to both curricular and extracurricular college life.

The Lizette Woodworth Reese Awards are given to junior and senior English majors who have shown excellence in writing prose or poetry.

The Ruth Blaustein Rosenberg '21 Prize in Music is given to a senior who has demonstrated excellence in the study of music and gives evidence of creative potential.

The Maureen and Kenneth Rowan Communication Department Award is presented to the graduating communication and media studies student who has consistently contributed to the spirit and life of the department.

The Scholar-Athlete Award is presented annually to a member of the Junior Class who has consistently demonstrated varied and admirable participation in athletics and extracurricular activities, in conjunction with maintaining high standards of academic achievement.

The Leah Seidman Shaffer '26 Prize in Microbiology is awarded each year to a student who has conducted outstanding independent study in which the concepts and methods of microbiology were used.

The Helen Carroll Shelley '24 Prize in Romance Languages is awarded to a student majoring in the romance languages.

The Edith Ford Sollers '31 Memorial Award is an annual prize for a senior major in chemistry who exhibits a high degree of distinction in scientific study and qualities of character and leadership in campus activities.

The Stephanie Maniosky Sommerman '34 Prize Fund is awarded to a student enrolled in the college's music program. Preference is given to students who have demonstrated academic achievement and proficiency in musical performance.

The Eleanor Spencer Award is a grant to underwrite travel expenses for students doing independent study projects in art history. The award is determined by a competitive application process that assesses the merits of the research project.

The Beulah B. Tatum Award in Education is given to a senior major who is considered an outstanding and promising student in the field of education.

The Isabelle Kellogg Thomas English Prize is presented annually to the sophomore and junior who rank best in English. Written and spoken English and knowledge of American literature are determining factors.

The Ruth Baird Thompson '31 Award for Scholarship, Sportsmanship, and Athleticism is presented annually to the student who consistently demonstrates these qualities.

The Marian M. Torrey Prize in Mathematics is awarded to a senior major in mathematics who is judged by the department to have an excellent record based on a firm grasp of subject matter, creative imagination, incisive thinking, and ability to present ideas clearly.

The Education Prize in Honor of Eli Velder is awarded to one or more graduating seniors who have completed the requirements for certification in teaching at a secondary level and who have demonstrated exceptional performance in the field of education.

The Wall Street Journal Student Achievement Award is given to a senior management major with highest GPA in the major.

The Betty Cooper Wallerstein '58 Prize Fund in Sociology is awarded to one or more students majoring in sociology who demonstrate service leadership and academic excellence.

The Janet F. Nolan '98 Prize in Psychology is awarded to students majoring in psychology who have achieved exceptional intellectual and experiential distinction.

The Ruth C. Wylie Prize is awarded annually to a senior psychology major who best exemplifies a promising psychology student.

Fellowships for Graduates of Goucher College

Special fellowships are available to graduating seniors of Goucher College for full-time graduate work. Applications for fellowships should be made on forms secured from the associate dean for undergraduate studies and should be returned to the associate dean no later than March 1. For the Class of 1905, the Eleanor Voss, and the Flora E. Langdon Fellowships, need is also a criterion. Applicants must complete the Financial Aid Form (FAF) and submit it directly to Student Administrative Services no later than March 1.

The Class of 1905 Fellowships are intended to support Goucher College graduates in their pursuit of graduate study in international affairs.

The Elizabeth King Ellicott Fellowships are awarded each year to graduates of Goucher College for the study of government and politics in the U.S.

The Flora E. Langdon Fellowship provides tuition assistance to women of exceptional ability in the pursuit of graduate studies at an American university well-recognized for its facilities for graduate work in botany.

The Io Mears DeGraw Fund in Library Science provides fellowships for Goucher graduates who pursue advanced studies in library science.

The Stimson-Duwall Fellowship is awarded to graduates who show professional promise and outstanding qualifications for graduate studies in

the natural, physical, biological, and medical sciences or the related field of history of science.

The Dean Van Meter Alumnae/i Fellowships are intended to support Goucher College graduates in their pursuit of graduate or professional study, in this country or abroad.

The Eleanor Voss '56 Fellowship is awarded annually to a graduating senior who will pursue the study of law. Preference is given to students who will attend Harvard Law School. In the event there is no highly qualified student intending to study law, the fellowship may be awarded to a graduating senior in the field of international relations, economics, history, or political science who has achieved the highest academic record among the senior majors in those fields and who intends to pursue graduate work.

The Curriculum and Academic Divisions

Goucher College is an intellectual community of students, scholars, artists, and scientists. Within an innovative liberal arts curriculum, students can determine the course of study that best suits their intellectual interests and academic goals. They can choose a traditional major or they can shape their education by combining different fields of study into a double major or interdisciplinary major.

The Goucher curriculum emphasizes the value of intellectual engagement, interdisciplinary approaches, information technologies, and global perspectives in order to prepare students to live and work in the world as contributing, ethical citizens. Course work, service options, study abroad, and internships provide students with myriad opportunities to develop intellectually and personally.

The curriculum is divided into five divisions that reflect a commitment to merging traditional liberal arts with interdisciplinary study. These divisions are arts, humanities, social sciences, natural sciences and mathematics, and interdisciplinary studies.

Division I: The Humanities

To study the humanities is to study the human condition across time and space, to grasp both the diversity and unity of human cultures. The explosion of information technology and the new internationalism have revolutionized the humanistic endeavor, but its central concern with probing the human spirit remains the same.

This balance between tradition and innovation is the hallmark of the humanities at Goucher. Providing an umbrella for the departments of communication and media studies, English, history, modern languages and literatures, and philosophy and religion, the humanities division emphasizes the critical need to distinguish between the transient and the enduring. Challenging students to become rigorous and creative thinkers, the humanities at Goucher foster an appreciation of the past while furnishing the intellectual and moral equipment to cope with the future.

Sharing human experience requires the ability to communicate effectively. Hence, the humanities offer an arena in which students can sharpen their thinking, writing, and speaking skills. To examine complex situations, to construct a sophisticated and persuasive argument, to marshal appropriate evidence, and to recognize the strengths and weaknesses of other positions: these are the essential skills that the study of the humanities promotes. These skills prepare students to succeed in a wide range of careers and life situations.

Technology increasingly plays a critical role in all forms of communication, and the extensive facilities and resources available to students at Goucher reflect the vitality of the humanistic disciplines. To bring students into immediate contact with other nations and cultures, the Thormann International Technology and Media Center employs satellites, international networking, and a broad array of computer hardware and software. Students can make their own films and videotapes using the campus television studio and equipment.

Another sign of the excitement and energy generated by the humanities at Goucher is the distinguished group of writers, journalists, and intellectuals who have visited the campus in recent years, bringing their unique viewpoints into the lecture hall and classroom. The list includes Arthur Schlesinger Jr., Joyce Carol Oates, Joseph Heller, Gloria Naylor, Grace Paley, Ntozake Shange, Charlayne Hunter-Gault, Horton Foote, Judy Woodruff, Roy Blount Jr., Taylor Branch, and well-known Russian writers Vassily Aksyonov, Vladimir Voinovich, and Tatyana Tolstaya. The Goucher faculty itself boasts a number of nationally and internationally recognized scholars and writers who have made their mark in the humanities: Madison Smartt Bell, writer in residence and National Book Award finalist for his novel *All Souls' Rising*; poet Elizabeth Spire; and political historian Jean Baker, whose most recent work is a highly praised book on America's women suffrage leaders.

Cultural enrichment and global understanding at Goucher are not limited to the classroom. Foreign languages are spoken on designated floors in Froelicher Hall. Students may choose to spend a summer or semester at the University of East Anglia in England, at the Sorbonne in Paris, at the University of Salamanca in Spain, or at Mendeleyev University in Moscow. Furthermore, departments in the Humanities Division have developed a solid network of connections with museums, archives, governmental agencies, television stations, magazines, newspapers, and historical societies in the Baltimore-Washington area, providing students with valuable internship opportunities off campus.

The humanities at Goucher combine a commitment to intellectual integrity, a sensitivity to the variety of human experience, and access to the latest technological developments. A Goucher student may embark on a research project to examine the distinctive character of the Anglo-American world in the 18th century and end up at the Julia Rogers Library in front of a computer screen with the CD-ROM edition of the *Pennsylvania Gazette*, calling up the past with the push of a search key. A respect for tradition and openness to innovation: this is how the humanities seeks to extend our knowledge of the human condition.

Division II: The Social Sciences

At Goucher, the social sciences include anthropology, economics, education, international relations, management, politics and public policy, sociology, and women's studies. The modes of expression in the social sciences draw upon the unique qualities of the various disciplines to present material in methods as diverse as mathematical models, statistics, case studies, field work, and literary expression.

Goucher's approach to the social sciences emphasizes global understanding by encouraging students to examine closely the diversity and richness of human cultures. Courses that fulfill the social sciences requirement introduce students to one or more of the following:

- appreciation of the commonalities and diversities in human interaction and in human groups
- historical and theoretical development of the disciplines
- methods of inquiry
- an understanding of the human condition

Goucher's approach to teaching the social sciences is as wide-ranging as the subject matter and extends beyond the classroom. Washington, D.C., Annapolis (the Maryland state capital), and Baltimore, as well as international internships, provide excellent settings for applying the theories and methods of the social sciences. Students are exposed to business, government, professional, and social service organizations through guest lectures, mentors, internships, and other contacts. Through fieldwork and practical experience, students develop an awareness of the diversity of cultural experiences they will encounter as they pursue careers or graduate work in their chosen fields.

Each year Goucher students are able to participate in both the American University's Washington Semester and the Public Leadership Education Network's Gender and Public Policy Seminar. These programs allow students to spend either a semester or winter break in the nation's capital where they do seminar work, internships and meet with practitioners in many areas of politics and public policy. These programs are coordinated through the Sarah T. Hughes Field Politics Center. The Hughes Center also works to place students in meaningful internships and other settings for experiential learning and facilitates these opportunities by providing financial support. In recent years Goucher students have interned in such diverse settings as the U.S. House Committee on Ways and Means, the Office of the Speaker of the U.S. House of Representatives, the Sierra Club, the State Department, CNN News, the John Kerry Presidential Campaign, and many others. The Hughes Center also sponsors public affairs programming and brings prominent political figures to campus. Recent speakers have been George Mitchell, Oscar Arias, Alice Rivlin, Mark Shields, and Mary Robinson.

Division III: The Natural Sciences and Mathematics

Goucher has an exceptional record of excellence in the sciences. The Departments of Psychology, Biological Sciences, Chemistry, Physics, and Mathematics and Computer Science offer diverse viewpoints, theories, and methods for studying science and mathematics. The curriculum is designed to promote scientific curiosity, critical thinking, and intellectual maturity and emphasizes active problem solving in the laboratory. Students engage in theoretical and empirical research to experience each discipline as a scientific process or as an applied science.

Students in mathematics study the abstract properties of mathematical systems, developing their analytical skills as well as an appreciation for the beauty of the discipline. They also explore the numerous applications of mathematics to practical problems and learn how the techniques of mathematics can be applied to solve key problems in other fields, such as biology, physics, and economics.

Goucher faculty combine a dedication to undergraduate education with active involvement in the professional community. This combination affords many opportunities for faculty-directed student research. Students may also benefit from a variety of independent study and field work opportunities off campus. These experiences beyond the structured classroom and laboratory courses contribute to the professional growth and career options for Goucher students. Most graduates continue study for advanced degrees, while others begin careers immediately. Graduates may conduct research, enter a variety of helping professions, or pursue careers in business, education, law, or medicine. The acceptance rate to medical school and graduate programs is well above the national average.

Students in the sciences use well equipped laboratories, extensive computer facilities, an observatory, and a greenhouse in the Hoffberger Science Building. The biology research boat is available for environmental sampling of the water of the Chesapeake Bay and its tributaries. In chemistry, a Fourier transform-infrared spectrometer, a high-pressure liquid chromatograph, and a high-field nuclear magnetic resonance spectrometer are the most recent additions to the department's instrumentation. One of the first colleges in America to offer courses and later a major in computer science, Goucher integrates information technology throughout the liberal arts. Physics, calculus, computer music, psychological research methods, biology, economics, and chemistry courses make extensive use of computer facilities. A Pentium-based lab serves all the departments in the sciences and mathematics.

Division IV: The Arts

Throughout history the arts have served to illuminate, to inspire, and to record the aspirations and conflicts of humanity. The study of the arts gives students the opportunity to tap into the wellsprings of civilizations, past and present. Participation in the arts provides a wealth of creative experience to both individuals and groups.

To an extraordinary degree, students in the arts blend historical, aesthetic, critical, and pragmatic aspects of thought and action.

As a field of study, any one of the arts—art, dance, music, or theatre—offers a student a rewarding route to skilled expression, creativity, and intellectual development; further, it provides stimulating exploration of the forms of artistic expression that have evolved from different cultures. This rich blend of the practical, the historical, and the theoretical is the foundation of the arts experience for liberal arts students.

The departments of Art and Art History, Dance, Music, and Theatre form Goucher's Arts Division. The division is dedicated to the study of the arts in a liberal arts context and the exploration of interdisciplinary issues of culture and society. The division encourages the spirit of inquiry, creativity, and analytical thinking, and the curriculum fosters an appreciation for individual and cultural diversity.

Students may major in any of the arts or combine one art with another or with other disciplines. All departments welcome the non-major, and students have the opportunity to study at beginning through advanced levels. Creative interaction between faculty and students from different disciplines has produced exciting collaborations both in the studio and on stage.

The possibilities are numerous, and students can create individual programs or independent projects. Students may choose to focus on the historical and critical study of any one of the four arts. Courses in history and criticism examine the changing definitions and uses of the arts within diverse periods and cultures and explore the philosophical, religious, economic, and political conditions that form the basis of any art production.

Arts administration can be studied as a concentration. This growing field provides students with special courses and excellent off-campus opportunities. Many graduates have gone on to rewarding careers as museum curators, art administrators, and company managers.

The Arts Division is housed in several buildings with up-to-date, professional facilities for teaching, performance, and exhibition. The departments of Art and Art History and Theatre share the Meyerhoff Arts Center; the Music Department's spaces are located in the Dorsey Center with the 1,000-seat Kraushaar Auditorium and the 250-seat Merrick Hall; and the Dance Department is located in the Todd Dance Complex, which houses three studios and an alternative theatre.

Division V: Interdisciplinary Studies

Goucher's mission as a liberal arts and sciences college has traditionally included the mandate to prepare students to meet the challenges of the changing face of knowledge and to comprehend a rapidly transforming world. The Division of Interdisciplinary Studies carries on the tradition of developing, integrating, and synthesizing the perspectives of the various disciplines. Areas such as global politics, world peace, intercultural awareness, environmental concerns, advances in science and technology, the growing sophistication in interpretive practices, and the nature and diversity of knowledge and consciousness all speak to the need for academic programs that cross, integrate, and transcend traditional disciplinary boundaries.

At Goucher, interdisciplinary study begins with *Frontiers*, the first-year seminar, which offers students the opportunity to synthesize a variety of perspectives on a common theme. Other programs, such as international studies, cognitive studies, peace studies, American studies, Judaic studies, and the interdisciplinary minors in theory, culture, and interpretation, may lead to individually designed majors and minors. The interdisciplinary programs also enhance areas of emphasis within traditional departments.

The program in Theory, Culture, and Interpretation offers four interdisciplinary minors in philosophy and literature, social and political theory, creative structures, and interpreting cultures. Each minor is designed to use interpretive theory to enhance such traditional majors as English, art, sociology, communication, history, and philosophy. With the courses in these minors, philosophy majors have gone on to pursue graduate studies in comparative literature, and English majors have gone on to screenwriting.

Goucher also offers an individualized interdisciplinary major that balances course offerings focusing on the methods and content of three or more disciplines and culminates in a capstone experience. Recent interdisciplinary majors have been in social justice, environmental studies, and the preservation of American art and culture. Students who choose from the various interdisciplinary programs at Goucher will find themselves not only prepared for challenging career opportunities and graduate study, but also rewarded by the intrinsic richness and excitement of examining subjects, issues, and methodologies from multiple disciplinary perspectives. Interdisciplinary study at Goucher builds upon and fulfills the traditional foundation for liberal arts learning.

THE COURSES OF INSTRUCTION

Numbering of Courses

Courses at the 100 level are introductory to a field or discipline. Courses at the 200 level assume that students enrolled in them are already acquainted with introductory or intermediate methods and materials. Courses at the 300 and 400 levels are advanced.

The semester hours of credit for each course are noted in parentheses after the course title. The amount of credit for an internship, unless specified, may be a minimum of three to a maximum of four semester hours. A minimum of 30 hours of experience is required for each semester hour of credit.

Courses applicable to the general education requirement are indicated with a division name in parentheses. Students may elect a course for which they do not have the stated prerequisites, provided permission is given by the instructor.

Calendar and Time Schedule

The academic year is divided into two semesters of approximately 14 weeks each. At the end of each semester, there is a brief reading period followed by final examinations. There is also a designated three-week intersession in January for intensive courses. Unless otherwise stated, courses meet for three 50-minute periods or two 75-minute periods a week. Classes ordinarily meet on Mondays, Wednesdays, and Fridays or on Tuesdays and Thursdays. The class day extends from 8:30 a.m. to 3:20 p.m. on Mondays, Wednesdays, and Fridays and from 8:30 a.m. to 4:30 p.m. on Tuesdays and Thursdays. Evening classes are held Monday through Thursday from 6:30 through 9 p.m.

Definitions of Terms

Department

A group of faculty headed by a "chair," engaged in teaching a particular field or discipline; for example, chemistry, English, or education. Most departments offer at least one major that, in many but not all cases, is also offered as a minor. Sometimes a department includes several distinct but closely related disciplines; for example, the Department of Mathematics and Computer Science. In such cases, the department may offer a major and a minor in each of its components.

Program

Programs, headed by a “director,” differ from departments in that they are usually interdisciplinary. They are composed of faculty drawn from several departments who are engaged in the study of a broad field combining a number of disciplines, for example, American studies, international and intercultural studies, individualized interdisciplinary major or women’s studies. Programs may offer both majors and minors.

Concentration

Departments or programs may offer, in a given major, one or more concentrations. A concentration represents an emphasis or focus on a particular aspect of the major discipline, such as studio art (as opposed to art history) within the art major. Interdepartmental concentrations (such as prelaw studies or arts administration) may be elected by students in several majors for which the concentration is appropriate. A student wishing to focus on a field not related to his or her major may be able to elect it as a minor.

Majors, Minors, and Concentrations

These terms are discussed under the heading Requirements for the Degree of Bachelor of Arts, beginning on page 36.

Area of Study	Major	Minor	Concentration	Primary Listing (by department/program)	Principal Adviser
Africana Studies	No	Yes		Africana Studies	Kelly Douglas
American Studies	Yes	No		American Studies	Mary Marchand
Anthropology and Sociology	Yes	No		Sociology and Anthropology	Joan Burton
Art	Yes	Yes	Arts Administration Art History Studio Art Studio Art with Certification in Secondary Education	Art and Art History Management Art and Art History Art and Art History Education	Allyn Massey Alison Lohr Gail Husch Ed Worteck LaJerne Cornish
Biological Sciences	Yes	Yes	Biological Sciences with Certification in Secondary Education Dance Science Environmental Science Molecular Biology	Biological Sciences Education Biological Sciences Biological Sciences Biological Sciences	Janet Shambaugh LaJerne Cornish Janet Shambaugh Judy Levin
Chemistry	Yes	Yes	ACS Certification Biochemistry Chemistry with Certification in Secondary Education	Chemistry Chemistry Education	Scott Sibley Judy Levin LaJerne Cornish
Cognitive Studies	No	Yes		Cognitive Studies	Carol Mills
Communication and Media Studies	Yes	Yes		Communication and Media Studies	Shirley Peroutka
Computer Science	Yes	Yes		Mathematics and Computer Science	Mark McKibben
Dance	Yes	Yes	Performance/Non-performance Dance with Certification in Secondary Education	Dance Education	Amanda Woodson LaJerne Cornish
Economics	Yes	Yes	Prelaw Studies	Economics Prelaw Studies	Lydia Harris John Carter
Elementary Education	Yes	No		Education	Ann Marie Longo
English	Yes	Yes	English with Certification in Secondary Education Prelaw Studies Writing Literature	English Education Prelaw Studies English English	Mary Marchand LaJerne Cornish John Carter Michelle Tokarczyk Michelle Tokarczyk
Environmental Studies	No	Yes		Interdisciplinary Studies	Nicholas Brown
European Studies	No	Yes		Interdisciplinary Studies Program	Marianne Githens
French	Yes	Yes	French with Certification in Secondary Education	Modern Languages and Literatures Education	Mark Ingram LaJerne Cornish
German	No	Yes		Modern Languages and Literatures	Uta Larkey
Historic Preservation	No	Yes		History and Historic Preservation	TBA
History	Yes	Yes	History with Certification in Secondary Education Prelaw Studies Social Science with Certification in Secondary Education	History Education Prelaw Studies Education	Kaushik Bagchi LaJerne Cornish John Carter LaJerne Cornish

Area of Study	Major	Minor	Concentration	Primary Listing (by department/program)	Principal Adviser
Individualized Interdisciplinary Major	Yes	No		Interdisciplinary Studies	Mary Marchand
International Relations	Yes	Yes		Political Science and International Relations	Nicolas Brown
Judaic Studies	No	Yes		Interdisciplinary Studies	Jerome Capulski
Management	Yes	Yes	International Business Arts Administration	Management Management Management	Debbie Sherwin Janine Bowen Alison Lohr
Mathematics	Yes	Yes	Mathematics with Certification in Secondary Education	Mathematics and Computer Science Education	Mark McKibben LaJerne Cornish
Music	Yes	Yes	Arts Administration Computer Music Jazz Studies Music Education Music History Music and Theatre Performance Theory and Composition	Music Economics Music Music Music Music Music Music Music	Kendall Kennison Alison Lohr Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison
Peace Studies	Yes	Yes		Peace Studies	Alish Meiser
Philosophy	Yes	Yes		Philosophy and Religion	Steve DeCaroli and Robert Welch
Physics	Yes	Yes	Computer Science Materials Science Premed	Physics Physics Physics	Sasha Dukan Sasha Dukan Sasha Dukan Sasha Dukan
Political Science	Yes	Yes		Political Science and International Relations	Nick Brown
Psychology	Yes	Yes		Psychology	Carol Mills
Religion	Yes	Yes		Philosophy and Religion	Kelly Brown Douglas
Russian	Yes	Yes	Russian with Certification in Secondary Education	Modern Languages and Literatures Education	Olya Samilenko LaJerne Cornish
Sociology	Yes	Yes	Social Justice Medical Sociology	Sociology and Anthropology Sociology and Anthropology Sociology and Anthropology	Joan Burton Joan Burton Joan Burton
Sociology and Anthropology	Yes	No		Sociology and Anthropology	Joan Burton
Spanish	Yes	Yes	Modern Languages and Literatures Spanish with Certification in Secondary Education	Education	Frances Ramos-Valdez LaJerne Cornish
Special Education	Yes	No		Education	Ann Marie Longo
Theatre	Yes	Yes	Arts Administration	Theatre Management	Rebecca Free Alison Lohr
Women's Studies	Yes	Yes		Women's Studies	Marianne Githens

Africana Studies

The minor in Africana studies aims to provide students with a broad yet selective exposure to the study of people of African descent on the continent of Africa and in the African diaspora. Students work with advisers to construct an individualized program of study that values the following:

- An anti-essentialist or diverse perspective: Students learn about many identities and worldviews, rather than one “Black culture.”
- A rigorous methodological perspective: Students learn to interpret specific historical and cultural evidence.
- An interdisciplinary perspective: Students learn from different scholarly viewpoints.
- An intercultural perspective: Students learn about how different cultures mix in Africa and the African diaspora.

Students take courses that engage four key interdisciplinary themes:

- I. History**
- II. Politics** (including political theory and peace studies)
- III. Cultural and Social Evidence** (including anthropology, sociology, philosophy, religion, education, interdisciplinary studies, and intercultural studies)
- IV. Expressive Discourses** (including literature, fine arts, dance, theater, music, and other arts)

A student who elects to minor in Africana studies is required to complete a minimum of 18 credit hours:

- One core course titled “Introduction to Africana Studies” (AFR 200);
- Four 100- or 200-level courses, one from each of the four key interdisciplinary themes of these four courses (only one may be a 100-level course);
- One 300-level course (from the course listing that follows).

Many professors from different departments teach within the Africana Studies program. The minor is managed by a rotating team of principal advisors. Some aspects of the program of study may change.

PRINCIPAL ADVISORS

Professors

Kelly Brown Douglas (philosophy and religion), Florence Martin (modern languages)

Associate Professors

Janet H. Shope (sociology), Eric Singer (international studies and political science)

Assistant Professors

Seble Dawit (peace studies), Irlene François (women’s studies), Jonathan David Jackson (English), Michael Kuchinsky (political science), Angelo Robinson (English)

CORE COURSE DESCRIPTION

AFR 200.	INTRODUCTION TO AFRICANA STUDIES (4) (GEN. ED. # 10) Rather than teaching the history and culture of Africa or communities in the African diaspora, “Introduction to Africana Studies” aims to provide students in the Africana studies minor with key theories, approaches, and critical lenses that they may use in ensuing coursework and research in the Africana minor program. This reading-and writing-intensive course covers such topics as: basic geographical and demographic information about the continent of Africa and the African diaspora; the history of Africana studies in academe; theories that embrace the view that there are many Black experiences, rather than one overarching worldview; approaches toward the examination of Black identities within the context of gender, race, sexuality, and class; and select, exemplary humanistic/social scientific research by pioneering scholars in Africana studies. <i>Spring semester.</i>
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100- AND 200-LEVEL COURSES BY THEME

History	
HIS/PSC 259.	Africa: Past and Present
HIS 260.	Civil War and Reconstruction: 1850-1876
MUS 109.	History of Jazz
Politics	
IIS 220.	Understanding Inequality
PCE 120.	Community Service Agencies: Building a Just and Peaceful World
PCE 148.	Nonviolence in America

Cultural and Social Evidence

RLG 207.	Islamic Thought
RLG 209.	African Religious Thought
RLG 236.	Womanist Theology
RLG 237.	Black Theology I
RLG 274.	Liberation Theology
PSC 271.	Civil Rights in the American Constitutional System
SOC 220.	Comparative Race and Ethnic Relations
PHL 201.	Aesthetics
WS 221.	Representations of Female Identity: Post-Colonial Perspectives
WS 224.	Is There Life beyond the Looking Glass? Gender, Identity, and Race in Caribbean Culture
WS 226.	Women, Peace, and Protest
WS 230.	Contemporary Feminisms: Diverse Voices Expressive Discourses
DAN 272Y.	History and Performance of Brazilian Dance
DAN 272Y	The Arts and Culture of West Africa
DAN/MUS 146.	Goucher African Drum and Dance Ensemble
ENG 249.	Legacy of Slavery
ENG 275.	Literature of the Harlem Renaissance
ENG 285.	Between Two Worlds: Post-Colonial Literature
MUS 149.	Goucher Jazz Ensemble
MUS 152.	Jazz Theory

300-LEVEL COURSES OR HIGHER

ANT 392.	Seminar: Selected Problems in Anthropology (Slavery, Insurrections and Ideas Conspire in America: Haitian Revolution to Watts Resolution)
ENG 372.	Seminar in African-American Literature
ENG 400/	Advanced Independent Studies
FR 351.	Francophone Literature of Western Africa
HIS/PSC 359.	Seminar on African Politics and Culture
HIS 320.	Special Topics: African Americans in Slavery and Freedom Before the Civil War (<i>only when this topic is offered</i>)
HIS 400/	Independent Work in History
PCE 399.	Independent Work
RLG 355.	Black Theology II
RLG 238/AMS 238	Religion and Race in America
RLG 399/	Advanced Independent Work
SP 345.	Special Topics in Latin-American Literature: The African Experience in the Hispanic Americas (<i>only when this topic is offered</i>)
WS 320.	International Feminist Theory and Women's Activism

The American Studies Program

The American Studies Program offers a major in American studies. The program's objective is to promote interdisciplinary study and understanding of American history and society; American economic and political institutions and the beliefs, values, codes of behavior, expressive arts, myths, and symbols that constitute American culture. The program assumes that employing an interdisciplinary approach in examining the society in which one is likely to live and work is good preparation for graduate training and for professional careers in a variety of fields, including journalism, communications, law, public service, business, planning, social work, teaching, publishing, historic preservation, and museum work. Courses should be distributed among at least four academic departments or major programs and examine the following key themes:

I. Power and Responsibility

What are the forms of power in American society? What role do institutions play in wielding power? How have they evolved over time? Who has power, and how is it manifested in symbolic and practical ways? How much do one's answers to these questions depend on one's position within American society?

II. Identity

What does it mean to talk about someone or something as being American? Are there widely shared beliefs and ideals among those who think of themselves as Americans? Who defines what it means to be an American? What are the uses and abuses of this sort of discourse? How has the issue of identity related to race, class, ethnicity, gender, generation, region? How have definitions of collective and individual identity changed over time?

III. The Natural and Human-Made Environment

How have Americans shaped their geographical habitat and been shaped by it? What kind of material culture have they created? How does it reveal attitudes and beliefs about power, responsibility, and identity? How is the impact of science and technology assessed?

IV. Cultural and Social Expression

What is the impact of mass communications media, popular culture, and the arts and what is their relation to major social, political, and economic institutions and to freedom of expression in America? To what extent is America a social and/or cultural construction?

PROGRAM FACULTY

Professors

Jean Baker (history), Chrystelle Trump Bond (dance), Julie Roy Jeffrey (history), Marianne Githens (political science and women's studies), Gail Husch (art history), Joseph Morton (philosophy and peace studies), Lawrence K. Munns (director, political science), Michelle Tokarczyk (English), Eli Velder (education)

Associate Professors

Joan K. Burton (sociology), Penelope Cordish (English), Rebecca Free (theatre), Lydia P. Harris (economics), Shirley Peroutka (communications), Mary Marchand (English), Janet H. Shope (sociology)

Assistant Professors

Nicholas Brown (political science), Irlene François (women's studies), Amalia Fried Honick (political science), Angelo Robinson (English), Seble Dawit (peace studies), Matthew Hale (history)

Instructors

Jeffrey Chappell (music), Ann Milkovich McKee (historic preservation)

Lecturers

Marla Hollandsworth (women's studies), Susan Wilkens (political science)

THE AMERICAN STUDIES MAJOR

The major consists of a minimum of 36 credits at the 200 and 300 levels. Students must elect AMS 205 and eight other courses at the 200 level distributed among at least four academic departments or major programs. Three courses at the 300 level must also be chosen. Independent work may be substituted in some cases. Majors should consult with the program director for guidelines for writing and computer proficiency in the American studies major.

COURSE DESCRIPTIONS

AMS 205.

ISSUES IN AMERICAN STUDIES (3)

This foundation course introduces students to both the historical and the theoretical dimensions of American studies. The course will emphasize the variety of projects being done in the field, including those that examine questions of nationhood and national identity, ethnography, gender, and popular culture. The course focuses on the characteristics that these projects share, including the commitment to interdisciplinarity, study of the connections and disconnections between elite and popular forms, and the examination of the role of the intellectual in cultural practice. Prerequisite: sophomore standing.

Fall semester. Husch. Offered 2008-09 and alternate years.

AMS 238

RELIGION AND RACE IN AMERICA (3) (RLG 238) (GEN. ED.#10)

This course explores the complex relationship between religion and race in America. It examines the ways in which religion in America defines and responds to issues of race as well as the way that race shapes religious institutions and theological perspectives. Particular attention is given to Christian responses to issues such as slavery, Jim Crow/segregation, and the Civil Rights and Black Power movements. Prerequisite: one 200-level course in religion or permission of instructor.

Spring semester. Douglas. Offered 2008-09 and alternate years.

AMS 242

FROM PURITAN DARIES TO OPRAH'S BOOK CLUB:

READERS AND WRITERS IN AMERICAN HISTORY (3) (HIS 242, ENG 242)

Using insights gleaned from various disciplines, this course examines the history of reading and writing in America. In particular, we will study how written texts are produced, disseminated, and consumed. Topics include Indians and the discovery of print; the sentimental novel; slave narratives; religious readers; the making of an American literary canon; comic books in modern America; and, of course, Oprah's book club. Prerequisites: sophomore standing or HIS 110 or 111.

Hale. Offered Spring 2008 and alternate years.

AMS 290.	INTERNSHIP (3-4) <i>Department.</i>
AMS 299.	INDEPENDENT WORK (3-4) <i>Department.</i>

100- AND 200-LEVEL COURSES

Students must select eight of the following courses, including at least one from each key theme and distributed among at least four academic departments or major programs. Three 300-level courses are also required.

I. Power and Responsibility

EC 227.	Business and Government
ED 215.	Issues in Education
HIS 110.	American Society and Culture: 1607-1876
HIS/PCE/SOC 262.	Native Americans: Then and Now
PCE 148.	Nonviolence in America
PSC 202.	Contemporary Political Thought
PSC 251.	Morality and Power in 20th-Century American Foreign Policy
PSC 270.	American Constitutional Law
PSC 271.	Civil Rights in the American Constitutional System
SOC 221.	Courtship, Marriage, and Family
SOC 228.	Social Problems
SOC 245.	Wealth, Power, and Prestige
SOC 250.	Criminal Justice
WS 100.	Confronting Inequality
WS 225.	Women and Sexuality
WS 240.	Women, War, and Peace
WS 260/PSC 260.	Women and the Law

II. Identity

ENG 249.	The Legacy of Slavery
ENG 275.	Literature of the Harlem Renaissance
HIS 234.	England and Colonial America
HIS 235.	American Revolution
HIS 255.	Architectural Space and the American Family Experience
HIS 260.	Civil War and Reconstruction
HIS 269.	Women in India and the United States
MUS 109.	History of Jazz
PSC 205.	American Political Thought
PSC 242.	Public Opinion, Propaganda, and the Mass Media
PSC 243.	The American Political System
SOC 220.	Race and Ethnic Relations
SOC 260.	Deviance and Social Control
WS 230.	Contemporary Feminisms

III. The Natural and Human-Made Environment

ART 278.	European and American Architecture, 1750-1900
HIS 271.	Baltimore as Town and City
HP 290.	Practicum in Historic Preservation
PSC 285.	Environmentalism: The Political Dimension
WS 265.	Reproductive Technologies: Law, Ethics, and Public Policy

IV. Cultural and Social Expression

ART 284.	Fine Art in America
COM 213.	Making Sense of Popular Culture
COM 219.	History of Television and Radio
COM 234.	Critical Analysis of Journalism
COM 237.	Media Criticism
DAN 195-196.	Chorégraphie Antique
DAN 250.	Twentieth-Century American Dance
DAN 255.	American Dance Traditions
ED 210.	Development of Education in the United States
ENG 250.	American Literature I
ENG 254.	American Literature II
ENG 255.	The Modern American Novel
ENG 276.	Modern Poetry

ENG 277.	Contemporary American Poets
THE 211.	History of American Theater and Drama
SOC 271.	Protest! Legacy of the Sixties

300-LEVEL COURSES

Three 300 level courses are required, in addition to AMS 205 and 200-level courses.

I. Power and Responsibility

COM 342.	Communication Law and Regulation
PSC 316.	Seminar in Scope and Method in Political Science
PSC 342.	Seminar in Presidential Politics
PSC 343.	Seminar in Congressional Politics
RLG 238/AMS238.	Religion and Race in America

II. Identity II

PSC 322.	American Philosophy
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III. The Natural and Human-Made Environment

HP 320/ART 347	Seminar in Historic Preservation
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IV. Cultural and Social Expression

COM 340.	Media, Politics, and Civic Engagement
COM 342.	Communication Law and Regulation
HIS 305	The Personal Narrative in American History and Culture
HIS 338.	Seminar in Modern European and American History
ENG 371.	Seminar in American Literature
ENG 372.	Seminar in African-American Literature

What are the forms of power in American society? What role do institutions play in wielding power? How have they evolved over time? Who has power and how is it manifested in symbolic and practical ways? How much do one's answers to these questions depend on one's position within American society?

The Art and Art History Department

The Art and Art History Department offers a major in art with a required concentration in either studio art, art history, or arts administration. Majors in studio art may concentrate in secondary education with certification in studio art. The department also offers a minor in art with courses chosen in art history, studio art, or a combination of both.

The study of the visual arts at Goucher encourages students to develop creative talents and aesthetic sensitivity and to examine the historical emergence of art theory and practice. Goucher combines the professional faculty and up-to-date facilities of a larger school with the personal attention paid to each student's artistic and scholarly development that is possible at a smaller college. The Meyerhoff Arts Center, located in the heart of the campus, houses the department's offices; seminar and lecture rooms; and the studios for design, drawing, digital imaging, painting, sculpture, and photography.

The major in art prepares the student for graduate study or for a professional career in the visual arts. Courses in studio art emphasize independent thought and experimentation in transforming materials to communicate emotions and ideas. Courses in art history explore form, content, and meaning in art of the past and the present, with emphasis on historical and social contexts. To accommodate individual interests and career plans, students and their advisers may also design individualized majors that unite studies in art with course work in other fields.

The Art and Art History Department offers a variety of opportunities for personal and intellectual growth. Independent projects and research can be arranged under the direction of departmental faculty. The Goucher Fine and Performing Arts Scholarship is a four-year award granted on the basis of artistic and academic excellence, renewed yearly on the basis of academic excellence and ongoing citizenship in the arts. The Eleanor Spencer Award is granted to fund outstanding research projects in art history or studio art. Rosenberg Scholarships are awarded to deserving art majors based on the quality of their portfolios and academic excellence. Internships can be designed for college credit through established relationships with area museums, arts organizations, artists, galleries, and design studios. These provide students with hands-on experience and help them establish professional contacts. Certain courses are open to Goucher students at a consortium of institutions including The Johns Hopkins University, Maryland Institute College of Art, and Towson University. Frequent exhibitions are mounted in the college's Rosenberg Gallery, and students are encouraged to exhibit in the Corrin student gallery. In addition to Goucher's col-

lection of original art objects, books, photographs, and slides, students have easy access to the many libraries, museums, and art galleries in Baltimore, Washington, and Philadelphia. The department sponsors field trips to these and other cities along the East Coast and hosts a diverse roster of noted visiting artists, art historians, and art critics.

DEPARTMENT FACULTY

Professors

Stuart Abarbanel (painting, drawing, and two-dimensional design), Gail Husch (art history), Edward Worteck (photography and media studies)

Associate Professor

Allyn Massey, chair (sculpture, mixed media)

Assistant Professor

Laura Burns (photography), April Oettinger (art history), Ronald Cohen (painting, drawing)

Lecturer

Pamela Thompson (two-dimensional design)

THE ART MAJOR

All art majors are required to complete:

ART 100 ART 102 ART114 ART 281

A major must elect to concentrate in art history, studio art, or arts administration. It is possible to concentrate in both studio art and art history. Some students combine their work in art with studies in psychology, English, historic preservation, history, economics, or other disciplines.

Writing proficiency in the major is required and is fulfilled by completing at least two 200- or 300-level courses in art history with a C or better. Students who have completed all of their art history courses with a grade point average of C- or below must submit a portfolio containing at least two papers (both 10 pages or longer) to the Art Department faculty for review.

Computer proficiency in the major is earned differently in each concentration:

- Studio concentration: ART 204, with CS 102 recommended
- Art history: ART 204 or CS 102
- Both studio and art history concentrations: ART 204 and CS 102 required
- Arts administration: either ART 204 or CS 102

A maximum of two internships may count toward the major. Each internship can earn a maximum of four credits.

Majors are strongly encouraged to exhibit a body of work in the Corrin student gallery in their senior year.

Transfer students should note that at least 23 of the credits for the major must be earned at Goucher. When requesting transfer credit, courses taken elsewhere, if required for the major, should correspond to courses offered at Goucher, and a syllabus of the course must be presented to determine this.

Students may request an exemption from introductory-level courses upon review of a portfolio presented to the department faculty in the subject area of the requested exemption. Courses taken elsewhere to satisfy requirements in the major or minor by enrolled students must be approved in advance by the department.

Concentration in Studio Art

Art majors concentrating in studio art are required to complete:

ART 100 ART 102 ART 114 ART 137 ART 201
ART 204 ART 225 ART 230 ART 281 ART 330

- Two 200-level courses in art history in addition to ART 281
- One additional 300-level course
- One additional art course at any level in either studio or art history
- Nine credits in other fields in the Arts and/or Humanities divisions

Studio art majors may also concentrate in secondary education with certification in art. For details, see the description under the Education Department.

Students intending to continue in fine and applied art should, with the help of members of the department, assemble a portfolio for use in applying for work or for entrance into graduate school.

Some studio courses in the department require a lab fee.

Concentration in Art History

Art Majors concentrating in art history are required to complete:

ART 100	ART 102	ART 114	ART 281	ART 268 or ART 273
ART 280	ART 285	ART 382	ART 204 and/or CS 102	
ART 249	ART 366			

- At least two additional 200-level courses in art history
- One additional 300-level course in art history
- Two additional courses in studio art (one involving a two-dimensional medium and one involving a three-dimensional medium)
- Nine credits in other fields in the Arts and/or Humanities divisions

Students intending to continue work in art history after graduation are strongly advised to acquire reading knowledge of two languages beyond English.

Concentration in Art and Arts Administration

Art majors concentrating in arts administration must complete a minimum of 27 credits that are chosen in consultation with the department. These credits must include one two-dimensional design course and one three-dimensional design course and cover a range of historical/theoretical and studio work.

Also required are arts administration courses:

EC 101	MGT 110	MGT 120	MGT 170	MGT 210
MGT 229	MGT 370	MGT 375		

Other recommended courses are:

EC 102	ENG 206	MGT 320	THE 105
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THE ART MINOR

The Art and Art History Department minor allows the student to choose courses in three combinations: a concentration in art history, a concentration in studio art, and a general minor combining both art history and studio art.

Courses required for the minor include:

ART 100	ART 102	ART 230
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- Any 300-level course in art history or studio art
- Nine to 10 additional credits in art history or studio art

COURSE DESCRIPTIONS

ART 100.	INTRODUCTION TO THE HISTORY OF ART I: PREHISTORIC TO MEDIEVAL ART (3) (GEN. ED. #4 AND #9) The history of Western art through the Middle Ages as exemplified in selected works of major significance, such as Stonehenge, the Pyramids, and Amiens Cathedral. Special attention to the use of visual forms as a means of expression and to the relationship between art and the culture in which it appears. This course is required for art majors and minors. <i>Fall semester: Oettinger.</i>
ART 101.	INTRODUCTION TO THE HISTORY OF ART II: RENAISSANCE TO MODERN ART (3) (GEN. ED. #4 AND #9) The history of Western art from the Renaissance through the 20th century as exemplified in selected works of major significance. Special attention is paid to the use of visual forms as a means of expression and to the relationship between art and the culture in which it appears. This course does not substitute for ART 100 and is not required for art majors and minors. <i>Spring semester: Husch.</i>
ART 102.	DESIGN FUNDAMENTALS (4) (GEN. ED. #8) Exploration of the basic materials, concepts, languages, and techniques of the two-dimensional visual arts. Topics include line, shape, value, color, texture, and space. Emphasis on creative exercises in and out of class. <i>Fall semester, repeated spring semester: Abarbanel, Thompson, department.</i>
ART 110.	INTRODUCTION TO RELIEF PRINTMAKING (4) Introduction to the materials and methods of relief printmaking, including woodcut and linocut, with emphasis on understanding and using fundamental design concepts. Discussion of the history of relief printing techniques in the fine and applied arts. <i>Fall semester, repeated spring semester: Department.</i>

- ART 114. DRAWING I: INTRODUCTION TO MATERIALS AND METHODS** (4) (GEN. ED. #8)
Drawing from landscape, still life, and interiors, students learn fundamentals of composition, tone, texture, perspective, and three-dimensional form. The course employs a variety of drawing media. Emphasis on observation and organization. Field trip.
Fall semester; repeated in spring semester. Abarbanel, department.
- ART 137. CLAYWORK I** (4) (GEN. ED. #8)
Fundamental clay-forming techniques with an emphasis on sculptural use of clay. Studio work in hand-building, firing, electric, traditional, and raku. Cross-cultural study of the history of clay's uses: functional ware, ritual object, decorative and architectural. Museum visits, exhibitions, slide lectures, visiting artists.
Fall semester: Massey.
- ART 201. BASIC PHOTOGRAPHY** (4) (COM 202) (GEN. ED. #8)
Shooting, developing, and printing in black and white. Four problems documenting the student's ability to control fundamental technical skills and aesthetic issues: photogram, inanimate object, portrait, and time and movement. Prerequisite: ART 102 or sophomore standing.
Fall semester; repeated spring semester: Wordeck, Burns, department.
- ART 203. INTERMEDIATE PHOTOGRAPHY** (4) (COM 203)
Light modulation, nonordinary reality, landscape, documentation. Electronic flash, development compensation. Prerequisite: ART 201 or COM 202.
Fall semester; repeated spring semester: Wordeck, Burns, department.
- ART 204. DIGITAL IMAGING I** (3) (GEN. ED. #8)
An introduction to concepts concerning the principles, methods, techniques, and vocabulary of the most widely used digital imaging processes. Main focus will be on the application Adobe Photoshop® for various output methods. Emphasis on creativity, using the programs as a fine-art tool, and achieving technical skill. Prerequisite: ART 102.
Fall semester; repeated spring semester: Department.
- ART 206. DIGITAL DESIGN I** (3)
An introduction to methods of image creation and visual communication via computer graphic software packages Adobe Illustrator® and Adobe InDesign®. Emphasis will be placed on the use of the computer as a production tool for graphic problem solving. Prerequisite: ART 102.
Spring semester: Department. Offered 2008-09 and alternate years.
- ART 207. PHILOSOPHY AND ART** (3) (PHL 212) (GEN. ED. #9)
An analysis of the philosophical implications and cultural significance of art during the modern period. In pursuing an answer to the question "What is art?" we will examine a selection of philosophical writings on the subject, each of which tries to determine what characteristics make art objects different from all others. In addition, we will examine the political, social, racial, and historical factors that helped produce the institutions, economies, and values that, in the West at least, sustain the notion of "fine art." Our investigation will include a critical consideration of such things as the modern museum, colonialism, the role of the art critic, and the art industry. This course cannot be used to fulfill a 200-level art history requirement for the art major. Prerequisite: sophomore standing, a 100-level philosophy course, or permission of instructor.
Fall semester: DeCaroli. Offered 2007-08 and alternate years.
- ART 208. PHOTOGRAPHY IN COMMUNICATION AND ART** (3) (COM 208)
Visual requirements in photography and graphics for art, advertising, journalism, public relations, and media (including documentaries) from still to slide/sound. This course involves production, analysis decision making, and technology. Prerequisites: ART 201 and 203 or COM 202 and 203.
Fall semester: Wordeck. Offered 2007-08 and alternate years.
- ART 209. PHOTOJOURNALISM AND DOCUMENTARY PHOTOGRAPHY** (3) (COM 209)
An examination of the development of photojournalism and the documentary essay. Lecture and slide presentations on the significant historical and critical developments in the field. The role of photography in propaganda and media manipulation, including a detailed investigation of the techniques and editorial practices that subvert the medium to reinforce various doctrines and ideologies. Included are a series of problems that simulate editorial assignments that are then combined with lectures and demonstrations of techniques appropriate to this photographic

genre. Students are required to write a proposal and execute a documentary/essay portfolio.

Prerequisite: ART 203, COM 203, or permission of the instructor.

Fall semester: Wordeck. Offered 2008-0 and alternate years.

ART 213.

LIFE DRAWING (4) (GEN. ED. #8)

Drawing from the model in a variety of media. Focus on anatomical, structural, and expressive elements of the human form. Prerequisite: ART 114 (or 214), or permission of the instructor.

Spring semester: Abarbanel, department.

ART 225.

PAINTING I: INTRODUCTION TO MATERIALS AND METHODS (4) (GEN. ED. #8)

Introduction to the materials and methods of oil painting with emphasis on perceptual painting. Preparation, composition, tone, color mixing, paint handling, using a variety of approaches. Field trips. Prerequisite: ART 114, or permission of the instructor.

Fall semester, repeated spring semester: Abarbanel, department.

ART 229/329.

PAINTING II (4)

This course presents students with a unique mixture of ideas and methods and takes advantage of Goucher's natural landscape. The goal of the course is to further develop skills and concepts studied in Painting I and will include landscape, still life, models, abstraction, and approaches not considered in Painting I. Prerequisite: ART 225. Students who have taken ART 229 previously may take this course at the 300 level; extra work will be assigned.

Fall semester: Abarbanel.

ART 230.

SCULPTURE I (4) (GEN. ED. #8)

An introduction to seeing, thinking, and working in three dimensions. Studio work in a range of materials and processes, including casting, modeling, carving, and construction. Emphasis on idea generation, close observation, and development of editing and critical evaluation skills. Referencing 30,000 years of makers, assignments include site-specific and time-based installation work. Readings and slide presentations, museum, gallery, and artist studio visits. Prerequisite: ART 102.

Spring semester: Massey.

ART 238.

CLAYWORK II (4)

Studio work emphasizes throwing and functional ware, exploration of glaze formulation, use of diverse claybodies. Refinement of methods from ART 137, attention to development of technical competence balanced with understanding of aesthetic concerns, personal vision and expression. Continued study of the history of clay use. Visiting artists, museum visits, slide lectures. Prerequisite: ART 137.

Spring semester: Massey. Offered 2008-09 and alternate years.

ART 244.

COLLECTING AND HISTORY OF THE MUSEUM (3) (HIS 244)

Examines premodern patterns of European arts patronage, collecting, and display that influenced the organization and form of the modern museum. Based on all of the innovations of early modern collectors, states organized national museums or sponsored the institutionalization of prominent private collections, which we examine through a number of case studies supported by visits to area museums. This course cannot be used to fulfill a 200-level art history requirement for the art major.

Fall semester: Beachy.

ART 249.

HISTORY AND METHODS OF ART HISTORY (3) (GEN ED #7)

This course explores the history of art history from its earliest writings to the formation of the contemporary discipline. Emphasis will be given to modes of interpreting the art object, including feminist, Marxist, and structuralist methodologies, as well as different forms of analysis, including stylistic, iconographic, and contextual. Students will also learn methods of scholarly research appropriate to the discipline, including finding, evaluating, analyzing, and synthesizing primary and secondary visual and textual sources. Prerequisites: ART 100, ART 101, or permission of instructor.

Spring semester: Oettinger.

ART 260.

ANCIENT ART (3) (GEN. ED. #4 AND #9)

Egypt, Mesopotamia, Greece, Rome. A study of the birth and evolution of the Western visual traditions in art and architecture, including painting, sculpture, temples, and city planning. Prerequisite: ART 100 or ART 101, or permission of instructor.

Spring semester: Oettinger. Offered 2007-08 and alternate years.

ART 266.

MEDIEVAL ART (3) (GEN. ED. #4 AND #9)

European art from the catacombs to the cathedrals. Includes Early Christian, Carolingian, Romanesque, Gothic, and Byzantine art. Stylistic evolution and the ideas motivating style. A survey from Early Christian art through the High Gothic, including Byzantium. Prerequisite: ART 100 or ART 101, or permission of instructor.

Fall semester: Oettinger. Offered 2008/2009 and alternate years.

- ART 268. EARLY RENAISSANCE ART** (3) (GEN. ED. #4 AND #9)
 This course considers masterpieces of painting, sculpture, and architecture alongside the ‘minor’ arts (woodwork, ceramics, glass, and the book arts) produced in Europe between the 13th and late-15th centuries, with special emphasis on how images by artist from Van Eyck to Leonardo functioned within their sacred, domestic, and civic settings. Prerequisite: ART 100 or ART 101, or permission of instructor.
Spring semester. Oettinger. Offered 2007-08 and alternate years.
- ART 273. HIGH RENAISSANCE** (3) (GEN. ED. #4 AND #9)
 This course surveys painting, sculpture, and architecture in the age of Michelangelo, Dürer, and Titian. In addition to exploring the artistic production of 16th-century Italy and Northern Europe in its cultural contexts, we will consider the emergence of the artist in the Early Modern era; the rise of art theory; the assimilation of antiquity in 16th-century art; and the development of portraiture, landscape, and mythology in 16th-century visual culture. Prerequisite: Art 100, Art 101 or permission of the instructor.
Spring semester. Oettinger. Offered 2008-09 and alternate years.
- ART 276. ART OF THE BAROQUE** (3) (GEN. ED. #4 AND #9)
 Art and architecture of 17th-century Europe in their social and political context. Art theory and practice. Major masters to be considered: Bernini, Caravaggio, Velázquez, Poussin, Rubens, Rembrandt, Vermeer. Prerequisite: ART 100 or ART 101, or permission of instructor.
Spring semester. Oettinger. Offered 2008-09 and alternate years.
- ART 277. ROCOCO TO REVOLUTION: THE ART OF 18TH-CENTURY EUROPE**
 (3) (GEN. ED. #4 AND #9)
 Art in the Age of Reason was more than a delicate continuation of the 17th-century Baroque. It encompassed a wide variety of approaches, including the elegant and sometimes-decadent “rococo,” the middle-class reaction this rococo produced, and the beginnings of a more sober neoclassicism. This course explores 18th-century European art and architecture in their social, political, and literary contexts from the late reign of Louis XIV to the French Revolution, including works from England, Germany, Italy, and France. Prerequisite: ART 100 or ART 101, or permission of the instructor.
Fall semester. Department. Offered 2007-08 and alternate years.
- ART 278. EUROPEAN AND AMERICAN ARCHITECTURE, 1750-1850**
 (3) (HIS 278) (GEN. ED. #4 AND #9)
 Introduction to architectural theory and practice in Europe and North America from the middle of the 18th through the middle of the 19th century. Neoclassicism, 19th-century revival and eclectic styles, new metal technologies. A brief overview of Colonial American architecture before 1750. Prerequisite: ART 100 or ART 101, or permission of the instructor.
Fall semester. Husch. Offered 2007-08 and alternate years.
- ART 280. NEOCLASSICISM TO IMPRESSIONISM: EUROPEAN ART, 1780-1880**
 (3) (GEN. ED. #4 AND #9)
 European painting and sculpture in the age of industrial and political revolution. Neoclassicism, Romanticism, Realism, and Impressionism. Emphasis on the origins and development of a modern vision and its relationship to academic tradition and on the connection between the visual arts and European politics and society. Prerequisite: ART 100 or ART 101, or permission of the instructor.
Fall semester. Husch. Offered 2008-09 and alternate years.
- ART 281. MODERN ART, 1880-1914** (3) (GEN. ED. #4 AND #9)
 Painting, sculpture, and architecture in Europe. Emphasis on the development and exploration of a modern vision in the late-19th and early-20th centuries. Post-Impressionism, Symbolism, Fauvism, Cubism, Abstraction, Dada, Surrealism. Prerequisite: ART 100 or ART 101, or permission of the instructor.
Spring semester. Husch.
- ART 382. SPECIAL TOPICS IN ART HISTORY** (3)
 Topic for 2008: “The Poetry of Venetian Painting 1440-1600”. This seminar will explore the poetry and romance of 15th- to 16th-century Venetian painting in the age of Bellini, Titian, and Tintoretto. The masterpieces of Venice will be considered in relation to Venetian architecture and sculpture, as well as mosaics, glass, textiles, costume, furniture, book arts, and prints. Through primary readings, secondary scholarship, and close analysis of masterpieces, we will question what images can tell us the Venetian cultural history, civic and familial ideals, identity and memory, and the poetic imagination. How 15th- and 16th-century Venetian art shaped visual traditions in the 17th and 18th century, and the legacy of Venetian painting for the 19th and 20th

century visions on the part of painters and poets will be examined. Prerequisite: one 200-level art history course, or junior standing, or permission of the instructor.

Fall and spring. Husch, Oettinger

ART 284.

FINE ART IN AMERICA (3) (GEN. ED. #4 AND #9)

Painting and sculpture produced in the United States, from the Colonial period to the Civil War, examined in the context of social and cultural developments. Consideration of the relationship of American art to European and non-Western traditions and exploration of the particularly American ideals and myths of national and artistic self-definition. Prerequisite: ART 100 or ART 101, or permission of the instructor.

Fall semester. Husch. Offered 2008-09 and alternate years.

ART 285.

HISTORY OF PHOTOGRAPHY (3) (COM 210)

The history of photography from the earliest manifestations to the present. Prerequisite: ART 100 or ART 101, or permission of instructor.

Spring semester. Department. Offered 2008-09 and alternate years.

ART 286.

AMERICAN ART SINCE WORLD WAR II (3) (GEN. ED. #9)

Major movements and issues in American art from the end of World War II through the 1970's. Emphasis on the function of the visual arts in contemporary society, the role of the artist, the nature of the creative process, varieties of meaning and content in works of art, and the relationship of art to the marketplace. Prerequisite: ART 101 or ART 281, or permission of the instructor.

Fall semester. Husch. Offered 2007-08 and alternate years.

ART 290.

INTERNSHIP IN ART (3-4)

Internship opportunities include work in public museums, commercial galleries, and auction houses; municipal, state, and federal arts foundations; individual assistantships with artists, alternative spaces, graphic studios, photographers, or filmmakers. Prerequisite: Permission of department chair or art faculty adviser. Junior or senior standing recommended. Most internships require at least three courses at the intermediate level in the art major. May be taken pass/no pass or for a letter grade.

Department.

ART 300-309.

INDEPENDENT WORK IN STUDIO (1.5-4)

Advanced studies in studio art. Prerequisites: ART 102; three studio courses, two of which should be in same medium as the independent work proposed; and contract with the faculty member willing to oversee the study. Courses include: 304-IW Clay, 305-IW Drawing, 306-IW Painting, 307-IW Photography, 308-IW Sculpture, 309-IW Mixed-Media Installation.

Fall semester, repeated spring semester. Department.

ART 310.

INTRODUCTION TO COLOR PHOTOGRAPHY (4) (GEN. ED. #8 AND #9)

This course, which is both creative and technical, is designed to introduce students to basic concepts in color photography. Students will execute a series of guided projects dealing with color and develop a personal project that uses color as a key expressive element. The course includes lectures on historical and critical developments in color photography. Students must have their own 35mm manually adjustable camera as well as a strong working knowledge of the camera and proficiency in black-and-white printing techniques. Prerequisites: ART 201 and 203.

Spring semester. Burns.

ART 311.

STUDIO LIGHTING (3)

This course offers instruction in setting up and using studio lighting safely and creatively. A range of assignments will offer techniques in photographing still-life objects, portraits, and manipulated imagery. Lighting techniques for both digital and film cameras. Prerequisites: ART/COM 201, 203.

Spring semester. Wortek. Offered 2007-08 and alternate years.

ART 312.

DIGITAL IMAGING II (3)

This course offers an advanced exploration of Adobe Photoshop®, building on groundwork covered in Digital I. Allows students to work on more complex projects, further investigating their conceptual and technical capabilities. Prerequisite: ART 204.

Spring semester. Department. Offered 2008-09 and alternate years.

ART 330.

INFLUENCES AND IDEAS: ADVANCED ART WORKSHOP (3)

An advanced course for art majors that examines important influences and issues that artists must explore to develop a mature style. The course will serve as an opportunity for students to synthesize and apply concepts encountered in the major and throughout the liberal arts curriculum. Students working in various media will join together in group critiques and develop work that includes mixed-media collaboration. Prerequisites: three studio art courses, two of which are in the same medium; junior or senior standing. May be repeated once for credit.

Spring semester. Department.

- ART 331. SCULPTURE II (4) (GEN. ED. #8 AND #9)**
 Studio work emphasizes the development of personal vision. Materials and processes to augment that goal are wide-ranging, but include metal fabrication, welding, wood-joining, stone and wood carving, fiberglass, rubber molds. Technical competence and craft serve aesthetic concerns and formal understanding. Visits to artists' studios, readings in current critical thought, slide lectures, exhibitions. Prerequisite: ART 230.
Fall semester: Massey.
- ART 347. SEMINAR IN HISTORIC PRESERVATION AND ARCHITECTURE (4) (HP 320)**
 Development of American architecture since 1880, including the influence of construction technology, building systems, materials, building codes, and construction financing on the design of buildings. The preservation and conservation of 20th-century materials and artifacts will also be addressed. Prerequisites: ART 278 or HP 110, HP210, HP 220, HP 230 and Art 278/HIS 278 or permission of the instructor.
Department. Variable
- ART 366. THE ART-HISTORICAL PRESENTATION (1)**
 Directed study in which a student conceptualizes, researches, writes, and organizes an illustrated art history lecture to be delivered in a public forum at the end of the semester. Requirements also include journal assignment and attendance at two professional art history lectures. Can be repeated once for credit. Prerequisites: two 200-level art history courses, and permission of the instructor.
Fall semester; repeated spring semester: Husch and Oettinger.
- ART 370. DIRECTED STUDIES IN ART HISTORY (3)**
 Essentially courses without class meetings, directed studies permit the student to work in periods and problems in art not treated in courses. Prerequisites: ART 100, two 200-level courses in art history, and permission of the instructor.
Fall semester; repeated spring semester: Husch, Oettinger.
- ART 373. INDEPENDENT WORK IN ART HISTORY (3)**
 Research or study of a narrowly limited topic in art history or criticism, preferably one initiated in a course taken earlier. Prerequisites: ART 100, at least two 200-level courses in art history, and permission of the instructor; preferably senior standing.
Fall semester; repeated spring semester: Husch, Oettinger.
- ART 382. SPECIAL TOPICS IN ART HISTORY (3)**
 A seminar devoted to different aspects of the history of art. Examination of a variety of art-historical periods, methodologies, and critical approaches. Prerequisite: one 200-level art history course, or junior standing, or permission of the instructor. Topic Fall 2007 "The poetry of Venetian painting 1400-1600."
Fall and Spring semester: Husch, Oettinger. Offered 2007-08.
- ART 386. WOMEN, ART, AND SOCIETY (3) (WS 386)**
 An examination of the role women have played as producers and consumers, and as the subject matter of the visual arts in the Western tradition. Emphasis on the treatment of women's contributions to the visual arts and on issues of gender and ideology within the discipline of art history. Prerequisite: one 200-level art history course, or junior standing, or permission of the instructor.
Spring semester: Husch. Offered 2008-09 and alternate years.
- ART 398. ADVANCED STUDIES IN STUDIO ART (3-4)**
 Advanced individual work in ceramics, sculpture, painting, photography, and drawing under the direction of a member of the department, accompanied by group meetings with other advanced students. Each student will design a specific project, execute it and complementary assignments, and participate in required critique sessions. Prerequisites: introductory, intermediate, and/or advanced courses in the selected medium and permission of the instructor.
Fall semester; repeated spring semester: Department.

The Biological Sciences Department

The Biological Sciences Department offers a major in biological sciences with concentrations in molecular biology, environmental science, dance science, and secondary education with certification in biological sciences; a minor in biological sciences; and dual-degree programs in biomedical engineering, chemical and biomolecular engineering, environmental engineering, and materials science engineering.

The goal of the biological sciences major is to promote scientific curiosity, critical thinking, and intellectual maturity. Biology is not merely a collection of facts, but a process of discovery, and students are encouraged to participate actively in this process. Each course provides a framework for examining the scientific process as a means to master current knowledge and to provide a basis to address problems of the future. The biological sciences core curriculum explores the major disciplines in biology and examines both the diversity of life and the functional aspects of living systems. The core courses encompass the wide spectrum of biology from molecules and cells to populations and ecosystems using evolutionary adaptation as a recurrent theme. Advanced courses allow students to pursue areas of special interest and stress independence and initiative. Many students participate in research, either in collaboration with a faculty member on campus or at an off-campus research setting. This provides an unusual and valuable opportunity for growth in intellectual and scientific maturity beyond the usual undergraduate courses. Results of these studies are occasionally published in scientific research journals. Off-campus internships provide valuable practical experience in a work setting that often leads to informed career choices.

Many students elect internships at community hospitals or at medical or biological research laboratories. Others seek experience at ecological or agricultural research settings that may be as distant as Honduras or Australia. A major in biological sciences may lead to research or graduate study in biology. Many students use the biological sciences major as preparation for medical, dental, or veterinary schools or for one of a variety of careers in public health. Graduates have entered professions that are creative combinations of biological expertise and graduate preparation in business or law. An MBA, for example, can be preparation for management positions in biotechnology, or a law degree for specialization in patent or environmental law.

DEPARTMENT FACULTY

Professors

George Delahunty, Chair (physiology and endocrinology), LeLeng Isaacs (microbiology and immunology), Judith Levin (biochemistry and molecular biology), Janet Shambaugh (cellular and developmental biology), Robert Slocum (plant physiology, biochemistry, and molecular biology)

Assistant Professors

Mark Hiller (genetics and molecular biology), Cynthia Kicklighter (ecology and marine biology)

Senior Laboratory Lecturer and Adjunct Assistant Professor

Harry Ratrie III

Lecturer

William Hilgartner

Senior Laboratory Instructors

Jacqueline Andrews, Theresa Hodge

THE BIOLOGICAL SCIENCES MAJOR

The major consists of at least 40 biology credits that include a core sequence:

BIO 104	BIO 105	BIO 210	BIO 214	BIO 220
BIO 224	BIO 240	BIO 260 or 333/334		

BIO 111, 140, 150, 170, and 290 do not count toward the 40-credit requirement.

In addition, a minimum of 14 credits at the 300 level, including one seminar and at least one three-hour laboratory course, are required. The laboratory courses that fulfill this requirement are:

BIO 324L	BIO 328	BIO 334	BIO 343L	BIO 354L
BIO 363	BIO 378L	BIO 390-399		

A maximum of one seminar can count toward the 300-level requirement. The 300-level courses must represent at least two different biological disciplines. If both CHE 341 and 345 are elected, three credits may count toward the fourteen 300-level credits required for the biological science major. To count toward the major, students must receive a grade of at least a C- in all the biological sciences courses. Students planning to major in biological sciences should elect BIO 104 and 105 and CHE 111/112 (or 112H) and 151/152 (or 152H) in their first year and BIO 210/214 and 220/224 in their sophomore year. CHE 235 and MA 170 are required and should be completed as soon as possible, preferably by the end of the sophomore year. MA 180 is strongly recommended.

The biological core is completed in the junior year by taking BIO 240 and either plant or animal physiology. All students, especially those contemplating graduate school, are urged to take both BIO 260 and BIO 333/334. The last three semesters may be devoted to specialization at the 300 level and independent research.

Laboratory reports and papers in BIO 214, 224, 240, and 260 are used to evaluate writing proficiency in the major. Computer proficiency is satisfied by completing the requirements for the major.

Concentration in Molecular Biology

Students may fulfill requirements for the major in the biological sciences with a concentration in molecular biology by completing all major requirements, CHE 341 or 345, and two semesters of physics (PHY 115/116 or PHY 125/126). Of the 14 credits required at the 300 level, two lecture courses must be selected from among BIO 324, BIO 327, and BIO 354, and two laboratory courses must be selected from among BIO 324L, BIO 328, BIO 354L, and either CHE 342 or CHE 346. Two credits from CHE 342 or 346 may be counted toward the 40 required biology credits. If both CHE 341 and 345 are elected, three credits may count toward the 14 required credits at the 300 level.

Concentration in Environmental Science

In addition to the core sequence of courses listed above, CHE 235 and MA 170 are required and MA 141 is highly recommended. Two courses must be selected from among BIO 260, BIO 333/334 and 354/354L. Additional requirements for a biological sciences major with a concentration in environmental science are:

BIO 241	BIO 343/343L	BIO 384	
EC 101 or 102 or an environmental economics course		PSC 285	

Concentration in Dance Science

This concentration focuses on knowledge and technique in the new field of dance science. Study of the sciences is combined with technical and theoretical dance training to provide a basis for understanding problems in dance performance, nutrition, and care and prevention of injuries. With additional course work, this concentration provides preparation for graduate studies in physical therapy, sports medicine, dance medicine, and related fields. (See the director of premedical studies for specific requirements.) In addition to fulfilling all requirements for a major in the biological sciences, requirements for a concentration in dance science are:

DAN 126/117 or DAN 127/116	DAN 252	DAN 360	PHY 115
An internship or research in dance science			

Concentration in Secondary Education with Certification in Biological Sciences

Students planning to teach biology in secondary schools must major in biology and complete the required education courses. See the teaching certification requirements under secondary education certification requirements in the Education Department.

DUAL-DEGREE PROGRAMS IN BIOMEDICAL, CHEMICAL AND BIOMOLECULAR, ENVIRONMENTAL, AND MATERIALS SCIENCE ENGINEERING

Students earn both a bachelor of arts degree from Goucher and a bachelor of science degree from the G.W.C. Whiting School of Engineering of The Johns Hopkins University. The purpose of the dual-degree program is to enable students to explore the liberal arts and sciences, while developing professional knowledge and experience in biomedical engineering, chemical and biomolecular engineering, environmental engineering, or materials science engineering. A more comprehensive description of the science and engineering dual-degree programs can be found in the Science and Engineering section on page 210. Consult program director Jill Zimmerman for additional information.

PREMEDICAL, PREVETERINARY, AND PREDENTAL STUDIES

The course work needed to apply to medical, dental, and veterinary schools includes one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, and one or two semesters of calculus (varies). Competitive medical school applicants usually have taken additional science courses. Thus, most students interested in applying to medical school will major in either biology or chemistry, as the overlap between the premed requirements and the science major requirements is substantial. A more comprehensive explanation can be found under the Premedical Studies section of the catalogue.

Majors planning to apply to medical, dental, or veterinary schools should consult George Delahunty, director of premedical studies, for assistance in program planning.

THE BIOLOGICAL SCIENCES MINOR

The minor in biological sciences exposes students to a core of knowledge over the breadth of subdisciplines from molecular biology through ecology. In addition to the core sequence, requirements for a biological sciences minor are: One 300-level biology course, CHE 111/112, CHE 151/152, and CHE 230. MA 170 or MA 141 are recommended.

COURSE DESCRIPTIONS

BIO 104.

BIOLOGICAL DIVERSITY I: KINGDOMS OF ORGANISMS (4)

An evolutionary approach is used to study the structure, function, and diversity of prokaryotes, protists, fungi, plants, and invertebrates. Laboratory work emphasizes experimentation and

observation of living organisms in studies of functional morphology and adaptation. Three hours lecture, three hours laboratory. This course is not recommended for non-science students and may not be taken to satisfy the natural sciences general education requirement.

Fall semester: Kicklighter, Slocum.

BIO 104H.

BIOLOGICAL DIVERSITY I: HONORS COLLOQUIUM (1)

Once-a-week meetings to explore current issues and research relevant to BIO 104. Special presentations, discussions, and field trips. Prerequisite: admission by placement.

Fall semester: Slocum.

BIO 105.

BIOLOGICAL DIVERSITY II: THE VERTEBRATES (4) (GEN. ED.#6)

An examination of the distinctive features and adaptations of the vertebrates from the viewpoint of evolutionary breakthrough and adaptive radiation. Also considered is the origin of the vertebrates from echinoderm and chordate ancestors. Laboratory studies examine aspects of physiology, development, and behavior, as well as comparative morphology. Three hours lecture, three hours laboratory. Prerequisite: BIO 104 recommended but not required. BIO 105 is recommended for non-science students needing to fulfill the laboratory natural sciences requirement.

Spring semester: Rattie, Shambaugh.

BIO 105H.

BIOLOGICAL DIVERSITY II: HONORS COLLOQUIUM (1)

Once-a-week meetings to explore current issues and research relevant to BIO 105. Special presentations, discussions, and field trips. Prerequisite: admission by placement.

Spring semester: Rattie, Hodge.

BIO 111.

HUMAN GENETICS (3.5) (GEN. ED.#6)

A lecture and laboratory course that examines the science of genetics. Topics include structure and function of DNA and genomes, principles of inheritance, and control of gene function in humans and other selected organisms. The laboratory component will introduce students to fundamental genetic and molecular genetic techniques. The course will emphasize how human health and welfare are influenced by basic principles of modern genetic technology. Prerequisite: High school biology or chemistry recommended. Course not open to students enrolled in BIO 220 or biological sciences majors.

Spring semester: Hiller. Offered 2008-09 and alternate years.

BIO 150.

HUMAN SEXUALITY AND REPRODUCTION (3.5) (GEN. ED.#6)

This is a lecture and laboratory course on the biological aspects of human reproduction and sexual behavior. Basic scientific knowledge of genetics, human reproductive anatomy, development, and physiology is presented and correlated to biomedical aspects of reproduction and to human sexual behavior. Special attention is given to sexually transmitted diseases. Societal and ethical issues are integrated into discussions of research advances and technological development. This course fulfills the science requirement for non-majors.

Spring semester: Isaacs. Offered 2007-08.

BIO 170.

ENVIRONMENTAL ALTERNATIVES (4) (GEN. ED.#6)

Critical evaluation of pressing environmental issues such as population growth, acid rain, biodiversity, global warming, ozone depletion, and toxic wastes. Special emphasis on how these problems affect the Chesapeake Bay. Examination of conflicting views about the seriousness of these threats and examination of alternative solutions within the context of economic, cultural, and political factors. Four hours lecture/laboratory. Laboratory includes several field trips. This course fulfills the college laboratory science requirement. Prerequisites: none. High school biology or chemistry strongly recommended.

Spring semester: Kicklighter.

BIO 210.

CELL BIOLOGY AND BIOCHEMISTRY (3) (GEN. ED.#6 WITH BIO 214)

Study of the smallest unit of life focusing on the molecular characteristics of cell components that determine cell behavior. Topics include the composition and structure of the cell membrane, cytoplasm, and organelles in relation to transport, communication, metabolism, division, and locomotion. The models used to explain cell structure, function, and evolution are evaluated in terms of results from selected experiments. Three hours lecture, one hour discussion.

Prerequisites: one college-level biology course and CHE 151 and 152 (or 152H).

Fall semester: Levin, Shambaugh.

BIO 214.

TECHNIQUES IN CELL BIOLOGY (1) (GEN. ED.#6 WITH BIO 210)

Students learn current technology and experimental procedures used for research in cell biology. Laboratory procedures include biochemical techniques in quantitative analysis, enzyme kinetics, protein purification, and cell fractionation, as well as traditional microscopic techniques in histology and histochemistry. Three hours laboratory. Prerequisite: BIO 210 or concurrent enrollment.

Fall semester: Shambaugh, Levin, Hodge.

BIO 220.

PRINCIPLES OF GENETICS (4) (GEN. ED.#6 WITH BIO 224)

Concepts of heredity and their application in a wide variety of organisms from bacteria to humans. Includes classical transmission genetics, chromosomal structure, DNA structure and replication, protein synthesis, gene regulation in prokaryotes and eukaryotes, extranuclear heredity, and introduction to molecular analysis of genes and chromosomes. Three hours lecture, one hour discussion. Prerequisites: BIO 210 (C- or better) and CHE 230.

Spring semester: Hiller.

BIO 224.

TECHNIQUES IN GENETICS AND MOLECULAR BIOLOGY (1) (GEN. ED.#6 WITH BIO 220)

Laboratory experience with techniques used in genetics and molecular biology research. These include the use of mutant strains to carry out genetic analyses such as genotypic and phenotypic characterizations, segregation analysis, and genetic mapping. Molecular techniques used to manipulate and analyze DNA are integrated with the genetics analysis and include the polymerase chain reaction (PCR) and restriction endonuclease digestion-site mapping. Prerequisite: BIO 210, 214, 220 or concurrent enrollment.

Spring semester: Andrews, Hiller.

BIO 240.

ECOLOGY AND EVOLUTION (3) (GEN. ED.#6 WITH BIO 241)

The distinctive features of diverse terrestrial and aquatic habitats are examined to discover how they affect individual, population, and community processes. Ecological and evolutionary theory is used to explore the relationships between structure and function in ecosystems, and current models are used to probe the nature of population growth and its regulation. The mechanisms of evolution are illustrated using examples from population genetics, speciation, and co-evolution. Three hours lecture. Prerequisites: BIO 104, 105, and 220.

Fall semester: Kicklighter.

BIO 241.

FIELD ECOLOGY (2) (GEN. ED.#6 WITH BIO 240)

Practical experience in field and laboratory techniques of terrestrial and aquatic ecology. Emphasis on experimental design and quantitative analysis. One hour lecture, three hours laboratory. Weekend field trips. Prerequisite: BIO 240 or concurrent enrollment.

Fall semester: Kicklighter. Offered 2007-08 and alternate years.

BIO 260.

PRINCIPLES OF ANIMAL PHYSIOLOGY (4) (GEN. ED.#6)

Systems approach to the physiological processes of animals, including nerve, muscle, circulation, respiration, osmoregulation, endocrine, acid-base balance, and metabolism. Comparative illustrations emphasize the functional equivalence of physiological processes in contrast to structural variations. Laboratory work introduces standard methods used in physiological investigations and emphasizes data interpretation with regard to known physiological mechanisms. Three hours lecture, three hours laboratory. Prerequisites: BIO 104, 105, and 210.

Fall semester: Delabunty, Rattie.

BIO 272G.

INTENSIVE COURSE ABROAD (GEN. ED.#3)

TROPICAL MARINE BIOLOGY (3)

An intensive three-week investigation of Caribbean reefs and other tropical marine habitats. Daily field trips allow maximum exposure to the unique and diverse coral reef community with additional excursions to grass beds and mangrove forests. Primary focus on the structure and function of coral reef systems and on the biology of the dominant organisms therein. Field trips will be supplemented by lectures, films, slides, and appropriate reading. Primary emphasis is on analysis of coral reef structures and function *in situ* through direct observation and field experiments. Taught during the January intersession at the Institute for Marine Studies on the island of Roatan in Honduras. Prerequisites: BIO 104 or 105, or permission of the instructor. Scuba certification strongly recommended.

January intersession. Offered 2008 and alternate years. Hodge, Kicklighter.

BIO 280-289.

DIRECTED READING IN BIOLOGICAL SCIENCES (3 EACH)

Directed reading allows a student to pursue an area of special interest not covered by a formal course by designing, in collaboration with the instructor, readings tailored to the topic. Prerequisites: BIO 104 and/or 105 and appropriate 200-level courses. Permission of the instructor and approval of the department are required.

Fall semester; repeated spring semester. Department.

BIO 280.

Directed Reading in Biometry

BIO 281.

Directed Reading in Cell and Molecular Biology

BIO 282.	Directed Reading in Genetics
BIO 283.	Directed Reading in Plant Biology
BIO 284.	Directed Reading in Ecology
BIO 285.	Directed Reading in Microbiology
BIO 286.	Directed Reading in Animal
BIO 287.	Directed Reading in Animal Physiology Development
BIO 288.	Directed Reading in Marine Biology
BIO 289.	Directed Reading in the Biological Sciences

BIO 290. INTERNSHIP IN BIOLOGICAL SCIENCES (3-4)

Typical internships include positions in university, government, or industrial research laboratories, medical or veterinary practices, zoos, botanical gardens, the National Aquarium in Baltimore, and oceanographic research vessels. Prerequisites: BIO 104 (or 104H) and 105 and appropriate 200-level courses. Graded pass/no pass only.

Department.

BIO 291. DIRECTED RESEARCH IN THE BIOLOGICAL SCIENCES (2)

Under the direction of a departmental faculty member, students conduct laboratory or field research. Students initially write a brief research plan, outlining major goals of the research project. Upon completion of the research, students submit a report written in the form of a journal article to the faculty sponsor. The course may be repeated once with the same, or a different, faculty member. Only two credits of directed research may be counted toward the 40-credit total for the biology major. Prerequisites: Sophomore standing, or permission of the department. Students who wish to be considered for honors within the biology major must complete an appropriate senior independent research course (BIO 390Y-399Y.)

Fall semester; spring semester; summer. Department.

BIO 324. ADVANCED MOLECULAR BIOLOGY (3) (GEN. ED.#7) (GEN. ED.#6 WITH BIO 324L)

Topics include construction of recombinant DNA molecules; recombinant protein expression, purification and characterization; gene expression analyses; analysis of gene function, etc. The course also provides basic training in the use of bioinformatics tools to “mine” Web-based data on a variety of levels, from identification and characterization of individual genes or gene products, to examination of genome-wide responses, to integration genes or gene products, to examination of genome-wide responses, to integration of many different types of databases.

Prerequisites:

BIO 220 and 224.

Spring semester. Slocum.

BIO 324L. ADVANCED MOLECULAR BIOLOGY LAB (1) (GEN. ED.#6 WITH BIO 324)

The laboratory will provide the student with opportunities to investigate questions relating to basic biological processes and to design independent research projects that employ bioinformatics and advanced molecular biology techniques in an integrated manner. Prerequisites BIO 220 and BIO 224 and concurrent enrollment in BIO 324.

Spring semester. Slocum. Offered 2007-08 and alternate years.

BIO 327. ADVANCED GENETICS (3) (GEN.ED.#6 WITH BIO 328)

This course provides an understanding of the control and expression of genes at the molecular level with an emphasis on eukaryotic systems. Topics focus on genetic analyses of selected model systems, including *Drosophila*, *S. cerevisiae*, *C. elegans*, and human. Student participation and use of original literature are emphasized. Three hours lecture. Prerequisites: BIO 210 and 220.

Fall semester. Hiller. Offered 2007-08 and alternate years.

BIO 328. ADVANCED GENETICS LABORATORY (1) (GEN. ED.#6 WITH BIO 327)

This laboratory focuses on the practical applications of molecular genetic techniques in the study of the regulation and expression of genes. Group experimental projects designed to allow the development of research techniques and analysis familiarize students with molecular and classical genetic methodologies in selected model genetic systems. Molecular techniques include cloning, gene mapping, restriction fragment analysis, Western and Northern blotting, *in situ* hybridization, microscopy, and polymerase chain reaction (PCR). Three hours laboratory. Prerequisites: BIO 224; 327 or concurrent enrollment.

Fall semester. Hiller. Offered 2007-08 and alternate years.

BIO 333. PLANT PHYSIOLOGY (3) (GEN. ED#6 WITH BIO 334)

Examination of factors influencing the growth and development of plants (water, mineral nutrients; hormones and chemical regulators; and environmental factors such as temperature, gravity, and light). Also included are biochemical and molecular aspects of important metabolic

processes, such as photosynthesis and nitrogen fixation. Three hours lecture. Prerequisites: BIO 104, 210, and 224.

Spring semester: Slocum.

BIO 334. PLANT PHYSIOLOGY LABORATORY (1) (GEN. ED.#6 WITH BIO 333)

Laboratory exercises include plant tissue culture, analysis of photosynthetic activities of isolated chloroplasts, enzyme assays, isolation of alkaloids from root cultures of transformed plants, and effects of light and hormones on plant development; independent research project. Three hours laboratory. Prerequisites: BIO 104 and 210. Corequisite: BIO 333.

Spring semester: Slocum. Offered 2008-09 and alternate years.

BIO 343. CHEMICAL ECOLOGY (3) (GEN. ED.#6 WITH BIO 343L)

An introduction to how organisms use chemicals to gather information about and interact with their environment. Topics include how chemicals mediate interactions between individuals and their environment (finding nesting sites or suitable habitat), between different species (finding food/hosts, defending against predators), and between members of the same species (finding a mate). Three hour lecture. Prerequisite: BIO 240.

Spring semester: Kicklighter. Offered 2007-08 and alternate years.

BIO 343L. CHEMICAL ECOLOGY LABORATORY (2) (GEN. ED.#6 WITH BIO 343)

This laboratory focuses on the behavioral, physiological, and chemical techniques used to study how chemicals are utilized by species to interact with their environment. Experimental design will be emphasized and based on lecture topics, students will conduct experiments to investigate the use of chemicals by various organisms. In addition, students will learn how to isolate and to identify these chemical signals. Corequisite: BIO 343.

Spring semester: Kicklighter. Offered 2007-08 and alternate years.

BIO 354. MICROBIOLOGY (3) (GEN. ED.#6 WITH BIO 354L)

An introduction to the structure, physiology, genetics, ecology, and the evolution of microorganisms. Special attention is given to the role of microbes in industry and in infectious diseases.

Chemotherapeutic and immune control of infectious diseases are also discussed in detail. Three hours lecture. Prerequisites: BIO 210, 220, and CHE 230. Corequisite: BIO 354L.

Fall semester: Isaacs.

BIO 354L. MICROBIOLOGY LABORATORY (2) (GEN. ED.#6 WITH BIO 354)

Laboratory work includes isolation, identification, and cultivation of microbes. Students learn common microbiology techniques and the biology of selected groups by characterizing their morphology, ecology, physiology, and biochemistry. Identification through classical phenotypic methods is compared to identification by molecular methods. One hour lecture and three hours laboratory. Corequisite: BIO 354.

Fall semester: Isaacs.

BIO 362. ENDOCRINOLOGY (3) (GEN. ED.#6 WITH 363)

A study of the vertebrate endocrine system. Topics include endocrine gland morphology, hormone syntheses and biochemistry, and hormonal regulation of physiological function with particular regard to growth, metabolism, reproduction, and electrolyte balance. Neuroendocrinology and mechanisms of hormone action are also considered in detail. Three hours lecture. Prerequisites: BIO 210, 224, and 260.

Spring semester: Delahunty. Offered 2007-08 and alternate years.

BIO 363. ENDOCRINOLOGY LABORATORY (2) (GEN. ED.#6 WITH BIO 362)

Practical experience with endocrine methodology. Laboratory exercises with vertebrate organisms include animal surgery, hormone replacement therapy, and demonstration of hormonal regulation via negative feedback mechanisms. Basics of radioimmunoassay and studies demonstrating the mechanism of hormone action are included. One hour lecture, three hours laboratory. Corequisite: BIO 362.

Spring semester: Delahunty. Offered 2007-08 and alternate years.

BIO 374. SEMINAR IN MECHANISMS OF AGING AND CANCER (3) (GEN. ED.#7)

Investigation into the current understanding of biochemical processes that underlie progressive aging in humans. Topics include the evolution of senescence, the genetic and environmental components of aging-related diseases such as Alzheimer's and cancer, and the implications of current research that is aimed at improving the quality and longevity of human life. Lectures, discussions, and student presentations. Prerequisite: BIO 210 and 220, or CHE 341.

Spring semester: Levin. Offered 2008-09 and alternate years.

- BIO 378. DEVELOPMENTAL BIOLOGY (3)** (GEN. ED.#6 WITH BIO 378L)
The developmental sequence of events that leads to the formation of an embryo is described using selected animal systems. Theories on the underlying mechanisms of the processes that create controlled growth, specified form, and cell specialization are evaluated using experimental evidence. Three hours lecture. Prerequisites: BIO 210, 220, and 224. Corequisite: BIO 378L. *Spring semester. Shambaugh.*
- BIO 378L. DEVELOPMENTAL BIOLOGY LABORATORY (1)** (GEN. ED.#6 WITH BIO 378)
Anatomy of the embryo is studied histologically. Differentiation and growth are examined using experimental systems *in vitro*. Three hours laboratory. *Spring semester. Shambaugh.*
- BIO 379. SEMINAR IN IMMUNOLOGY (3)** (GEN. ED.#7)
Critical examination of current research problems and synthesis of primary literature in immunology. Emphasis is on host microbe interactions and the role of cytokines in immune function. Also included are immunological methods, hypersensitivity, autoimmunity, immunodeficiency, tumor immunology, immunotherapy, immune privilege, and transplantation. Formal lectures and student presentations. Prerequisites: BIO 210, 214, 220, and 224. Recommended BIO 354. *Spring semester. Isaacs. Offered 2007-08 and alternate years.*
- BIO 380. DIRECTED READING IN BIOLOGICAL SCIENCES (3)**
Reading program designed in consultation with an instructor in an area not covered by formal course work. Directed reading at the 300 level would require integration and critical evaluation of current literature well beyond that required for BIO 280-289. Prerequisites: appropriate 200-level and/or 300-level courses, permission of instructor, and approval of the department. *Fall semester; repeated spring semester. Department.*
- BIO 382. SEMINAR IN GENETICS (3)** (GEN. ED.#7)
Emphasis is on the student presentation and analysis of current scientific literature in the field of genetics. Prerequisite: BIO 220, 224. *Fall semester. Hiller. Offered 2008-09 and alternate years.*
- BIO 384. SEMINAR IN MARINE ECOLOGY (3)** (GEN. ED.#7)
Examination of the structure and function of diverse marine ecosystems, including the Chesapeake Bay, coral reefs, deep ocean, and polar seas. Emphasis on current research and theory through critical examination of primary literature. Oral presentations. Prerequisite: BIO 240. *Spring semester. Kicklighter. Offered 2008-09 and alternate years.*
- BIO 387. SEMINAR IN PLANT MOLECULAR BIOLOGY AND BIOTECHNOLOGY (3)** (GEN. ED.#7)
Seminar focuses on use of molecular biology techniques to understand plant growth and development, to improve agriculturally important plants, to modify plant metabolism for production of pharmaceuticals, etc. Emphasis on primary scientific literature. Lecture, discussions, student presentations. Prerequisites: BIO 210 and 220. *Fall semester. Slocum. Offered 2007-08 and alternate years.*
- BIO 390Y-399Y. RESEARCH IN BIOLOGICAL SCIENCES (2/2)**
A special opportunity for advanced students to pursue their own research topic. Students considering graduate studies should explore this possibility with a departmental faculty sponsor. Under the guidance of the faculty sponsor, the student designs laboratory or field research for one or two semesters. The research may take place on campus or at an off-campus laboratory. Results of the research will be submitted in a format suitable for publication in a research journal in the field of study. Independent research and oral presentation of research findings in a departmental seminar are required for graduation with honors in the major. Students may earn up to four credits per year. Prerequisites: permission of the instructor and approval of the department. For further details, consult the Information Handbook for the Major in the Biological Sciences. *Fall semester; repeated spring semester; summer. Department.*
- BIO 390Y. Research in Animal Physiology
BIO 391Y. Research in Cell Biology

BIO 392Y.	Research in Developmental Biology
BIO 393Y.	Research in Ecology
BIO 394Y.	Research in Endocrinology
BIO 395Y.	Research in Environmental Physiology
BIO 396Y.	Research in Microbiology
BIO 397Y.	Research in Molecular Biology
BIO 398Y.	Research in Genetics
BIO 399Y.	Research in Plant Biology

The Chemistry Department

The Chemistry Department offers a major in chemistry [with optional American Chemical Society (ACS) certification] with concentrations in biochemistry and in secondary education with certification in chemistry; dual-degree programs in biomedical engineering, chemical and biomolecular engineering, environmental engineering, and materials science engineering; and a chemistry minor.

A major in chemistry prepares students for careers in chemistry, graduate work, or for entrance into professional schools. Students with an ACS-certified degree in chemistry have a sound basis for industrial, educational, governmental, and hospital careers in chemistry. They are prepared for graduate work in organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, biochemistry, materials science, and related fields. They may also move into law, medical, dental, pharmacological, and other professional schools.

Preparation for veterinary, medical, or dental school may be obtained through a chemistry major. Students planning to apply for admission to veterinary, medical, or dental school should notify the director of premedical studies by the end of the sophomore year.

The Department of Chemistry is on the approved list of the American Chemical Society. Course offerings, faculty, library, equipment, and budget of the department meet the national standards of the society.

Prospective majors should select CHE 111 and 112 (or 112H), and 151 and 152 (or 152H) in the first year.

DEPARTMENT FACULTY

Professor

Esther J. Gibbs (inorganic and bioinorganic chemistry), Judith R. Levin (biochemistry/molecular biology)

Associate Professors

Scott P. Sibley, chair (physical/inorganic chemistry)

Assistant Professors

Lesley R. Brown (organic/biochemistry/molecular biology), George E. Greco (organic/organometallic/inorganic chemistry)

Lecturer and Supervisor of Organic Laboratories

Darcie Wallace-Duckworth (organic/environmental chemistry)

Lecturer and Coordinator of General Chemistry Laboratories

Pamela Douglass (physical chemistry)

THE CHEMISTRY MAJOR

Students should check all courses for the accompanying prerequisites.

Courses required for the major are:

CHE 111	CHE 112 or 112H	CHE 151	CHE 152 or 152H
CHE 230	CHE 235	CHE 265	CHE 265L or 266L CHE355

And an additional 13 credits from the following courses, at least two credits of which must come from CHE 342, CHE 356, or CHE 373. Students should check all courses for the accompanying prerequisites. CHE 266 is strongly recommended.

CHE 265L	CHE 266	CHE 266L	CHE 330	CHE 341
CHE 342	CHE 356	CHE 372	CHE 373	CHE 391H
CHE392H	CHE 393H			

In addition, students are required to demonstrate writing proficiency in the major in one of the following courses by the end of their junior year:

CHE 265L CHE 373	CHE 266L CHE 395Y	CHE 342	CHE 346	CHE 356
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Computer proficiency is fulfilled by completing the major requirements.

The Chemistry Major With ACS Certification

Courses required for the ACS-certified major are:

CHE 111	CHE 112 or 112H	CHE 151	CHE 152 or 152H	CHE 230
CHE 235	CHE 265	CHE 265L	CHE 266	CHE 266L
CHE 341	CHE 355	CHE 356	CHE 372	CHE 373
CHE 395Y				

Two other 300-level courses

MA 170 and 180 (must be taken before CHE 265 or CHE 266)

Concentration in Biochemistry

Courses required for the biochemistry concentration are:

CHE 111	CHE 112 or 112H	CHE 151	CHE 152 or 152H
CHE 230	CHE 235	CHE 265	CHE 266 or 265L
CHE 341	CHE 342	CHE 345	CHE 346

Two other 200- or 300-level chemistry courses, excluding 290, 294, 295, 391H, 392H, 393H, and 395Y

In the Biological Sciences Department, at least seven credit hours above the 100 level are required.

These seven credits shall come from among the following courses:

BIO 210	BIO 214	BIO 220	BIO 224	BIO 354
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Concentration in Secondary Education With Certification in Chemistry

Students planning to teach chemistry in secondary schools after graduation should consult with the chairs of the Departments of Chemistry and Education as early as possible in their academic careers for certification requirements in education. For certification requirements, see description under the Education Department.

Dual-Degree Programs in Biomedical, Chemical and Biomolecular, Environmental, and Materials Science Engineering

Goucher College has established a dual-degree program through which students earn both a bachelor of arts degree from Goucher and a bachelor of science degree from the G.W.C. Whiting School of Engineering of The Johns Hopkins University. The purpose of the dual-degree program is to enable students to explore the liberal arts and sciences, while developing professional knowledge and experience in biomedical, chemical, biomolecular environmental, or materials science engineering. A more comprehensive description of the science and engineering dual-degree programs can be found on page 210 of this catalogue. Consult the program director for additional information.

THE CHEMISTRY MINOR

Courses required for a minor in chemistry are:

CHE 230	CHE 235
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And an additional eight credits that must represent at least two different chemical disciplines.

The eight credits shall be selected from among the following:

CHE 265	CHE 265L	CHE 266	CHE 266L	CHE 330
CHE 341	CHE 342	CHE 345	CHE 346	CHE 355
CHE 356	CHE 372	CHE 373	CHE 391H	CHE 392H
CHE 393H				

COURSE DESCRIPTIONS

CHE 106.

THE ENVIRONMENT AND ITS CHEMISTRY (4) (GEN. ED.#6)

Introduction to chemistry with special emphasis on environmental issues important to our communities, such as water and air quality, natural resource availability and energy production from renewable resources, fossil fuels, and nuclear plants. Environmental topics such as green chemistry and remediation techniques will be studied. A minimal background in chemistry is preferable, but it is not a prerequisite. Three hours lecture, three hours laboratory.

Fall semester: Department.

CHE 107.

NUTRITION (4) (GEN. ED.#6)

Introduction to the chemical and biological aspects of the basic nutrients and their effects on our health and on the environment. Topics such as the energy needs of athletes, weight control, diet fads, supplements and herbs, food safety, and food and drug interactions will be discussed in

class, and their understanding will be enhanced through laboratory experiments and field trips. Prerequisite: one first-level natural sciences course, or a high school or college chemistry course. *Spring semester. Department.*

- CHE 111. PRINCIPLES OF CHEMISTRY I (3)** (GEN. ED.#6 WITH CHE 112 OR 112H)
Structure and properties of atoms and molecules and the states of matter, relation of structure to the properties of elements and simple compounds, properties of solutions, acid-base and redox reactions in solution. Corequisite: CHE 112.
Fall semester. Gibbs.
- CHE 112. PRINCIPLES OF CHEMISTRY I: LABORATORY (1)** (GEN. ED.#6 WITH CHE 111)
Experiments that illustrate topics covered in CHE 111. Corequisite: CHE 111.
Fall semester. Department.
- CHE 112H. CHEMICAL PRINCIPLES: HONORS LABORATORY (2)** (GEN. ED.#6 WITH CHE 111)
Synthesis of inorganic compounds followed by experiments to elucidate their chemical structure and solution behavior. Development of laboratory techniques and experience with modern instrumental methods. One hour lecture, three hours laboratory. Placement by department only. Corequisite: CHE 111.
Fall semester. Gibbs.
- CHE 151. PRINCIPLES OF CHEMISTRY II: LECTURE (3)**
The theory of chemical kinetics, thermodynamics, electrochemistry, aspects of solution equilibria, including solubility, acid-base reactions, redox reactions, and complex formation. The application of these theories to gravimetric and volumetric analysis. Prerequisites: CHE 111 and 112 (or 112H), or permission of the instructor. Corequisite: CHE 152 (or 152H).
Spring semester. Gibbs.
- CHE 152. PRINCIPLES OF CHEMISTRY II: LABORATORY (1)**
A laboratory experience demonstrating the principles and applications of the theories discussed in CHE 151. Prerequisites: CHE 111 and 112 (or 112H). Corequisite: CHE 151.
Spring semester. Department.
- CHE 152H. PRINCIPLES OF CHEMISTRY II: HONORS LABORATORY (2)**
Continuation of experiments in CHE 112H, including those that illustrate the topics covered in CHE 151. One hour lecture, three hours laboratory. Placement by department only. Corequisite: CHE 151 or permission of the instructor.
Spring semester. Gibbs.
- CHE 230. ORGANIC CHEMISTRY I (4)**
Chemistry of the compounds of carbon with emphasis on the relation of molecular structure to chemical and physical behavior. Laboratory work includes appropriate techniques and synthetic and analytical methods. Three hours lecture, three hours laboratory. Prerequisites: CHE 151 and 152 (or 152H) with grades of C- or better.
Fall semester. Greco, Wallace-Duckworth.
- CHE 235. ORGANIC CHEMISTRY II (4)**
Continuation of CHE 230. Three hours lecture, three hours laboratory. Prerequisite: CHE 230.
Spring semester. Brown, Wallace-Duckworth.
- CHE 265. PHYSICAL CHEMISTRY FUNDAMENTALS I (3)**
Introduction to quantum theory and its applications to chemistry and atomic and molecular spectroscopy. Three hours lecture. Prerequisites: CHE 151 and 152 (or 152H), PHY 116/116L (or 126), and MA 180.
Fall semester. Sibley.
- CHE 265L. PHYSICAL CHEMISTRY FUNDAMENTALS I LABORATORY (1)**
Laboratory for topics covered in CHE 265. Experiments will focus on spectroscopy, molecular structure, and computation. Pre- or corequisite: CHE 265.
Fall semester. Sibley. Offered 2008-09 and alternate years.
- CHE 266. PHYSICAL CHEMISTRY FUNDAMENTALS II (3)**
States of matter, laws of thermodynamics applied to chemical systems; rates of reactions. Three hours lecture. Prerequisites: CHE 151 and 152 (or 152H), PHY 115/115L (or 125), and MA 180.
Spring semester. Sibley.

- CHE 266L. PHYSICAL CHEMISTRY FUNDAMENTALS II LABORATORY (1)**
Laboratory for topics covered in CHE 266. Laboratory experiments are directed projects involving surface chemistry, statistical mechanics, and thermochemistry. Pre- or corequisite: CHE 266. *Spring semester: Sibley. Offered 2007-08 and alternate years.*
- CHE 272Y. INTENSIVE COURSE ABROAD (GEN. ED.#3)**
Course includes a three-week intensive course abroad in the winter or summer and seven-week preparation/discussion sessions before and/or after the trip.
INTERNATIONAL EXPERIENCE IN ROMANIA-THE ART AND SCIENCE OF GLASS (4)
This is a three-week intensive international experience occurring during the summer, following seven weeks of class meetings in the second part of the spring semester. It will enable students to learn about the chemistry and technology of glass from literature, research, and hands-on work at the Corning Museum of Glass, and through the study of glass production in Romania. They will read and attend lectures on the history and artistic merits of the medium. This course will also expose students to the Romanian language and to an emerging Eastern European democracy that still maintains some of the charms of the past. Two-semester course (one credit in the second seven weeks of spring and three credits in the summer). Prerequisites: CHE 151 and 152, or permission of the instructor.
Department.
- CHE 290. INTERNSHIP IN CHEMISTRY (3-4)**
Internships in research laboratories in universities and industry. Arranged on the basis of the individual interest of the student. Prerequisite: junior or senior chemistry major. Preliminary interview required. Graded pass/no pass only.
Department.
- CHE 294. INDEPENDENT WORK IN CHEMISTRY (2-3) (GEN. ED.#6 AND #7)**
Independent laboratory project and associated library work carried out under the supervision of a department member. Prerequisite: junior standing as a chemistry major, minimum GPA of 3.0 in courses required for the chemistry major, and permission of the instructor.
Fall semester; repeated spring semester. Department.
- CHE 295. DIRECTED READING IN CHEMISTRY (3) (GEN. ED.#7)**
Directed reading in a field for which the student has the required background. A formal written report is required. One semester. Prerequisites: junior or senior standing as a chemistry major and permission of the instructor.
Fall semester; repeated spring semester. Department.
- CHE 330. ORGANIC CHEMISTRY III (3) (GEN. ED.#7)**
Topics in advanced organic chemistry: advanced synthesis, electrocyclic reactions, reaction mechanisms, structural effects, advanced stereochemistry. Three hours lecture. Prerequisite: CHE 235.
Fall semester. Greco.
- CHE 341. BIOCHEMISTRY I (3)**
Structure and function of biological molecules, chemistry of enzyme-catalyzed reactions, intermediary metabolism. Three hours lecture. Prerequisites: CHE 235 and one college-level general biology course, or permission of the instructor.
Fall semester. Brown.
- CHE 342. TECHNIQUES IN BIOCHEMISTRY (2)**
Introduction to the basic techniques for studying the structure and function of biological molecules. One hour lecture, three hours laboratory. Pre- or corequisite: CHE 341.
Fall semester. Levin.
- CHE 345. BIOCHEMISTRY OF GENE EXPRESSION (3)**
Chemical and physical properties of nucleic acids; mechanisms of DNA replication, recombination, and repair; biochemistry of transcription, processing, and translation of genetic information. Emphasis on experimental basis for current knowledge and ongoing areas of research. Three hours lecture. Prerequisite: CHE 341, or permission of the instructor.
Spring semester. Levin.
- CHE 346. TECHNIQUES IN BIOCHEMISTRY II: LABORATORY (2)**
Techniques in purification and physical and chemical analysis of nucleic acids. One hour lecture, three hours laboratory. Pre- or corequisite: CHE 345.
Spring semester. Brown.

- CHE 355. MODERN METHODS OF CHEMICAL ANALYSIS (3)**
Powerful methods have developed in recent years for analyzing and separating mixtures and for determining molecular structure. A survey of these methods with emphasis on the design, application, and basic chemical principles involved in using these techniques. Comparison of methods with regard to type of data obtainable, sensitivity, selectivity, and cost. Three hours lecture. Prerequisites: CHE 230 with PHY 116/116L or 126 as a pre- or corequisite.
Spring semester: Greco.
- CHE 356. MODERN METHODS OF CHEMICAL ANALYSIS LABORATORY (2)**
Experience with a variety of chemical and instrumental methods (as covered in CHE 355) for analyzing the structure and composition of materials. Exposure to techniques within the areas of chromatography, spectroscopy, and electrochemistry. One hour lecture, three hours laboratory. Prerequisite: CHE 355.
Fall semester: Sibley.
- CHE 372. INORGANIC CHEMISTRY (3)**
Relationship between electronic and molecular structure and the properties of the elements and of inorganic compounds and organometallic compounds. Application of spectroscopic, thermodynamic, and kinetic studies to elucidate the mechanisms and reactions of inorganic and organometallic substances. Three hours lecture. Prerequisites: CHE 230 and 265.
Spring semester: Greco.
- CHE 373. INORGANIC CHEMISTRY LABORATORY (2)**
Synthesis, purification, and characterization of metal-containing compounds. One hour lecture, three hours laboratory. Prerequisites: CHE 230 and 265. Corequisite: CHE 372.
Spring semester: Greco. Offered 2008-09 and alternate years.
- CHE 391H. SEMINAR IN CHEMISTRY, HONORS (2-3)**
Seminar courses are offered to extend knowledge in an area of chemistry of student interest through assigned readings from the current literature, problem sets, and/or requiring considerable student independence. Topics are determined by student interest and needs. Sample topics include: Introduction to Materials Science (Sibley/Physics), Chemical Applications of Group Theory (Gibbs), Bioinorganic Chemistry (Gibbs), Medicinal Chemistry (Greco), Nuclear Magnetic Resonance (Greco), and Descriptive Chemistry (Gibbs). Oral presentation(s) and, in some cases, a formal written report are required. CHE 391H is a full-semester course. Prerequisites: CHE 235 and permission of the department; additional courses as appropriate for the particular seminar topic will be specified by the department.
Fall semester; repeated spring semester: Department.
- CHE 392H/393H. SEMINAR IN CHEMISTRY, HONORS (1.5)**
See description in CHE 391H. CHE 392 is the first seven weeks. CHE 393H is the second seven weeks. Prerequisites: CHE 235 and permission of the department; additional courses as appropriate for the topic will be specified by the department.
Fall semester; repeated spring semester: Department.
- CHE 395Y. INDEPENDENT WORK IN CHEMISTRY (2-4) (GEN. ED.#6 AND #7)**
Independent laboratory project and associated library work carried out under the supervision of a member of the department. A formal written report, and presentation of research findings in a departmental seminar, are required. May be repeated. A minimum of 4 credits of CHE 395Y, ordinarily spread over two semesters, is required for the ACS-certified degree. Prerequisites: senior standing as a chemistry major, minimum GPA of 3.0 in courses required for the chemistry major, and permission of the department.
Fall semester; repeated spring semester: Department.

The Cognitive Studies Program

The central goal of the Cognitive Studies Program, which offers a minor in cognitive studies, is to help students better understand the nature of cognition by emphasizing how knowledge is acquired, represented, and applied in their careers and lives. By encouraging students to adopt a broad scope of inquiry, the program reaches beyond traditional disciplinary themes and methodologies to the point where students can effectively assimilate, evaluate, and examine the foundations of knowledge from a variety of perspectives.

The Cognitive Studies Program is grounded in the emerging field of cognitive science, which has become a major field of interdisciplinary study, animated by the idea that the disciplines that investigate cognition and knowledge can benefit from one another's methods and perspectives. By combining computer science, technology, and the conceptual analysis of philosophy and linguistics with the empirical research of psychology and neurosciences, the field of cognitive science has produced work of fundamental importance on such diverse topics as visual perception, the role of

language in cognition, consciousness, human performance, and artificial intelligence. Tapping the college's traditional strengths in liberal arts education, the Cognitive Studies Program integrates the study of cognitive science with work in the humanities and social sciences.

PROGRAM FACULTY

Professors

Jill Zimmerman (artificial intelligence, neural networks), Carol Mills, director (cognitive psychology, cognitive neuropsychology, language)

Senior Lecturer

Robert Welch (epistemology)

Lecturer

Charles Seltzer (neuropsychology, physiological psychology)

THE COGNITIVE STUDIES MINOR

Students selecting a minor in cognitive studies must take at least six courses, as follows:

COG 110 COG 223 or COG 275 COG 376 or PSY 380 PSY 235

One 200- or 300-level supplemental course; and

One 200- or 300-level course in critical theory/methodology.

Independent work can be substituted for either a supplemental or a critical theory course. A single course may not fulfill more than one requirement within the minor.

COURSE DESCRIPTIONS

- COG 110. INTRODUCTION TO COGNITIVE SCIENCE (4) (GEN. ED.#6)**
This course focuses on the study of knowledge and cognition from multiple perspectives: psychology, computer science, philosophy, neurosciences, and the humanities. Topics include the mind-brain dichotomy, thought as computation, artificial intelligence, methods in cognitive science, and the philosophy of mind. Three hours lecture, three-hour laboratory.
Fall semester: Seltzer.
- COG 223. TWENTIETH-CENTURY ANALYTIC PHILOSOPHY (3) (PHL 223)**
This course will focus on philosophers' efforts to provide satisfactory accounts of the nature of the mind, its relationship to that of the body, and consciousness. Among the accounts we will study are materialism, logical behaviorism, the identity theory, functionalism, intentionality, and phenomenism. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.
Fall semester: Welch. Offered 2008-09 and alternate years.
- COG 275. EPISTEMOLOGY (3) (PHL 275) (GEN. ED.#7)**
This course will examine the theories of truth, such as the correspondence and coherence theories, and the related theories of belief that support these claims to knowledge. We will also examine the criteria for what constitutes appropriate evidence for a knowledge claim. The course will conclude with the more recent problems proposed for the traditional definition of knowledge and some attempts to overcome these problems. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.
Fall semester: Welch. Offered 2007-08 and alternate years.
- COG 290. INTERNSHIP IN COGNITIVE STUDIES (3 OR 4)**
Students interested in the application of cognitive studies in government, business, and industry may elect a placement in various organizations to apply their learning. May be taken for either a letter grade or pass/no pass. Prerequisites: junior standing and minor in cognitive studies.
Department.
- COG 299/399. INDEPENDENT WORK IN COGNITIVE STUDIES (3-4)**
Special topics based on previous course work in the minor and selected in conference with the instructor.
Fall semester; repeated spring semester: Department.
- COG 376. SEMINAR IN COGNITIVE STUDIES (PSY 376)**
This seminar focuses on some aspect of thought, language, memory, perception, consciousness, psychopharmacology, or behavior considered from the perspective of cognitive psychology and at least one other discipline (linguistics, philosophy, neuroscience, computer science). May be repeated for credit with different topics. Prerequisites: PSY 202, 235, or 237 (depending on the topic) and PSY 252 or 255, or permission of instructor.

SUPPLEMENTAL COURSES

One required

Cognitive Studies	COG 223. COG 275.	Twentieth-Century Analytic Philosophy Epistemology
Computer Science	CS 230. CS 250. CS 340.	Design and Analysis of Computer Algorithms Theory of Computation Principles of Artificial Intelligence
English	ENG 219.	Linguistics
Philosophy	PHL 215.	Philosophy and Science
Psychology	PSY 237. PSY 380.	Physiological Psychology Seminar in Cognitive Psychology

CRITICAL THEORY/ METHODOLOGY COURSES

One required

Communication	COM 256.	Human Communication
English	ENG 221. ENG 392.	Theories of Composing, Tutoring, and Teaching Contemporary Literary Theory
Mathematics	MA 140 (105). MA 240.	Introduction to Statistics Probability
Philosophy	PHL235. PHL 280	Hermeneutics and Deconstructionism Archaeology of Language
Political Science	PSC 316.	Seminar in Scope and Method in Political Science
Psychology	PSY 200. PSY 252.	Statistical Methods in Psychology Quantitative Research in Psychology
Sociology	SOC 210.	Development of Sociological Thought

The Communication and Media Studies Department

The Department of Communication and Media Studies offers a major and a minor in communication and a concentration in prelaw studies.

The department is an integral part of Goucher's liberal arts tradition. Students are encouraged to develop a sense of communication history and are provided with the means of mastering the grammar of our mass media. They are challenged to develop a critical view and ethical judgments about the most current media issues. Academic and theoretical classes are supplemented with skills-oriented coursework, applied internships, research activities, as well as TV studio, field video and audio production classes, and extracurricular work with campus television and radio stations. Students are encouraged to pursue specific interests in television and film studies, radio and television production, print and radio and television journalism, photography, advertising and public relations, human communication and media research, and popular culture studies. The department sponsors student-staffed campus television and radio stations and serves in an advisory role with the student newspaper *The Quindecim*. Students complete internships in a variety of arenas, including television, radio, public relations, advertising, nonprofit agencies, film, news writing and production, sports broadcasting, and marketing. Motivated students are always encouraged to pursue independent research in their particular areas of academic interest. Students are also encouraged to pursue their production interests through independent credit granted in applied video coursework.

Professional communication associations in which students and faculty participate include American Film Institute, Broadcast Education Association, International Communication Association, International Radio and Television Society, National Association of Broadcasters, Popular Culture Association, Public Relations Society of America, Society for Cinema Studies, National Communication Association, University Film and Video Association, Media Ecology Association, Director's Guild of America, and Women in Communication.

DEPARTMENT FACULTY

Professors

Michael Curry (speech, acting, producing, and directing for film and television), Edward Wortec (landscape photography, documentary portraiture, curatorial practices, and contemporary photo criticism), Sanford J. Ungar

Associate Professors

Shirley Peroutka, chair (cultural studies, cinema and television studies, screenwriting, gender studies, international broadcasting), Rebecca Free (voice and performance)

Assistant Professors

Daniel Marcus (media criticism, cultural studies, documentary film, and video production), David Zurawik (media and ethnicity, children and television, ethics, criticism, journalism), John Turner (research methods, persuasion, new technologies, popular culture and film studies)

Lecturers

Christine Coleman (writing for broadcast news), Gayle Economos (television sales, management, and advertising), Oliver Janney (TV studio and field production, audio production), Guy Raymond (TV studio and field production), Christina Stoehr (writing for the media)

THE COMMUNICATION MAJOR

All students must complete a total of 38 credits within the major. Requirements are as follows:

- COM 105 (should be taken during the first year)
- Four of the following 200-level theoretical courses (to be taken during the sophomore and junior years and after completion of COM 105 and achieving college writing proficiency):
COM 213 COM 219 COM 234 COM 239 Com 245
COM 256 COM 237 COM 257
- COM 262 (to be taken sophomore year after achieving college writing proficiency. Meets writing proficiency requirement in the major if a grade of B- or above is achieved.)
- Three 300-level courses of choice. (Can be taken only after achieving departmental writing proficiency and meeting 200-level prerequisites.)
- An internship of three or four credits in a field relevant to communication studies (to be taken after achieving at least 15 credits in the major).
- A minimum of eight elective credits chosen to enhance career and academic goals.

With the approval of the major adviser, each student may take up to three courses in one or more of the support fields in other academic departments; these courses may then be used as part of the total requirement of 38 credits for the major. An independent research analysis course is also available for juniors and seniors with a minimum 3.0 overall GPA who wish to do an in-depth study of one specific topic within the communication discipline. Students may also earn up to eight credits in applied video with the permission of the instructor and advisor.

Concentration in Prelaw Studies

Students interested in pursuing a legal career are encouraged to complete the prelaw concentration in conjunction with the requirements of the major. The prelaw concentration is an 18- to 21-credit program that is designed to broaden the student's academic experience in preparation for law school. The prelaw concentration requires students to take courses outside of their major to expose them to methodologies and critical approaches not inherent to their own discipline but necessary for academic success in law school. A complete description of the prelaw concentration can be found under prelaw studies. All students interested in pursuing a career in law must consult with the prelaw adviser.

Writing Proficiency in the Major

Students are required to take COM 262 and achieve a grade of B- or better to be granted writing proficiency in the major. To achieve writing proficiency students are expected to master the ability to

- write grammatically correct, syntactically sophisticated sentences and construct cohesive, effective paragraphs consistently and spontaneously;
- research and integrate information from multiple sources; and
- provide substantial and appropriate support for theses and propositions and demonstrate the correlating ability to develop and write well-reasoned arguments of merit to the field of communication studies.

Computer Proficiency Requirement

Students meet their computer proficiency requirement by passing (with a grade of C- or better) Introduction to Communication Studies (COM 105). This course critically and ethically examines information revolutions including the advances in current computer technology. As part of the required course work, students are expected to learn how to construct a Web-page, be proficient in the use of word processing, and conduct Internet-based research. Students

are also expected to gain an understanding of the social, political, and ethical issues surrounding the computer revolution and the advent of the information society.

Qualifications Required to Graduate With Departmental Honors

Honors are decided by a vote of the full-time and half-time faculty just prior to Commencement each year. The following guidelines are used to determine honors:

- Students must achieve a grade point average of at least 3.67 in all 200- and 300-level courses taken in the major to be considered for Honors.
- No student will be considered for Honors who has taken any course for the major pass/no pass, except for those courses that can only be taken on a pass/no pass basis (internship and applied video).
- Students must demonstrate via their course work or a senior thesis either 1.) a superior grasp of communication and media studies theory, criticism, and/or history, or 2.) creativity and substance in an applied skill.
- Students must complete a variety of rigorous courses in the major and should take courses from all full- and part-time faculty.

Multiple Failed Courses

It is the department’s policy that students majoring in communication must receive at least a C- in every course taken toward the completion of the major. Any student who receives a grade below C- in more than two courses will not be permitted to continue in the major.

THE COMMUNICATION MINOR

Students who minor in communication must complete 21 credit hours as follows:

- COM 105
- Six elective credits
- Two of the following theory courses:

COM 213	COM 219	COM 234	COM 239
COM 245	COM 237	COM 256	COM 257
- Two 300-level courses of choice

COURSE DESCRIPTIONS

COM 102.	REPRESENTATIONS OF AFRICAN-AMERICAN BALTIMORE (3) This course will examine how African Americans in Baltimore are depicted in television and film in relation to African-American culture in Baltimore. Students will visit the Reginald F. Lewis Museum of African American History and the National Great Blacks in Wax Museum and screen episodes of HBO’s “The Wire” and the documentary <i>The Boys of Baraka</i> . Students will explore questions of realism, authorship and issues of representation, including race, power and class. Meets two Saturday afternoons for museum visits.
COM 105.	INTRODUCTION TO COMMUNICATION STUDIES (3) This course introduces students to the history and development of human communication in all its forms, from the introduction of the phonetic alphabet in ancient Greece to the invention of virtual reality. Students are encouraged to look for patterns of change and continuity while examining the role of scribes, the introduction of the printing press, and the pervasive communication technologies of the 20th century, from the radio to the satellite. Relationships among technology, ideas, social relations, and political realities will be explored. Legal, philosophical, and ethical debates surrounding the introduction and use of these technologies will be stressed. <i>Fall semester; repeated spring semester. Zurawik, Turner, Marcus.</i>
COM 180.	AUDIO PRODUCTION (3) The acting techniques and sound technology of live and recorded performance in radio/audio production. Emphasis on limited-time production. <i>Fall semester; repeated spring semester. Janney.</i>
COM 189.	STUDIO TELEVISION PRODUCTION (4) (GEN. ED.#8) An introduction to the techniques and aesthetics of studio television production. Students will explore multicamera videography, producing and directing, staging and graphics, lighting for standard and dramatic effect, the correlation of audio and visual compositional elements, and the aesthetic of online editing. Students will also learn basic coordination of on-camera talent. The process and practice of studio production as an artistic and expressive medium will be emphasized. <i>Spring semester. Raymond, Janney.</i>
COM 202.	BASIC PHOTOGRAPHY (4) (ART 201) (GEN. ED #8) Shooting, developing, printing in black and white. Four problems documenting the student’s ability to control fundamental technical skills and aesthetic issues: photogram, inanimate object, portrait, and time and movement. Prerequisite: ART 102 or sophomore standing.

Fall semester; repeated spring semester. Wordeck, Burns, department.

COM 203.

INTERMEDIATE PHOTOGRAPHY (4) (ART 203)

Light modulation, non-ordinary reality, landscape, documentation. Electronic flash, toning, development compensation. Prerequisite: ART 201 or COM 202.

Fall semester; repeated spring semester; Wordeck, Burns, department.

COM 207.

TELEVISION DRAMA WORKSHOP (3) (THE 207) (GEN. ED.#8)

A study of the methods, processes, and practical approaches to creating drama. An examination of the history and development of television drama, acting and directing methods, and differences among television genre styles and practical approaches to creating television drama. Three class hours with additional outside rehearsal and taping time required. Prerequisites: COM 189 or 286, THE 220, or permission of the instructor. THE 220 may be taken concurrently.

Spring semester. Department. Offered 2009-10 and alternate years.

COM 208.

PHOTOGRAPHY IN COMMUNICATION AND ART (3) (ART 208)

Visual requirements in photography and graphics for art, advertising, journalism, public relations, and media (including documentaries) from still to slide/sound. This course involves production, analysis, decision making, and technology. Prerequisites: ART 201 and 203 or COM 202 and 203.

Fall semester. Wordeck. Offered 2007-08 and alternate years.

COM 209.

PHOTOJOURNALISM AND DOCUMENTARY PHOTOGRAPHY (3) (ART 209)

An examination of the development of photojournalism and the documentary essay. Lecture and slide presentations on the significant historical and critical developments in the field. The role of photography in propaganda and media manipulation, including a detailed investigation of the techniques and editorial practices that subvert the medium to reinforce various doctrines and ideologies. Included are a series of simulated editorial assignments that are then combined with lectures and demonstrations of techniques appropriate to this photographic genre. Students are required to write a proposal and execute a documentary/essay portfolio. Prerequisites: ART 203, COM 203, or permission of the instructor.

Fall semester. Wordeck. Offered 2008-09 and alternate years.

COM 210.

HISTORY OF PHOTOGRAPHY (3) (ART 285)

The history of photography from the earliest manifestations to the present. Prerequisite: ART 100 or ART 101, or permission of instructor.

Spring semester. Department.

COM 213.

MAKING SENSE OF POPULAR CULTURE (3) (GEN. ED. #10)

Popular culture: We eat, breathe, wear, play, learn, and live it. From McDonald's to MTV, this course traces the postwar development of American popular/consumer culture, emphasizing its penetration into and ubiquity in our everyday lives; its influence on self, group, and national identity; its place in the establishment of our contemporary sense of community; and its global reach. The course addresses issues of race, gender, class, and other factors that are both shaped and reflected by popular culture myths, icons, and formulas. Prerequisites: sophomore standing; COM 105, and certified college writing proficiency, or permission of instructor.

Fall semester; repeated spring semester. Peroutka, Zurawik.

COM 219.

HISTORY OF TELEVISION AND RADIO (3) (GEN. ED. #4 AND #9)

An examination of the historical evolution of electronic media in the United States from the turn of the century until the present. Radio, television, and new media technologies are investigated from a number of perspectives, including technology, business and industry, programming, law and religion, and society and culture. Prerequisites: COM 105 and college writing proficiency, or permission of the instructor.

Spring. Zurawik, Marcus. Offered 2007-08 and alternate years.

COM 228.

EXPRESSIVE USE OF VOICE AND MOVEMENT (3) (THE 228)

Expansion of the physical and vocal range of the performer and public speaker. The course examines methods of interpreting dramatic text through voice and movement, studies the physiological and psychological components of speech and movement, and focuses on the connection between stage speech and stage movement. Six class hours. Prerequisite: THE 120.

Spring semester. Free. Offered 2007-8 and alternate years.

COM 231.

NEWS REPORTING (3)

This course trains students in the fundamentals of gathering information and presenting it as journalism. The course will offer students the opportunity to learn and practice basic news gathering and writing in conditions intended to simulate a newsroom. This is primarily a skills course. In emphasizing journalism as a discipline of verification, however, the course also introduces students to a culture of journalism that stresses accuracy and ethics. Prerequisite: sophomore standing and college writing proficiency.

Fall 2008 and alternate years. Zurawik.

COM 232.

WRITING FOR FILM, TELEVISION, AND RADIO (3) (GEN. ED. #8)

This course, an introduction to the various forms of writing for radio, television, and film, will cover the basic principles and practices of advertising writing, radio and television news and feature writing, and the elements of dramatic script writing. Prerequisite: sophomore status and college writing proficiency.

Fall semester. Stoebr.

COM 233.

DRAMATIC WRITING FOR FILM AND TELEVISION (3) (GEN. ED. #8)

Critical analysis and practice of writing dramatic material for film and television. Students will craft a complete script, from premise to polished dialogue. Students will also examine the art of screen and television writing from a critical perspective, reading and researching literature in the field. Prerequisites: certified college writing proficiency, COM 232, and sophomore standing, or permission of instructor.

Spring semester. Peroutka, Marcus.

COM 234.

CRITICAL ANALYSIS OF JOURNALISM (3) (GEN. ED. #9)

Examination of the economic, political, social, and psychological forces that have created the cultural context in which journalists operate nationally and internationally. Both the process (journalistic routines and institutional influences) and the products (broadcast and print news stories) are examined critically. Prerequisites: COM 105, and certified college writing proficiency, or permission of the instructor.

Fall or spring semester. Zurawik, Peroutka.

COM 236.

MEDIA: MANAGEMENT AND CONTENT (3)

An in-depth examination of the administration, management, operations, and controls of the broadcast media and its many parts, including programming, promotion, sales, and news. The underlying organizational and economic structure of American television and radio are analyzed, especially with respect to how this structure subsequently affects program content. An investigation of external forces, such as advertising agencies and audience ratings, emphasizing how they influence electronic media. Prerequisite: one 100-level course in communication or sophomore standing.

Spring semester. Economos.

COM 237.

MEDIA CRITICISM (3) (GEN. ED. #9 AND #10)

This course examines the critical and theoretical approaches to understanding the televisual world. From formalist to feminist and postmodernist theory, students gain an in-depth understanding of the codes and conventions that govern the cultural production of television. Ideological, genre-based, auteurist, and other approaches are examined. Prerequisites: COM 105 and certified college writing proficiency, or permission of the instructor.

Fall semester. Zurawik, Marcus.

COM 238.

PUBLIC RELATIONS (3)

An introduction to the history, development, theory, and practice of public relations in the United States during the information age. An examination of the role and function of public relations in American education, politics, religion, business, and the nation's social and cultural life. The use of public relations is analyzed as the means by which representative organizations monitor and interact with other institutions, organizations, social groupings, the media, and the public. The responsibilities and ethics of public relations practitioners are discussed and evaluated. Prerequisite: certified proficiency in English composition.

Fall semester. Department.

COM 239.

FILM THEORY AND HISTORY I (3) (GEN. ED. #4 AND #9)

This course will examine the history of and theories about film as an art form, a technology, a business, and a cultural practice with sociopolitical meaning and impact. Emphasis on narrative, dramatic film from the inception of the film industry to the 1940's. Prerequisites: COM 105 and sophomore status and college writing proficiency, or permission of instructor.

Fall semester. Turner.

COM 245.

FILM THEORY AND HISTORY II (4) (GEN. ED. #4 AND #9)

This course will examine the history of and theories about film as an art form, a technology, a business, and a cultural practice with sociopolitical meaning and impact. Emphasis on narrative, dramatic film from the 1940's through the 1990's. Prerequisites: COM 105 and COM 239 and sophomore status and college writing proficiency or permission of instructor.

Spring semester: Turner.

COM 256. HUMAN COMMUNICATION THEORY (3) (GEN. ED. #9 AND #10)

This course examines the major theoretical approaches to the study of human communication in the 19th and 20th centuries. The goal is a deeper understanding of human communication, its central assumptions, approaches, and questions. Major theorists from a variety of disciplines, including anthropology, economics, political science, psychology, and sociology are studied. Students carry out original research projects. Prerequisites: COM 105 and certified college writing proficiency, or permission of the instructor.

Fall semester: Turner.

COM 257. INTERCULTURAL COMMUNICATION (3) (GEN. ED. #9 AND #10)

A survey of communication issues and problems created by sociocultural, racial, and national differences. This course focuses on analyzing communication processes between peoples and nations, including interactions among the uses of media technologies, government policies, economic interests, past patterns, and future trends in national and international communications. Prerequisites: COM 105 and certified college writing proficiency; or permission of the instructor.

Spring semester: Department.

COM 262. RESEARCH METHODS IN COMMUNICATION STUDIES (3) (GEN. ED. #7)

An investigation of the theory and methodological approaches to academic research in the field of communication studies. Emphasizing qualitative approaches, this course covers ethnography, interviewing, survey methods, focus group work, textual analysis, content analysis, historical analysis, reception theory, and so forth. The course will focus on application of these methods to conduct research for through numerous student projects. Intensive writing required. Must be taken to achieve writing proficiency in the major. Prerequisites: COM 105 and certified college writing proficiency, or permission of instructor.

Fall semester; repeated spring semester: Turner, Zurawik, Marcus.

COM 281. CONCEPTS AND CONDITIONS FOR CREATIVE ADVERTISING (3)

An applied experience in the development of a complete advertising campaign from market research to media programming. Combines field work, field trips, laboratory, and lectures. Students prepare their own advertising packages. Prerequisite: one 100-level course in communication or sophomore standing.

Fall semester: Economos.

COM 286. FIELD VIDEO PRODUCTION (4) (GEN. ED. #8)

Introduction to the theory, technology, and practice of field video production. The basic language of location production lighting, visual aesthetics, and sound recording is taught. Students work both together and independently to produce a range of programming, from commercials to documentaries to experimental video. Prerequisite: one 100-level course in communication or sophomore standing. Enrollment limited to 20 students.

Fall semester: Raymond, Marcus.

COM 290. INTERNSHIP IN COMMUNICATION (3-4)

Internships based on previous course work in the department are available in television, video, radio, motion pictures, sound recording, print and electronic journalism, photography, advertising, public relations, media archival work, arts administration, political media, or studies in popular culture. Prerequisites: at least 15 credits in the communication department, advanced sophomore standing, and permission of the director. Graded pass/no pass only.

Peroutka, Zurawik, Turner, Marcus.

COM 299. APPLIED VIDEO PRODUCTION (1-4)

Qualified students may earn one to four credits per semester for participation in the communication and media department video productions, the campus television station, or independent work in video. Students will be required to work 30 hours per credit earned. Prerequisites: sophomore, junior, or senior standing; at least one video production course; and permission of the television studio administrator. A maximum of eight credits may be taken in applied video. Graded pass/no pass only.

Fall semester; repeated spring semester. Raymond.

COM 301.

ISSUES IN HUMAN COMMUNICATION (3)

An intensive study of a specific issue or issues in one of the major research traditions in the field: mass communication or interpersonal, small group, and/or organizational communication. Concentration on a topic of current debate in communication studies. The specific topic for the class is posted before registration. Examples of topics include Media, Consciousness, and Culture; Advanced Public Relations; Interpersonal Communication; Gender and Popular Culture; The Information Society; and The Cultural History of Advertising. Prerequisites: at least two of the 200-level required theory/criticism and history courses, departmental and college writing proficiency, and junior or senior status; or permission of the instructor. Repeatable if topic is different.

Fall semester; repeated spring semester. Peroutka, Zurawik, Marcus, Turner.

COM 302.

**MASS MEDIA AND SOCIAL MOVEMENTS AT HOME AND ABROAD:
GLOBAL CONNECTIONS (3)**

COM 307.

SPECIAL TOPICS IN WORLD CINEMA (3)

Advanced study in a particular movement, period, aspect, country, or continent within the motion picture's industrial, sociocultural, and aesthetic development worldwide. Topics for a given semester are posted before registration. Examples of topics include Women and Film, German Cinema, French Cinema, Third World Cinema, War and the Cinema, and Classics of Hollywood Film. Prerequisites: COM 239 and 245, departmental and college writing proficiency, junior or senior status, or permission of the instructor. Repeatable if the topic is different.

Variable semesters. Peroutka, Turner.

COM 312.

ISSUES IN BROADCASTING AND THE ELECTRONIC MEDIA (3)

Analysis of selected topics in television, radio, and the new electronic media with particular emphasis on a textual category, a significant individual, an institution, or a current event or issue in telecommunications. The specific topic is posted before registration. Examples include Children and Television; Advanced Video Production; Advanced Audio Production; Race, Class, and Ethnicity in Television History; and Broadcast News Writing. Prerequisites: COM 234 or 237, departmental and college writing proficiency, junior or senior status, or permission of the instructor. Repeatable if topic is different.

Fall semester; repeated spring semester. Peroutka, Raymond, Zurawik, Coleman.

COM 317.

THE DOCUMENTARY TRADITION (3)

An in-depth investigation of the history and theory of the documentary tradition in film, television, and radio. Examining both American and international examples, this course looks at major schools, movements, goals, and styles of documentary production. Representative texts are studied for their sociopolitical influences, persuasive techniques, and aesthetic formulas. Prerequisites: COM 200, 234, 237, 256, or 257, departmental and college writing proficiency; junior or senior status; or permission of the instructor.

Fall semester. Marcus, Turner. Offered 2008-09 and alternate years.

COM 333.

MEDIA ETHICS (3)

Examination of the key ethical concepts and theories for the purpose of considering the moral implications of contemporary media practice. Strategies of ethical analysis applied to specific communication problems within international and global contexts. Using the case-study approach, this course explores a variety of issues, including image ethics and war, terrorism and the media, and First World representations of the Third World. Prerequisites: at least two 200-level required theory/criticism and history courses, departmental and college writing proficiency, and junior or senior status permission of the instructor.

Zurawik. Offered Fall 2007 and alternate years.

COM 335.

INTERNATIONAL MASS MEDIA (3)

A comparative survey of the structure, regulation, economics, programming, and politics of mass media systems in First-, Second-, and Third-World countries. Questions of international information flow, cultural imperialism, development communications, and international governance are addressed. The relationship between democracy and media systems provide a policy-oriented framework for readings and discussions. Prerequisites: at least two of the 200-level required theory/criticism and history courses or two 200-level political science courses; and departmental and college writing proficiency, and junior or senior status; or permission of the instructor.

Spring semester. Peroutka. Offered 2008-2009 and alternate years.

COM 340.

MEDIA, POLITICS, AND CIVIC ENGAGEMENT (3)

This course focuses on the ways in which citizens develop knowledge of, engage with, and practice politics through mass media and personal media forms in contemporary American soci-

ety. Students examine historical and contemporary practices of civic engagement and political organizing via media such as the alternative press, talk radio, rebel radio, editorials, fax machines, the Internet, cinematic representations, public access television, and others. Students develop an understanding of the power available to citizens for political engagement in the world via mediated communication forms. Prerequisites: at least two of the required 200-level theory/criticism and history courses or two 200-level political science courses, departmental and college writing proficiency, and junior or senior status; or permission of instructor.

Fall semester: Marcus. Offered 2007-08 and alternate years.

COM 360.

ADVANCED VIDEO PRODUCTION (4)

Production in selected formats, emphasizing larger-scale works by students individually or in groups. Advanced instruction in preproduction, writing, camera, lighting, sound, editing, and working with subjects and performers. Specific focuses may include documentary and feature field production, group documentary, live studio performance, and studio serial drama.

Prerequisites: COM 189 and COM 286 and junior or senior status, or permission of instructor.

Spring semester: Marcus, Raymond.

COM 365.

ADVANCED PUBLIC RELATIONS (3)

This course enables students to apply the critical thinking and public relations skills learned in introductory public relations and communications courses to the professional arena. Working in teams under supervision with nonprofit community organizations, students will help plan, manage, and implement a public relations campaign for a nonprofit community organization.

Prerequisites: COM 238 and college and departmental writing proficiency, or permission of the instructor.

Spring semester: Department.

COM 400.

INDEPENDENT STUDY (2-4)

Independent study of the student's choice. To qualify for an independent study the student must (1) be in good academic standing and have achieved an overall GPA of at least 3.0, (2) have acquired both college and departmental writing proficiency, (3) be a junior or a senior, (4) have completed the 200-level theory requirement, and (5) have the permission of a faculty adviser and an approved proposal that includes a substantial statement of intent and a preliminary bibliography of sources to be consulted.

Peroutka, Marcus, Turner, Zurawik.

The Dance Department

The Dance Department offers a major and a minor in dance. Advanced and specialized courses allow students to pursue areas of special interest and emphasize independence and initiative. Examples of such areas include dance performance and choreography, dance therapy, dance and theatre, dance history and criticism, dance education, dance administration, and dance science. Each specialized area has a recommended course of study to prepare a student for graduate school or a career in dance. The course work in dance education is determined by the Maryland State Department of Education. All courses must be completed for certification. Please refer to the Education Department listings for the courses necessary for certification.

The American Dance Therapy Association guidelines for successful entry to graduate school are used to determine the course of study for the specialized area of dance therapy. Students interested in a specialized area should see an adviser in the Dance Department for further information.

The Dance Department offers intensive training in the performing arts within a liberal arts context to prepare graduates for leadership in the multifaceted world of dance.

Movement is both the medium and the vehicle for all human activity, as well as a link between the body, the mind, and the spirit. The study of dance includes the study of human movement in relation to its ever-changing environment. The dance curriculum explores dance from choreographic, aesthetic, historical, anatomical, anthropological, psychological, analytical, educational, and therapeutic perspectives. Through the study of dance, students can learn to observe, analyze, document, synthesize, and integrate both theoretical and applied knowledge.

In addition to daily technique classes, the semiannual guest artists-in-residence program features distinguished artists as Jean-Pierre Bonnefoux, Stephen Mills, Robert Weiss, Ann Marie DeAngelo, Rachel Berman, Robert Moses, Kevin Iega Jeff, and Roger C. Jeffrey.

Formal and informal studio performances give students opportunities to choreograph and perform throughout the year. Dancers are selected by audition, and student choreography is juried for formal and informal performances.

Dance courses, including performing and choreographic opportunities, are open to all students with appropriate pre-requisites. Placement auditions to determine the technique course level in which a student should enroll take place during the first week of the semester. Students may complete their physical education requirement by completing dance courses and performing in concerts.

Since career development is an integral part of the college experience, students receive credits while developing applied skills through internships both during the academic year and in the summer. Internship sites have included professional dance companies, dance studios, public and private schools, and arts agencies, including the Alvin Ailey Dance Company, the Pennsylvania Ballet, David Dorfman Dance, Venue C in London and Edinburgh, Dance Magazine, Broadway Dance Center, Peridance Center, Ad Deum Christian Dance Company, Maryland School for the Blind, Wolf Trap Performing Arts Center, Baltimore newspapers, and the Maryland State Arts Council.

DEPARTMENT FACULTY

Professors

Chrystelle Trump Bond (dance history, theory, philosophy, criticism, choreography, anatomy and kinesiology for dance, and Chorégraphie Antique), Amanda Thom Woodson, chair (modern dance technique, choreography, performance, Labanotation, dance education, and repertory)

Associate Professor

Juliet Forrest (modern dance technique, dance composition, performance, repertory, and dance anthropology)

Assistant Professors

Elizabeth Lowe Ahearn (Pilates, dance composition, repertory, modern dance technique, ballet technique, and pointe), Glenna A. Blessing (ballet technique, modern dance technique, and dance composition)

Instructors

Eric Brew (Music Department, African drum ensemble), Julia Clime (Pilates, modern dance technique, ballet technique), Laura Gurdus Dolid (ballet technique and pointe), Katherine S. Ferguson (ballet technique and pointe), Linda Garofalo (ballet technique, pointe, modern dance technique, and dance composition, outreach seminar), Karissa Horowicz (ballet technique and pointe), Chandra Moss-Thorne (ballet technique), Stephanie Powell (modern technique), Jessica Stephenson (ballet technique)

Lecturers

Jerome Herskovitz (music for dance), Lester Holmes (jazz dance technique), Todd Mion (dance production and lighting), Bonnie Schulman (physical therapist), Sara Workeneh(dance therapy), other lecturers to be appointed.

THE DANCE MAJOR

The Dance Department offers a performance and a non-performance concentration. Whether concentrating in performance or non-performance, all dance majors must take the following core courses:

DAN 230	DAN 235	DAN 236	DAN 252	DAN 253
DAN 256	DAN 265	DAN 360	DAN 390	DAN 250, 251 or 255

Dance majors must complete an internship at the 300 level or a dance-related international experience.

All dance majors have the opportunity to perform in and present choreography. During the semester in which a student performs, he or she must be enrolled in a dance technique class.

Performance Concentration

All students majoring in dance with a concentration in performance must fulfill the following requirements:

- A total of 42 credits within the major.
- A minimum of 12 credits of dance technique.
- Completion of DAN 205 and 210 in both modern and ballet dance technique, respectively.

Due to state requirements, in addition to the core courses listed above, the following courses are required for dance education with certification:

DAN 103	DAN 140	DAN 215	DAN 216	DAN 254
DAN 195 or PE 108				

For the education courses required, refer to the Education Department section of this catalogue.

Non-Performance Concentration

All students majoring in dance with a non-performance concentration must fulfill the following requirements:

- A total of 40 credits within the major.
- DAN 117 and 127 in both modern and ballet dance technique, respectively.
- A minimum of six credits of dance technique.
- Six credits in one of the areas of study listed below.

Please note: the courses listed below each area of study are those that the student must take beyond the core courses required for all dance majors in order to fulfill the six credits.

Choreography

DAN 254 DAN 330

Dance History and Criticism

Students must select six credits from the following, excluding the dance history course taken as part of the major requirement:

DAN 195 and 196 ENG 203 ENG 208 PHL 201
DAN 250 DAN 251 DAN 255

Dance Therapy

DAN 240 DAN 241

Students wishing to pursue a master's degree in dance therapy after graduation should complete PSY 114, PSY 220, PSY 271, and a course in statistics to fulfill recommendations from the American Dance Therapy Guild.

Dance Administration

MGT 170 MGT 370 MGT 375

Students wishing to pursue the Arts Administration concentration should refer to the Economics Department for the required course of study.

Dance Science

Students must select six credits from the following courses:

BIO 104 BIO 105 BIO 210 BIO 214 BIO 260
CHEM 107 CHEM 341 CHEM 111 and 112 CHEM 151 and 152
PHY 115 PSY 114

Students wishing to pursue the biological sciences major with a concentration in dance science should refer to the Biological Sciences Department for course of study.

Dance and Theatre

Students must select six credits from the following courses:

THE 120 THE 140 THE 228 THE 231

Writing Proficiency in the Major

Students are required to take DAN 390 and achieve a grade of B- or better to be granted writing proficiency in the major. To achieve writing proficiency, students are expected to master the ability to:

- Write grammatically correct, syntactically sophisticated sentences and construct cohesive, effective paragraphs consistently and spontaneously;
- Research and integrate information from multiple sources; and
- Provide substantial and appropriate support for theses and propositions and demonstrate the correlating ability to develop and write well-reasoned arguments of merit to the field of dance studies.

Qualifications Required to Graduate With Departmental Honors

Students may qualify for honors in the Dance Department if they achieve a grade point average of at least 3.67 in all courses taken in the major. Students opting to pursue honors must demonstrate a superior grasp of their course of study to a full-time member of the faculty by either an academic thesis or a theoretical grounded body or creative work that includes substantial written documentation.

Multiple Failed Courses

It is the department's policy that students majoring in dance must receive at least a C- in every course taken toward the completion of the major.

Dance Major and Minor Review

Each year students will participate in a ballet and a modern dance technique class that will determine the ability of the student to achieve the required level of technique to complete the dance major or dance minor. Students struggling with the technical requirement of the department may be advised to find an alternative major, while continuing their studies in the Dance Department.

Progression Through Dance Technique Levels

A percentage of the grading of each dance technique course will reflect the student's ability to achieve technical competencies as stated in the competency skills for the course. The specific technical skills for each level must be achieved before a student may progress to the next level of technique. Students who receive an A for the technical grade component of the course will be eligible for promotion to the next level of technique.

Repeatable Dance Technique Courses

The following courses are repeatable up to six credits:

DAN 195 DAN 196 DAN 295

THE DANCE MINOR

The dance minor is geared toward the entering first-year student with dance technical skills at the intermediate level. It is structured for students who wish to major in another discipline while studying dance, integrating knowledge gained from the two disciplines and graduating with a degree that reflects the course of study completed in the dance minor. The following courses are required:

DAN 118 DAN 128 DAN 252 DAN 253 DAN 265

DAN 360 or 390

One course in dance history

COURSE DESCRIPTIONS

- DAN 008. PILATES METHOD OF BODY CONDITIONING I (1.5)**
The study and application of the Pilates Method of Body Conditioning, posing questions for anatomical self-evaluation based on lecture/discussion, required readings, observation, and applied instruction. Special attention will be given to a series of movements performed on five major pieces of apparatus. Prerequisite: permission of instructor.
Fall semester; repeated spring semester. Ahearn, Clime.
- DAN 009. PILATES METHOD OF BODY CONDITIONING II (1.5)**
The study and application of the Pilates Method of Body Conditioning at an intermediate level. The Pilates Method has been recognized by some of the most prominent physicians, physical therapists, chiropractors, sports/fitness trainers, choreographers, and dancers. This course will focus on the philosophy behind Joseph Pilates' system of exercise, the purpose of each exercise, and the physical results that can be achieved at an intermediate level of study. Students will simultaneously develop their knowledge of sequence, spring settings, transitions, breath coordination, and repetition requirements. This lecture/lab will also require readings, observation, and applied/practical instruction and performance. Special attention will be given to the intermediate series on the reformer and mat and to increasing students' repertory of exercises on the wunda chair, small barrel, cadillac, high barrel, high chair, and pedi-pole. Prerequisite: DAN 008.
Fall semester; repeated spring semester. Ahearn.
- DAN 103. MOVEMENT FORMS: A CROSS-CULTURAL PERSPECTIVE (3) (GEN ED #9)**
An introduction to two theoretical frameworks, physical and cultural, within which to comprehend dance. Performances of ethnic dances by native artists and students.
Spring semester. Forrest and dance artists. Offered 2008-09 and alternate years.
- DAN 111. POINTE I (1)**
This course is an introductory level of pointe technique. Students will focus on work at the barre and correct use of the body in ballet pointe technique. Open to students enrolled in DAN 126.
Fall semester; repeated spring semester. Dolid, Horowicz.
- DAN 112. POINTE II (1)**
This course focuses on intermediate-level pointe work. Students will develop the skills necessary for center work and work across the floor. Open to students enrolled in DAN 127 and 128.
Fall semester; repeated spring semester. Ferguson.
- DAN 113. POINTE III (1)**
Advanced-level pointe work for students at the advanced level of ballet. Students will develop skills for performance in pointe work. Open to students enrolled in DAN 128 and 210-214.
Fall semester; repeated spring semester. Dolid, Horowicz.
- DAN 114. ELEMENTARY DANCE TECHNIQUE I: MODERN (1.5) (GEN ED #9 WITH DAN 124)**
An introductory course in modern dance that develops the group consciousness while introducing individual students to their own movement potential through technical training and movement exploration. Theoretical knowledge of dance as an expressive art form is gained through lecture/discussion based on class work, required readings, written assignments, and attendance at dance concerts.
Fall semester; repeated spring semester. Thom Woodson.
- DAN 115. ELEMENTARY DANCE TECHNIQUE II: MODERN (1.5) (GEN ED #9 WITH DAN 125)**
Builds upon the knowledge and technical skills acquired in DAN 114. Students gain an appreciation of modern dance and develop a framework for the aesthetic criteria used to be informed observers of modern dance. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Powell.
- DAN 116. INTERMEDIATE DANCE TECHNIQUE I: MODERN (1.5) (GEN ED #9 WITH DAN 126)**

An intermediate course in modern dance technique to continue developing technical skills while nurturing an appreciation of and aesthetic criteria for modern dance styles. Prerequisite: placement or permission of instructor.

Fall semester; repeated spring semester. Garofalo.

- DAN 117. INTERMEDIATE DANCE TECHNIQUE II: MODERN (2)** (GEN ED #9 WITH DAN 127)
Builds upon the knowledge and technical skills acquired in DAN 116. Students focus on the qualitative aspect of movement and develop speed in movement analysis and synthesis. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Forrest.
- DAN 118. INTERMEDIATE DANCE TECHNIQUE III: MODERN (2)** (GEN ED #9 WITH DAN 128)
Further study in applied modern dance instruction for the students who need additional work at the intermediate level for refinement of skills and a more in-depth technical development before promotion to the advanced level. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Blessing.
- DAN 124. ELEMENTARY DANCE TECHNIQUE I: BALLET (1.5)** (GEN ED #9 WITH DAN 114)
An introductory course in ballet that develops the group consciousness while introducing the individual to his or her own movement potential through technical training. Theoretical knowledge of dance as an expressive art form is gained through lecture/discussion based on class-work, required readings, written assignments, and attendance at dance concerts.
Fall semester; repeated spring semester. Clime.
- DAN 125. ELEMENTARY DANCE TECHNIQUE II: BALLET (1.5)** (GEN ED #9 WITH DAN 115)
Builds upon the knowledge and technical skills acquired in DAN 124. Students gain an appreciation of ballet and develop a framework for the aesthetic criteria used to be informed observers of ballet. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Stephenson.
- DAN 126. INTERMEDIATE DANCE TECHNIQUE I: BALLET (1.5)** (GEN ED #9 WITH DAN 116)
An intermediate course in ballet technique to continue developing technical skills while simultaneously expanding a students appreciation and aesthetic criteria for ballet. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Horowicz.
- DAN 127. INTERMEDIATE DANCE TECHNIQUE II: BALLET (2)** (GEN ED #9 WITH DAN 117)
Develops upon the knowledge and technical skills acquired in DAN 126. Students focus on the qualitative aspect of movement and develop speed in movement analysis and synthesis. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Ferguson, Moss.
- DAN 128. INTERMEDIATE DANCE TECHNIQUE III: BALLET (2)** (GEN ED #9 WITH DAN 118)
Further study in applied dance instruction in ballet for the student who needs additional work at the intermediate level of refinement of skills and more in-depth technical development before promotion to the advanced level. Prerequisite: placement or permission of instructor.
Fall semester; repeated spring semester. Moss.
- DAN 140. INTERMEDIATE JAZZ DANCE TECHNIQUE (1.5)**
Applied dance instruction in different jazz styles. For both non-majors and prospective dance majors. Prerequisite: DAN 115 or 125 or permission of instructor.
Fall semester; repeated spring semester. Holmes.
- DAN 141. ADVANCED JAZZ DANCE TECHNIQUE (1.5)**
Applied dance instruction at the advanced level in jazz technique. Prerequisite: DAN 117 or 127 or permission of instructor.
Fall semester; repeated spring semester. Holmes.
- DAN 146. GOUCHER AFRICAN DRUM AND DANCE ENSEMBLE (1.5)** (MUS 146)
Practical performance of selected percussive instruments from West Africa (Ghana in particular), as well as the interpretation of the rhythms through body movement and gestures. Exploration of historical and cultural contexts of specific West African music and dance forms relative to the African diaspora. Students will be required to know the basic techniques of West African traditional music and dance expressions. Includes master classes and a formal concert. Repeatable.
Fall semester; repeated spring semester. Brew.
- DAN 195. CHORÉGRAPHIE ANTIQUE. (1.5)** (GEN ED #4 WITH DAN 196)
Introduction to performance of ballroom and theatrical dances of the 15th through 20th centuries. Performances include concerts, lecture-demonstrations, and first-person interpretations of dance

and social history in living history museums throughout Maryland. Prerequisites: audition and acceptance by artistic director. Repeatable up to six credits.

Fall semester: Bond.

DAN 196.

CHORÉGRAPHIE ANTIQUE (1.5) (GEN ED #4 WITH DAN 195)

Advanced performance of ballroom and theatrical dances of the 15th through 20th centuries. Performances include concerts, lecture-demonstrations, and first-person interpretations of dance and social history in living history museums throughout Maryland. Prerequisite: permission of artistic director. Repeatable up to six credits.

Fall semester; repeated spring semester: Bond.

DAN 205/206/207. ADVANCED MODERN TECHNIQUE I, II, III (1.5-3 EACH)

An intensive course in modern dance employing various established techniques for a more complete development of skills and an understanding of the aesthetic criteria for the modern dance style. This course also poses questions for self-evaluation as a dancer. Theoretical knowledge of dance as an expressive art form is gained through lecture/discussion based on class work, required reading, observation, written assignments, and attendance at dance concerts. Classes meeting twice a week are 1.5 credits; classes meeting four times a week are three credits.

Prerequisite: placement or permission of instructor. DAN 205, 206, 207 are to be elected in sequence.

Fall semester; repeated spring semester: Garofalo, Thom Woodson.

DAN 208/209.

ADVANCED STUDIES IN MODERN DANCE I, II (1.5-3 EACH)

Advanced work in modern dance technique for individual students who need to continue technical development at the advanced level to reach their fullest potential as performing artists. Includes instruction in advanced modern dance technique classes and individual coaching in aspects of techniques that need further analysis and refinement. Classes meeting twice a week are 1.5 credits; classes meeting four times a week are three credits. Prerequisite: DAN 207.

Fall semester; repeated spring semester: Garofalo, Thom Woodson.

DAN 210/211/212. ADVANCED BALLET TECHNIQUE I, II, III (1.5 OR 3)

Intensive instruction in ballet and pointe through technique classes at the advanced level for a more complete development of technical skills and a more profound understanding of the aesthetic criteria for classical ballet. Theoretical knowledge of dance as an expressive art form is gained through lecture/discussion based on classwork, required reading, observation, written assignment, and attendance at dance concerts. Prerequisite: placement or permission of instructor. DAN 210, 211, 212 are to be elected in sequence.

Fall semester; repeated spring semester: Ahearn, Dolid.

DAN 213/214.

ADVANCED STUDIES IN BALLET I, II (1.5 OR 3)

Advanced work in ballet technique for individual students who need to continue technical development at the advanced level to reach their fullest potential as performing artists. Includes instruction in advanced ballet technique classes and individual coaching in aspects of techniques that need further analysis and refinement. Prerequisite: DAN 212.

Fall semester; repeated spring semester: Ahearn, Dolid.

DAN 215.

DANCE EDUCATION -ELEMENTARY LEVEL (4)

Designed to develop the skills and knowledge necessary for teaching dance to children. Application of methods, materials, and activities that contribute to children's expression and movement skills. Observation and teaching of children's classes. Prerequisites: DAN 253 and ED 207 (or concurrent registration); or permission of instructor.

Fall semester: Blessing. Offered 2008-09 and alternate years.

DAN 216.

DANCE EDUCATION II-SECONDARY LEVEL (4)

Methodology of teaching technique in various styles of modern, ballet, and jazz, as well as dance composition for the secondary-school level. Development of curriculum and lesson planning.

Dance production, observation, and student teaching in secondary schools. Prerequisites:

DAN 253 and ED 207 (or concurrent registration); or permission of instructor.

Spring semester: Thom Woodson. Offered 2008-09 and alternate years.

DAN 230.

MUSIC FOR DANCE (1.5)

Basic music instruction designed specifically for the dancer, including rhythmic analysis, listening assignments, and accompaniment for dance or percussion instruments. Development of musicality, musical resources, and composition for dancer, choreographer, teacher, and dance therapist.

Fall semester; repeated spring semester: Herskovitz.

DAN 235.

LIGHT DESIGN FOR DANCE (1.5)

Designed to develop an understanding of the technical production aspects of dance performance, this course is an overview of stage management and theatrical lighting concepts. Students will

become familiar with basic production practices and vocabulary of the stage, with special emphasis on communication of lighting for dance.

Fall semester; repeated spring semester. Mion.

DAN 236.

TECHNICAL APPLICATION FOR THE STAGE (1.5)

This course is designed to put into practice all the technical and theoretical applications learned in DAN 235. Students will gain hands-on knowledge of stage management skills, lighting operation, and theatrical lighting concepts by working in the theater for large-scale dance performances throughout the semester. Prerequisite: DAN 235 (or concurrent registration).

Fall semester; repeated spring semester. Mion.

DAN 240.

DANCE THERAPY I (3)

An overview of dance therapy exploring the meaning of movement as communication and expression. Development of an understanding of the theoretical concepts of dance therapy through selected reading and experiential movement. Prerequisites: DAN 252, PSY 114, 220, and 271.

Fall semester. Workeneh. Offered 2007-08 and alternate years.

DAN 241.

DANCE THERAPY II (3)

Exploration of the variety of work settings and treatment goals related to different patient populations. Readings in specific problems, varied approaches, and volunteer fieldwork placement. Prerequisite: DAN 240.

Spring semester. Workeneh. Offered 2007-08 and alternate years.

DAN 250.

TWENTIETH-CENTURY AMERICAN DANCE AND ITS RELATION TO OTHER MODERN ARTS (3)

Development of 20th-century American dance, from Isadora Duncan to avant-garde dancers of the 1990's, within a historical and cultural context considering 20th-century dance in relation to similar elements of composition in other art forms. Prerequisites: DAN 114 and 124, previous experience in dance at the elementary level, or permission of the instructor.

Spring semester. Bond. Offered 2008-09 and every third year.

DAN 251.

GREAT CHOREOGRAPHERS AND DANCERS (3)

Development of dance as an expressive art and as a cultural manifestation as reflected in the works of great choreographers and dancers from the 16th to the 20th century. Students study the philosophies, aesthetic criteria, and contributions of major dancers and choreographers in Western Europe and the United States. Prerequisites: DAN 114 and 124, previous experience in dance at the elementary level, or permission of the instructor.

Spring semester. Bond. Offered 2009-10 and every third year.

DAN 252.

COMPOSITION: DANCE EXPLORATION (4) (GEN ED #8)

A course in improvisation and choreography. Students explore compositional devices and develop solo and small-group works. Applied work in dance and related arts of music, visual arts, and theatre. Prerequisites: DAN 116 and 126, or permission of the instructor. Corequisite: DAN 116 or above.

Fall semester; repeated spring semester. Ahearn.

DAN 253.

INTERMEDIATE DANCE COMPOSITION I (2)

Intermediate level of choreography that explores the use of improvisation, movement dynamics and effort, meter, and traditional and non-traditional dance spaces. Students will refine solo work and sequence choreography for small chamber work. Prerequisite: DAN 252 or permission of the instructor by audition. Corequisite: DAN 116 or above.

Fall semester. Blessing, Forrest.

DAN 254.

CHOREOGRAPHY AND PRODUCTION (4)

Theory and applied work in choreography and production that expands choreographic sensibilities, increases performance and compositional awareness, and enhances critical skills. Prerequisite: DAN 253. Corequisite: DAN 117 or above or permission of instructor.

Fall semester; repeated spring semester. Thom Woodson.

DAN 255.

AMERICAN DANCE TRADITIONS (3)

The study of American dance traditions of Native Americans, African Americans, Anglo-Americans, and European Americans, and American musical theatre as an embodiment of American history and culture. Prerequisite: DAN 114 or 124, some previous experience in dance at the elementary level, or permission of the instructor.

Spring semester. Bond. Offered 2007-08 and every third year.

DAN 256.

INTERMEDIATE DANCE COMPOSITION II (2)

This course is a continuation of DAN 253 and is designed to challenge students to take risks in design, expand choreographic understanding of the craft, improve compositional skills through a variety of approaches to choreography, and to continue to develop the ability to discuss and critique artistic issues. Prerequisite: DAN 253. Corequisite: DAN 116 or above.

Spring semester. Blessing, Forrest.

DAN 265.

LABANOTATION (4)

A systematic method of observation and notation of the basic essence of movement leading to a more detailed study of movement reading and writing based on the work of Laban and Knust with application to performance, choreography, dance criticism, dance history, dance therapy, theatre, and related arts. Application of this knowledge is then translated through the use of computer technology specific to the field of dance. This course fulfills the computer proficiency in the dance major requirement. Prerequisite: DAN 116 or 126, or some previous experience in dance at the elementary level.

Fall semester, repeated spring semester. Thom Woodson.

DAN 272Y.

INTENSIVE COURSE ABROAD (GEN ED #3)

Courses include a pre-departure or post-departure discussion (or both) in the fall or spring term and a three-week intensive course abroad in the winter or summer.

DANCE AND THEATRE AS CULTURAL METAPHORS (1.5-3) (THE 272Y)

This study trip to London (3 credits) examines the ways in which art, particularly dance and theatre, are expressions of the culture from which they come. Students will participate in a full schedule of classes, demonstrations, lectures, tours, and performance viewings at venues such as London's Theatre Museum, the Drury Lane Theatre, the Royal Opera House, the Banqueting House in Whitehall, Dance Place, and Shakespeare's Globe Theatre. Time will also be available for students to pursue a research topic of their choosing. Opportunities to take dance classes will be facilitated. Students enroll in a 1.5-credit, 14-week preparatory course (Fall 2007), which includes pre-trip readings and orientation lectures by the program directors. Students will make a "portfolio" that describes their experience abroad and write a research paper. Both assignments will be due early in the spring semester. Research for the paper will be started during the pre-course and continued in London at the Theatre Museum of London, the Vaughan Williams Library, and the Rambert Dance Company Archives, as well as other research facilities.

Bond, Campbell. Offered January intersession 2008 and alternate years.

HISTORY AND PERFORMANCE OF BRAZILIAN DANCE (1.5-3-1.5)

An intensive international dance experience in Rio de Janeiro. Students will experience daily instruction in Brazilian contemporary dance and examine historical, aesthetic, theoretical, philosophical, and critical issues of dance in Brazil. They will also have the opportunity to participate in traditional dances from different regions of Brazil. Second seven-week, pre-departure course in Spring 2008 (1.5 credits), three-week intensive course in May 2008 (3 credits); first seven-week, post-departure course in Fall 2008 (1.5 credits). Prerequisites: DAN 116/126-level of dance technical skill or above.

Blessing. Offered Spring 2008 and alternate years.

ARTS AND CULTURE IN WEST AFRICA

(1.5-3-1.5) (HIS 272Y) (THE 272Y)

The course encompasses a pre-program course, an international field experience, and a post-program course on arts, culture, and history in West Africa. The preparatory program will examine the social, economic, political, and cultural issues of Ghana, Togo, and Benin—three African countries with rich cultural heritages and successful, vibrant contemporary societies. The international field experience in these countries will include workshops, lectures, stays with host families, and field trips. Upon return, the students will complete a research paper and a service-learning component in the form of a lecture-demonstration for local elementary schools, presented during Black History Month, using skills and experiences acquired in West Africa. Second seven-week, pre-departure course in Fall 2008 (1.5 credits); three-week intensive course in January 2009 (3 credits); first seven-week, post-departure course in Spring 2009 (1.5 credits).

Bagchi, Thom Woodson. Offered January intersession 2009 and alternate years.

DAN 290/309.

INTERNSHIP IN DANCE (3 OR 4)

Off-campus experiences are available in the areas of dance education, dance therapy, performance and choreography, dance history and criticism, dance/arts administration, dance/theatre, and dance science. Prerequisites: preliminary interview; DAN 215 and/or 216 (dance education); DAN 241 (dance therapy); DAN 254 (performance and choreography); DAN 360 (dance science); DAN 250, 251 or 255 (dance history and criticism); MGT 170 (dance and arts administration); or DAN 254 and THE 101 (or 102) and 120 (dance and theatre). Dance

majors who elect this internship to fulfill a 300-level major requirement and a college requirement of an off-campus experience must take this course at the 300 level for a letter grade and for a maximum of three credit hours. Non-dance majors who elect this internship to fulfill the college requirement of an off-campus experience may take this course at the 200 level, either pass/no pass or for a letter grade.

Fall semester; repeated spring semester. Department.

DAN 295.

DANCERS IN ACTION (1.5)

Performance in student, faculty, and guest-artist works in major concerts in Kraushaar Auditorium and the Todd Theatre, both fall and spring semesters. Qualified students may earn 1.5 credits per semester up to a maximum of six credits. Prerequisites: audition for, attendance at, and acceptance into at least two concert works per semester.

Fall semester; repeated spring semester. Thom Woodson.

DAN 299.

INDEPENDENT WORK IN DANCE PERFORMANCE (3-4)

Directed work in the field of dance technique focusing on performance skills. Prerequisite: DAN 205 or DAN 210 or above.

Fall semester; repeated spring semester. Department.

DAN 300.

PROFESSIONAL OUTREACH SEMINAR (3)

Capstone experience integrating dance within the liberal arts context. Students work cooperatively as a team to research and create, from concept to performance, a community outreach program. Prerequisites: junior or senior status and completion or concurrent enrollment in DAN 117, 127, 253.

Fall semester. Garofalo.

DAN 301.

PROFESSIONAL OUTREACH WORKSHOP (1.5)

Sequence to Professional Outreach Seminar. The focus of the course will be the fieldwork consisting of performances in schools and other community programs. Prerequisites: completion of DAN 300. Ordinarily this course is to be taken in sequence within one academic year.

Spring semester. Garofalo.

DAN 310.

INDEPENDENT WORK IN DIRECTED READINGS (2-6)

Directed readings in a field for which the student has the required background, such as dance therapy, dance history, dance education, dance/theatre, dance administration, or dance science. A formal written paper or presentation is required. Prerequisite: permission of the instructor.

Fall semester; repeated spring semester. Department.

DAN 320.

INDEPENDENT WORK IN LABANOTATION (1.5-4)

Intermediate to advanced studies in Labanotation. Prerequisites: DAN 265 and permission of the instructor.

Fall semester; repeated spring semester. Thom Woodson.

DAN 330.

INDEPENDENT WORK IN CHOREOGRAPHY (2-6)

Advanced studies in choreography. Prerequisites: DAN 254 and permission of the instructor.

Fall semester; repeated spring semester. Department.

DAN 340.

INDEPENDENT WORK IN DANCE HISTORY (2-6)

Research and/or reconstruction project culminating in a research paper and/or performance of the reconstructed historical dances. Work may be carried out over one or two semesters.

Prerequisites: two dance history courses and/or permission of the instructor.

Fall semester; repeated spring semester. Bond.

DAN 360.

ANATOMY AND KINESIOLOGY FOR DANCE (4)

An analysis of human motion through a study of anatomy and principles of kinesiology in relation to dance techniques. Prerequisites: DAN 252 and junior or senior standing.

Fall semester. Bond.

DAN 390.

SEMINAR IN DANCE CRITICISM, THEORY, AND PHILOSOPHY (4)

An integration of the theoretical and practical aspects of dance through the study of critical theory, dance aesthetics, dance criticism, dance journalism, theory and philosophy of dance as both an art form and as an ongoing discourse of the humanities. Through readings, discussions, and writings in diverse forms, this seminar provides a culminating experience for a dance major during the junior or senior year. This course fulfills the writing proficiency in the dance major requirement. Prerequisite: junior or senior dance major.

Fall semester; repeated spring semester. Bond.

The Economics Department

The Economics Department offers a major in economics (with an optional concentration in prelaw studies) and an economics minor.

The aim of courses in economics is to train students to think analytically about economic and social problems and rationally about personal, public, and business decisions. Economics consists of a structured body of analytical principles that can equip the student with a logical, consistent approach both to the great issues of our time and to the everyday choices that confront consumers, political leaders, businesses, and all individuals.

Relatively few tools of analysis are needed to study shortages and rationing, exchange rates and speculation, inflation and recession, money and prices, and monopoly and competition, as well as such social and political issues as pollution, energy, airport congestion, mass transit, the delivery of medical care, and even the personal choice of career and lifestyle. Economic theory can clarify and systematize thinking on these matters, and it is the place of economics in the liberal arts curriculum to train beginning as well as advanced students in the use of analytical tools. The economics curriculum also exposes students to the intellectual, historical, and institutional context of the discipline, integrating their study of economics with their liberal education as a whole.

Writing Proficiency Requirement

Students are required to earn at least a C- in ENG 206 prior to achieving senior status. The department has developed a set of guidelines by which ENG 206 instructors will assess writing proficiency. Students are required to master the following skills: the ability to consistently and spontaneously write grammatically correct sentences, the ability to consistently and spontaneously construct cohesive and effective paragraphs, the ability to integrate information related to business or economics (including statistics) from multiple sources, and the ability to develop and write well-reasoned arguments of moderate complexity relating to business or economic matters.

Computer Proficiency Requirement

Upon completion of the requirements for a degree in economics, a student should be able to:

- research economic and financial information using e-mail and the Internet;
- prove competence with a word processing software package, i.e. Word; and
- use appropriate statistics software.

Because many 200-level courses and all seminar courses require students to demonstrate the aforementioned skills, computer proficiency is achieved by completion of the major requirements for the degree.

Qualifications Required to Graduate With Department Honors

Departmental honors are decided by a vote of the faculty just prior to Commencement each year. The following guidelines are used to consider candidates:

- Students must achieve a grade point average of at least a 3.67 in all courses that count toward the major and concentration at the 200-level and above, including any statistics course substituted for EC 206.
- Students must have demonstrated to the department faculty superior grasp of economic theory and its applications.
- Once requirements for the major and concentration have been met, students may elect to take additional courses without penalizing eligibility for honors.

Repeating Failed Courses

It is the department's policy that students majoring or minoring in economics must receive at least a C- in every course taken toward the completion of the major/minor. Any student who fails to receive a grade of C- in more than two courses will not be permitted to continue in the major or minor. No course may be retaken more than once. For purposes of this policy, withdrawals beyond the seventh week will be considered as having taken the course.

DEPARTMENT FACULTY

Associate Professors

Lydia P. Harris, chair, (applied microeconomics), Edward Slattery, visiting faculty (environmental economics, international economics).

Assistant Professor

Jack Carter, adviser in prelegal studies (law and economics, macroeconomics)

THE ECONOMICS MAJOR

A major in economics requires the following courses:

EC 101	EC 102	EC 206 or another acceptable statistics course
EC 216	EC 217	EC 320 EC 396 EC 397

Three 200-level elective courses in economics

ENG 206 (Before the senior year, a student must be granted writing proficiency in ENG 206 to complete the requirement of college writing proficiency in economics.)

The economics major is intended for students:

- who seek the analytical skills and specific knowledge of economic processes necessary to be a responsible citizen;
- who desire economic understanding as a background for careers in business, labor, politics, law, finance, administration, or public service;
- who hope to continue specialized studies in economics or business at the graduate level; and
- who are preparing to teach social studies in the secondary schools. (For certification requirements, see the description under the Education Department.)

EC 101 is the starting point in the curriculum for both majors and non-majors. The course acquaints students with the techniques of economic analysis by emphasizing micro-aspects (decision making by firms and individuals) in the American economy.

EC 102 emphasizes the economy as a whole (macro), including the role of government through major financial institutions in determining the level of national product, income, and employment. EC 102 is also open to non-majors or pre-majors. Ordinarily majors must take EC 206 or the equivalent by the end of the junior year. Students may not take EC 206 if credit has already been received for MA 105 or 241 or equivalent. Those planning to major in economics are encouraged to complete EC 216 as soon as possible, because it provides the essential analytical skills used in most applied economics.

Recommended courses for students planning graduate studies in economics are:

EC 218 MA 170 (117) MA 180 (118) MA 231

The department also sponsors both full- and part-time internships in industry, banks, and government agencies. Most internships are in the Baltimore-Washington area.

Concentration in Prelaw Studies

Students interested in pursuing a legal career are encouraged to complete the prelaw concentration in conjunction with the requirements of the major. The prelaw concentration is an 18- to 21-credit program designed to broaden the student's academic experience in preparation for law school. It requires students to take courses outside of their major to expose them to methodologies and critical approaches not inherent to their own discipline but necessary for academic success in law school.

A complete description can be found under prelaw studies.

THE ECONOMICS MINOR

The minor in economics requires the following eight courses:

EC 101	EC 102	EC 206	EC 216	EC 217
Two 200-level economics electives		EC 396 or EC 397		

COURSE DESCRIPTIONS

- EC 101. PRINCIPLES OF ECONOMICS: MICRO (3) (GEN. ED. #10)**
An introduction to methods of analysis used by modern economists to study social phenomena and to develop policy proposals. Emphasis on the motivations of individuals and groups in social and economic interaction, with particular attention to the study of product, labor, and international markets. Prerequisite or corequisite: MA 160 (114) or math placement test results above MA 160 (114).
Fall semester; repeated spring semester: Harris, Slattery.
- EC 102. PRINCIPLES OF ECONOMICS: MACRO (3) (GEN. ED.#10)**
An introduction to the basic concepts and measurements of national economic well-being, emphasizing the models used by modern economists to analyze and predict changes in incomes, prices, and employment in any national economy. Exploration of the growing importance of international economic changes on domestic standards of living. Prerequisite/corequisite: MA 160 (114) or math placement test results above MA160 (114).
Fall semester; repeated spring semester: Carter, Slattery.
- EC 206. ECONOMIC AND BUSINESS STATISTICS (4) (GEN. ED. #5)**
An introduction to the use and interpretations of statistics in economics and business. Topics include descriptive statistics, probability, discrete and continuous probability distributions, sampling, interval estimation, hypothesis testing, and regression analysis. Prerequisite/corequisite: one course in economics, MGT 110 or equivalent. Not open to students who have received credit for MA 140 or 241 or equivalent.

Fall semester: Carter.

- EC 216. INTERMEDIATE MICRO THEORY (3)**
Contemporary theory of resource allocation and its applications. Theories of consumer decision-making. Analysis of the behavior and decisions of the business firm. Determination of price; output; and wage, rent, interest, and profit incomes under various market structures. Prerequisite: EC 101.
Fall semester: Harris.
- EC 217. INTERMEDIATE MACRO THEORY (3)**
Modern theory of the national income determination; analysis of monetary and fiscal policies; and their relation to problems of inflation, unemployment, and economic growth. Prerequisite: EC 102.
Spring semester: Slattery.
- EC 218. INTRODUCTION TO MATHEMATICAL ECONOMICS (3)**
An introduction to set theory, mathematical functions, and matrix manipulation. Constrained optimization techniques with special emphasis on utility maximization and firm profit maximization. Solving simple Keynesian simultaneous equation models and reduced-form equations. Prerequisites: EC 216 and 217 (may be taken concurrently with 217) and MA 170.
Spring semester: Harris. Variable years.
- EC 223. LAW AND ECONOMICS (3)**
Introduces the use of economic analysis to evaluate the impact of alternative legal rules. Particular emphasis is given to the public policy implications of using economic efficiency as the criterion by which one chooses between potential rules in the traditional common-law areas of property law, contract law, and tort law. Prerequisite: EC 101.
Spring semester: Carter. Offered 2008-09 and alternate years.
- EC 227. BUSINESS AND GOVERNMENT (3)**
Analysis of the role of government in regulating business, especially oligopoly and monopoly social costs and benefits of various types of market structure. Examination of antitrust policy and environmental and safety regulations. Prerequisite: EC 101.
Spring semester: Harris. Variable years.
- EC 240. FIELDWORK IN ECONOMICS (3-4)**
Work in selected business firms, banks, and government agencies, usually in the Baltimore-Washington area. Projects planned jointly by student, director, and participating field supervisors. Prerequisites: junior or senior major in economics and permission of the director. Graded pass/no pass only.
Department.
- EC 241. MONEY, BANKING, AND MONETARY POLICY (3) (GEN. ED. #10)**
Commercial banking, the Federal Reserve System, and other financial institutions are analyzed as a framework for understanding monetary theory and policy. Effectiveness of monetary policy, its relation to other stabilization tools, and proposals for its reform. Prerequisites: EC 101 and 102.
Spring semester: Carter.
- EC 242. PUBLIC FINANCE AND FISCAL POLICY (3) (GEN. ED. #10)**
Theory and practice of public expenditure and taxation. Allocation of resources between the public and private sectors to promote balanced economic growth and the general welfare. Effects of taxation and spending on economic efficiency and the distribution of income and wealth. Prerequisite: EC 101.
Department. Variable semesters.
- EC 250. INDUSTRIAL ORGANIZATION (3) (GEN. ED. #10)**
Theory of the firm and industrial organization under perfect and imperfect competition. Analysis of restrictive and discriminatory practices by competitive type; relative levels of advertising, research, and development. Prerequisite: EC 101.
Spring semester: Offered 2008-09 and alternate years.
- EC 265. SELECTED TOPICS IN ECONOMICS (3) (GEN. ED. #10)(#11 IF TOPIC RELEVANT)**
Selected topics of current interest. Topics are announced prior to registration. May be repeated for credit if topic is different. Prerequisite: specific economics courses at the 100 level depending upon the topic.

Department. Variable semesters.

- EC 271. INTERNATIONAL TRADE (3) (GEN. ED. #10)**
The balance of payments and monetary problems of the international economy. The role of exchange rates, capital movements, the international adjustment mechanism, gold, and paper currency. International monetary reform. Import quotas, tariffs, common markets and their restraints on trade in the domestic and world economy. Prerequisites: EC 101 and 102.
Fall semester: Slattery.
- EC 320. ECONOMETRICS (3) (GEN. ED. #10)**
The development of statistical techniques and application to empirical economic analysis. Topics include specification and estimation of regression models, inference in regression models, autocorrelation, and heteroscedasticity. Time-series analysis and simultaneous equation models. A substantial amount of empirical work is included. Prerequisites: EC 206, 216, and 217.
Fall semester: Carter.
- EC 396. SEMINAR IN MICROECONOMICS (3) (GEN ED. #7 AND #10)**
Integrative seminar for majors involving the advanced study of theory and applications of microeconomic analysis. Research into current public policy problems. Prerequisite: EC 216. Open to economics majors or to others with consent of the instructor.
Spring semester: Harris.
- EC 397. SEMINAR IN MACROECONOMICS (3) (GEN. ED. #7 AND #10)**
Integrative seminar for majors involving advanced study of theory and applications of macroeconomic analysis, including theories of money, general price level, interest rates, income, employment, and supply side economics. Prerequisite: EC 217; prerequisite or corequisite: EC 320. Open to economics majors or to others with consent of the instructor.
Fall semester: Carter.
- EC 400. INDEPENDENT WORK IN ECONOMICS (1.5-4)**
Fall and spring semesters; summer: Department.

The Education Department

The Department of Education offers a major and certification in elementary education, certification in secondary education for majors in certain other departments, and a major and certification in special education (listed separately in this catalogue). All programs incorporate an extended internship experience lasting several semesters.

The Education Department's primary purpose is the preparation of teachers for elementary and secondary schools. Teaching at any of these levels requires three major areas of preparation: (1) thorough knowledge of the subject matter, (2) understanding of the learners, and (3) study of the means whereby knowledge is communicated. The first of these competencies is provided through courses designed to give breadth and depth in the liberal arts, while the other two are provided through the courses in education. These last two aim to have each student gain an understanding of the learners' characteristics, the curriculum, the methods of teaching, the theories of learning and teaching, the relationship between theory and practice, and the school as a social institution.

The Elementary Education Program, Special Education Program, and the Secondary Education Program have been approved by the Maryland State Department of Education. A student who satisfactorily fulfills the standards of the programs, meets the Maryland State Department of Education's Essential Dimensions of Teaching, and passes the Praxis I and II tests appropriate to the area of certification is recommended for certification in Maryland. Students eligible for Maryland certification can then receive equivalent or temporary certification in more than 40 states through reciprocity. Although graduation usually occurs within eight semesters, satisfactory completion of certification requirements may require one or more additional semesters. It is important that all students who plan to teach in secondary schools consult the chair of their intended major department, as well as the chair of the Education Department, no later than the spring semester of their sophomore year. Students planning to teach in elementary school should consult the chair of the Education Department.

Students who wish to be certified to teach outside of Maryland should obtain information about the requirements specified by the state department of education in the desired state. Maryland law prohibits anyone who has been convicted of a crime of violence or a crime against children from being certified to teach. Students enrolled in education courses may be required to be fingerprinted for fieldwork internship placements.

DEPARTMENT FACULTY

Professors

Barbara Gould, (reading, methods in elementary education, learning disabilities), Eli Velder, Dean Van Meter
Professor (history and philosophy of education)

Associate Professor

Ann Marie Longo, chair (reading, diagnostic assessment, special education)

Assistant Professors

Frona Brown (learning disabilities and assessment), LaJerne Cornish (adolescent development, secondary education)
Saralee Goodman (reading, assessment), Tami Smith (child development, educational psychology), Mary Adkins
(special education)

ELEMENTARY EDUCATION

Students who intend to teach in an elementary school major in the Education Department. A concurrent major or minor in another field is required and should be planned with the chair of the Education Department, in consultation with the chair of the other department.

SPECIAL EDUCATION

Students interested in special education course offerings should refer to the Special Education Program section of this catalogue.

THE EDUCATION MAJOR

Elementary Education Certification, Grades 1-6

Courses required for a major in elementary education include 45 credits in the department, as follows:

ED 101	ED 207	ED 210	ED 221	ED 222
ED 241 (January)	ED 243	ED 244, 245, and 342*		
ED 246 (January)	SPE 100			

ED 210, ED 222, ENG 226, and SPE 320 fulfill the writing proficiency in the major requirement.

ED 222 is a prerequisite for ED 241, 244, 245, 342 and must be taken in the junior year. Successful completion of Praxis I is a prerequisite for ED 342.

Academic courses as follows in the following content areas:

- Literature, English composition, art (ART 102 recommended), music, U.S. history, world history, social sciences (two courses in fields outside education), natural science (two courses other than psychology or cognitive science; one course must be a four-credit laboratory course), MA 110, MA 113.
- A course in a non-Western culture.
- A minor or major in a second academic area.

Recommended courses:

SPE 320 SPE 327

*A minimum grade of B- in ED 342 and satisfactory completion of Praxis II are required to complete the certification program.

ED 342 fulfills computer proficiency in the major.

Elementary Dance Education Certification, Grades 1-6 and Middle School

Students must double-major in elementary education and dance, including the following courses:

DAN 103	DAN 140, 141, or 146		DAN 196 or PE 108
DAN 215	DAN 230	DAN 235	DAN 250, 251, or 255
DAN 252	DAN 253	DAN 254	DAN 265
DAN 360	DAN 390		

Two credit hours of dance technique, including DAN 205 and 210

Secondary Education Certification, Grades 7 through 12

Students desiring certification in secondary schools should consult with the chair of the Education Department during their freshman or sophomore year to ensure the timely completion of requirements. See list below for programs available that lead to certification at the secondary school level. Requirements include:

Major in the academic department appropriate to area of certification. Courses identified for specific area of certification. (See list below.)

Courses in education:

ED 103 (for four credits)	ED 207 (for four credits)
ED 210	ED 253 (not required for certification in dance)
ED 254	ED 353** (taken in senior year concurrently with ED 253)
SPE 100	

**Prerequisites for ED 353 include a recommendation from major department and successful completion of Praxis I. A minimum grade of B- in ED 353 and satisfactory completion of Praxis II are required to complete the certification program.

Academic courses in U.S. history, mathematics (or placement in MA 117), and non-Western culture. For example:

ANT 107	ANT 255	DAN 103	FR 351	HIS 113
HIS 286	PCE 259	PSC 259	SOC 106	WL 230

Writing proficiency requirement completed through the major.

Art

Requirements include a major in art with concentration in studio art and required courses in education. See Secondary Education Certification.

Biological Sciences

Requirements include a major in biological sciences and required courses in education. See Secondary Education Certification.

Chemistry Certification

Requirements include a major in chemistry and required courses in education. See Secondary Education Certification.

Dance Certification

Requirements include a major in dance and required courses in education. See Secondary Education Certification.

English Certification

Requirements include a major in English and required courses in education. See Secondary Education Certification.

French Certification

Requirements include a major in French and required courses in education. See Secondary Education Certification.

History Certification

Requirements include a major in history and required courses in education. See Secondary Education Certification.

Mathematics Certification

Requirements include a major in mathematics and required courses in education. See Secondary Education Certification.

Russian Certification

Requirements include a major in Russian and required courses in education. See Secondary Education Certification.

Social Studies Certification

Requirements include a major in history and required courses in education.

ANT 107	EC 101	EC 102	PSC elective (PSC 205 strongly recommended)
SOC 228, 250 or 260		PSC 113 or PSC 114	

See Secondary Education Certification.

Spanish Certification

Requirements include a major in Spanish and required courses in education. See Secondary Education Certification.

THE EDUCATION MINOR

A minor in education requires the following courses:

ED 101 (with fieldwork) or ED 103 (with fieldwork)
ED 207 ED 210
ED 215 or PSC 249 ED 221
SPE 100 (with fieldwork).

Summer in Denmark (Denmark International Study Program), 300-level independent project with member of the education faculty, ED 272Y Multicultural Education in Costa Rica, or ED 272Y Township and Rural Education in Grahamstown, South Africa

One of the following courses can be substituted for one requirement with permission of the department:

PSC 282 SOC 222 SOC 231

4+1 B.A./M.A.T. AND B.A./M.ED.

For those interested in teaching and/or educational administration, Goucher offers accelerated degree programs in which students can earn both the Bachelor of Arts degree and either a Master of Arts in Teaching or a Master of Education degree in five years rather than the more typical six or seven years. Through these programs, students may take up to nine graduate credits while still undergraduates as long as they have attained junior status, possess a 3.0 or better grade point average, and have applied and been accepted into the program by the chair of the undergraduate Department of Education and the director of the Graduate Programs in Education. The nine graduate credits apply both to the 120 credits required for the bachelor's degree as well as to the credits required for the master's degree. These programs typically require two to three summers' course work. Courses must be completed within one year of receiving the bachelor's degree. For more information regarding accelerated degree programs in education, please contact the chair of the Department of Education.

COURSE DESCRIPTIONS

- | | |
|-----------------|---|
| ED 101. | CHILD DEVELOPMENT (4)
Major theories of child development. Physical, perceptual, cognitive, language, emotional, and social development of the child. Impact of diverse family structures, schools, and culture on development of the child. Influence of race, sex, and social class differences on development and child-rearing practices. Thirty hours of internship in elementary school classroom, Tuesday or Thursday from 8:30 a.m. to noon.
<i>Fall semester: Smith.</i> |
| ED 101F. | CHILD DEVELOPMENT (1)
Internship only. Requires permission of the chair of the department. |
| ED 103. | ADOLESCENT DEVELOPMENT (3-4) (GEN.ED.#10)
Adolescent development in historical and theoretical perspective. Physical maturation and its psychosocial implications. Gender, racial, ethnic, cross-cultural, social class, and sexual orientation differences and commonalities in the transition from childhood to adulthood. Diverse family-living patterns and increasing stress in today's society and their influences on the developmental process. The adolescent as risk-taker and problems encountered growing up in today's world. Thirty hours internship in an alternative school or community-service-type setting required of all students preparing for certification at the secondary level. Students thus electing the course for four credit hours must reserve Tuesday or Thursday from 8:30 a.m. to noon.
<i>Fall semester: Cornish.</i> |
| ED 207. | PSYCHOLOGICAL AND DEVELOPMENTAL FOUNDATIONS OF EDUCATION (3-4)
The nature and theories of learning and development. Topics include cognitive development; the development of concepts of time, space, and numbers; classification and causality; reinforcement; transfer of training; memory and forgetting; common patterns of learning difficulties; and principles of teaching and learning. Students electing course for four credit hours must reserve Tuesday or Thursday from 8:30 a.m. to noon to complete a 30-hour internship. All students preparing for secondary education certification must elect the internship option for four credits.
Prerequisites: ED 101 or 103 and SPE 100, or permission of the instructor.
<i>Spring semester: Smith.</i> |
| ED 210. | DEVELOPMENT OF EDUCATION IN THE UNITED STATES (3)
Educational theories and practices in America, from the 17th century to the present, in relation to social, economic, political, and intellectual forces. Consideration of inequality in educational opportunities for women and racial and ethnic groups. Prerequisite: junior standing or permission of the instructor.
<i>Spring semester: Velder.</i> |
| ED 215. | ISSUES IN EDUCATION (3) (GEN. ED.#10)
Analysis of current issues in education, including educational policies, accountability, mainstreaming, role of education in society, multicultural education, postmodernism, critical pedagogy, testing, teacher training, urban education, women and education, and education as a profession. Prerequisite: one course in education or the social sciences. |

Spring semester. Velder.

ED 221.

ASSESSMENT AND EVALUATION IN EDUCATION (3)

Theories and basic principles of test construction. Standardization procedures and interpretation and survey of norm-referenced achievement and aptitude tests. Use of criterion-referenced tests. Individual diagnosis of reading and arithmetic competencies. Use and interpretation of individual intelligence tests. Construction of informal assessment devices. Systems of evaluating and reporting learning outcomes. Prerequisite: ED 207 or permission of the instructor.

Fall semester. Smith.

ED 222.

FOUNDATION OF READING AND LANGUAGE ARTS: PROCESSES, ACQUISITION, AND INSTRUCTION OF READING (6)

Concepts, theories, and instructional approaches to reading and language development, including strategies for beginning readers. Special attention to scientifically-based reading research on the components of the reading process, including phonemic awareness, word analysis, word recognition, fluency, meaning vocabulary, and comprehension. Students must reserve Tuesday and Thursday mornings for internship. Prerequisites: ED 207 and permission of instructor. This course has been approved by the Maryland State Department of Education as fulfilling Processes and Acquisition of Reading and Instruction of Reading for initial certification and recertification.

Spring semester. Longo.

ED 241.

MATERIALS FOR TEACHING READING (3)

Analysis of materials needed to motivate, plan for, and instruct readers. Experience with texts for a variety of reading purposes. Application of scientifically-based reading research criteria for selecting, retrieving, and evaluating materials. Consideration given to multicultural materials, text quality, electronic media, and the role of parents in promoting reading. Prerequisite: ED 222. This course has been approved by the Maryland State Department of Education as fulfilling Materials for Teaching Reading for initial certification and recertification.

January intersession. Goodman.

ED 243.

ASSESSMENT FOR READING INSTRUCTION (3)

Examination of reading assessment techniques and their application for planning and modifying reading instruction using scientifically based reading research criteria. Prerequisite: ED 222. May be taken concurrently. This course has been approved by the Maryland State Department of Education as fulfilling Assessment for Reading Instruction for initial certification and recertification.

Spring semester. Longo.

ED 244.

TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (2)

Methods of teaching science in a laboratory setting. Practice in using methods of teaching science with attention to objectives, skills, materials, and learning activities. Adaptations for special and mainstreamed children. Presentation of basic scientific information. Elementary education majors elect concurrently with ED 342.

Fall semester. Gould.

ED 245.

TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (2)

Methods of teaching mathematics. Attention to objectives, concepts, skills, materials, and learning activities. Adaptations for special and mainstreamed children. Elementary education majors elect concurrently with ED 342.

Fall semester. Gould.

ED 246.

TEACHING SOCIAL STUDIES IN SPECIAL EDUCATION AND THE ELEMENTARY SCHOOL (2)

Methods of teaching social studies. Attention to objectives, concepts, skills, materials, and learning activities. Adaptations for special and mainstreamed children. Elementary education majors elect concurrently with ED 342; special education majors elect concurrently with SPE 350.

January intersession. Cornish.

ED 253.

METHODS OF SECONDARY SCHOOL TEACHING (4)

Analysis of general methods and planning of different types of learning activities in secondary school instruction. Part of the course is devoted to special methods in teaching subjects that members of the class intend to teach. Considers the relationship of subjects to objectives of secondary education, structure, and classroom organization; evaluation of textbooks on the subject. Observation in the schools. Forty-eight hours of fieldwork. Prerequisite: ED 207.

Fall semester. Cornish.

ED 254. READING, WRITING, AND ASSESSMENT IN THE SECONDARY SCHOOL (6)

An overview of the principles of reading and assessment, with an emphasis on their application to adolescents and to the diverse content areas of the secondary school. An examination of literature for adolescents. Thirty hours internship on Tuesday or Thursday mornings. Prerequisite: ED 207. This course has been approved by the Maryland State Department of Education as fulfilling Teaching Reading in the Secondary Content Area, Part I and Part II, for initial certification and recertification.

Spring semester. Cornish.

ED 272Y. INTENSIVE COURSE ABROAD (GEN. ED. #3)**MULTICULTURAL EDUCATION IN COSTA RICA (2-4-2) (SP 272Y)**

This is an interdisciplinary course (see cross-listing with SP 272Y). Awareness of multiculturalism in the context of the educational system in the United States and Costa Rica. Develop skills to facilitate a classroom climate that meets the needs of a diverse population. Emphasis on critical writing, analytical reading, and advanced conversation required for upper-level Spanish courses. The first seven weeks are conducted in English (2 credits), and the final seven weeks are conducted in Spanish (2 credits). Practice of complex linguistic structures, writing summaries, developing arguments, and interpretation of quotes. Intensive study abroad in Costa Rica for the January term (4 credits). Prerequisites: completion or concurrent enrollment in SP 230 and ED 207, or permission of the education instructor. Year course.

Fall 2008. Smith, Moreno-Lopez.

ED 272Y TOWNSHIP AND RURAL EDUCATION IN GRAHAMSTOWN, SOUTH AFRICA (1.5-3.5)

This intensive service course abroad consists of 2 components, a seven-week course of study during the second half of the spring semester and a four-week intensive field placement in a township and rural school in South Africa at the end of the spring semester. During the second half of the spring semester, students examine the social, political, and historical landscape of South Africa to understand the country's continued transformation, examine culture and customs unique to the Eastern Cape region of South Africa, and examine their own cross-cultural competence to effectively teach learners who are distinctly different from themselves. At the conclusion of this experience students can apply knowledge of the nature of adolescents to create units and lessons that reflect national and local standards, adapt personal teaching style to multiple learning styles, and use knowledge of learners to provide effective instruction in math and science to South African learners in the middle grades. In addition to teaching 20 hours per week in rural schools, participants will attend a weekly lecture on the culture and languages specific to the Eastern Cape region at Rhodes University, located in Grahamstown. While designed for education majors, this internship is open to students majoring in other disciplines as well.

SINGLE-ASSESSMENT PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM

Type of Assessment	Assessment Code No.	No. Taking Assessment	No. Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Professional Knowledge					
Elem Ed Content Area Exercises	012	16	16	100%	98%
Eng Lang Lit Comp Pedagogy	043	4*	—	—	94%
Social Studies Pedagogy	084	2*	—	—	97%
Physical Science Pedagogy	483	2*	—	—	92%
Academic Content Areas					
Elementary Ed Context Knowledge	014	18	18	100%	100%
Eng Lang Lit Comp Content Knowledge	041	4*	—	—	97%
Social Studies Content Knowledge	081	2*	—	—	97%
Chemistry Content Knowledge	245	2*	—	—	83%
Teaching Special Populations					
SE Knowledge-Based Core Principles	351	6*	—	—	96%
SE Application of Core Principles Across	132	2*	—	—	96%

CONTEXTUAL INFORMATION

S.1	Total number of students in teacher preparation program, all specializations in academic year 2004-2005. (Important: see reporting instructions for guidelines.)	184 GPE / 76 undergraduate
S.2	Number of students in supervised student teaching in academic year 2004-2005	49 GPE / 19 undergraduate
S.3A	Full-time faculty in professional education	0 GPE / 3 undergraduate
S.3B	Part-time faculty in professional education but full-time in the institution	0 GPE / 2 undergraduate
S.3C	Part-time faculty in professional education, not otherwise employed by the institution	10 GPE / 0 undergraduate
S.4	Total faculty student-teaching supervisors (Sum of S.3A, S.3B, S.3C)	10 GPE / 5 undergraduate
S.5	Student teacher/faculty ratio	3:2 GPE / 4:1 undergraduate
S.6A	The average number of student teaching hours per week required (Please see reporting instructions)	30 hours GPE / undergraduate 8 hours per week spring semester; 40 hours per week fall semester
S.6B	The total number of weeks of supervised student teaching required	40 weeks GPE / 30 weeks undergraduate
S.7	Average total number of hours required (S.6A x S.6B)	1200 hours MAT / 752 hours undergraduate

Non-majors selecting this internship will be paired with education majors for all classroom experiences. Prerequisites: ED 101 or ED 103, SPE 100 or ED 207, or permission of instructor.
Spring/summer semester: Cornish.

ED 342.

ELEMENTARY SCHOOL INTERNSHIP (10)

Internship under the supervision of a cooperating teacher and a member of the Education Department of Goucher College. Completion of a minimum of 250 hours of teaching, participation, observation, and conferences. Discussion of teaching problems in seminar meetings. A minimum grade of B- is required for certification. Prerequisites: Completion of 86 credits, including ED 222, successful completion of Praxis I tests from ETS, and permission of the Education Department. Corequisites: ED 244 and 245. Fingerprinting.
Fall semester: Gould, Longo, Adkins.

ED 353.

SECONDARY SCHOOL INTERNSHIP (10)

Internship under the supervision of a cooperating teacher and a member of the Education Department of Goucher College. Completion of a minimum of 250 hours of teaching, participation, observation, and conferences. Discussion of teaching problems in seminar meetings. A minimum grade of B- is required for certification. Prerequisites: ED 207, recommendation from major department, successful completion of Praxis I tests from ETS, and permission of the Education Department. Elected concurrently with ED 253. Application and references required. Students should apply to the instructor or the chair of the Education Department by December 1 of the year preceding desired internship.
Fall semester: Cornish.

Engineering

See description under Science and Engineering

The English Department

The English Department offers a major in English with four concentrations (literature, writing, secondary education with certification in English, and prelaw studies) and a minor in English.

The English Department aims to train students as readers and writers, to familiarize them with their literary and linguistic heritage, and to cultivate an awareness of literature as not only a source of enjoyment and aesthetic stimulation but also a means by which individuals and societies clarify experience and define values. Fundamentally, the department's concern is with words, their use (and abuse), and their impact on human thought and feeling. Educators are increasingly aware that skill in writing and interpreting verbal expression is a professional asset in almost any field.

DEPARTMENT FACULTY

Professors

Madison Smartt Bell (fiction), Elizabeth Spires (poetry), Michelle Tokarczyk (expository writing, poetry, creative nonfiction)

Associate Professors

Penelope S. Cordish, (modern and contemporary English and American literature, women's studies), Mary Marchand chair, (American literature, American studies), Jeffrey Myers (Shakespeare, Renaissance English literature), Arnold Sanders (Medieval English literature, expository writing), Fred H. White (18th- and 19th-century English literature, critical theory)

Assistant Professors

Jennifer Bess (expository writing), Jonathan David Jackson (creative and critical writing, African American literature, Africana studies), Carol Pippen (expository writing), Antje Rauwerda (British and Irish literature, postcolonial studies), Angelo Robinson (American literature, African American literature, American studies), Barbara Roswell (expository writing)

Lecturers

Robert Girardi (creative writing), Jennifer Grow (creative writing), Laura Lippman (creative writing), Mark Trainer (creative writing), William U'Ren (creative writing)

Writing Fellows

Mina Brunyate (expository writing), Susan Garrett (expository writing, linguistics), Laura Orem (expository writing), Jon-Philip Imbrenda (expository writing), Kate Luse (expository writing)

THE ENGLISH MAJOR

Majors are required to choose a minimum of 36 credits at the 200 to 300 levels, including at least three 300-level seminars. Advanced independent work and/or a senior thesis are recommended for students considering graduate literary studies or with the desire of graduating with honors in the major. English 200 is a prerequisite for 200-level literature courses in the major and should be taken during a student's sophomore year. Majors should select ENG 211 and 212 as early as possible in their course of study.

Concentration in Literature

The concentration in literature requires the following courses:

ENG 200, ENG 211, ENG 212, ENG 215

One 200-level elective

One course from each of the following areas:

- I. Medieval (ENG 240), Renaissance (ENG 243), 1660-1800 (ENG 246)
- II. Romantic (ENG 257), Victorian (ENG 259), Later English Novel (ENG 264)
- III. Modernism (ENG 270), Post-Modernism (ENG 273), Modern Poetry (ENG 276), Contemporary American Poetry (ENG 277)
- IV. American Literature I or II (ENG 250 or ENG 254).

Three 300-level literature seminars

Concentration in Writing

Students whose primary objective is to develop their skills as writers may structure their major differently.

Required courses include:

ENG 200, ENG 211, ENG 212, ENG 215, ENG 232

One 200-level elective

At least three of the following: ENG 202, ENG 203, ENG 205, ENG 206, ENG 208, ENG 221, ENG 226, ENG 227, THE 232

Three 300-level seminars, including two literature seminars and one 300-level writing class from among the following courses:

ENG 300 ENG 305 ENG 306 ENG 307 ENG 315

Students arrange individualized majors involving writing and other disciplines. Majors in other departments are also welcome to take writing courses at the 200 level. Students may find internships in journalism, publishing, public relations, advertising, and other fields in which writing skills are essential through the Career Development Office.

Concentration in Secondary Education With Certification in English

Students who desire certification to teach English in the secondary schools should see the secondary education requirements listed under the Education Department.

Concentration in Prelaw Studies

Students interested in pursuing a legal career are encouraged to complete the prelaw concentration in conjunction with the requirements of the major. The prelaw concentration is an 18- to 21-credit program designed to broaden the student's academic experience in preparation for law school. The prelaw concentration requires students to take courses outside of their major to expose them to methodologies and critical approaches not inherent to their own discipline but necessary for academic success in law school. A complete description of the prelaw concentration can be found under prelaw studies.

THE ENGLISH MINOR

The minor in English consists of 24 credits:
ENG 200 ENG 211 ENG 212 ENG 215 ENG 250 or 254
• Two other 200-level courses
• One 300-level seminar

COURSE DESCRIPTIONS

ENG 103.	<p>THE COLLEGE ESSAY (3)</p> <p>What does it mean to write at the college level? Focus on the organization, coherence, and development required for college papers. Intensive study of the conventions of written English, including grammar, punctuation, and sentence construction. Placement determined by the Writing Program staff.</p> <p><i>Fall semester. Department.</i></p>
ENG 104.	<p>ACADEMIC WRITING I (3)</p> <p>Introduction to the rhetorical and mechanical skills necessary to develop confident, informed academic voices. Study and practice of writing processes, including critical reading, collaboration, revision, and editing. Focuses on the aims, strategies, and conventions of academic prose, especially analysis and argumentation. May confer college writing proficiency based on student portfolio. Placement determined by the Writing Program.</p> <p><i>Fall semester, repeated spring semester. Department.</i></p>
ENG 105.	<p>ACADEMIC WRITING II (3) (GEN. ED. #1)</p> <p>Advanced study and practice in the development of an academic voice, preparing students to engage with more complex and specialized texts and questions. Students plan, write, and revise several papers, honing their rhetorical skills and developing strategies for analysis, argumentation, and integration of both primary and secondary sources. Those who demonstrate their ability to write on the college level will earn college writing proficiency. Prerequisite: English 104 or permission of the Writing Program.</p> <p><i>Fall semester, repeated spring semester. Department.</i></p>
ENG 106.	<p>ACADEMIC WRITING III (3) (GEN. ED. #1)</p> <p>Focuses on refining questions for writing, finding, evaluating, and incorporating evidence and writing rhetorically and grammatically correct and engaging prose. By adding tutorial instruction to classroom work, the course provides each student with intensive, individualized practice. Designed specifically for students who have not yet achieved college writing proficiency, the course allows those who demonstrate their ability to write on the college level to earn proficiency. Placement determined by the Writing Program.</p> <p><i>Fall semester, repeated spring semester. Department.</i></p>
ENG 111.	<p>MASTERPIECES OF ENGLISH AND AMERICAN LITERATURE (3) (GEN. ED. #9)</p> <p>An introduction to college-level analysis of major works of literature in various genres. Texts and emphases will vary with the instructor.</p> <p><i>Fall semester, repeated spring semester. Rauwerda, White.</i></p>
ENG 120.	<p>INTRODUCTION TO FICTION WRITING (3) (GEN. ED. #8)</p> <p>Introductory weekly seminar/workshop, developing basic techniques of fiction writing: plotting, characterization, imagery, tone, and other fundamentals. The discussion group employs student work as text along with exemplary works of fiction.</p> <p><i>Spring semester. Jackson.</i></p>
ENG 200.	<p>CLOSE READING, CRITICAL WRITING (3) (GEN. ED. #7)</p> <p>This course is intended to provide new English majors with the skills that will enable them to approach unfamiliar texts with confidence. Students will learn what is meant by—and how to perform—close readings of texts. Students will also explore how one goes about conducting</p>

literary research. Overall, this course intends to provide a strong foundation to make future encounters with literature more meaningful and rewarding. Students can obtain computer and writing proficiency in the major in this course. Prerequisite: limited to sophomores who have completed their college writing proficiency and are intending to major in English. Required of all English majors beginning in Fall 2005. May confer writing proficiency in the major.

Fall semester; repeated spring semester. Department.

ENG 202. SHORT-STORY WRITING (3) (GEN. ED. #8)

Fictional techniques, with special attention to the short story. Supervision of individual short stories. Seminar discussion of student work. Prerequisite: submission of a sample of fiction writing to the instructor.

Fall semester. Trainer.

ENG 203. FEATURE WRITING FOR NEWSPAPERS AND MAGAZINES (3)

Intensive writing workshop stressing techniques of interviewing and organizing material into feature stories. Interviews of various subjects from the community. Weekly stories. Final project aimed at publication.

Spring semester. Gately.

ENG 204. PROSE STYLE (3)

The class will consider the role of style in classical rhetoric, but will focus on style in contemporary American nonfiction. Students will study a range of writers; adopt new vocabularies for assessing style; and address such topics as voice in writing, ideology and style, gender and style, academic prose, and civic and advocacy writing. Students will have regular opportunities both to analyze the style of published writers and experiment with their own nonfiction writing. Prerequisite: college writing proficiency.

Spring semester. Roswell.

ENG 205. INTRODUCTORY POETRY WORKSHOP (3) (GEN. ED. #8)

A poetry-writing course with in-class discussion of each class member's poems. Assignments in common poetic forms (sonnet, sestina) as well as "free verse." Readings in recent British and American poetry. Prerequisite: sophomore standing or permission of the instructor.

Fall semester. Spires.

ENG 206. PROFESSIONAL COMMUNICATION (3)

Techniques of and practice in writing audience-oriented communication, including essays, reports, surveys, abstracts, persuasive arguments, and articles based on primary and secondary research and experimentation. Students will often work collaboratively and in real-world settings. Prerequisites: college writing proficiency.

Fall semester; repeated spring semester. Department. Sheff.

ENG 208. JOURNALISM WORKSHOP (3)

Introduction to the basic techniques of journalism and practice in forms of news, interviews, features, and reviews. Critical study of the media and theories of the press. Guest lectures by professional journalists. Prerequisite: college writing proficiency.

Fall semester. Gately.

ENG 211. ENGLISH LITERATURE: BEOWULF TO DRYDEN (3) (GEN. ED. #4 AND #9)

Comparative study of the literary forms and attitudes dominant in England from Beowulf to Dryden. Prerequisite: Frontiers or sophomore standing.

Fall semester. Sanders, Myers.

ENG 212. ENGLISH LITERATURE: POPE TO ELIOT (3) (GEN. ED. #4 AND #9)

Comparative study of the literary forms and attitudes dominant in the British Isles from the beginning of the 18th century to the Early Modern period. Prerequisite: ENG 215 (or concurrent enrollment).

Spring semester. White, Rauwerda.

ENG 215. CRITICAL METHODS (3) (GEN. ED. #9)

The analysis and interpretation of literary texts: an introduction to literary criticism and contemporary critical theory. Emphasis on the interaction of literature and culture, hence on the variety of ways in which texts are read, reacted to, and written about. The writing of critical papers.

Prerequisite: one college course in literature and certified proficiency in English composition.

Spring semester. Marchand, Sanders.

ENG 219. LINGUISTICS (3)

An introduction to modern linguistics, with special attention to grammatical structures, word and sound formation, and semantics. The course also explores recent linguistic theories, as well as the history of the English language. Prerequisite: sophomore standing.
Spring semester. Garrett.

- ENG 221. THEORIES OF COMPOSING, TUTORING, AND TEACHING (3)**
Designed for students who are recommended as potential Writing Center tutors, students who are interested in teaching careers, and students in the cognitive studies and theory, culture, and interpretation concentrations. Study of current theory and research on how writers write and what teaching methods are most effective. Discussion of collaborative learning, error analysis, writing styles, and tutoring strategies. One hour a week peer tutoring in Writing Center required. Prerequisites: college writing proficiency, the instructor's permission based on a recommendation by a Goucher College faculty member, a writing sample, and an interview.
Fall semester. Tokarczyk.
- ENG 222. WOMEN AND LITERATURE (3) (WS 222) (GEN. ED. #9 AND #10)**
Topic for Fall 2007; "Working Class Women's Literature."
Fall 2007-08. Cordish.
- ENG 226. CREATIVE NONFICTION I (3) (GEN. ED. #8)**
An introduction to the techniques of creative nonfiction and possible subjects. Emphasis on memoir. Peer revision, readings of contemporary essays, conferences. Prerequisite: certified proficiency in writing or instructor's permission.
Fall semester. Tokarczyk, Roswell.
- ENG 230. THE CLASSICAL TRADITION (3) (GEN. ED. #4)**
This survey of Greek and Roman literature will provide useful background for further study in English literature and such fields as women's studies, theatre, anthropology, and history. The focus will be "Women and Men in the Ancient World," studying evolving and conflicting conceptions of gender from Homer to Apuleius.
Variable semesters. Myers.
- ENG 232. SHAKESPEARE (3) (GEN. ED. #4 AND #9)**
Study of plays in all of the Shakespearean genres and an introduction to the criticism of the plays. Viewing one or two plays to supplement an approach to the plays as drama. Prerequisite: sophomore standing or permission of the instructor.
Spring semester. Myers.
- ENG 240. MEDIEVAL LITERATURE (3) (GEN. ED. #4 AND #9)**
Study of a major author or a broad issue in the literature of the Middle Ages. Aesthetic, political, and economic study of Medieval English verse, with emphasis on manuscript construction, decoration, and circulation, including original manuscripts from the Walters Art Museum and in facsimile. Chaucer, the Gawain poem, and anonymous romancers, lyric poets, and dramatists. Prerequisite: ENG 211 or permission of instructor.
Spring semester. Sanders. Offered 2007-08 and alternate years.
- ENG 241. ARCHEOLOGY THROUGH TEXT (3) (GEN ED #4 AND 7)**
This interdisciplinary English course will introduce students to archival research techniques using Goucher's Rare Book Collection and online digital archives, including cached Web history such as the Internet Archive. Working backward in time, from the present to the Early Modern and Medieval period, the course will survey ways people have packaged and used written/visual information, from digital media to early printed books to manuscripts. Students who have completed the course will be equipped to do additional archival research in 200- and 300-level courses, as well as working as "archive assistants" in the Julia Rogers Library. Prerequisite: college writing proficiency or permission of instructor.
Fall semester. Sanders. Offered 2007-08 and alternate years.
- ENG 242. FROM PURITAN DIARIES TO OPRAH'S BOOK CLUB: READERS AND WRITERS IN AMERICAN HISTORY. (3) (HIS 242, AMS 242)**
Using insight gained from various disciplines, this course examines the history of reading and writing in America. In particular, students will study how written texts are produced, disseminated, and consumed. Topics include: Indians and the discovery of print; the sentimental novel; slave narratives; religious readers; the making of an American literary canon; comic books in modern America; and of course, Oprah's book club.
Prerequisites: HIS 110 or 111 or sophomore standing.

Spring 2008 and alternate years. Hale.

ENG 243.

RENAISSANCE LITERATURE (3)

Study of a major author or broad issue in the literature of the Renaissance, from Sidney to Massinger, emphasizing Shakespeare and his contemporaries. Prerequisite: ENG 211.
Variable semesters. Myers.

ENG 246.

ENGLISH LITERATURE 1660-1800 (3) (GEN. ED. #4 AND #9)

Studies of major literary themes and traditions in historical, intellectual, political, and aesthetic contexts. Extensive readings in Swift, Pope, Johnson, and Austen. Prerequisite: ENG 212.
Fall semester. White. Offered 2008-09 and alternate years.

ENG 249.

THE LEGACY OF SLAVERY (3) (GEN. ED. #4 AND #10)

In this interdisciplinary course on African-American literature, culture, and history students will examine the impact and legacy of slavery on the experiences of all Americans, but particularly African Americans as they negotiate and define “freedom” for themselves throughout history. The theme of enslavement will be explored from the American Colonial period to the present in literary genres that include slave narratives, poetry, drama, fiction, nonfiction, and science fiction. Authors include Butler, Chesnutt, Douglass, Hansberry, Ellison, and Wright. Prerequisite: college writing proficiency, permission of the instructor, or sophomore standing.
Spring semester. Robinson.

ENG 250.

AMERICAN LITERATURE I (3)

In 1630, somewhere in the middle of the Atlantic Ocean, John Winthrop delivered a sermon to 700 fellow emigrants. Our community has a unique errand, he revealed, God has made us a “city upon a Hill,” to serve as the light of the world. In 1980 in a televised debate with Jon Anderson, presidential candidate Ronald Reagan would confess that he “had always believed that this land was placed here between the two great oceans by some divine plan. It was placed here to be found by a special kind of people.” This survey of American literature (origins to 1860) explores this unique characteristic of American life and letters: that from their very origins, Americans have understood themselves as a chosen people, in a sacred space, with a special errand.
Fall semester. Robinson.

ENG 254.

AMERICAN LITERATURE II (3) (GEN. ED. #4 AND #9)

This course traces developments in American Literature from the 1880’s through the 1920’s, a period dominated by the rags to riches plot. Students will explore how writers such as Alger (*Ragged Dick*), Twain (*Pudd’nhead Wilson*), Dreiser (*Sister Carrie*), James (*Turn of the Screw*), Wharton (*Custom of the Country*), Chopin (*The Awakening*), Johnson (*Autobiography of an Ex-Colored Man*), Norris (*McTeague*), and Burroughs (*Tarzan*) obsessively reworked this plot, even as they grappled with the moral costs of social ambition and the obstacles that women, minorities, and the lower classes faced in their struggle upward.
Spring semester. Marchand.

ENG 255.

THE MODERN AMERICAN NOVEL (3) (GEN. ED. #9)

Studies of modern American fiction. Special topics. Announced prior to registration.
Fall semester. Offered 2008-09 and alternate years.

ENG 256.

MULTIETHNIC AMERICAN LITERATURE (GEN ED #9)

An examination of literature written by Americans of various ethnic and racial backgrounds. Works studied may include Native American tales, Sui Sin Far, Anzia, Yezierska, Rudolfo Anaya, and Maxine Hong Kingston. Course also discuss theories of ethnic literature and immigrant experience. Prerequisite: college writing proficiency.
Spring. Tokarczyk, Robinson.

ENG 257.

ROMANTICISM (3) (GEN. ED. #4 AND #9)

Studies in major literary themes and traditions in historical, intellectual, political, and aesthetic contexts that will vary from year to year, for example: Romantic Love: Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Shelley, Keats, and Austen on love as salvation, damnation, and various things in between. Background studies in the rise of “feeling” and “affective individualism” in 18th-century Europe. Prerequisite: ENG 212.
Spring semester. White. Offered 2007-08 and alternate years.

ENG 259.

THE VICTORIAN PERIOD (3) (GEN. ED. #4 AND #9)

Studies in major literary themes and traditions in historical, intellectual, political, and aesthetic contexts that will vary from year to year, for example: The Education of the Senses. Keats,

Tennyson, Ruskin, D.G. Rossetti, Dickens, Fitzgerald, Swinburne, Pater, Wilde, Yeats, and the aesthetic reaction to industrialization. Prerequisite: ENG 212.

Spring semester: White. Offered 2008-09 and alternate years.

ENG 260.

THE EARLY ENGLISH NOVEL (3) (GEN. ED. #4 AND #9)

Study of the themes and forms of major 18th- and early 19th-century novels within the context of social and intellectual history. Works by Defoe, Richardson, Fielding, Sterne, Austen.

Prerequisite: Frontiers or sophomore standing.

Variable semesters. White.

ENG 264.

THE VICTORIAN ENGLISH NOVEL (3) (GEN. ED. #4 AND #9)

Study of the themes and forms of major Victorian and early 20th-century novels within the context of social and intellectual history. Works by Dickens, Eliot, Thackeray, Hardy, Conrad, Ford.

Prerequisite: Frontiers or sophomore standing.

Spring semester: Cordish. Offered 2007-08 and alternate years.

ENG 270.

MODERNISM (3) (GEN. ED. #9)

One way to describe any era is by what it wants—both what it lacks and what it desires. The modern period, however, is actually characterized by the ubiquity and urgency of its sense of wanting. This course explores the significance of this persistent theme in works by Joyce, Woolf, Lawrence, Faulkner, Stevens, Eliot, Rhys, and Beckett. Prerequisite: ENG 212 or junior standing.

Fall semester: Cordish. Offered 2008-09 and alternate years.

ENG 272Y.

INTENSIVE COURSE ABROAD (GEN ED # 3)

Course includes a pre-departure or post-departure, seven-week course or both in the fall and/or spring and a three-week intensive course abroad in the winter or summer.

ENG 273.

POSTMODERNISM (3) (GEN. ED. #9)

This course explores various theories and examples of postmodern literature and culture. Texts, from 1960 to the present, that focus on writing, reading, and storytelling as acts of profound political, social, and existential significance. Prerequisite: ENG 212 or junior standing.

Fall semester: Cordish. Offered 2008-09 and alternate years.

ENG 275.

LITERATURE OF THE HARLEM RENAISSANCE (3) (GEN.ED.#4 AND 10)

Poetry and fiction conventionally assigned to the Harlem Renaissance. Authors include Hughes, Hurston, Cullen, McKay, and others. Discussion of the delineation of the movement's boundaries, both temporally and by subject, the construction and reconstruction of a racial identity, and the tension between a progressive literary movement and the "masses" it would represent. The approach will be interdisciplinary. Fulfills American studies elective. Prerequisite: college writing proficiency.

Fall semester: Robinson.

ENG 276.

MODERN POETRY (3) (GEN. ED. #4 AND #9)

An exploration of works by British and American poets of the early 20th century in their historical, intellectual, and cultural context. Yeats, Pound, Eliot, Auden, Stevens, Moore, Frost, and their contemporaries. Prerequisite: Frontiers or sophomore standing.

Spring semester: Tokarczyk. Offered 2008-09 and alternate years.

ENG 277.

CONTEMPORARY AMERICAN POETS (3) (GEN. ED. #9)

Major writers representing various schools, regions, and ethnic groups. Particular attention will be paid to the historical and cultural context of the work. Lowell, Ginsberg, Ashbery, Rich, and others. Prerequisite: Frontiers or sophomore standing.

Fall semester: Tokarczyk. Offered 2007-08 and alternate years.

ENG 280.

THE NOVEL AND THE FILM (3) (GEN. ED. #9)

Possible topic: The Films of Stanley Kubrick and Their Sources. Comparative study of expressive form, narrative technique, and recurrent themes in the written and filmed versions of *Lolita*, *Dr. Strangelove*, *2001: A Space Odyssey*, *A Clockwork Orange*, *Barry Lyndon*, *The Shining*, and *FULL METAL JACKET*. Prerequisite: one course in literature or film, or sophomore standing.

Fall semester: White. Offered 2007-08 and alternate years.

ENG 285.

POST-COLONIAL LITERATURE (3) (GEN. ED. #9 AND #10)

This course offers an introduction to the study of post-colonial literature written in English (in other words, international literature, especially from former British colonies, generally after 1960). Its objectives are: (1) to introduce students to writing from India, Africa, the Caribbean, Australia and New Zealand, as well as from "the diaspora," and (2) to locate these literatures in their different geographical, historical, and cultural contexts to suggest both developmental

similarities and key differences. Students will explore the works of polemical authors such as Salman Rushdie, J.M. Coetzee, and Michelle Cliff, as well as more optimistic pieces by authors such as Witi Ihimaera (on whose novel the film *The Whale Rider* is based).

Prerequisite: Frontiers or sophomore standing.

Fall semester: Rauwerda.

ENG 290. INTERNSHIP IN ENGLISH (3-4)

Internships involving the application of knowledge and skills in composition, language, and literature, typically in editing, publishing, journalism, radio and television, advertising, and public relations. Businesses, professional firms, and government agencies sometimes accept students with composition skills as interns. Credit for off-campus experience is available in some cases to students working for the college newspaper. Prerequisite: Varies according to the nature of the internship, but usually consists of a course in journalism, ENG 221, or a 200-level course in composition. Faculty sponsorship required. May be taken either for a letter grade or pass/no pass.

Department.

ENG 299. INDEPENDENT WORK IN ENGLISH (3-4)

Department.

ENG 300. SPECIAL TOPICS IN ENGLISH (3)

Advanced creative writing workshop taught by a visiting writer to the Kratz Center for Creative Writing. Prerequisite: ENG 315 and/or manuscript submission and approval of Madison Smartt Bell. Can be taken twice.

Spring semester: Visiting Instructor.

ENG 305. WRITING WORKSHOP: POETRY (3) (GEN. ED. #8)

Supervision of individual creative projects in poetry. Formal and thematic weekly assignments with in-class discussion of class members' poems. Prerequisites: ENG 205 or permission of the instructor. Manuscript required for prerequisite to be waived.

Spring semester: Jackson

ENG 306. WRITING WORKSHOP: FICTION (3)

Supervision of individual creative projects. Individual conferences and weekly seminar meetings. Prerequisites: ENG 202 and submission of a sample of creative writing to the instructor.

Spring semester: Bell.

ENG 307. CREATIVE NONFICTION II (3) (GEN. ED. #8)

Further work in creative nonfiction. This writing workshop requires several extensively revised papers, peer critiques of essays, work on a class anthology, and submission of a final portfolio. Prerequisite: English 226 or another 200 level writing course, certified proficiency in writing.

Spring semester: Tokarczyk. Offered 2009-10 and alternate years.

ENG 315. ADVANCED SEMINAR IN CREATIVE WRITING (3)

An advanced workshop combining the genres of fiction and poetry. Written work for the seminar will be an extended project consisting of either three or four finished short stories or 15 to 20 pages of poetry. Students who work in both genres may submit a combination of the two. In-class critique of student's work. Prerequisites: ENG 202 and 306, or ENG 205 and 305. For admission to the seminar, students will submit creative writing samples to Madison Smartt Bell or Elizabeth Spires.

Fall semester: Bell. Spires.

ENG 316. ENTERPRISE JOURNALISM (3)

A course designed to teach students not only journalistic writing, but also journalistic thinking. Students will research and write topical news features that hinge not only on daily events, but on student-journalists' insight and initiative. Examples include fleshing out quiet trends, explaining hidden conflicts, charting social changes, and investigating public policy matters. Workshop format. Prerequisite: English 203, 208.

Fall semester: Benjamin.

ENG 330. SPECIAL TOPICS IN ENGLISH LITERATURE TO 1700 (3) (GEN. ED. #4 AND #9)

Possible topic: A complete reading of Geoffrey Chaucer's *Canterbury Tales*, with attention to the critical controversies and textual mysteries discovered by his readers during the last 500 years. May be repeated for credit with different topic. Prerequisite: ENG 211 or 243, or permission of the instructor.

Spring semester: Myers.

ENG 340. SPECIAL TOPICS IN ENGLISH LITERATURE SINCE 1700 (3) (GEN. ED. #7 AND #9)

Possible topic: Oscar Wilde and Victorian Decadence. A study of Wilde as the comic center of a late 19th-century revolt by British writers and artists against what were perceived by the rebels as

the pieties, hypocrisies, and earnestness of the Victorian bourgeoisie. A unique wit and gadfly of the age, the gay Wilde was also ultimately martyred by the very Victorian respectability he had mocked all his life. Prerequisite: ENG 212 or permission of the instructor. May be repeated for credit with different topic.

Fall semester: White.

ENG 350. SEMINAR IN SHAKESPEARE (3) (GEN. ED. #4 AND #9)

A close reading of Shakespeare drama, supplemented by secondary readings from both Shakespeare's time and the subsequent critical heritage, as an exploration of Shakespeare's world and our interpretation of it. Prerequisite: ENG 211 or 232.

Variable semester: Myers.

ENG 361. STUDIES IN FICTION (3) (GEN. ED. #7 AND #9)

POSSIBLE TOPIC: VIRGINIA WOOLF: HER WORK AND WORLD (3)

Virginia Stephen Woolf, novelist, essayist, and critic is one of the most important writers of the modern world. This seminar focuses on close reading of many of her major works within the cultural and intellectual context of the Bloomsbury Group, feminism, and Modernism.

Prerequisite: ENG 212 or permission of the instructor.

Fall. Cordish.

ENG 371. SEMINAR IN AMERICAN LITERATURE (3)

Possible topic: The Whale. Several years ago, the New York Times Book Review surveyed readers about the book they most regret not having read. The number one answer? *Moby Dick*. Avoid their terrible fate and read *Moby Dick*, the true story it was inspired by the works it inspired, including satires (*Mad* magazine's "Call me Fish-Smell"), films, and a techno-opera.

Fall semester: Marchand.

ENG 372. SEMINAR IN AFRICAN AMERICAN LITERATURE (3)

Possible topic: The African American Novel—an examination of thematic, structural, and stylistic characteristics of the African American novel from its rise in the 19th century through contemporary works. Prerequisite: sophomore standing and a course in literature, or permission of the instructor.

Spring semester: Robinson.

ENG 392. CONTEMPORARY LITERARY THEORY (3)

Post-colonial theory frequently critiques the biases that allowed colonialism to happen in the first place. It often also examines the implications of colonialism for individuals who are no longer colonized. This course considers theoretical writings that deal with the construction of race, gender, and class, as well as with the validity of the term "post-colonial" itself. Students will read excerpts of the works of major post-colonial theorists (among them, Gayatri Spivak, Homi Bhabha, and Edward Said—often referred to as post-colonial theory's "holy trinity"). The readings will generally be short but complex; class discussion will emphasize disentangling ideas and concepts.

Spring semester: Rauwerda. Offered 2007-08 and alternate years.

ENG 400. INDEPENDENT WORK IN ENGLISH (1.5-4)

Fall and spring semesters. Department.

ENG 450. SENIOR THESIS (4/4)

Fall and spring semesters. Department.

Environmental Studies

Also see description under **Interdisciplinary Studies Program**.

THE ENVIRONMENTAL STUDIES MINOR

At the beginning of the 21st century, perhaps the most critical issues facing the world involve managing the earth's resources in terms of quality, sustainability, and equity. During recent decades the earth's population has doubled and economic output has increased in geometric terms. Economic and population growth and accompanying resource consumption threaten air and water quality, soil resources necessary to produce food and fiber, ocean fisheries, known sources of energy, the stratospheric ozone layer, and global climate. Waste products threaten to poison air, water and

soils. The effects are both incremental and cumulative. The changes are brought about by choices made by individuals within the context of family, community, nation, and international society. In total, they raise questions about equity and the ability or inability of the earth to sustain the present level of consumption.

Upon graduation students face different choices in a world that requires new solutions. The environmental studies minor provides students with basic tools for understanding global and local environmental issues and for making choices in the 21st century.

Objectives of the environmental studies minor include providing students with:

- a scientific background to understand environmental issues
- a global perspective
- a treatment of the basic concepts of sustainability within the context of environmental economics
- a foundation in environmental policy
- practical experience with real-world challenges and problem-solving skills
- a values-based understanding of the human relation to the environment

The minor requires 26 credit hours, including the following courses:

BIO 170 CHE 106 ECON 375 (Offered at Towson University)
IDS/PSC 140 (introductory course) IDS/PSC 290 (internship) PSC 285

Elective Courses:

HIS 271 (Other courses to be developed)

Students may substitute courses from other institutions and/or as part of study abroad programs with permission of the program director.

COURSE DESCRIPTION-ENVIRONMENTAL STUDIES

ECON 375.

ENVIRONMENTAL ECONOMICS (3)

Applying tools of economic theory to issues focusing on natural resources and environmental policy. Topics include market failure, valuation of non-market goods, cost-benefit analysis, and pollution. Prerequisite ECON 201/203.

Offered at Towson University.

Frontiers (First-Year Seminar)

A selection of seminars taught by faculty from across the disciplines and organized around the common theme of frontiers. As with a senior seminar, each class is small and is composed of students with similar interests. Frontiers emphasizes student responsibility and participation and hones the skills involved in investigating a subject slowly, closely, and in depth. The first-year seminar launches students, as a class, into the pleasures and demands of higher education. The common theme and joint activities help foster this sense of group initiation into the academic life of a liberal arts college. Course listings are available in the First-Year Course Selection Guide.

History and Historic Preservation Department

The History and Historic Preservation Department offers a major in history (with optional concentrations in prelaw studies and in secondary education with certification in history or social studies). The department also offers minors in history and historic preservation.

History is human life recreated from the tracks our ancestors left behind them. In its modern form, the study of history equips students with analytical skills and research techniques of immense practical and vocational value. The history program not only acquaints students with different ages, societies, and cultures, but also develops powers of writing, speaking, and thinking. The curriculum is organized to provide students with general knowledge, as well as technical competencies essential in such fields as business, law, government, teaching, publishing, and museum and archival work. Practice and theory are linked through internships in local historical societies, museums, and government agencies, as well as through courses in applied history that explicitly foster these connections.

DEPARTMENT FACULTY

Professors

Jean H. Baker (American history, 19th-century political history, and women's history), Julie Roy Jeffrey (history of 19th-century American women, architecture and family history, and 20th-century foreign policy), Sanford J. Ungar

Associate Professor

Kaushik Bagchi, chair (Asian history, colonialism, and world history), Robert Beachy (early modern/modern European history, German history, social and cultural history),

Assistant Professors

Ann Milkovich McKee, historic preservation (architecture, historic site documentation and interpretation), Matthew Hale (early America, Atlantic world, print culture), Isaiah Gruber (Russia, Eastern Europe, Jewish history)

Lecturers

Sanaullah Kirmani (Islam), Jeffrey Samuels (Latin America),

THE HISTORY MAJOR

All students must complete a total of 36 credits within the major. Required courses include two 100-level courses and at least nine courses at the 200 and 300 levels, three of which must be at the 300 level. Majors must submit a portfolio of relevant work done during the senior year. Writing proficiency in the major can be fulfilled through HIS 338 or HIS 387. Majors must elect at least one course in each of three areas of history—American, European, and Asian—and are encouraged to take the following:

American History

HIS 110	HIS 111	HIS 260	HIS 265	HIS 277
HIS 338				

European History

HIS 215 or 220	HIS 116	HIS 117	HIS 224	HIS 338
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Asian History

HIS 113	HIS 200	HIS 238	HIS 286	HIS 288
HIS 387				

Electives that count toward the history major also include:

JS 220	JS 252	JS 257	JS 230	JS 253
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Concentration in Prelaw Studies

Students interested in pursuing a legal career are encouraged to complete the prelaw concentration in conjunction with the requirements of the major. The prelaw concentration is an 18- to 21-credit program designed to broaden a student’s academic experience in preparation for law school. The prelaw concentration requires students to take courses outside of their major to expose them to methodologies and critical approaches not inherent to their own discipline but necessary for academic success in law school. A complete description of the prelaw concentration can be found under prelaw studies.

Concentration in Secondary Education With Certification in History or Social Studies

Majors in history are eligible to receive certification in secondary education in history or social studies. For details, see the description under the education department.

THE HISTORY MINOR

The minor in history is composed of one course at the 100 level and five above the 100 level, at least one of which must be at the 300 level. Students minoring in history must take at least one course in each American, European, and non-Western history.

THE HISTORIC PRESERVATION MAJOR

A moratorium on declaring this as a major exists as of Spring 2007, as the major is being phased out. It is still offered to those students who declared the HP major as Spring 2007. Students should refer to the 2006-07 Academic Catalog for requirements.

THE HISTORIC PRESERVATION MINOR

The historic preservation minor is designed for students interested in the stewardship and future of America’s historic buildings, structures, and landscapes. Basic historic preservation courses emphasize the theory and history of historic preservation and the various tools and techniques used to document cultural resources. Each course challenges students to think critically and to improve their writing and oral presentation skills. Additional courses are to be drawn from American studies, art history, history, and the social sciences. The historic preservation minor is composed of six

courses above the 100- level. Required courses include: HP 110, HP 220, HP 320, and ART 278. The remaining courses are to be chosen with the approval of student's minor adviser.

COURSE DESCRIPTIONS-HISTORY

- HIS 110. AMERICAN SOCIETY AND CULTURE: 1607-1876** (3) (GEN. ED. #4 AND #10)
Significant cultural, political, and social themes during the first two-and-a-half centuries of the American past. Autobiographies and visual materials; as well as traditional sources used to develop central themes and issues in American history.
Fall and spring semesters. Baker, Hale.
- HIS 111. AMERICAN SOCIETY AND CULTURE: 1865 TO THE PRESENT** (3) (GEN. ED. #4 AND #10)
A continuation of HIS 110, which may be taken independently. Emphasis on social and cultural aspects of late 19th- and 20th-century history using fiction, family histories, and traditional sources.
Fall semester. Jeffrey.
- HIS 113. PREMODERN ASIA: 1500-1850** (3) (GEN. ED. #4 AND #10)
Survey of social, cultural, political, and economic trends and themes in Asian history in the early modern period.
Fall semester. Bagchi.
- HIS 116. EUROPEAN HISTORY SURVEY: ANCIENT TO 1715** (3) (GEN. ED. #4 AND #10)
Survey of European history from ancient Greece and Rome to the rise of early modern nation-states. Includes classical culture and society, the emergence of Christianity, the European Middle Ages, the Renaissance and the Reformation, early modern Colonial empires, and European absolutism.
Fall semester. Gruber, Beachy.
- HIS 117. MODERN AND CONTEMPORARY EUROPE: 1715 TO THE PRESENT**
(3) (GEN. ED. #4 AND #10)
A continuation of HIS 116, which may be taken independently. Emphasis on major social, cultural, and political developments from the Enlightenment to the present. Includes the Enlightenment and the French Revolution, industrialization, nationalism, socialism, European colonialism and imperialism, fascism, the world wars, and the Cold War.
Spring semester. Gruber, Beachy.
- HIS 120. MIDDLE EASTERN SOCIETY AND CULTURE FROM THE SEVENTH TO THE 18TH CENTURY** (3) (GEN. ED. #4 AND #10)
Examines social, political, and cultural history of the Middle East from the rise of Islam to the age of colonialism. Considers the impact of religion, slavery, imperialism, and colonialism in shaping Middle Eastern society, politics, and culture under Arab, Ottoman, and Persian rule and colonial domination.
Kirmani. Variable semesters.
- HIS 130. LIVING HISTORY THEATER** (1.5) (THE 130)
This performance workshop course introduces students to the processes and techniques for developing effective living history. Through individual and group projects, students develop historical characters and events for public presentation. May be taken twice for credit. Prerequisite: THE 120 and/or one 100-level history course.
Department. Variable semesters.
- HIS 201. WORLD HISTORY II** (3)
Themes and trends in world history from 1500 to the present. Examines the emergence of the modern world and the response to modernity in different parts of the globe. Prerequisite: Frontiers or sophomore standing.
Spring semester. Bagchi. Offered 2008-09 and alternate years.
- HIS 213. HISTORY OF JEWS AND CHRISTIANS IN THE ROMAN EMPIRE.** (3) (JS 213, RLG 213)
The diverse world of Roman-occupied Israel eventually gave rise to two new religions that would shape the lives of millions for centuries: Rabbinic Judaism and Christianity. This course studies that historical process; the complex interactions among Jews, Christians, and the broader Greco-Roman world; and the social and political consequences of the new religions. Includes careful

reading and discussion of primary sources having highly contested meanings. Prerequisite: sophomore standing.

Variable semesters. Gruber.

HIS 215. SOCIAL HISTORY OF EUROPE: 1750-2000 (3)

Evolution of industrial and urban society out of peasant world. Rise of the middle class, conditions of the working class, labor movements, social ideologies. Prerequisite: one 100-level history course or sophomore standing.

HIS 219. FRENCH REVOLUTION AND THE NAPOLEONIC RULE. (3)

This course surveys the history of France from the advent of the French Revolution through Napoleon's fall from power. Topics include the origins and catalysts of the French Revolution, legislative reform, the meaning of revolutionary violence and the terror, popular counter-revolution, concepts of social regeneration and human rights, Napoleon's rise to power, French Revolutionary and Napoleonic military campaigns, and the international repercussions of French political upheaval. Prerequisite: HIS 117 or sophomore standing.

Spring 2009 and alternate years. Hale.

HIS 220. RUSSIA FROM PETER THE GREAT TO THE REVOLUTION (3)

Readings and seminar discussion based upon textbook, literary, and primary historical sources, and recent academic writing. The course concentrates on the major political developments of the era and the elements of Russian life that determined its essential character and trajectory—the monarchy, nobility, peasants, and intelligentsia. Emphasis on active class participation. Prerequisite: one 100-level history course (HIS 117 recommended) or sophomore standing.

Fall semester. Boughton, Gruber.

HIS 221. OTTOMAN EMPIRE (3)

This course surveys Ottoman history from the conquest of Istanbul (Constantinople) under Mehmed II in 1453 to the founding of the modern Turkish Republic under Atatürk. The course will cover political, social, and cultural developments throughout this period. Specific topics include the transformation of a border emirate, the political roles played by women within the harem institution, Ottoman imperial policies and cultural exchanges with neighbors, the integration of the Ottoman Empire into a European diplomatic system in the 19th century, and the introduction of a secular Republic of Turkey following World War I. Prerequisites: one 100-level history course or sophomore standing.

Beachy. Variable semesters.

HIS 222. RUSSIA AND THE SOVIET UNION IN THE 20TH CENTURY (3)

Same approach as HIS 220. The course will examine the Soviet Union under the revolutionary leaderships of Lenin, Stalin, and Khrushchev to its stagnation in the 1970's, its disintegration under Gorbachev, and its difficult post-Communism adjustment. Prerequisite: one 100-level history course (HIS 117 recommended) or sophomore standing.

Variable semesters. Boughton, Gruber.

HIS 224. EUROPE: 1914-1945 (3)

The dislocations of World War I; life at home and at the front. Versailles and the political economy of the 1920's. The Great Depression, fascism, and socialism. International relations and the road to World War II; the experience of World War II. Prerequisite: one 100-level history course (HIS 117 recommended) or sophomore standing.

Variable semesters. Boughton.

HIS 227. CULTURES OF CONTEMPORARY EUROPE (3) (ANT 238)

Overview of major themes and current fieldwork of European cultural anthropology. Themes include: immigration and nationhood, political ritual and collective memory, family and kinship, religion and politics, gender, and social class. Includes survey of post-1945 era (economic recovery, decolonization, the collapse of communism, European unification). Prerequisites: SOC 106, ANT 107, one 100-level history course (HIS 117 recommended), or permission of the instructor. May be taken with FR 295 (one credit).

Fall semester. Ingram. Offered 2007-08 and alternate years.

HIS 229. HISTORY, LITERATURE, AND FILM ON THE HOLOCAUST (3) (GER 260/JS 246) (GEN. ED #9)

Beginning with the historical factors that led to the Holocaust, this course further focuses on the analysis of literary works (memoirs, diaries, poems, fiction, etc.) and films (documentaries and features) on the Holocaust within the historical context of World War II. Readings and discussions in English (films with English subtitles).

Spring semester. Larkey.

- HIS 230. THE SUPREME COURT IN AMERICAN HISTORY (3) (PSC 230)**
Examination of the evolution of the Supreme Court and its role in American society from its inception in 1789 as the “least dangerous branch” through its resolution of the 2000 election controversy. Topics include slavery, the New Deal, desegregation, and reproductive rights.
Variable semesters. Klepper.
- HIS 231. THE RISE AND FALL OF THE EUROPEAN LEFT, 1789-2000 (3)**
An examination of the development of working-class and left-wing politics in Europe since the French Revolution, analyzing the successive phases of left-wing politics from Radicalism, Social Democracy, and Marxism to the Third Way politics of the present. Prerequisite: HIS 117 or some evidence of familiarity with modern European history.
Variable semesters. Boughton.
- HIS 233. MODERN GERMAN HISTORY: FROM UNIFICATION TO UNIFICATION (3) (GER 233) (GEN. ED. #4)**
German reunification (1990) has transformed a range of recent and continuing debates on German history, including the character of the Wilhelmine Empire, the outbreak of World War I, fascism, the Holocaust, and the post-1945 German states. The course develops a framework for understanding the controversies relating to issues of national identity and collective memory that shape the writing of this history. Readings and discussions in English. Prerequisite: HIS 117 recommended.
Variable semesters. Beachy.
- HIS 234. ENGLAND AND COLONIAL AMERICA: 1600-1763 (3)**
Trans-atlantic perspective on pre-industrial society and culture of 17th- and 18th-century England and America. Topics include social structure, demographic trends, labor systems, family life, religion, and political culture. Prerequisite: HIS 110 or 116 or sophomore standing.
Fall semester: Jeffrey. Offered 2007-08 and alternate years.
- HIS 235. AMERICAN REVOLUTION (3)**
This course surveys the major developments in American society from the end of the Seven Years’ War to the inauguration of American constitutional government. Topics to be discussed include: internal disputes over the meaning of liberty and equality, the nature and consequences of the military conflict, the impact of the American Revolution on slaves and Native Americans, the significance of the American rebellion within the Atlantic world, and the struggle over and ratification of the Constitution. Prerequisite: any 100-level history course, sophomore standing.
Fall semester: Hale.
- HIS 236. CULTURE AND CHANGE: INDIA (3) (ANT 236)**
Indian society today is shaped by its recent history, including the colonial period, and by the ongoing phenomenon of globalization. The new has not entirely replaced the old, and neither has the global replaced the local. Rather, all these elements exist side by side. This course will attempt to make sense of this confusion. Can be repeated if cultural area is different. Prerequisite: HIS 113 or sophomore standing.
Fall semester: Bagchi. 2008-09 and alternate years.
- HIS 237. ORAL HISTORIES OF HOLOCAUST SURVIVORS-TELLING THEIR STORIES (3) (JS 259/GER 259) (GEN. ED. #4 AND #10)**
A community-based learning experience in which students interview Holocaust survivors and retell their stories to help these stories live on after the Holocaust survivor generation has passed. Training in interviewing techniques and storytelling will be provided. Readings and discussions in English. Students are expected to interview survivors, videotape sessions, and then publicly present the survivors’ stories. Permission by instructor. Recommended: GER 260/HIS 229/JS 246 and JS 245.
Fall semester: Larkey.
- HIS 238. COMPARATIVE HISTORY OF COLONIALISM IN ASIA (3)**
A comparative history of Japanese colonialism in East Asia and European colonialism in South Asia in the 19th and 20th centuries. Prerequisite: one 100-level history course or sophomore standing.
Spring semester: Bagchi. Offered 2007-08 and alternate years.
- HIS 241. AMERICA AND THE VIETNAM WAR: A FATEFUL ENCOUNTER (3) (PSC 241)**

An examination of the reasons for American involvement in Vietnam, with emphasis on the decisions and policies of several U.S. administrations. The Vietnam war is approached as a critical period in American politics and in U.S. foreign relations. Prerequisite: sophomore standing. *Variable. Jeffrey, Honick.*

HIS 242.

FROM PURITAN DIARIES TO OPRAH'S BOOK CLUB:

READERS AND WRITERS IN AMERICAN HISTORY (3) (ENG 242, AMS 242)

Using insights gleaned from various disciplines, this course examines the history of reading and writing in America. In particular, we will study how written texts are produced, disseminated, and consumed. Topics include: Indians and the discovery of print; the sentimental novel; slave narratives; religious readers; the making of an American literary canon; comic books in modern America; and, of course, Oprah's book club. Prerequisites HIS 110 or 111 or sophomore standing. *Spring. Hale. 2007-08 and alternate years.*

HIS 243.

EARLY AMERICAN REPUBLIC 1789-1815. (3)

This course examines the history of the United States from the beginning of Constitutional government in 1789 to the end of the War of 1812. Topics include: the rise of political parties, the character and role of major political figures such as Thomas Jefferson and John Adams; the impact of the French Revolution and Napoleon; the plight of Native Americans and African Americans, the early American seduction novel, and changing economic and familial practices. Prerequisites: HIS 110 or sophomore standing. *Spring 2007 and alternate years. Hale.*

HIS 244.

COLLECTING AND HISTORY OF THE MUSEUM (3) (ART 244)

Examines premodern patterns of European arts patronage, collecting, and display that influenced the organization and form of the modern museum. Based on the innovations of early modern collectors, states organized national museums or sponsored the institutionalization of prominent private collections, which students examine through a number of case studies supported by visits to area museums. (This course cannot be used to fulfill a 200-level art history requirement for the art major).

Fall semester. Beachy.

HIS 252.

THE JEWS IN MEDIEVAL AND MODERN TIMES (3) (JS 252)

This course begins with a study of the structure of Jewish society and the relationships of the Jews to Christian society and the Islamic world during the Middle Ages. Topics include: the church and Jews, the state authorities and the Jews, the autonomous Jewish community, and the Messianic Movements. The second half of the course traces the breakdown of the medieval structure of Jewish life in the modern period. Topics include the impact of enlightenment and emancipation, religious reform, modern anti-semitism, Zionism, the Holocaust, and the rise of the state of Israel. Prerequisites: one course in religion or philosophy or sophomore standing.

Fall. Gruber.

HIS 254.

THE JEWS OF RUSSIA UNDER TSARS, SOVIETS, AND IN THE POST-SOVIET ERA (3) (JS 257)

A study of the development of the Jewish community in Russia from the time of Catherine the Great (1772) to the present day. Emphasis will be placed on the political history of the Jewish community and its reaction to the changing policies of Tsarist, Soviet, and post-Soviet governments. Special attention will be placed on the role of Jews in Russia's revolutionary movements, Soviet Jewry as a factor in Soviet-American relations, the Soviet-Jewish emigration movement, and the position of the Jews in the successor states of the Soviet Union following the Russian parliamentary elections of December 1995. Prerequisite: sophomore standing.

Spring semester. Department.

HIS 255.

ARCHITECTURAL SPACE AND THE AMERICAN FAMILY EXPERIENCE (3)

The nature of family experience of different household members; the relationship between space, function, and family life from the 17th to the 20th century. Visual materials heavily emphasized in addition to primary and secondary sources. Field trips. Prerequisite: one 100-level history course (HIS 110 or 111 recommended) or sophomore standing.

Jeffrey. Variable semesters.

HIS 257.

GANDHI (3) (PCE 257) (GEN. ED. #4)

This course studies Gandhi's life, actions, and ideas in the hope that they will provide some tools to make the next century better than the one that has just ended—for the society and the people around us, and for the physical and moral environment in which we live. The course will also examine the ideas of figures such as Henry David Thoreau, Martin Luther King Jr., and the Dalai Lama in relation to Gandhi. Prerequisite: Frontiers.

Variable semesters. Bagchi.

- HIS 259. AFRICA: PAST AND PRESENT (3) (PSC 259)**
An examination of African politics and societies since 1800. Exploation of the influences of Islam and Christianity, the colonization of the continent by imperial European powers, and the liberation movements that brought the demise of colonization. Consideration of contemporary issues and trends. Prerequisites: HIS 200 or 201 or sophomore standing.
Fall semester. Roth. Offered 2008-09 and alternating years.
- HIS 260. CIVIL WAR AND RECONSTRUCTION: 1850-1876 (3)**
Conflict and change in 19th-century America, with attention to slavery, the Civil War, and Reconstruction. Prerequisite: HIS 110 or 111 or sophomore standing.
Hale. Offered 2008-09 and alternate years.
- HIS 262. INDIANS IN THE UNITED STATES (3) (PCE 262) (SOC 262) (GEN. ED. #4)**
Using comparative analysis of indigenous and non-indigenous societies, this course will examine indigenous forms of government and social structure pre-1492 to the present. Prerequisite: one course in history, peace studies, or sociology, and sophomore standing.
Spring semester. Department.
- HIS 264. AFRICAN-AMERICAN HISTORY (3)**
This course surveys the major developments in African-American history from the arrival of Africans in North America through the Civil Rights movement. Topics include: the slave trade and the "Middle Passage"; the origins of slave society; regional variations; free blacks in the ante-bellum North; the impact of the American Revolution and the Civil War on slavery; the labor and recreational activities of slaves; the development of voluntary societies after the Civil War; the participation of African Americans in various wars; the first and second "great migrations"; and the development, nature, and consequences of the Civil Rights movement. Prerequisite: HIS 110 and HIS 111 or sophomore standing.
Variable semesters. Hale.
- HIS 271. BALTIMORE AS TOWN AND CITY (3)**
Investigation of Baltimore history through field trips and primary sources with special attention to the colonial, Civil War, and modern periods. Prerequisite: one 100-level history course (HIS 110 or 111 recommended) or sophomore standing.
Spring semester. Baker. 2008-09 and alternate years.
- HIS 272G. INTENSIVE COURSE ABROAD (3) (GEN. ED. #3)**
Three-week intensive course abroad.
- TWENTIETH-CENTURY PRAGUE: HISTORY, POLITICS, LITERATURE**
This three-week trip is based in Prague though some excursions will be made to local towns and places of interest. The course will comprise a program of seminars led by local academics on a range of topics pertaining to Czech culture and history as well as some aspects of its contempory politics. Students will also visit many of the major sites associated with its history and experience some of its rich contemporary cultural life. Students will be required to undertake a research assignment of their choosing while in Prague that will be written up on their return.
Prerequisites: Students will normally have taken the preparatory course, HIS 294. If not, they will be required to submit a research paper prior to departure.
Boughton.
- HIS 272Y. INTENSIVE COURSE ABROAD (GEN. ED #3)**
Course includes a three-week intensive course abroad in the winter or summer accompanied by a seven-week, pre-departure, post-departure preparation/discussion, or both in the fall and spring.
- THE ARTS AND CULTURE IN WEST AFRICA (6) (DAN 272Y, THE 272Y)**
The course encompasses a pre-program course, an international field experience, and a post-program course on arts, culture, and history in West Africa. The pre-departure program will examine the social, economic, political, and cultural issues of Ghana, Togo, and Benin—three African countries with rich cultural heritage and successful, vibrant contemporary societies. The international field experience in these countries will include workshops, lectures, stays with host families, and field trips. Upon return, the students will complete a research paper and service-learning component in the form of a lecture-demonstration for area elementary schools, presented during Black History Month, using skills and experiences acquired in West Africa. Second seven-week pre-departure course in Fall 2009 (1.5 credits), three-week intensive course in January 2009 (three credits), first seven-week post-departure course in Spring 2009 (1.5 credits).

Bagchi, Thom Woodson. Offered January intersession 2009 and alternate years.

- HIS 278. EUROPEAN AND AMERICAN ARCHITECTURE: 1750-1850** (3) (ART 278) (GEN.ED.#4 AND 9)
Introduction to architectural theory and practice in Europe and North America from the middle of the 18th through the middle of the 19th centuries. Neoclassicism, 19th-century revival and eclectic styles, new metal technologies. A brief overview of colonial American architecture before 1750. Prerequisite: ART 100 or ART 101 or permission of the instructor.
Fall semester: Husch. Offered 2007-08 and alternate years.
- HIS 282. WOMEN IN THE MIDDLE EAST** (3) (WS 282) (GEN.ED.#9 AND 10)
This course examines the role of women in the greater Middle East region from the pre-Islamic period through the present. Using primary sources, memoirs, and visual material, the course compares and examines the impact of religion (Judaism, Christianity, and Islam), empire, slavery, colonialism, and nationalism on women in Arab, Iranian, Israeli, and Turkish civil society and history. Prerequisite: WS 150, a 100-level history course or sophomore standing.
Fall semester: François. Offered 2008-09 and alternate years.
- HIS 286. TWENTIETH-CENTURY ASIA** (3)
Examination of the main themes of 20th-century Asian history: the end of colonialism, gender issues in changing societies, development, environmental issues, and the Third World/First World relationship. Prerequisite: sophomore standing.
Variable semesters. Bagchi.
- HIS 288. HISTORY OF CROSS-CULTURAL TRADE IN ASIA** (3)
This course focuses on trade, and the cultural and social exchanges stemming from it, as a unifying theme in Asian history. In particular, it examines trade patterns established in Asia prior to the arrival of Europeans, the changes resulting from the European presence after 1500, and finally, modern East Asian hubs of cross-cultural trade.
Fall semester: Bagchi.
- HIS 290. PRACTICUM IN HISTORY** (3-4)
Students are placed in agencies, libraries, and archives for practical experience. Prerequisite: HIS 110 or 111 or sophomore standing. May be taken for letter grade or pass/no pass.
Department.
- HIS 294. TWENTIETH-CENTURY PRAGUE: HISTORY AND CULTURE** (3)
Prague is a city that uniquely embodies the principal currents of the 20th-century political experience: nationalism, fascism, communism, and liberal capitalism. This cross-disciplinary course will introduce students to a wide range of readings—academic, political, philosophical, and literary—that show how Prague's thinkers and writers have both experienced and sought to shape its turbulent cultural history. Provides historical and literary grounding to those students participating in the study-abroad program to Prague. Prerequisite: one 100-level history course or sophomore standing. HIS 117 recommended.
Spring semester: Boughton. Offered 2008-09 and alternate years.
- HIS 295. LATIN-AMERICAN HISTORY I: AN INTRODUCTION** (3) (LAM 295)
Examines the social, political, and economic events and people from pre-Columbian times to the independence movements of the 19th century in major Spanish, Portuguese, and Caribbean colonies and former colonies. Social classes and ethnic groups examined from the population of the Western Hemisphere approximately 12,000 years ago through the major indigenous civilizations and the migration of European and African peoples. Students with advanced Spanish language skills are encouraged to take SP 296 along with this course.
Variable semesters. Samuels.
- HIS 297. LATIN-AMERICAN HISTORY II** (3)
Examines the social, political, and economic events and people of the independence movements of the 19th century to the present in Spanish, Portuguese, and Caribbean colonies and independent states. Social classes and ethnic groups examined from the upheavals of the 19th century through the attempts at modernization, industrialization, social engineering, populism, and political expansion of the 20th and 21st centuries. Students with advanced Spanish language skills are encouraged to take SP 296 along with this course.
Spring semester: Samuels. Offered 2007-08 and alternate years.
- HIS 299. INDEPENDENT WORK IN HISTORY** (1.5-4)

Independent research on a historical problem, leading to a substantial research paper or directed readings with a strong writing component.

Department.

HIS 305.

THE PERSONAL NARRATIVE IN AMERICAN HISTORY AND CULTURE (4)

Personal narratives, which include autobiographies, diaries, letters and recollections, offer vivid insights into American life and culture. This course explores a variety of personal narratives, from captivity tales of the 17th century and slave narratives of the 19th century to *The Autobiography of Malcolm X*. Prerequisites: two 200-level courses in American or European history or American studies or permission of the instructor.

Fall semester: Jeffrey. Offered every two or three years.

HIS 320.

SPECIAL TOPICS IN HISTORY

Subject and prerequisites are announced before registration.

Department.

HIS 321.

ATLANTIC REVOLUTIONS (3) (LAM 321)

In the late 18th and early 19th centuries, a series of revolutionary movements in North America, Europe, South America, and the Caribbean jolted the Atlantic world. This course explores the connections, similarities, and differences between these movements. Prerequisite: two 200-level European and American history courses.

Fall 2008 and alternate years. Hale.

HIS 333.

SPECIAL TOPICS: SEMINAR IN EAST EUROPEAN HISTORY. (3)

Readings and discussion on a selected period of East European history. Each student will also choose one country (e.g.: Poland, Hungary, Ukraine) to study in more detail. Explication of the unique status and “psychology” or self-perception of these countries in European and world history. Prerequisite: Sophomore standing and one 200-level in history, or permission of the instructor. Course is not repeatable.

Variable semesters. Gruber.

HIS 338.

SEMINAR IN MODERN EUROPEAN AND AMERICAN HISTORY (4)

Directed readings and independent research on some aspect of modern European and/or American history resulting in a seminar paper. Prerequisites: HIS 110 or 111, HIS 116 or 117, or two of the following: HIS 215, 224, 260, 265; and one other 200 level course in American and European history or permission of the instructor.

Spring semester. Baker.

HIS 359.

SEMINAR IN AFRICAN POLITICS (3) (PSC 359)

Examination of the internal and external dynamics that affect the domestic and foreign policies of sub-saharan African states. Seminar participants are expected to develop a research topic and present their findings. Prerequisite: PSC 259 or permission of the instructor.

Fall semester. Department. Offered 2007-08 and alternate years.

HIS 387.

SEMINAR IN TWENTIETH-CENTURY ASIA (4)

Independent research and directed reading on 20th-century Asia, culminating in reports. Prerequisite: HIS 286.

Spring semester. Bagchi. Offered 2007-08 and alternate years.

HIS 400.

INDEPENDENT WORK IN HISTORY DEPARTMENT (1.5-4)

Department.

COURSE DESCRIPTIONS-HISTORIC PRESERVATION

HP 110.

PRESERVING OUR HERITAGE (3) (GEN. ED. #4)

An introduction to the field of historic preservation covering the movement's development and exploring its philosophical assumptions. The relationship of historic preservation and its allied fields will be examined.

Variable semesters. McKee.

HP 210.

HISTORIC PRESERVATION PLANNING, LAW, AND ECONOMICS (3)

Overview of preservation planning and policy in the field of historic preservation. Modules include preservation law, economic programs, and planning tools. May include a service-learning component. Prerequisite: HP 110.

Fall semester. McKee. Offered 2007-08.

HP 220.

DOCUMENTATION OF HISTORIC BUILDINGS (3)

Methods of documenting historic properties, understanding their changes over time, and determining their level of significance. Modules include historic surveys, National Register of Historic Places, photography, measured drawings, and conducting oral interviews. May include a service-learning component. Prerequisites: HP 110 and ART 278/HIS 278 or permission of the program director.
Variable semesters. McKee.

- HP 230. UNDERSTANDING HISTORIC BUILDINGS (3)**
Development of the vocabulary to describe buildings: elements of a building, traditional construction techniques and building materials, and deterioration problems. Discussions of each will include investigative methods and preservation techniques. Prerequisite: HP 110 and HP 220, or permission of the program director.
Fall semester. McKee. Offered 2007-08.
- HP 270. SPECIAL TOPICS IN HISTORIC PRESERVATION (1.5)**
An in-depth investigation of a topic of current interest in the field of historic preservation. May be repeated once. Prerequisite: permission of the program director.
Variable semesters. McKee.
- HP 290. PRACTICUM IN HISTORIC PRESERVATION (3-4)**
Students are placed in museums, preservation organizations, historical societies, governmental agencies, and at historic sites for practical experience. May be taken for letter grade or pass/no pass. Prerequisites: sophomore standing and HP 110, or permission of the program director.
McKee.
- HP 299. INDEPENDENT WORK (1.5-4)**
- HP 320. SEMINAR IN HISTORIC PRESERVATION AND ARCHITECTURE (3) (ART 347)**
Development of American architecture since 1880, including the influence of construction technology, building systems, materials, building codes, and construction financing on the design of buildings. The preservation and conservation of 20th-century materials and artifacts will also be addressed. Prerequisites: ART 278/HIS 278 or HP 110, HP 210, HP 220, and ART 278, or permission of the instructor.
Fall semester. McKee. Offered 2007-08 and alternate years.
- HP 399. ADVANCED INDEPENDENT WORK (1.5-4)**

The Interdisciplinary Studies Program

The Interdisciplinary Studies Program provides for individualized interdisciplinary majors and offers six minors: peace studies (see separate listing), environmental studies, and four interdisciplinary studies under the general heading of "Theory, Culture, and Interpretation" (philosophy and literature, social and political theory, creative structures, and interpreting cultures).

The Division of Interdisciplinary Studies is home to a number of ongoing curricular projects created by faculty from diverse divisions, departments, and programs. Interdisciplinary studies at Goucher carry on the tradition of developing, integrating, and synthesizing the perspectives of various disciplines. Areas such as global politics, world peace, intercultural awareness, environmental concerns, advances in science and technology, the growing sophistication in interpretive practices, and the nature and diversity of knowledge and consciousness speak to the need for academic programs that cross, integrate, and transcend traditional disciplinary boundaries. The curricular projects include both the development of completely new disciplines and the meeting of traditional disciplines in new theoretical and practical areas of common intellectual interest.

PROGRAM FACULTY

Professors

Julie Roy Jeffrey (history), William Johnson (biological sciences), Joe Morton (philosophy), John Rose (philosophy)

Associate Professors

Penny Cordish (English), Mary V. Marchand, director (English), Janet Shope (sociology), Michelle Tokarczyk (English)

Assistant Professor

Nicholas Brown (director of environmental studies)

INDIVIDUALIZED INTERDISCIPLINARY MAJORS

The individualized interdisciplinary major is intended for those students whose intellectual interests converge in an activity that is not directly addressed by any existing program, double major, or combination of major and minor. Students must complete 45 credits in courses that focus on the methods and content of three or more disciplines and balance the contributions of each discipline. The interdisciplinary major will have a primary faculty sponsor and must be approved by the chair of the Interdisciplinary Studies Division and a committee of faculty from the departments or programs from which the courses for the major are taken. The same committee will review the updated proposal in the semester before its completion.

Applicants should have a 3.0 GPA overall. Exceptions will be made if the student has a 3.0 in the semester before the application is made and the GPA is reasonably close to 3.0. The student must initiate the process for declaring the major before the registration period for second semester of sophomore year.

THE ENVIRONMENTAL STUDIES MINOR

See separate listing under Environmental Studies.

INTERDISCIPLINARY MINORS IN THEORY, CULTURE, AND INTERPRETATION

The minors in theory, culture, and interpretation are designed for students who major in any of the traditional disciplines and would like to organize their electives around issues in critical theory and the interpretation of art, culture, and texts. Each minor is based on the intersection of two or more disciplines—philosophy and literature, social and political structures, creative structures, and interpretation of cultures—enabling faculty and students to consider their research in a larger context of systematic inquiry than is framed by a single discipline. Each discipline employs the methods of the other to evoke new perspectives and test the traditional findings of that specialty. As a result, each discipline is richer for the interaction. Students who select one of these minors will enjoy a fascinating intellectual challenge as well as find it helpful in applying to graduate school in any of the related areas.

Each minor consists of a minimum of seven courses from at least three disciplines. Of these courses, two are core, three are intermediate electives, and two are 300-level capstone courses.

THE PEACE STUDIES MINOR

See separate listing under Peace Studies.

THE PHILOSOPHY AND LITERATURE MINOR

The minor in philosophy and literature introduces students to important ways in which 20th-century textual studies (i.e., literary, philosophical, popular media, etc.), have been and continue to be influenced by modes of thought developed in continental philosophy, linguistics, anthropology, feminism, and political theory.

The courses in the minor focus on questions raised in the texts and theoretical works, including the status of language, subjectivity, history, narrative, and gender, as well as the concept of difference and identity. This track is an ongoing dialogue on interpretation using contemporary theories and methodologies.

The core courses instruct students in a variety of critical methodologies.

Students must take two of the following:

COM 213	ENG 215	PHL/RLG 235/335	PHL 276/376
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The intermediate electives both continue to add methodologies to the students’ repertoire of critical tools and help them to relate these theories directly to the kind of text they are interested in evaluating. Students must choose three courses drawn from core courses not taken to satisfy the core requirement or the following:

ENG 221	ENG 273	PHL 201	PHL 219/319	PHL 224/324
PHL 230/330	PHL 276/376 (WS 276/376)		PHL 280/380	PSC 202
PSY 215 (WS 218)	WS 230	WS 250		

Two capstone courses must be chosen from:

COM 301	ENG 307	ENG 392	PSC 306
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Any 300-level philosophy course listed above

Courses taken at the 200 level may not be repeated.

THE SOCIAL AND POLITICAL THEORY MINOR

The minor in social and political theory exposes students to a series of profound attempts to place social life within a comprehensive theoretical framework. Critiques of such a project are also examined. Texts explore the relationships among culture, political life, personal identity, and collective identity, and illuminate contemporary concerns about freedom, responsibility, justice, legitimacy, individuality, and reason. Thinkers include Sophocles, Plato, Kant, Hegel, Nietzsche, Marx, Comte, Kierkegaard, Durkheim, Weber, Freud, Addams, Sartre, Arendt, Foucault, Derrida, and Haraway.

Two core courses must be selected from the following:

COM 213	PHL/RLG 235	PSC 202	SOC 210
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Three intermediate electives from the following are required:

ANT 234	ENG 273	PHL 211	PHL 219	PHL 230	PHL 243
PHL 276 (WS 276)	PSC 201	PSC 205	PSY 212	SOC 245	WS 230

Two capstone courses must be chosen from:

ENG 392	PSC 306
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- Independent work, or
- Any 300-level philosophy course listed above.

Courses taken at the 200- level may not be repeated.

THE CREATIVE STRUCTURES MINOR

The minor in creative structures introduces students to various approaches to the organization of creative work in art, music, theatre, dance, and the language arts. Ambiguity, spontaneity, emotion, the accidental—all are part of the process and product of contemporary art. Students learn to recognize similarities in artistic strategies, as well as to discern the differences in the expression of thinking and feeling demanded by individual arts. This minor is recommended for, but is not limited to, students majoring in one of the arts.

Core courses:

ART 102	ENG 215
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Three intermediate electives must be chosen from the following:

ART 100	ART 281	DAN 103	DAN 250	ENG 219
ENG 221	MUS 120/122	MUS 249/349	PHL 201	PHL 220/320
THE 120	THE 231			

Students must select two capstone courses from 300-level seminars, advanced courses, and independent studies in one of the disciplines. Courses taken at the 200- level may not be repeated.

THE EUROPEAN STUDIES MINOR

The European studies minor is designed to give students an opportunity to pursue a course of study that examines the history, politics, language, and culture of Europe, and provides both disciplinary and interdisciplinary perspective on this important region.

The minor is comprised of 24 credits and presumes a strong commitment to language study. Students are encouraged to elect an appropriate study-abroad experience and an international internship relevant to the region.

The following core courses are required:

HIS 116 or 117	PSC 224
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Three courses (nine credits) are required from any of the following:

ANT 238	FR 245	FR 248	FR 256	FR 258
GER 250	GER 260	HIS 227	PSC 227	RUS 248
RUS 260	RUS 251	RUS 253	RUS 254	RUS 259
SP 250	SP 254			

Two courses are required at the 300 level (six credits):

FR 330	FR 333	GR 395 or an approved 300-level German course
HIS 338	PSC 321	PSC 323
SP 332		PSC 350
		RUS 335

THE INTERPRETING CULTURES MINOR

The minor in interpreting cultures examines human behavior and institutions, material artifacts, thought, feeling, and expression as complementary and contradictory strands in a web of culture. Critical reflexivity is emphasized, and students are encouraged to question the nature and meaning of cultures. This focus on the interpretive process shifts attention away from static and monolithic conceptions of culture and toward the ways in which cultures are individually and socially constructed.

Students must take two of the following core courses:

COM 213	PSC 202	SOC 210	WS 230
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Three of the following intermediate electives are required:

ANT 223 (WS 223)	ANT 234	ANT 265	COM 256	DAN 103
ENG 285	HIS 234	HIS 265	MUS 200	PCE 241

PCE 261	PSC 224	PSC 225	PSC 242	PSY 230
SOC 221	SOC 245	SOC 274 (WS 274)	SOC 276	SOC 285
SP 249	WS 220	WS 240		
Two capstone courses must be selected from the following:				
COM 301	COM 335	ENG 330	ENG 350	SOC 393

INTERDISCIPLINARY CAPSTONE COURSES

IDS 299.	INDEPENDENT WORK IN INTERDISCIPLINARY STUDIES (3-4) <i>Department.</i>
IDS 290.	INTERNSHIP (3-4) Service-learning internship in Baltimore City is section .001.
IDS 300.	MAKING CONNECTIONS: A SERVICE-LEARNING LIBERAL ARTS CAPSTONE (4) Multidisciplinary capstone experience to help seniors put their own majors in a larger context by examining inter-relationships among their courses, between their own major and other majors, and between their liberal arts college experience and issues in the off-campus community. Students will work cooperatively as a team and explore the contributions of different liberal arts academic disciplines to address social and civic issues. Process and results will be presented both on and off campus. Large fieldwork component to be carried out as part of Goucher's partnership with the HARBEL Community Organization in northeast Baltimore City. Prerequisites: senior standing and permission of the instructor. <i>Spring semester. Instructor to be appointed.</i>
IDS 399.	ADVANCED INDEPENDENT WORK (3) <i>Department.</i>

The International Scholars Program

The International Scholars Program (ISP) is open to all incoming first-year students who want to broaden their perspectives through intensive academic inquiry and firsthand experience abroad. Structured as an ongoing program that runs through all four undergraduate years, ISP integrates international study with multidisciplinary seminars examining the contemporary global condition.

The seminars are designed to complement any major or academic program of study. First-year students fulfill their Frontiers requirement with a full-year seminar (fall, spring, and January terms) that introduces global perspectives. A four-credit sophomore seminar deepens the engagement by adding a local context. After completing study abroad, ISP students return for a three-session senior roundtable in which they share and compare their international experiences with those of their classmates.

The Study-Abroad Experience

Typically, students will travel abroad for a semester or year after completing the first two seminars. This could happen as early as second semester of their sophomore year or as late as first semester of their senior year. Students will be encouraged to study for a semester or year, primarily because we are convinced that the real benefits of living abroad only accrue over an extended time period. Students may petition to substitute two intensive courses abroad (ICAs) for the semester/year requirement. Included in the petition should be both a rationale for being excused from the requirement and a rationale for the two ICAs selected.

Language Component Requirement

Adequate language proficiency will provide students the necessary tools to engage in meaningful exchanges and make the most of the genuine immersion experience of study abroad. Language proficiency for this program is defined as a basic mastery of the four language-learning skills: listening, speaking, reading, and writing. It is recommended that students complete at least one additional semester of language training beyond the level of college proficiency.

All students studying in non-English speaking countries will be required to take the language of the society in which they are studying.

Students who are placed in the 130 level when they enter Goucher are strongly encouraged to take an additional year in that language. Students may choose another language for the study-abroad experience.

First-year students who are placed in the 110 or 120 level are encouraged to participate in one of the three-week language-intensive courses. ISP students are further encouraged to consider living on language floors.

Students with documented learning disabilities that prevent them from learning languages can petition to meet this requirement through culture classes specially arranged with the ISP adviser and the disabilities specialist.

COURSE DESCRIPTIONS

ISP 110Y.

PERSPECTIVES ON THE GLOBAL CONDITION (8-CREDIT SEMINAR) (GEN. ED #4 AND #10) (FRO)

THE RISE OF THE ATLANTIC WORLD (4)

The first semester examines three foundational and powerful movements—the Atlantic Slave Trade, the Scientific Revolution, and the Enlightenment—that helped establish the primacy of what we know of as the West over the course of three centuries. By taking advantage of the new process of understanding and interpreting information represented by the form of inquiry and argument known as the scientific method, the critique of former structures and the formation of a new idealism and hierarchy found in the Enlightenment, and the political, economic, and structural dominance brought about by the set of Atlantic relationships in the slave trade, select states and peoples crafted a political, economic, and cultural hegemony that unsettled all former powers and, over time, built the precedents of today's globalization(s).

Fall semester.

POST-COLONIAL GLOBALISM – INTEGRATION AND FRAGMENTATION, ASSIMILATION AND RESISTANCE (4)

But perhaps the story of the world is not so linear. Perhaps there have been efforts to resist such wholesale deconstruction of other identities, values, and realities. Perhaps “resistance” has been an underlying current that has never been entirely distinct from the juggernaut of the West. This sense of “perhaps” anchors the second semester of the International Scholars Program. Four cases—from sub-Saharan Africa, India and its diaspora, China, and the Middle East—help to illuminate the material that lies within the global quality of “perhaps.” Through various literary writings, each case provides a distinctive cut into the relationship between a globalizing West and those places the West needed for its own uses.

Spring semester.

ISP 115.

THE AMERICAN IDENTITIES (3)

This course will explore American cultural icons—images that emerge from and shape our culture. We will examine how American identities have been constructed, adapted, and reinvented by looking at immigration, alienation, and America's physical and cultural landscapes as expressed in works of such figures as John James Audubon, Romare Bearden, Diane Arbus, and others. Students will complete oral and written exams and at least one paper on the work of a significant American artist. In addition to lectures and discussion, the course will feature museum visits and guest speakers, and it will convene on campus. Room and board are included.

January intersession.

ISP 210.

LOCAL/GLOBAL CONNECTIONS (4)

Students will explore globalization in its local context, examining how global networks support the cultural, economic, intellectual, and political vitality of the Baltimore area. In addition to traditional coursework, students will engage in field exercises that could include the JHU School of Public Health, the Port of Baltimore, the World Trade Center, and the Mayor's Office/Sister City Program. Another aim will be to develop a dialogue with students in a sister city about corresponding issues in their community.

ISP 310.

INTERNATIONAL SCHOLARS ROUNDTABLE (REQUIRED; NO CREDIT)

Integrating their ISP coursework, their study abroad, and, where appropriate, the scope of their major, all ISP students will produce a reflective essay on the ways in which their views, perspective, and intellectual temperament have changed over the course of their participation in the program. The three 3-hour sessions will be devoted to discussions of the completed essays.

Judaic Studies

The minor in Judaic studies, offered on Goucher's campus in cooperation with the Baltimore Hebrew University, aims to provide students with a broad exposure to the major developments, institutions, and ideas of Jewish civilization in the context of other world civilizations. Subject areas include the Biblical period and its literature; the Rabbinic period and its literature; medieval or modern Jewish history; and Jewish thought. A student who elects to minor in Judaic studies is required to complete a minimum of 24 credit hours.

Requirements include one course in each of the following areas:

- Biblical history and literature
- Rabbinic history and literature
- American or European Jewish history
- Modern Jewish literature
- Jewish thought
- A 300-level seminar

COURSE DESCRIPTIONS

- JS 110. ELEMENTS OF HEBREW (3)**
The four-semester sequence begins with the basics of conversation, reading, and writing with practice. This beginning course covers the following grammatical topics: pronouns, prepositions, basic verbs, days of the week and numbers one to 1,000. The intermediate level teaches a more advanced level of conversation, reading, and writing, and grammatical usage. Students will progress in the active use of the spoken and written language, including the reading of a Hebrew newspaper. The course sequence is designed to make it possible for students to attain a high intermediate level in oral, aural, and written Hebrew at the completion of the program. A minimum grade of C- must be attained to advance from one course to the next.
Fall semester: Shwartz
- JS 120. ELEMENTS OF HEBREW II (3)**
A continuation of previous elementary work with abundant oral and aural practice. The intermediate level teaches a more advanced level of conversation, reading, writing, and grammatical usage. Students will progress in the active use of the spoken and written language, including the reading of a Hebrew newspaper. Prerequisite: Hebrew 110 with a minimum grade of C- or permission of the instructor.
Spring semester: Shwartz.
- JS 130. ELEMENTS OF HEBREW III (3)**
A continuation of previous work. This course sequence is designed to make it possible for students to attain a high-intermediate level in oral, aural, and written Hebrew at the completion of this course.
Fall semester: Shwartz.
- JS 133. INTERMEDIATE HEBREW (3) (GEN. ED. #2)**
Language review of the fundamentals of grammar. Graded reading in modern Hebrew literature. Vocabulary building and active use of the language.
Spring semester: Shwartz.
- JS 200. JEWISH MYSTICISM: PHILOSOPHY AND KABBALAH (3) (RLG 244)**
A comprehensive study in Jewish thought, from the time of the Mishnah, Talmud, and Midrash to the emergence of the religious and secular Jewish thinkers of the 19th and 20th centuries. The course will present historical and conceptual developments of Jewish thought through a study of the works of the prominent Jewish philosophers, mystics, and ethical writers who shaped the major beliefs of Judaism. An exploration of the basic philosophical methods and terminology that are used in the literary research of the history of ideas will be included in the survey. Prerequisite: sophomore standing.
Spring semester: Shokek.
- JS 213. HISTORY OF JEWS AND CHRISTIANS IN THE ROMAN EMPIRE (3) (HIS 213, RLG 213)**
The diverse world of Roman-occupied Israel eventually gave rise to two new religions that would shape the lives of millions for centuries: Rabbinic Judaism and Christianity. This course studies that historical process; the complex interactions among Jews, Christians, and the broader Greco-Roman world; and the social and political consequences of the new religions. Includes careful reading and discussion of primary sources having highly contested meanings. Prerequisite: Sophomore standing.
Variable semesters. Gruber.
- JS 220. ISRAEL IN THE ANCIENT NEAR EAST (3)**
The major literary product of Israelite civilization, the Bible, is the primary vehicle for the understanding of this civilization. Critical examination of the Bible and its literature should, therefore, induce a more informed knowledge of literary form, style, and function in ancient Israel; an intelligent understanding of Israel's culture and history during the first millennium BCE; and insight into Israel's religious ideas, institutions, and theology that informs this great literature. Prerequisite: sophomore standing.
Fall semester: Gittlen.
- JS 233. CONTEMPORARY JEWISH LITERATURE (3)**

This course will provide students with an opportunity to read a wide variety of literary material by European Jewish writers from the turn of the century to the present day. Prerequisite: sophomore standing
Variable semesters. Hart.

- JS 235. A SURVEY OF MODERN HEBREW LITERATURE (3)**
Modern Hebrew literature reflects the distinctive heritage and the turbulent recent history of the Jews, so it is markedly different from the modern American literature that we know. This course, taught in English, supplies the background needed to make Hebrew literature accessible in translation. Prerequisite: sophomore standing.
Variable semesters. Lesley.
- JS 240. THE ISRAELI MEDIA (3)**
This course will be conducted in Hebrew and will include an analysis of Israeli media as a reflection of historic goals and cultural values in the society. Prerequisite: JS 133.
Fall semester. Shwartz.
- JS 241. ISRAELI FILM AND TV (3)**
An advanced Hebrew culture course that focuses on various aspects of Israeli society as they are portrayed in Israeli films and TV. This course is conducted in Hebrew. Prerequisite: placement test in Hebrew.
Spring 2007.
- JS 245. THE HOLOCAUST (3) (RLG 245)**
The socioeconomic, political, and theological roots of the Holocaust in Western European thought and culture. Analysis of foreign reaction to German persecution of the Jews, early and late. The gathering stages of the Holocaust, from programmed euthanasia to death camps. The meaning of the Holocaust in Western religion and culture. Prerequisite: sophomore standing or permission of the instructor.
Variable semesters. Department.
- JS 246. HISTORY, LITERATURE, AND FILM ON THE HOLOCAUST (3) (HIS 229) (GER 260) (GEN. ED. #9)**
Beginning with the historical factors that led to the Holocaust, this course further focuses on the analysis of literary works (memoirs, diaries, poems, fiction, etc.) and films (documentaries and features) on the Holocaust within the historical context of World War II. Readings and discussions in English (films with English subtitles).
Spring semester. Larkey.
- JS 247. ISSUES IN CONTEMPORARY JEWISH THOUGHT: WHITHER THE 21ST CENTURY (3) (RLG 247)**
What it means to be Jewish and how to live a Jewish life have always led to questions about God, about the Torah, and about the Jewish people—and often in reaction to what is happening in the non-Jewish world. This course examines these questions from the writings of Ahad Ha-Am, Herman Cohen, Leo Baeck, Franz Rosenweig, Abraham Isaac Kuk, Martin Buber, Abraham J. Heschel, Emil Fackenheim, Joseph Soloveitchik, Rachel Adler (Jewish feminist), and Emmanuel Levinas. Our goal is to see if we can detect a glimpse of the Jewish future. This course is sponsored in part by the Jewish Chautauqua Society. Prerequisite: one course in philosophy or religion or sophomore standing.
Variable semesters. Department.
- JS 252. THE JEWS IN MEDIEVAL AND MODERN TIMES (3) (HIS 252)**
This course begins with a study of the structure of Jewish society and the relationships of the Jews to Christian society and the Islamic world during the middle ages. Topics include: the church and the Jews, the state authorities and the Jews, the autonomous Jewish community, and the messianic movements. The second half of the course traces the breakdown of the medieval structure of Jewish life in the modern period. Topics include the impact of enlightenment and emancipation, religious reform, modern anti-semitism, Zionism, the Holocaust, and the rise of the state of Israel. Prerequisite: sophomore standing.
Variable. Berlin.
- JS 253. THE RISE OF AMERICAN JEWRY (3)**
The history of the Jews in the United States from the earliest settlements to the present. The course will focus on political, economic, religious, and cultural developments, anti-semitism, and the rise of American Jewry to a position of leadership and responsibility in the world

Jewish community. Special emphasis will be placed on comparing and contrasting the American Jewish historical experience with prior Jewish historical experiences in Europe. Prerequisite: sophomore standing.
Spring semester. Berlin.

- JS 255. THE DYNAMICS OF ISRAELI POLITICS (3)**
An analysis of the institutions and processes of Israel's government with particular emphasis on party structure, the role of religion, the position of Israeli Arabs, socioeconomic problems and ethnic cleavages, and Israeli security concerns. The course will also include a brief analysis of the development of Zionism and the Jewish community in Palestine under the British Mandate. A special analysis will be made of the 1992 elections as they reflect Israel's domestic and foreign problems, and its future direction, as well as of the ongoing Arab-Israeli peace process. Prerequisite: sophomore standing.
Spring semester. Freedman.
- JS 257. THE JEWS OF RUSSIA UNDER TSARS, SOVIETS, AND IN THE POST-SOVIET ERA (3) (HIS 254)**
A study of the development of the Jewish community in Russia from the time of Catherine the Great (1772) to the present day. Emphasis will be placed on the political history of the Jewish community and its reaction to the changing policies of Tsarist, Soviet, and post-Soviet governments. Special attention will be placed on the role of Jews in Russia's revolutionary movements, Soviet Jewry as a factor in Soviet-American relations, the Soviet-Jewish emigration movement, and the position of the Jews in the successor states of the Soviet Union following the Russian parliamentary elections of December 1995. Prerequisite: sophomore standing.
Spring semester. Isaac.
- JS 258. THE INTERNATIONAL POLITICS OF THE MIDDLE EAST (3) (PSC 258)**
Examination of regional and international issues in the Middle East. Topics include the Arab-Israeli conflict, inter-Arab rivalries, instability in the Persian Gulf, and the crisis in Lebanon. Prerequisite: sophomore standing.
Spring semester. Honick. Offered 2009-10 and alternate years.
- JS 259. ORAL HISTORIES OF HOLOCAUST SURVIVORS-TELLING THEIR STORIES (3) (GER 259/HIS 237) (GEN. ED. #4 AND #10)**
A community-based learning experience in which students interview Holocaust survivors and retell their stories to help these stories live on. Training in interviewing techniques and storytelling will be provided. Students will be expected to interview survivors, videotape sessions, and then present the oral histories inside and outside of class. Prerequisites: GER 260/HIS 229/JS 246 or JS 245.
Fall semester. Larkey.
- JS 264. JEWISH LAW AND ETHICS (3)**
Issues of ethical and legal concern as understood by traditional Jewish legal and ethical sources and by contemporary Jewish thinkers. The basic structure and methodology of Jewish law will be introduced in the first few lectures, and understanding of the system will be refined as the different issues to be discussed are presented.
Spring semester. Freundel.
- JS 299. INDEPENDENT WORK (14)**
Students will work with a professor to design a research project on a topic of their choosing.
- JS 399. ADVANCED INDEPENDENT WORK (1.5-4)**

The Management Department

The Management Department offers both a major and minor in management. An optional concentration in international business is available to students who major in management. International business is also available as a minor to non-management students. The management major trains students in the development of analytical and effective communication skills within the framework of a strong liberal arts curriculum. Management is the application of tools that are useful in executing one's plans and achieving goals. Students are introduced to and expected to practice individual and collective decision making, macro- and micro-level organizational skills, leadership and motivation techniques, and quality control through checks and balances. Management skills are used in for-profit ventures, not-for-profit organizations, foundations, institutions, education, and all levels of government.

Upon successful completion of the major, students are able to:

- Acquire, interpret, and analyze information concerning management issues using logic, quantitative and qualitative analysis, and critical thinking skills;

- Interpret management information and demonstrate abilities to plan, organize, lead, motivate, and complete individual and group projects in a timely manner; and
- Express and share their findings through written, oral, and visual presentations.

All students must complete at least one internship experience that is designed to integrate their academic knowledge and skills with practical experience in the workplace. Goucher College's Baltimore-Washington location affords ample opportunities in both business and government. International internships are encouraged.

Writing Proficiency Requirement

Students are required to earn at least a C- in ENG 206 and be granted writing proficiency by the instructor prior to achieving senior status.

Computer Proficiency Requirement

Upon completion of the requirements for a degree in management, a student should be able to:

- Create, use, and modify spreadsheet programs, (i.e., Excel);
- Research economic and financial information using e-mail and the Internet;
- Use PowerPoint for classroom oral presentations;
- Demonstrate competence with a word processing software package, (i.e., Word); and
- Use appropriate statistics software.

Because many mid- and upper-level management courses require students to demonstrate the aforementioned skills, computer proficiency is achieved by completion of the major requirements for the degree.

Qualifications Required to Graduate With Departmental Honors

Honors are decided by a vote of the department faculty just prior to Commencement each year. The following guidelines are used:

- A student must achieve a grade point average of at least a 3.67 in all courses that count toward the major and concentration at the 200 level and above, including all courses substituted for major requirements.
- A student must demonstrate a superior grasp of management skills and their application.
- A student must present a completed paper, case study, or some other written example of his or her expertise to a department faculty member.
- Once requirements for the major and concentration have been met, a student may elect to take additional courses without penalizing his or her eligibility for honors.
- The department will give consideration to non-Goucher courses to the extent that major requirements have been satisfied.

Academic Requirements for Completion of a Major, Minor, or Concentration in International Business

1. Each student must receive at least a C- in every required course, including MA 160 (114).
2. Each student who fails to receive a C- in more than two required courses will not be permitted to continue in the major or minor.
3. No required course may be taken more than two times. A withdrawal beyond the seventh week will be considered as having taken the course.

DEPARTMENT FACULTY

Associate Professors

Janine L. Bowen (international business), Debra Sherwin, chair (accounting), H. Gene Swanson (finance)

Assistant Professor

Alex Stein (marketing, international business, strategic management)

Instructor

Allison Lohr (arts administration)

THE MANAGEMENT MAJOR

The following courses are required:

EC 101	EC 102	EC 206 or MA 140(105)	ENG 206
MGT 110	MGT 120	MGT 210	MGT 229
MGT 245	MGT 290	MGT 380	MGT 231

Additionally, nine semester-hours of electives, at least six of which must be at the 300 level, not including MGT 370 or 375

Students choose electives to provide a concentration in some particular level of interest. Ordinarily, majors must take EC 101 or 102 by the end of the sophomore year, and EC 206 or MA 140 (105) by the end of the junior year.

Before the senior year, students must be granted college writing proficiency in ENG 206 to complete the requirement of writing proficiency in management.

Concentration in Arts Administration

The courses in arts administration may also be taken independently of the concentration. Arts administration is a rapidly expanding profession in performance and institutional arts organizations, including museums and galleries; in community or regional centers for the arts; and in government, corporate, and foundation agencies that are concerned with the development of the arts. Students who pursue a concentration in arts administration take a major in one of the arts and supplement that major with three courses in arts administration and four in economics and management. The courses in the major provide a solid foundation in an art form. The additional courses enhance knowledge appropriate to the student's interest in arts administration. Students major in art, dance, music, or theatre, completing a minimum of 27 credits that are chosen in consultation with the department and that cover both historical/theoretical and studio work.

Requirements include:

EC 101	MGT 110	MGT 120	MGT 170	MGT 229
MGT 370	MGT 375			

Other recommended courses are:

COM 101/THE 105	EC 102	ENG 206	MGT 320
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The frequent guest lecturers from the field can also be of assistance in arranging internships.

It is recognized that the best preparation for a career in arts administration is an academic background enhanced by practical, professional experience. Students have extensive opportunities for rewarding internships. Goucher is strategically located, with access to numerous arts organizations in the Baltimore-Washington area, as well as in New York and other cities.

Concentration in International Business

We are moving progressively further away from a world in which national economies and national firms are relatively isolated from one another by barriers to cross-border trade and investment, distance, time zones, language, and national differences in government regulation, culture, and business systems, and toward a world in which national economies are merging into an interdependent global economic system. With foundations in economic theory and core business functions, students study the global environment for international business, how firms become and remain international in scope, how to successfully negotiate international business relationships, cross-cultural management, etc. A number of semester-long and intensive three-week, study-abroad opportunities are particularly fitting for international business (IB) students. Some students in this concentration may elect to become candidates for the Advanced Entry Program in the International MBA at the Monterey Institute of International Studies. Students should consult the IB director and the Office of International Studies about this option.

To complete the IB concentration, students take the same courses required of the management major, with the exception that the nine semester hours of electives must consist of MGT 221, MGT 331, and MGT 335.

In addition, students must take two languages courses beyond the 130 level (normally a conversation and comprehension course and a business course taught in the foreign language, when available).

International Learning Experience

All international business students are required to participate in an international learning experience (e.g., study abroad, internship abroad, and/or international internship within the United States). Recommended experiences include our international business study-abroad and internship programs in Rouen, Paris, Madrid, Hong Kong, London, Copenhagen, or Japan, as well as the American University's International Business Seminar in Washington, D.C. Students are advised to speak with the director of International Business Programs as soon as possible to discuss alternatives that best meet student needs and abilities and for selection approval. Students are also advised to speak with a member of the Office of International Studies as soon as possible to discuss opportunities for financial assistance.

A number of the courses listed above can be completed while abroad.

THE MANAGEMENT MINOR

The following courses are required:

EC 101 or 102	MGT 110	MGT 120	MGT 229	MGT 245
MGT 290				

One 200-level elective in management.

One 300-level elective in management not including MGT 370 or 375

THE INTERNATIONAL BUSINESS MINOR

This minor is not available to management majors.

The international business minor supplements and strengthens other majors by broadening the geographic context of the major, and/or by providing greater depth to language and area studies majors by enabling students to understand the business and economic activities occurring within a given region. All international business students are required to participate in an international learning experience.

The following courses are required:

EC 101	EC 102	MGT 110	MGT 120	MGT 210
MGT 221	MGT 229	MGT 231	MGT 331	MGT 335

Strengthening of foreign-language skills through conversation, comprehension, reading, and discussion of business courses is also strongly recommended for students pursuing the minor. This option is not available for management majors.

COURSE DESCRIPTIONS

MGT 100.	INTRODUCTION TO MANAGEMENT (1) Introduction to Management will introduce students to a variety of business systems, including management strategies, marketing, accounting and finance. Students will discuss basic terms and concepts and have opportunities to learn how business decisions are made. The course is designed for freshmen and sophomores who have not declared a major or minor in management. It will count for elective credit (not management credit) and is not required for the management major or minor. <i>Variable semester. Department.</i>
MGT 110.	PRINCIPLES OF ACCOUNTING I (3) Fundamental principles and concepts of accounting and their application to sole proprietorships. Emphasis on cashflow considerations and control aspects of accounting rather than a purely bookkeeping approach. <i>Fall semester; repeated spring semester. Sherwin.</i>
MGT 120.	PRINCIPLES OF ACCOUNTING II (3) A continuation of fundamental accounting principles and concepts. Emphasis is on corporations, the nature of stock, debt, and working capital, interpretation of financial statements, and managerial departmental accounting concepts. Prerequisite/corequisite: MGT 110 and MA 160 (114), or math placement test results of MA 190 (125) or higher. <i>Fall semester; repeated spring semester. Sherwin.</i>
MGT 170.	INTRODUCTION TO ARTS ADMINISTRATION (3) An overview of the burgeoning field of arts administration for those considering the profession and to help artists understand the administrative aspects of a nonprofit arts organization. Topics include organizational purpose and structure, leadership, board governance and issues, fundraising, financial management, program and artistic development, and promotion. Practical projects and guest speakers from professional performance companies and arts institutions. <i>Spring semester. Lohr.</i>
MGT 210.	FINANCIAL MANAGEMENT (3) (GEN. ED. # 7) An introduction to corporate finance with an emphasis on financial analysis, time value of money, risk and return, asset valuation, and cost of capital calculations. Using a case-study approach to supplement the textbook, the class relies on extensive use of the Internet, annual reports, business literature, and spreadsheet programs in support of financial analysis and risk/return comparisons. Co-requisite: MA 140(MA105) or EC 206. <i>Fall and Spring semester. Swanson.</i>
MGT 221.	SPECIAL TOPICS IN INTERNATIONAL BUSINESS (3) (GEN. ED. #9 AND #10) Special topics of current interest. Subject and prerequisites may change from year to year and are announced before registration. May be repeated for credit if topic is different. <i>Fall semester. Stein.</i>
MGT 229.	MARKETING MANAGEMENT (3) (GEN. ED. #9) A review of the basic concepts and practice in modern marketing. Course demonstrates marketing principles through an array of current events in the manufacturing and service sectors; in profit and nonprofit organizations; and domestic, international, and multinational companies. Students are responsible for conducting market research and presenting a marketing plan. Prerequisite: sophomore standing or permission of instructor. <i>Fall and Spring semester. Stein.</i>
MGT 231.	INTRODUCTION TO INTERNATIONAL BUSINESS (3) (GEN ED. #9 AND #10)

An introduction to the economic, political, and legal environment faced by firms engaged in international business, and its implications for national economies. Topic areas include international trade, investment, the global monetary system, the competitiveness of U.S. firms in world markets, national industrial policy, and the ethical dilemmas of conducting international business. Prerequisite: sophomore standing or permission of instructor.
Spring semester. Stein.

- MGT 245. ORGANIZATIONAL BEHAVIOR (3) (GEN ED. #10)**
This course addresses the timeless issues of how we live our lives at work and in other organizations. Scientific and scholarly underpinnings of organizational behavior as a discipline are followed by an in-class organization simulation. Prerequisite: junior standing or permission of the instructor.
Fall semester. Sherwin.
- MGT 260. SPECIAL TOPICS IN MANAGEMENT (3)**
Special topics of current interest. Subject changes from year to year and is announced before registration. May be repeated for credit if topic is different. Prerequisites: specific management and/or economics courses at the 100 level, depending upon topic.
Variable semesters. Department.
- MGT 290. INTERNSHIP IN MANAGEMENT (3-4)**
Apprenticeships to further the career development of students. Placement designed to test academic concepts in a work setting and to bring practical knowledge of a functioning business or government enterprise to the classroom. Prerequisites: junior standing and major or minor in management or a concentration in arts administration. Graded pass/no pass only.
Department.
- MGT 299. INDEPENDENT WORK IN MANAGEMENT (1.5-4)**
Fall and spring semesters; summer. Department.
- MGT 320. SMALL BUSINESS MANAGEMENT (3) (GEN. ED. #7)**
The role of small business ownership in the economic environment is examined. The class involves in-class workshops, case analysis, and a major project. Explores practices, trends, regulations, and opportunities that affect the smaller enterprise. Prerequisites: MGT 210 and 229.
Fall semester. Sherwin. Offered 2008.
- MGT 331. CASE STUDIES IN INTERNATIONAL BUSINESS (3) (GEN. ED.# 7 AND #10)**
Addresses how firms become and remain international in scope. Explores the experiences of firms of all sizes, from many countries, as they come to grips with an increasingly competitive global environment. Prerequisite: MGT 210 or permission of the instructor.
Spring semester. Swanson.
- MGT 335. SPECIAL TOPICS IN INTERNATIONAL BUSINESS (3)**
Special topics of current interest. Subject and prerequisites may change from year to year and are announced before registration. May be repeated for credit if topic is different.
Fall semester. Stein.
- MGT 355. ADVANCED FINANCE (3)**
Corporate finance is fully developed with respect to financial analysis, preparation of custom benchmarks for competitive analysis and pro-forma financial statements using Excel. Capital budgeting case studies are used to quantify relevant cashflows. Prerequisite: MGT 210. ECON 206 or MA 140 (105) is recommended.
Fall semester; Offered 2008. Swanson.
- MGT 360. SPECIAL TOPICS IN MANAGEMENT (3)**
Special topics of current interest. Subject changes from year to year and is announced before registration. May be repeated for credit if topic is different. Prerequisites: specific management and/or economics courses at the 200 level depending upon topic.
Department.
- MGT 370. THE ARTS ADMINISTRATOR (3)**
What are the qualifications of a good arts administrator? This course looks at solving problems in areas such as artistic content, fundraising and developing financial resources, community development and educational outreach, public funding and policies, audience development, marketing, and public relations. Practical projects and guest speakers. Prerequisite: MGT 170.
Spring semester. Lohr
- MGT 375. ADMINISTRATION AND FISCAL RESPONSIBILITY IN THE ARTS (3)**
What are the most pressing challenges for an arts administrator today? The course considers the responsibilities of management and examines capacity building and fiscal stabilization of arts organizations. Topics include long-range strategic planning, staffing, board, and human resource

development, and legal matters and their implications. Students discuss current issues shaping the nonprofit arts field. Practical projects and guests speakers. Prerequisite: MGT 370.
Spring semester. Department.

MGT 380.

STRATEGIC MANAGEMENT (3) (GEN ED. #7)

A straightforward and understandable framework is provided through which students can grasp the complexity of strategic management. The framework is then applied to student group cases. Prerequisites: MGT 210, 229, 245, and senior standing, or permission of the instructor.

Fall semester. Stein.

MGT 400.

INDEPENDENT WORK IN MANAGEMENT (1.5-4)

Fall and spring semesters; summer. Department.

The Mathematics and Computer Science Department

The Mathematics and Computer Science Department offers majors and minors in both mathematics and computer science. The major in mathematics has an option for a concentration in secondary education certification in mathematics.

Mathematics is the foundation of the physical sciences and a tool of virtually all disciplines. The Mathematics and Computer Science Department endeavors to develop in students not only a solid foundation in analytic thinking, but also an appreciation of the nature of mathematics itself. The discipline of computer science becomes ever more fascinating as computing grows in significance in our daily lives. Mastery of fundamental computing principles is essential as we step into the increasingly virtual future. Courses in this department strive to give students proficiency in mathematics and computer science as well as to foster a spirit of creativity, enterprise, and ethical responsibility.

In the liberal arts and sciences tradition, the department emphasizes breadth of knowledge and flexibility.

Majors in the department may prepare for graduate work in mathematics or computer science or for careers in secondary school mathematics education, business, industry, or government. A mathematics major is also an excellent preparation for a career in law, medicine, or engineering.

Students have the option of pursuing personal academic interests through a senior thesis and/or independent study. Recent projects have included measure theory, topology, advanced differential equations, mathematical modeling (of biological phenomena), and networking a soda machine. Projects may be interdisciplinary.

Internships are encouraged for all as an opportunity to sample careers in mathematics and computer science. Students have worked as interns in government, business, healthcare, and education both in Baltimore and in other parts of the country.

The department has access to excellent computing facilities, linked by a campus-wide network. Extensive software use is integrated into both the computer science and mathematics curricula.

DEPARTMENT FACULTY

Professor

Robert Lewand (cryptology, abstract algebra)

Associate Professors

Thomas Kelliher, (computer architecture), Mark McKibben, chair (analysis, differential equations), Joan Morrison (mathematics education, probability and statistics), Bernadette Tutinas (abstract algebra, discrete dynamical systems), Jill Zimmerman (robotics, programming languages)

Assistant Professor

Gretchen Koch (mathematical modeling, biomathematics)

THE MATHEMATICS MAJOR

Courses required for a major in mathematics are:

MA 170	MA 180	MA 221	MA 222	MA 311
MA 313	MA 321			

Fifteen additional 200- or 300-level credits in mathematics, at least three of which must be at the 300 level

Students may take ENG 206, MA 260, CS 245, or the senior thesis in mathematics to fulfill the writing proficiency requirement in the major and CS 116 and 200, or 119 and 200 to fulfill the computer proficiency requirement in the major.

The following courses are recommended for students with an interest in applied mathematics:

MA 216	MA 231	MA 240	MA 241	MA 347
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Concentration in Mathematics With Secondary Education Certification in Mathematics

Students who choose this option qualify for secondary school teaching certification by the Maryland State Department of Education. Students must complete the following:

ED 103	ED 207 (with fieldwork)	ED 210	ED 253	ED 254	ED 353
MA 170	MA 180	MA 221	MA 222	MA 233	MA 240
MA 260	MA 311	MA 313	MA 321	SPE 100	

Three additional 200- or 300-level credits in mathematics (not including MA 290)

See other secondary education requirements under secondary education.

Students fulfill the writing proficiency requirement in the major through MA 260. Students may take CS 116 and 200, or CS 119 and 200, to fulfill the computer proficiency requirement in the major.

THE MATHEMATICS MINOR

Courses required for a minor in mathematics are:

MA 170 (117)	MA 180 (118)	MA 221	MA 222	MA 311
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Nine additional 200- or 300-level credits in mathematics, at least three of which must be at the 300 level

THE COMPUTER SCIENCE MAJOR

This major prepares students for careers in a variety of fields, as well as for graduate work in computer science.

Courses required for a major in computer science are as follows:

CS 116	CS 119	CS 200	CS 220	CS 224
CS 230	CS 250	MA 170 (117)	MA 190 (125)	

Four courses chosen from CS 240, 245, 320, 325, and 340, at least three of which must be at the 300 level. CS 325 may be repeated for credit if a different topic is offered.

Students may take ENG 206, CS 245, MA 260, or the senior thesis in computer science to fulfill the writing proficiency requirement in the major and CS 116 and 200, or CS 119 and 200 to fulfill the computer proficiency requirement in the major.

THE COMPUTER SCIENCE MINOR

Courses required for a minor in computer science are:

CS 116	CS 119	CS 220	CS 224
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Nine additional 200- or 300-level credits with at least three credits at the 300 level

PLACEMENT PROCEDURE

All incoming students are required to complete a placement exam to determine initial placement in a mathematics course. Students who have previously studied calculus are invited to take a second exam to exempt from MA 170 or 180. Students with AP credit in mathematics or computer science are also eligible to exempt introductory courses. Students who intend to major in mathematics should complete MA 180 as soon as possible. Computer science majors should complete CS 119 and MA 190 in their first year.

POLICY ON NON-GOUCHER COURSES

A student majoring in mathematics or computer science who has either withdrawn from or does not receive a C- or better in required courses in the major will not ordinarily be permitted to fulfill the requirement with a course outside of the department. Any student requesting an adjustment to the policy must submit a petition through the department chair.

COURSE DESCRIPTIONS-MATHEMATICS

MA 100.

TOPICS IN CONTEMPORARY MATHEMATICS (3) (GEN. ED. #5)

Selected topics to illustrate the nature of mathematics, its role in society, and its practical and abstract aspects. Applications of mathematics to business and social sciences are explored.

Three hours lecture. Prerequisite: placement exam.

Fall semester; repeated spring semester. Department.

MA 110.

PROBLEM SOLVING AND MATHEMATICS: ALGEBRA (3) (GEN. ED. #5)

For students majoring in elementary education. Explores various approaches to problem solving by examining topics such as estimating numerical quantities; probability and statistics, the nature of numeric patterns, functions and relations. The course focuses on the use of various tools, such as calculators and physical models, as aids in problem solving. Prerequisite: placement exam.

Fall semester. Morrison.

MA 113.

PROBLEM SOLVING AND MATHEMATICS: GEOMETRY (3) (GEN. ED. #5)

For students majoring in elementary education. Explores various approaches to problem solving by examining topics such as spatial sense and measurement with respect to various geometries; properties of curves and surfaces, coordinate geometry and transformations. The course focuses on the use of various tools, such as calculators and physical models, as aids in problem solving. Prerequisite: placement exam. MA 110 is recommended but not required.

Spring semester. Morrison.

MA 140

INTRODUCTION TO STATISTICS (FORMERLY MA 105) (4) (GEN. ED. #5)

Basic concepts of descriptive statistics, simple probability distributions, prediction of population parameters from samples. Problems chosen from the natural and social sciences. Use of the computer in the analysis and interpretation of statistical data. Four hours lecture. Prerequisite: placement exam.

Fall semester, repeated spring semester. McKibben, Morrison.

MA 141.

STATISTICAL DATA ANALYSIS WITH ENVIRONMENTAL ISSUES IN VIEW

(4) (GEN. ED. #5, #11)

Basic concepts of descriptive statistics, simple probability distributions, and prediction of population parameters from samples are developed as a means to analyze environmental issues and the debates centered on them. Use of computer in analysis and interpretation of statistical data. Four hours lecture. Prerequisite: placement exam.

Spring semester, repeated spring semester. Morrison, McKibben.

MA 155.

QUANTITATIVE REASONING AND THE ENVIRONMENT (3) (GEN. ED. #5, #11)

This course is designed to analyze environmental issues by examining appropriate elementary discrete and probabilistic mathematical models. Emphasis is placed on analysis and practical application of mathematics as it pertains to environmental issues. Three hours lecture. Prerequisite: placement exam.

Fall semester, repeated spring semester. Tutinas, McKibben.

MA 160

FUNCTIONS AND GRAPHS (FORMERLY MA 114). (4) (GEN. ED. #5)

An applications-oriented, investigative approach to the study of the mathematical topics needed for further course work in mathematics. The unifying theme is the study of functions, including polynomials, rational functions, exponential, logarithmic, and trigonometric functions. Graphing calculators and/or the computer will be used as an integral part of the course. Prerequisite: placement exam.

Fall semester, repeated spring semester. Koch.

MA170/180

CALCULUS I, II (FORMERLY MA117/118). (4/4) (GEN. ED. #5)

The concepts of derivative and Riemann integral are developed, as well as their applications to geometry and to the natural and social sciences. A symbolic algebra system is used as both an investigative and computational tool. Three hours lecture, two hours laboratory. Prerequisite: placement exam; MA 170 with a minimum grade of C- prerequisite to MA 180.

Fall semester, repeated spring semester. Lewand, McKibben, Morrison, Tutinas, Koch.

MA 190

DISCRETE MATHEMATICS (FORMERLY MA 125). (3) (GEN. ED. #5)

An introduction to the mathematics needed for the study of computer science. Topics include logic, proof techniques, orders of growth, recurrence relations, and graph theory. A strong emphasis on relating these topics to computer science. Prerequisite: placement exam.

Spring semester. Tutinas.

MA 216.

INTRODUCTION TO APPLIED MATHEMATICS (3) (GEN. ED. #5)

Selected topics in applied mathematics offered at the intermediate level. Possible topics include discrete dynamical systems, graph theory, operations research, game theory, and elementary mathematical modeling. Course may be repeated for credit if a different topic is offered. Prerequisite: MA 180.

Fall semester. McKibben, Tutinas.

MA 221.

LINEAR ALGEBRA (4) (GEN. ED. #5)

Vector spaces, linear equations and matrices, linear transformations, eigenvalues and eigenvectors. Four hours lecture. Prerequisite: MA 180 or 190 with a minimum grade of C-.

Spring semester. Tutinas, Morrison.

MA 222.

CALCULUS III (4) (GEN. ED. #5)

Three-dimensional analytic geometry, infinite series, functions of several variables, partial derivatives, multiple integrals, and vector calculus. Four hours lecture. Prerequisite: MA 180 with a minimum grade of C-.

Fall semester. McKibben.

MA 231.

DIFFERENTIAL EQUATIONS WITH APPLICATIONS (3)

Introduction to the theory of linear and nonlinear systems of ordinary differential equations. Equal emphasis on analytic, qualitative, and numeric methods. Applications to biological sciences, chemistry, ecology, economics, physics, and other sciences, including some work in mathematical modeling. Co-requisite: MA 221 and 222.

Spring semester. McKibben, Koch. Offered 2007-08 and alternate years.

MA 233. BASIC CONCEPTS OF GEOMETRY (3)

Euclid's parallel postulate, non-Euclidean geometries, rigorous formulation of Euclidean geometry. The historical and the philosophical implications of non-Euclidean geometries. Prerequisite: MA 221 or permission of the instructor.

Spring semester. Tutinas. Offered 2007-08 and alternate years.

MA 240. PROBABILITY (3) (GEN. ED. #5)

Probability in sample spaces, discrete and continuous random variables, special distributions, expected value and variance, Central Limit Theorem. Prerequisite: MA 180.

Fall semester. Morrison. Offered 2008-09 and alternate years.

MA 241. STATISTICS (4) (GEN. ED. #7)

Descriptive statistics, sampling distributions, point estimation, confidence intervals, tests of hypotheses, regression, and correlation. Introduction to a statistical package such as SPSS. Prerequisite: MA 240.

Spring semester. Morrison. Offered 2008-09 and alternate years.

MA 260. HISTORY OF MATHEMATICS (3) (GEN. ED. #4 AND #7)

Selected topics in the history of mathematics chosen to show how mathematical concepts evolve. Topics include number, function, geometry, and calculus. Consideration of the cultural, social, and economic forces that have influenced the development of mathematics. Prerequisites: MA 221 and 222.

Spring semester. Lewand. Offered 2008-09 and alternate years.

MA 290. INTERNSHIP IN MATHEMATICS (3-4)

Students interested in the application of mathematics to government, business, and industry are placed in various companies and agencies to work full time under the guidance of a supervisor. The director confers with individual students as needed. Students are selected for internships appropriate to their training and interest in mathematics and related fields. Prerequisites: junior standing and major in mathematics. This course is graded pass/no pass only.

Fall semester; repeated spring semester. Department.

MA 299. INDEPENDENT WORK IN MATHEMATICS (1-4)

Department.

MA 311. INTRODUCTION TO HIGHER MATHEMATICS (3)

An introduction to proof techniques within the context of the following topics: elementary set theory, functions and relations, and algebraic structures. Prerequisites: MA 221 and 222.

Fall semester. McKibben, Morrison.

MA 313. FUNDAMENTALS OF REAL ANALYSIS (3)

A rigorous development of differential and integral calculus, beginning with the completeness of the real number system. The topological structure of the real number system is developed, followed by a rigorous notion of convergence of sequences. Limit, continuity, derivative, and integral are formally defined, culminating in the Fundamental Theorem of Calculus.

Prerequisites: MA 311.

Spring semester. McKibben. Offered 2008-09 and alternate years.

MA 315. TOPICS IN PURE MATHEMATICS (3)

Possible topics: complex analysis, ring theory, number theory, point set topology, cryptology. Prerequisites: MA 311 and permission of the instructor.

Fall semester. Lewand. Offered 2008-09 and alternate years.

MA 321. ELEMENTS OF ABSTRACT ALGEBRA (3)

Abstract algebraic systems, including groups, fields, and rings. Algebraic properties of the integers and real numbers. Prerequisites: MA 311.

Spring semester. Lewand, Morrison. Offered 2007-08 and alternate years.

MA 347. TOPICS IN APPLIED MATHEMATICS (3) (GEN. ED. #7)

Possible topics: modeling and simulation, theory of games, Fourier series, advanced numerical analysis, boundary value problems of mathematical physics, applied algebra, biomathematics. Prerequisites: MA 221, 222, and permission of the instructor.

Fall semester: McKibben, Koch. Offered 2007-08 and alternate years.

MA 400.

INDEPENDENT WORK IN MATHEMATICS (1.5-4)

Department.

COURSE DESCRIPTIONS—COMPUTER SCIENCE

CS 102.

COMPUTING AND SOCIETY (3)

Introduction to the principles and technical aspects of computing, as well as the many areas of social and ethical concern raised by the rapid evolution of computer technology. Topics include the Internet and worldwide information exchange; the power and limitations of the computer as a problem solver; and the issues of privacy, security, and computer crime. Parts of the course are devoted to an exploration of specific computer applications and the Internet.

Fall semester: Kelliher.

CS 105.

EXPLORATIONS OF COMPUTER PROGRAMMING (3)(GEN ED #5)

Introduction to the concepts of computer programming using 3-D virtual worlds. Programming constructs such as looping, selection, and data structures, along with the control of objects will be explored. No prior programming experience is required.

Spring semester: Zimmerman.

CS 116.

INTRODUCTION TO COMPUTER SCIENCE (3) (GEN ED #5)

Introduction to the discipline of computer science and its unifying concepts through a study of the principles of program specification and design, algorithm development, object-oriented program coding and testing, and visual interface development.

Fall semester: Zimmerman.

CS 119.

FOUNDATIONS OF COMPUTER SCIENCE (3)

An introduction to the major elements of computer science. Topics include recursion, procedural abstraction, data abstraction, and object-oriented programming. Prerequisite: CS 116 with a minimum grade of C-.

Spring semester: Zimmerman.

CS 200.

SEMINAR IN COMPUTER ETHICS (1)

Examination of issues in computer ethics. Topics will include computer crime, software piracy and intellectual property rights, privacy issues, and the impact of unreliable computing systems. The goals of this course are to sensitize students to computer ethics issues and to provide tools and methods for analyzing realistic cases. Prerequisite: CS 116 or permission of the instructor.

Fall semester; repeated Spring semester: Kelliher.

CS 220.

COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE PROGRAMMING (3)

Organization of contemporary computing systems: instruction set design, arithmetic circuits, control and pipelining, the memory hierarchy, and I/O. Includes topics from the ever-changing state of the art. Prerequisite: CS 119.

Fall semester: Kelliher. Offered 2007-08 and alternate years.

CS 224.

ORGANIZATION OF PROGRAMMING LANGUAGES (3)

Study of the underlying principles of programming languages. Topics include procedural activation, data encapsulation, inheritance, functional and logic programming. Examples from several languages, such as C, C++, Java, Smalltalk, ML, Haskell, and Prolog. Prerequisite: CS 119.

Spring semester: Zimmerman. Offered 2007-08 and alternate years.

CS 230.

DESIGN AND ANALYSIS OF COMPUTER ALGORITHMS (3)

The design of computer algorithms and techniques for analyzing the efficiency and complexity of algorithms. Emphasis on sorting, searching, and graph algorithms. Several general methods of constructing algorithms, such as backtracking and dynamic programming, will be discussed and applications given. Prerequisites: CS 119 and MA 190 (125).

Fall semester: Zimmerman. Offered 2008-09 and alternate years.

CS 240.

DIGITAL LOGIC DESIGN (3)

Introduction to digital circuit design. Combinational and sequential circuits. Hardware design languages and circuit implementation issues. Design of registers, counters, and state machines. Prerequisite: CS 119.

Spring semester: Kelliher. Offered 2007-08 and alternate years.

CS 245.

SOFTWARE ENGINEERING (3)

This course emphasizes the application of tools of software engineering to programming. The focal point of the course is the design, implementation, and testing of a large programming project. Students gain familiarity with the standard programmer's tools, such as debugger, make facility, and revision control. Prerequisite: CS 119.

Fall semester: Kelliher. Offered 2008-09 and alternate years.

CS 250. THEORY OF COMPUTATION (3)

The basic theoretical principles embodied in formal languages, automata, and computability. Topics include finite automata, nondeterministic machines, regular expressions, context-free grammars, Turing machines, Church's thesis, the halting problem, unsolvability, and computational complexity. Prerequisites: CS 119 and MA 190 (125).

Spring semester: Zimmerman. Offered 2008-09 and alternate years.

CS 290. INTERNSHIP IN COMPUTER SCIENCE (3-4)

Students interested in the application of computer science to government, business, and industry are placed in various companies and agencies to work full time under the guidance of a supervisor. The director confers with individual students as needed. Students are selected for internships appropriate to their training and interest in computer science and related fields. Prerequisites: junior standing and major in computer science. This course is graded pass/no pass only.

Fall semester, repeated spring semester: Department.

CS 299. INDEPENDENT WORK IN COMPUTER SCIENCE (1-4)

Department.

CS 320. COMPUTER GRAPHICS (3) (GEN. ED #7)

An application-oriented introduction to computer graphics. Graphics devices and their programming interfaces. Fundamentals of two-dimensional graphics: rendering, object and view transformations, and interactive animation. Introduction to three-dimensional graphics: clipping, lighting, and hidden-surface removal. Large programming projects in a modern graphics API are an integral part of the course. Prerequisites: CS 119, MA 190 (125), and junior standing.

Spring semester: Kelliher. Offered 2008-09 and alternate years.

CS 325. TOPICS IN COMPUTER SCIENCE (3) (GEN. ED #7)

Advanced topics in computer science. Possible topics: operating systems, networking, database systems, compiler design. Course may be repeated for credit if a different topic is offered. Prerequisites: CS 119 and junior standing.

Fall semester, repeated spring semester: Kelliher, Zimmerman.

CS 340. PRINCIPLES OF ARTIFICIAL INTELLIGENCE (3) (GEN. ED #7)

An introduction to the field of artificial intelligence, including its tools, techniques, and issues. An overview of the LISP programming language, search methods, symbolic manipulation, pattern matching, vision, machine learning, expert systems, and robotics. Prerequisite: CS 119 and junior standing.

Fall semester: Zimmerman. Offered 2007-08 and alternate years.

CS 400. INDEPENDENT WORK IN COMPUTER SCIENCE (2-4)

Department.

The Modern Languages and Literature Department

The Department of Modern Languages and Literature at Goucher College consists of five language sections: French, German, Italian, Russian, and Spanish (with optional concentrations in secondary education). The Russian program also operates as a cooperative program with The Johns Hopkins University. Each language section offers a minor in the target language with the exception of Italian. With the exception of Italian and German, all offer a major. Students interested in Hebrew should look under Judaic Studies. The overall goal of the department as a whole has been, and continues to be the strengthening of the liberal arts undergraduate curriculum at Goucher College by providing language programs of broad scope and high quality. The study of a foreign language remains an essential part of a general education requirement at any liberal arts college. The mastery of a foreign language at Goucher College opens the way to a true understanding of cultures other than one's own, allowing students to explore the world from more than one perspective. Furthermore, the knowledge of other languages is an important component in a variety of fields.

At Goucher, all students are required to complete a language sequence through the last semester of the intermediate level (SP 130, SP 130G, FR 140, Ger 130, GER 130G, FR 130, IT 130, RUS 130, JS 133). Placement tests are administered to determine the student's entry level into these courses. Students must complete their placement test before enrolling in a language class or take language courses abroad. On the basis of a placement test, students may

exempt (but not receive credit for) certain courses and enter the language sequence at a higher level. Students are urged to begin the completion of the language requirement in their first year. Students interested in fulfilling their language requirement with a language not taught at Goucher must consult in advance with the chair of the department and sign a written agreement.

The department organizes its curriculum under three broad headings: language, literature, and culture/civilization. The majority of courses are taught in the original language. Language courses are offered at all levels, including special applications to particular academic and vocational fields. Literature courses continue to develop language skills while introducing students to major Western writers. Culture and civilization courses explore social, political, and intellectual and cultural developments in countries in which the language is spoken.

Outside the classroom, these objectives continue: language floors, conveniently located in the vicinity of the Thormann International Center and staffed by native speakers, integrate the classroom and social experience of dedicated language students. Annual plays, language tables, teas, colloquia, and guest speakers enrich students' awareness of the world beyond Goucher.

Language acquisition at Goucher culminates in language study abroad. French or Spanish majors spend a semester in Paris, Salamanca, or other approved programs at Spanish-speaking countries. Students of German can attend the University of Tübingen. Russian students may participate in either the Moscow or Odessa ICA or another reputable program.

DEPARTMENT FACULTY

Professor

Florence M. Martin, chair (French and Francophone African and Caribbean literature and cinema)

Associate Professors

Mark Ingram (French, civilization and culture), Cristina Sáenz-de-Tejada (Spanish, Latin American literature), Olya Samilenko (Russian, 19th- and 20th-century prose, Russian culture and civilization and cinema)

Assistant Professors

Florencia Cortes-Conde (Spanish, sociolinguistics, Latin American media), Uta Larkey (German, German cultural history and film, Holocaust studies), Isabel Moreno López (Spanish, critical pedagogy, literature), Aida Ramos-Sellman (Spanish), Kathryn St. Ours (French), Alison Tatum-Davis (Spanish), Viki Zavales (Spanish, literature).

Instructors

Annalisa Czezulín (Russian), Carmela Lambiase (Italian), Carrie Landfried (French), Citlali Miranda-Aldaco (Spanish), Véronique Meyer (French), Frances Ramos Valdéz (Spanish).

THE FRENCH, RUSSIAN, AND SPANISH MAJORS

A student majoring in one of the modern languages is expected to read, write, and speak the language accurately and fluently. Students specializing in literature are expected to know the main facts of its development, including historical and social background, and to demonstrate ability for critical appreciation. Students specializing in culture and civilization are expected to be familiar with the general political, economic, and intellectual trends of the society studied and to be able to situate these with respect to historical developments, particularly those since World War II. Majors are required to complete 30 credits chosen from courses at the 200 and 300 levels, including nine at the 300 level. The 300-level courses tend to be small seminars that guarantee students ample opportunity to put their linguistic and literary skills to active use.

Students majoring in French are required to spend at least one semester in Goucher's Paris program in order to perfect their language skills and knowledge of French culture. Those wishing to have a concentration in literature also need to complete FR 256 and 330. Those wishing to have a concentration in French civilization and culture must complete FR 258 and 333. Required courses for the major include: FR 230 and/or FR 235, FR 245, FR 256 and/or FR 258, and at least three 300-level courses (from among FR 330, FR 333, FR 351). Special topics courses may be repeated for credit if the topic is different.

Students majoring in Russian may count two world literature courses in Russian literature, culture, or cinema toward the fulfillment of this requirement. Students returning from an abroad experience must take Russ 395 and Russ 396 at Goucher.

Students majoring in Spanish must have a well-balanced combination of courses dealing with peninsular Spanish as well as Spanish-American literature. All majors must spend at least one semester abroad in a Spanish-speaking country to perfect language skills and increase knowledge of Hispanic culture. They must also take SP 230, SP 235,

SP 250 or WL 210, WL254, WL260, WL263 or WL272Y, WL294, and three courses at the 300 level, as a minimum. Special topics courses may be repeated for credit if the topic is different. In some cases, courses taken as part of a study-abroad program may substitute for the above-listed courses.

The History Department offers several courses in the histories of other countries. Students of Spanish are encouraged to take HIS 295 and HIS 297; students of Russian, HIS 220; students of French, HIS 227; students of German, HIS 233.

Independent projects and tutorials are also of the language program. Students may augment their course selections with courses listed under World Literature Courses in Translation.

Students planning graduate work should confer with their advisers about language requirements for graduate study.

Writing Proficiency in the Major

Majors in French, Russian, or Spanish who successfully complete any 300-level course in their major will have fulfilled the writing proficiency in the major requirement.

Computer Proficiency in the Major

French, Russian, and Spanish majors should consult their language section for information on how to fulfill the computer proficiency requirement.

Concentration in Secondary Education With Certification in French, Russian, or Spanish

Students seeking certification as teachers of one or more languages at the secondary level should make their intention clear to the chair of the department as early as possible and no later than the time they declare their major.

Certification requirements are listed under the Education Department.

THE FRENCH, GERMAN, LATIN-AMERICAN STUDIES, RUSSIAN, AND SPANISH MINORS

Students minoring in French, German, Latin-American Studies, Russian, or Spanish must accumulate a minimum of 18 credits at the 200 and 300 levels, with at least one course at the 300 level. Following is a specific list of courses for each minor:

French minors:

FR 230 and/or 235 FR 245 FR 256 and/or 258

And at least one 300-level course (from among FR 330, FR 333, FR 351)

German minors:

GER 234 GER 240 GER 250

Two 200-level and two 300-level courses offered at Loyola College and/or The Johns Hopkins University, (Students should consult the Loyola College and The Johns Hopkins University catalogues. Students may opt to spend the fall or spring semester at the Eberhard Karls University in Tübingen, Germany.)

Latin-American studies minors:

HIS 296 or 298 LAM 217 or 280 SP 315, 324, or 345 WS 224 or 226

Two additional 200-level courses to choose from among the following:

MGT 231 PCE 251 PSC 250 PSC 257 RLG 274

Or other applicable courses offered through the cooperative inter-institutional programs, or through an approved study-abroad program. Permission of the Latin American Studies coordinator is required.

Russian minors:

RUS 231 or RUS 248 RUS 251 WL (253 or 269 or other)

Spanish minors:

SP 230 SP 235 SP 294 SP 254 SP 315, 324, 332, or 345

Another 200-level course except SP 229

THE LANGUAGE-THROUGH-LINKAGE OPTION

Students should also be aware of the opportunities for perfecting their language skills while pursuing courses based in other departments. In these courses, students enroll simultaneously in a one-credit language course and in the three-credit course to which it is attached. In addition to the class meetings and requirements of the three-credit course, students have special meetings with the language section to discuss films, readings, and presentations in the target language.

LTL courses include:

FR 295 (paired with ANT 238) RUSS/WL 253 SP 296 (paired with HIS 295/ 297)

COURSE DESCRIPTIONS-FRENCH

- FR 110/120. ELEMENTS OF FRENCH I, II** (4 CREDITS EACH)
This two-semester sequence is an introduction to the French language. At the completion of the series, students will have achieved basic proficiency in the four skills of reading, writing, speaking, and oral comprehension. Four contact hours with the instructor. Prerequisite: placement. A minimum grade of C- must be attained to advance from one course to the next.
Fall semester; repeated spring semester. Department.
- FR 130. INTERMEDIATE FRENCH** (4) (GEN. ED. #2)
A continuation of FR 110 and FR 120, this course focuses on the further acquisition of linguistic skills (understanding oral and written French, speaking, and writing) taught in cultural context. Includes close reading of short pieces by Francophone authors, close viewing of audiovisual materials, and discussion of particular cultural elements in the target language. Four contact hours with an instructor. Prerequisite: placement test or FR 120 with a minimum grade of C-.
Fall semester; repeated spring semester. Department.
- FR 230. CONVERSATION AND COMPREHENSION** (4)
Development of comprehension and conversation skills through the study of French films and television programs, followed by discussions and readings of related material. Special attention given to the acquisition and active use of pertinent vocabulary and language structures. Four contact hours with the instructor. Prerequisite: FR 130 with a minimum grade of C-.
Fall semester; repeated spring semester. Ingram, Martin, Meyer, St. Ours.
- FR 235. WRITTEN EXPRESSION** (3)
A review of the basic sentence patterns of French, with emphasis on the problems they raise for users of the English language. Writing of exercises, compositions, and translations. Prerequisite: FR 130 with a minimum grade of C-.
Fall semester; repeated spring semester. Meyer, Martin, St. Ours.
- FR 245. BOUILLON DE CULTURE-INTRODUCTION TO FRENCH STUDIES** (3) (GEN. ED. #9)
This course traces significant themes in the evolution of French culture from the Middle Ages to the post-World War II era. It prepares students to integrate concepts and methods drawn from the social sciences and the humanities in the study of French and Francophone culture. Special attention is given to building a cogent argument in French (oral and written), cinematic and textual analysis, and to the critical reading of sources in French history. Prerequisite: one 200-level French course.
Fall semester. Ingram, Martin, St. Ours.
- FR 256. EXPLORING LITERATURE (19TH AND 20TH CENTURIES)** (3) (GEN. ED. #9)
A survey course in French literature of the 19th and 20th centuries, this course includes readings from the Romantic poets to present-day novelists and experimental writing. Special attention is given to reading strategy, textual analysis, and concepts in literary theory. Prerequisite: one 200-level French course. Offered 2007-08 and alternate years.
Spring semester. Martin, St. Ours.
- FR 258. CURRENT EVENTS IN FIFTH-REPUBLIC FRANCE** (3) (GEN. ED. #10)
Analysis of current events in France in the context of the major social changes of the Fifth Republic era. Examines contemporary issues of culture and identity in France with attention to their historical antecedents. Prerequisite: one 200-level French course.
Spring semester. Ingram. Offered 2008-09 and alternate years.
- FR 272G. INTENSIVE COURSE ABROAD** (3) (GEN. ED. #3 AND 10)
Three-week intensive course abroad during the summer.
- LANGUAGE AND CULTURE IN AVIGNON** (3)
This course integrates the study of language and culture through a three-week immersion experience in Avignon. The course includes a general introduction to the history, politics, and contemporary culture of Avignon and the Provence region. Students examine French/American cultural difference through independent projects, excursions, guest lecturers and/or performers. Group activities include cooking classes, plays and films, and a three-day trip to the small town of Taulignan.
The program includes intensive language exposure and placement with home-stay families. Prerequisite: FRE 130 (or equivalent proficiency) and permission of instructor.
- FR 272Y/ THE 272Y. INTENSIVE COURSE ABROAD** (GEN. ED. #3)
FRENCH THEATRE IN PARIS AND MARSEILLES: LANGUAGES OF PERFORMANCE (8)(4 IN FRENCH; 4 IN THEATRE). (GEN ED#3)
This interdisciplinary course builds French language skills and knowledge of French theatre through a seven-week, pre-program course in the spring; a three-week intensive immersion experience in France in May; and a seven-week, post-course in the fall. Through the study of

plays, productions, and performers, the course examines theatre as it both reflects and influences French social change. A key focus will be the innovations in theatre that reflect an increasingly transnational and multicultural France. There is an individualized project centered on a play that the class will stage. All students will contribute to this capstone project, but neither an acting role in the play nor prior theatre production experience is required. Prerequisites: FR 130 or concurrent enrollment (or equivalent proficiency) and permission of the instructor.
Spring-summer-fall. Free and Ingram. Offered 2009 and alternate years.

- FR 290. INTERNSHIP IN FRENCH (3-4)**
Projects in which students make use of their foreign language skills in a work environment in this country or abroad with a government agency, business, or nonprofit organization. This course is graded pass/no pass only.
Department.
- FR 295. ANTHROPOLOGY OF FRANCE (1) (GEN. ED. #10) (LTL)**
Students enroll simultaneously in ANT 238/HIS 227 and follow the syllabus of that course while pursuing an additional unit of study in French. This section meets for two hours alternate weeks to discuss readings and films and to hear guest speakers. Final project must be in French. Prerequisite: FR 130 or 200-level proficiency in French. Approval of instructor required before enrollment.
Fall semester: Ingram. Offered 2008-09 and alternate years.
- FR 299. INDEPENDENT WORK (1-4)**
Department. Variable semesters
- FR 330. SPECIAL TOPICS IN FRENCH LITERATURE (3)**
Exploration of a theme in French literature. Topic varies from year to year (e.g., French women authors, Love in French literature, French cinema, journeys in French literature). Required readings and written essays in French. May be repeated for credit if topic is different. Prerequisites: FR 245 or 256.
Fall semester: Martin, St. Ours.
- FR 333. SPECIAL TOPICS IN FRENCH CULTURE AND CIVILIZATION (3)**
Exploration of a theme in contemporary French society. Conducted in a seminar format, this course encourages the oral participation of students. Topic varies from year to year (e.g., the French through their food, generations and social change since 1945, Marseilles: between Europe and the Mediterranean). May be repeated for credit if topic is different. Prerequisite: FR 245, or 258.
Spring semester: Ingram. Offered 2007-08 and alternate years.
- FR 351. TOPICS IN FRANCOPHONE AFRICAN LITERATURE (3)**
Topics in Francophone African Literature and Cinema examines written and visual texts from the 20th and 21st centuries, produced in French in Western and North Africa. Repeatable if topic is different. Prerequisite: FR 235, 245, or 256
Fall semester: Offered 2008-09. Martin
- FR 400. INDEPENDENT WORK (1.5-4)**
Department.

PARIS PROGRAM (STUDY ABROAD IN FRENCH)

Participants in the Goucher College Paris program at the Sorbonne take required courses and may select additional electives. All courses are taught in French. The following are required: 222 and 209, 210, or 313 (placement based on 241, individual evaluation upon arrival in France).

COURSE DESCRIPTIONS

- FR 209. ADVANCED FRENCH LANGUAGE I (7.5)**
This third-year course includes thorough grammar review, vocabulary-building exercises, the study of idiomatic structures, textual exegeses, and written composition. An important component is a phonetics practicum then aims to improve a student's pronunciation through intensive drills in the language laboratory and through individual conferences with the instructor for diagnosis and correction of particular pronunciation problems.
- FR 210. ADVANCED FRENCH LANGUAGE II (7.5)**

This fourth-year course emphasizes complex grammatical structures, developing a literary vocabulary, techniques of textual exegesis, and appreciation for the various prose styles of literary expression. An important component is a phonetics practicum that aims to improve a student's pronunciation through intensive drills in the language laboratory and through individual conferences with the instructor for diagnosis and correction of particular pronunciation problems.

- FR 225. SUPPLEMENTARY LANGUAGE MODULE (1.5)**
Weekly discussion in French that includes a press review led by an IFE instructor and individual guidance on an independent research project of the student's choosing.
- FR 255. LA BELLE EPOQUE (3)**
Interdisciplinary exploration of the historical, social, political, and artistic currents of the Belle Epoque (1870-1914) and its artistic expressions (literature, music, painting) "Correspondances" (history and imagery, fermentation, modernity); the artist's workshop (poetry, music, and painting); the end of "la Grenouillère" and the birth of modernity in the pre-World War I period. Half of the sessions are taught in museums. Prerequisite: 200-level language course.
Fall 2007. IFE instructor.
- FR 259. ART, STATE, AND THE CULTURAL GEOGRAPHY OF PARIS (3)**
This course centers on French cultural policy and its impact on the art and cultural geography of Paris. It focuses, on the contemporary period, with special attention to recent state projects such as L'Institut du Monde Arabe, le Palais de Tokyo, and the Museum of Immigration. Tracing the impact of state cultural policy on Paris, this course examines the singular role of the arts in contemporary French society and culture.

COURSE DESCRIPTIONS—GERMAN

- GER 110. ELEMENTS OF GERMAN I (4)**
Designed to give students a firm foundation in the language: grammar, vocabulary, composition, and oral practice. Course will develop reading, writing, listening, and speaking skills. Course focuses on communicative approach, stressing contemporary cultural issues and using authentic texts and materials. Four contact hours with instructor, one hour laboratory (oral comprehensive with CD-ROM audio files/computerized exercises). Intended for students with no (or very little) knowledge of German.
Fall semester: Larkey.
- GER 120. ELEMENTS OF GERMAN II (4)**
A continuation of previous work with abundant oral and aural practice, course focuses on communicative approach stressing contemporary cultural issues. Four contact hours with instructor, one hour laboratory (oral comprehensive with CD ROM audio files/computerized exercises). Prerequisite: GER 110 with a minimum grade of C-.
Spring semester: Larkey.
- GER 129. GATEWAY TO GERMANY (1)**
This is a seven-week required precursor course for students participating in the intensive course abroad in Berlin, Germany. The course is taught in English and focuses on cultural and language preparation for an intensive study-abroad experience. Students going to Berlin must enroll in this course. Prerequisite: GER 120 or instructor's permission. Highly recommended in combination with GER 250. This course is graded pass/no pass only.
Spring semester: Larkey.
- GER 130. INTERMEDIATE GERMAN (4) (GEN. ED. #2)**
A continuation of GER 110 and GER 120, this course focuses on the further acquisition of linguistic skills (understanding oral and written German, speaking, and writing) taught in cultural context. Course reviews and expands fundamentals of grammar, concentrates on vocabulary building and active use of the language. In addition to reading contemporary texts, the course focuses on communicative approach, stressing contemporary cultural issues. Four contact hours with instructor, one hour laboratory (oral comprehensive with CD-ROM audio files/computerized exercises). Prerequisite: GER 120 with a minimum grade of C-.
Fall semester: Larkey.
- GER 130G. INTERMEDIATE GERMAN-BERLIN, GERMANY (4) (GEN. ED. #2 AND #3)**
A three-week intensive course in Berlin. Students will take daily German language and cultural classes, and will visit numerous cultural and historical sites. Berlin, one of the most exciting European cities, provides a rich culture and unique history, as well as many opportunities for casual and formal conversation. Excursions will bring to life many of the topics covered in the course. To get a genuine taste of German life and to practice the language, all students will stay

with host families. Prerequisite: GER 129 and GER 120 with a minimum grade of C-. Highly recommended: GER 250.

May/June. Larkey.

GER 233.

MODERN GERMAN HISTORY: FROM UNIFICATION TO UNIFICATION

(3) (HIS 233) (GEN. ED. #4)

German reunification (1990) has transformed a range of recent and continuing debates on recent German history, including the character of the Wilhelmine Empire, the outbreak of World War I, fascism, the Holocaust, and the post-1945 German states. The course develops a framework for understanding the controversies relating to issues of national identity and collective memory that shape the writing of this history. Readings and discussions in English. Prerequisite: HIS 117 recommended.

Variable semesters. Beachy.

GER 234.

CONVERSATION AND COMPOSITION (4)

Special topics: reading authentic texts to facilitate discussion of and writing on contemporary cultural, social, and political topics in German. Special attention to vocabulary acquisition, active use of idiomatic expressions, and grammatical concepts. May be repeated if topic is different. Prerequisite: GER 130 with a minimum grade of C- (or equivalent).

Fall semester. Department.

GER 240.

INTRODUCTION TO 20TH-CENTURY LITERATURE IN GERMAN-SPEAKING COUNTRIES (3)

An introduction to the German, Austrian, and Swiss writers of the 20th century. Rotating topics. Genres include short prose, poetry, and one-act plays. This course includes the works of Kafka, Brecht, Dürrenmatt, Frisch, Aichinger, Böll, and others. Taught in German. May be repeated if topic is different.

Spring semester. Department.

GER 250.

SPECIAL TOPICS IN MODERN GERMAN CULTURE (3) (GEN. ED. #9 AND #10)

Rotating topics in German film and culture of the 20th century: Berlin-divided and united; survey of 20th-century German and Austrian culture; Berlin-Vienna: two metropolises in the 20th century. FALL '07: Berlin in film-film in Berlin. Readings and discussions in English, with an optional German language component (two credits). Highly recommended for students taking GER 130G in Berlin. May be repeated if topic is different.

Spring semester. Larkey.

GER 259.

ORAL HISTORIES OF HOLOCAUST SURVIVORS-TELLING THEIR STORIES

(3) (HIS 237) (JS 259) (GEN. ED. #4 AND #10)

A community-based learning experience in which students interview Holocaust survivors and retell their stories to help these stories live on after the Holocaust survivor generation has passed. Training in interviewing techniques and storytelling will be provided. Readings and discussions in English. Students will be expected to interview survivors, videotape sessions, and then publicly present the survivors' stories. Recommended: GER 260/HIS 229/JS 246 and JS 245 or permission of instructor.

Fall semester. Larkey.

GER 260.

HISTORY, LITERATURE, AND FILM ON THE HOLOCAUST

(3) (HIS 229) (JS 246) (GEN. ED. #9)

Beginning with the historical factors that led to the Holocaust, this course further focuses on the analysis of literary works (memoirs, diaries, poems, fiction, etc.) and films (documentaries and features) on the Holocaust within the historical context of World War II. Readings and discussions in English (films with English subtitles).

Spring semester. Larkey.

GER 272G.

INTENSIVE COURSE ABROAD (GEN ED #3)

HIGH INTERMEDIATE/ADVANCED GERMAN-BERLIN, GERMANY (3)

A three-week intensive course in Berlin, Germany. After an online placement test, students will take daily German language classes at the Neue Schule and will visit numerous cultural and historical sites. Berlin, one of the most exciting European cities, provides a rich culture and unique history, as well as many opportunities for casual and formal conversation. Excursions will bring to life many of the topics covered in the course. To get a genuine taste of German life and to practice the language, all students will stay with host families. Prerequisite: GER 130 with a minimum grade of C-. Highly recommended: GER 250.

May/June. Larkey.

GER 290.

INTERNSHIP IN GERMAN (3-4)

This course is graded pass/no pass only.

Department.

GER 299. INDEPENDENT WORK (1-4)

Department.

GER 395. SENIOR SEMINAR (4)

This course is designed for students who wish to minor in German and have acquired the necessary credits. The selection of topics is closely linked to the students' direction of study and can be broadened or narrowed as needed. All readings are in German. Emphasis is on independent research and seminar papers. Use of the Internet is strongly encouraged. Prerequisite: Permission of the instructor.

Variable semesters. Department.

German courses at Loyola College and Johns Hopkins University may count toward the minor in German.

GR 201. German Composition and Conversation (if Goucher GER 234 is unavailable)

GR 358. Modern German Drama

GR 216.02. Reading Strategies

GR 315.01. Modern German Short Story

For other courses, consult the Loyola College and The Johns Hopkins University catalogues.

COURSE DESCRIPTIONS—ITALIAN

IT 110. ELEMENTS OF ITALIAN I (4)

Intended for students with little or no knowledge of Italian. Audio-lingual presentation of material continuing through the course, with increasing attention to oral as well as written composition. Four contact hours.

Fall semester. Department.

IT 120. ELEMENTS OF ITALIAN II (4)

Continued development of the four basic language skills—listening comprehension, speaking, reading, and writing—within the context of Italian culture. Four contact hours. Prerequisite: IT 110 with a minimum grade of C- or placement.

Spring semester. Department.

IT 130. INTERMEDIATE ITALIAN (4) (GEN. ED. #2)

Continued development of both spoken and written Italian, vocabulary acquisition, and grammar concepts. Readings focus on both literature and cultural aspects of the Italian world. Satisfactory completion of the course fulfills the foreign language requirement. Four contact hours. Prerequisite: IT 120 with a minimum grade of C- or placement.

Fall semester. Department. Offered 2008-09.

IT 272Y. INTENSIVE COURSE ABROAD (GEN ED #3)

EXPLORING ITALIAN LANGUAGE AND HISTORY (8)(MUS 272Y)

This interdisciplinary course builds Italian language skills and knowledge of music through a 7-week pre-program course in the fall (2), a 3-week immersion experience (4), living with families in Southern Italy in January, and a 7-week post-program course in the spring (2). This course is an opportunity to experience first-hand the importance of the relationship between Italian language and music. Musical texts, including opera and song, and attendance at a musical performance will be integrated with language immersion activities and assignments. Prerequisite: IT 120 (or permission of the instructor) IT 130 recommended. MUS 100, 101, 105, 108, 159, 160, and/or 205.

Fall/winter/spring semesters. Lambiase and Weiss

COURSE DESCRIPTIONS—RUSSIAN

The following courses are taught in Russian:

RUS 110. ELEMENTS OF RUSSIAN I (4)

For students with no background in Russian. Designed to give students a firm foundation in the language, with special emphasis on the development of vocabulary and basic reading and conversational skills. Taught with the communicative approach grounded in contemporary Russian culture. Four contact hours with the instructor, one hour laboratory. (A section of 110 is also offered at The Johns Hopkins University (JHU) under the number 377.131. Please check the JHU catalogue under Language Teaching Center.)

Fall semester. Czeczulin, Samilenko.

RUS 120. ELEMENTS OF RUSSIAN II (4)

A continuation of previous elementary work with abundant oral and aural practice. Grammar, vocabulary, reading, discussion grounded in contemporary Russian culture. Four contact hours with the instructor, one hour laboratory. (A section of 120 is also offered at The Johns Hopkins

University under the number 377.132. Please check the JHU catalogue under Language Teaching Center) Prerequisite: RUS 110 with a minimum grade of C-.

Spring semester: Czczulin, Samilenko.

RUS 130.

INTERMEDIATE RUSSIAN I (4) (GEN. ED. #2)

Intensive oral work, continued emphasis on grammar and reading comprehension. Four contact hours with the instructor, one hour laboratory. (A section of 130 is also offered at The Johns Hopkins University under the number 377.135. Please check the JHU catalogue under Language Teaching Center.) Prerequisite: RUS 120 with a minimum grade of C-.

Fall semester: Czczulin, Samilenko.

RUS 231.

CONVERSATION AND COMPREHENSION (3)

Development of conversational skills through the study and discussion of texts and/or instructional videos. Special attention is given to the acquisition and active use of everyday vocabulary. Grammar exercises are integrated with the readings and dialogues. Students are encouraged to take this course in conjunction with RUS 248. Both courses count toward a minor and major. Prerequisite: RUS 130 with a minimum grade of C-. Offered at The Johns Hopkins University.

Variable semesters. Samilenko.

RUS 248.

INTERMEDIATE RUSSIAN II (4)

Continuation of RUS 130. Students are encouraged to take this course concurrently with RUS 231. Both courses count toward the minor and major. Four contact hours with the instructor. Prerequisite: RUS 130 with a minimum grade of C-. Offered at The Johns Hopkins University.

Spring semester: Czczulin.

RUS 251.

INTRODUCTION TO RUSSIAN LITERATURE I (3) (GEN. ED. #9)

An introduction to the important writers and genres of the mid-19th century. Genres include short prose by Pushkin, Gogol, Lermontov, and Turgenev and the poetry of Pushkin and Lermontov. The readings are adapted to the level of the intermediate student. Native speakers read unabridged texts). Prerequisite: RUS 231 or 248. Offered at The Johns Hopkins University.

Fall semester: Samilenko.

RUS 260.

THE RUSSIAN PRESS (3)

Reading and discussion of topics drawn from the Russian press. Designed to strengthen the students' command of vocabulary in the areas of history, political science, and economics, while providing deeper insight into the dynamics of everyday life in Russia. Prerequisite: RUS 231 or 248. Offered at The Johns Hopkins University.

Spring semester: Czczulin.

RUS 261.

ADVANCED GRAMMAR THROUGH READINGS (3)

Application of essential topics in Russian grammar (verbs of motion, aspects, participles, cases) through a wide range of readings. A portion of this course includes translating. Multimedia will be used when appropriate. Prerequisite: RUS 248.

Variable semesters. Department.

RUS 272G.

INTENSIVE COURSE ABROAD (GEN ED #3)

ODESSA, UKRAINE-THE JEWISH RENAISSANCE (4) (GEN ED #3)

A four-credit three-week intensive interdisciplinary language and cultural program with revolving themes dealing with the city of Odessa, designed to appeal to a broad constituency, including students who speak no Russian. Students will pursue their individual interests (family life, religion, literature etc), while learning how Russian/Jewish history and culture were memorialized in Odessa. Credits may be applied toward a minor or major in Russian, history, or Judaic studies.

Prerequisites: HIS 254/JS 257 or RUS 396

Summer 2008. Gruber and Samilenko.

RUS 290.

INTERNSHIP IN RUSSIAN (3-4)

Projects in which students make use of their foreign language skills in a work environment in this country or abroad with a government agency, business, or nonprofit organization. This course is graded pass/no pass only.

Samilenko.

RUS 299.

INDEPENDENT WORK (1-4)

Department.

RUS 312.

CHEKHOV (3)

Chekhov's early satirical sketches and anecdotes, short stories, novellas, and plays studied against the social, political, and philosophic background of his time. This course is suitable for students

who have completed RUS 251, as well as native speakers of Russian. (Offered at Goucher College or The Johns Hopkins University.) Prerequisite: permission of the instructor.
Spring semester. Samilenko.

RUS 335.

TECHNICAL TRANSLATION (3)

Advanced work in translating Russian into English in the sciences and social sciences. Designed for students who have completed RUS 260. (Offered at Goucher College or The Johns Hopkins University.) Prerequisite: permission of the instructor.

Department. Variable semesters.

RUS 351.

INTRODUCTION TO RUSSIAN LITERATURE II (3)

This course is a survey of the short works of the major writers of the late-19th and early-20th century, including Tolstoy, Dostoevsky, Bunin, Gorky, Zoshchenko, and Zamyatin. Prerequisite: RUS 251 or permission of the instructor.

Variable semester. Samilenko.

RUS 395.

SEMINAR I (3) (GEN. ED. #9)

A four-year cycle of rotating topics in fiction, poetry, or drama prior to the revolution of 1917 involving the close textual analysis of select works of one author, or an in-depth analysis of a single literary masterpiece, or an examination of a particular theme or genre. This course may be taken more than once and is suitable for both native and non-native speakers. (Offered at Goucher College or The Johns Hopkins University.) Prerequisite: RUS 351 or instructor's permission.

Fall semester. Samilenko.

RUS 396.

SEMINAR II (3) (GEN. ED. #9)

A four-year cycle of rotating topics in 20th-century prose, poetry, drama, or cinema involving the close textual analysis of the works of a single author, the study of a particular genre, the in-depth analysis of a single novel, or genre of the Soviet or Russian cinema. This course may be taken more than once and is suitable for both native and non-native speakers. (Offered at Goucher College or The Johns Hopkins University.) Prerequisite: RUS 351 or instructor's permission.

Spring semester. Samilenko.

COURSE DESCRIPTIONS—RUSSIAN WORLD LITERATURE COURSES IN TRANSLATION

One of the following four world literature courses is offered every fall. All are taught in English. One world literature course may be taken toward a Russian minor, two toward a major.

RUS 253.

THE SOUL OF RUSSIA: RUSSIAN CULTURE AND CIVILIZATION (3-4) (WL 253)

The evolution of Russian culture and civilization from the Kievan Rus' to the present day, conducted through a study of literary texts, architecture, art, music, film, and multimedia. This course is conducted in English but may be taken with a 1-credit Russian component. Prerequisite: college writing proficiency.

Spring semester. Czczulin.

RUS 254.

RUSSIAN LITERATURE: REVOLUTION AND PURGE (3) (WL 254) (GEN. ED. #9)

Political, social, and ideological factors in the development of Soviet Russian literature. A study of leading Russian authors and the conflicts between artistic freedom and political conformity. Prerequisite: college writing proficiency.

Variable semesters. Department.

RUS 259.

DIMENSIONS OF THE RUSSIAN LITERARY MIND: THE SAINT, THE MADMAN, AND THE DREAMER (3) (WL 259) (GEN. ED #9)

Survey of Russian literature from its inception in the 12th century, with emphasis on the great works that exemplify the traits and characteristics of the Russian religious and literary mind. Prerequisite: college writing proficiency.

Variable semesters. Department.

RUS 269.

THE RUSSIAN FAIRYTALE (3) (WL 269) (GEN. ED #9)

A survey course of Russian oral and subsequent written traditions using multimedia and presented against the background of the Indo-European tradition. Taught in English. One-credit Russian language option. Taught at Goucher College.

Fall semester. Czczulin.

COURSE DESCRIPTIONS—SPANISH

All courses listed below are taught in Spanish. See World Literature for Latin American courses taught in English.

SP 110.

ELEMENTS OF SPANISH I (4)

Intended for students with little or no knowledge of Spanish. Audio-lingual presentation of material continuing through the course, with increasing attention to oral as well as written composition. Four contact hours.

Fall semester; repeated spring semester. Department.

SP 110V.

ELEMENTS OF SPANISH I (4)

Intended for students with little or no knowledge of Spanish. Students will develop communicative skills (listening, speaking, reading, and writing) and understanding of Latino cultures. Four contact hours: three contact hours face-to-face and one contact hour online in which students will interact with one another, the teacher, and students abroad.

Variable semesters. Moreno-López.

SP 119.

GATEWAY TO MEXICO (1)

An introduction to Mexican history and culture taught in English. It is a half-semester precursor course for students participating in the intensive course abroad in Cuernavaca, Mexico. This course is graded pass/no pass only.

Fall semester. Department.

SP 120.

ELEMENTS OF SPANISH II (4)

Continued development of the four basic language skills—listening comprehension, speaking, reading, and writing—within the context of Hispanic culture. Four contact hours. Prerequisite: SP 110 with a minimum grade of C- or placement.

Fall semester; repeated spring semester. Department.

SP 120G.

ELEMENTS OF SPANISH II (4) (GEN. ED. #3)

Special section SP 120. Continued development of the four basic language skills within the context of Mexican culture. Three weeks of intensive language study in Mexico, coupled with homestays and cultural explorations within the country. Prerequisite: placement test or SP 110 with a minimum grade of C-. Enrollment in SP 119 during second seven weeks of the fall semester prior to the Mexico trip.

January intersession. Department.

SP120V.

ELEMENTS OF SPANISH II (4)

Continued development of the four basic language skills—listening comprehension, speaking, reading, and writing—within the context of Hispanic culture. Four contact hours: three contact hours face-to-face and one contact hour online in which students will interact with one another, the teacher, and students abroad. Prerequisite: SP 110 with a minimum grade of C- or placement.

Variable semesters. Moreno-López.

SP 130.

INTERMEDIATE SPANISH (4) (GEN.ED.#2)

Continued development of both spoken and written Spanish, vocabulary acquisition and grammar concepts. This is the third and final course of the lower-division language sequence. Satisfactory completion of the course fills the foreign language requirement. Four contact hours. Prerequisite: SP 120 with a minimum grade of C- or placement.

Fall semester; repeated spring semester. Department.

SP 130G.

SPANISH-ASTRONOMY IN GRANADA (8) (AST 110G) (GEN. ED. #2, #3, AND #6)

Regularly scheduled every other year in the spring semester at Goucher, in combination with a three-week intensive course in Spain during the month of May. This course will encourage a great deal of interdisciplinary study among our students by studying sciences and Spanish in a Spanish city that is known for its astronomical observations, such as IRAM (www.iram.es), and its multiethnic environment. Credits will be distributed as follows: three credits in the spring and five credits in the summer. Prerequisites: SP 120, SP 120G, SP 120V, with a minimum grade of C- or placement.

Variable semesters. Sáenz de Tejada.

SP130V.

INTERMEDIATE SPANISH (4) (GEN.ED.#2)

This course is designed to expand knowledge of the Spanish language and explore the cultural diversity in the Spanish-speaking world through the development of listening, speaking, reading, and writing skills. This is the third and final course in the lower-division language sequence. Successful completion of this course will fulfill the language requirement. This is a four-credit course, with three hours a week face-to-face and one hour a week online, in which students will conduct interactive activities with classmates and students abroad. Prerequisite: SP 120, SP 120G, SP 120V, with a minimum grade of C- or placement.

Variable semesters. Moreno-López.

- SP 229. INTERMEDIATE READINGS IN SPANISH (3)**
Course is designed for continued development of student's language abilities, emphasizing reading and writing skills through cultural and literary texts. It will include an intensive review of the fundamentals of grammar. Course does not count toward the Spanish major or minor.
Prerequisite: satisfactory completion of foreign language requirement.
Fall semester; repeated spring semester. Department.
- SP 230. INTERMEDIATE CONVERSATION AND COMPOSITION (4)**
Development of conversation and writing skills through the study and discussion of texts, audio, short videos, and full-length films. Special attention is given to the acquisition and active use of everyday vocabulary. Grammar exercises are integrated with the readings and dialogues.
Prerequisites: SP 229 or equivalent placement.
Fall semester; repeated spring semester. Department.
- SP 235. ADVANCED CONVERSATION AND COMPOSITION (3)**
Continuation of the skills introduced in SP 230. Emphasis on critical writing, analytical reading, and advanced conversation required for upper-level courses. Practice of complex linguistic structures, writing of summaries, developing arguments, and interpretation of quotes. The program is structured around four main topics: international politics, immigration, multiculturalism, and Latin American culture. Prerequisites: SP 230 or permission of Spanish program coordinator.
Fall semester; repeated spring semester. Department.
- SP 240. TEACHING SPANISH AS A SECOND LANGUAGE (3)**
This course addresses the issues of an increasingly diverse body of students taking Spanish in the secondary classrooms. Students who intend to teach Spanish learn how to conduct assessment and evaluation techniques, and apply methods for teaching reading, writing, listening, speaking and cultural material. Prerequisite: SP 235.
Spring semester. Moreno-López. Offered 2007-08 and alternate years.
- SP 250. SPECIAL TOPICS IN CULTURES AND CIVILIZATIONS OF THE SPANISH SPEAKING WORLD (3)**
Introduction to different cultures and civilizations of the Spanish speaking world. The topic will vary from year to year. May be repeated for credit if topic is different. Prerequisite: SP 235.
Spring semester. Zavales. Moreno-López.
- SP 254. SURVEY OF SPANISH LITERATURE (3) (GEN. ED. #9)**
The evolution of the literature of Spain from the Middle Ages to the early 20th century.
Prerequisite: SP 235 or permission of the instructor.
Fall semester. Moreno-López.
- SP 260. SPANISH AND LATIN-AMERICAN MEDIA AND PRESS (3)**
Through reading and viewing Spanish and Latin American broadcasts on a wide range of contemporary issues, students are exposed to a multicultural perspective, while refining oral and written language skills. Prerequisite: SP 235 or permission of the instructor. (Not open to native speakers).
Spring semester. Department. Offered 2007-08 and alternate years.
- SP 263. SPANISH IN THE WORKPLACE: LANGUAGE AND CULTURE (3)**
The course is designed to integrate the study of Spanish language and Hispanic culture with other fields through exploration of pertinent issues in the workplace and the community, both in the U.S. and abroad. Prerequisite: SP 235 or permission of the instructor.
Spring semester. Department. Offered 2008-09 and alternate years.
- SP 272Y INTENSIVE COURSE ABROAD (GEN.ED.#3)**
Courses include a pre-departure preparation or post-departure discussion or both in the fall or spring semester and a three-week intensive course abroad in January or the summer.
- MULTICULTURAL EDUCATION IN COSTA RICA (8) (ED 272Y)**
This interdisciplinary course builds Spanish language skills into the curriculum of education through a seven-week pre-program course in the fall (2 credits), a three-week immersion experience in Costa Rica in January (4 credits), and a seven-week post-program course in the spring (2 credits). This course introduces students to the basic skills and concepts of multiculturalism and how to effectively apply them in a classroom. The first seven-weeks is conducted in English. During the three-week intensive students will be immersed in the Spanish language. The final

seven weeks of class will be conducted in Spanish. Prerequisites: SP 230 or permission of the instructor.

Fall/winter/spring semesters. Moreno-López and Smith.

ACÁ Y ALLÁ: IDENTITY TRANSFORMATIONS IN CONTEMPORARY PUERTO RICAN FAMILIES. (8) (SOC 272Y)

This interdisciplinary course builds Spanish language skills into the curriculum of Sociology through a seven-week pre-program in the fall (2 credits), a three-week immersion experience in Puerto Rico in January (4 credits), and a seven-week post-program course in the spring (2 credits). This course will expose students to contemporary issues surrounding Puerto Rican families and gender relations through historical readings, literary works, and primary data collection (interviews and observations) on the island. Prerequisites: SP 130 or FRO 140, or equivalent and SOC 106.

Fall/Winter/Spring 2007-08 and alternate years. Mullaney and Ramos-Valdez.

SP 290. INTERNSHIP IN SPANISH (VARIABLE)

Projects in which students make use of their foreign language skills in a work environment in this country or abroad with a government agency, business, or nonprofit organization. This course is graded pass/no pass only.

Department.

SP 294. SURVEY OF LATIN AMERICAN LITERATURE (3) (GEN. ED. #9)

Main currents and genres in Spanish-American literature from pre-Columbian times to the early 20th century. Prerequisite: SP 235 or permission of the instructor.

Spring semester. Department.

SP 296. LATIN AMERICAN HISTORY (LTL WITH HIS 295/297) (1)

This Linkage-Through-Language (LTL) course is an option for students who are proficient in Spanish and who are concurrently enrolled in either Latin American History I (HIS 295) or Latin American History II (HIS 297). Students and the instructor meet on a regular basis to discuss, in Spanish, the same themes, events, and concepts presented in the companion history course. Students enrolled in SP 296 write their history exams and assignments in Spanish as well. This course may be taken with either or both Latin American history courses, but it may not be taken separately or as a stand-alone course. The course may be repeated. Corequisite: HIS 295 and/or HIS 297. Prerequisite: permission of the Modern Languages and Literatures Department.

Fall and spring semester. Samuels. Offered 2008-09 and alternate years.

SP 299. INDEPENDENT WORK (1-4)

Department.

SP 315. THE AFRICAN EXPERIENCE IN SPANISH AMERICA (3) (GEN. ED. #9 AND #10)

This course offers students an examination of texts, films and music from different regions in Hispanic America, written by men and women of African heritage. The goal is to provide students with a comparative and interdisciplinary analysis of documents that present the African point of view of slavery, racism, discrimination, resistance, and gender issues. Prerequisites: SP 254 or 294.

Spring semester. Sáenz-de-Tejada. Offered 2007-08 and alternate years.

SP 324. THE LATIN AMERICAN SHORT STORY (3)

This course will offer an in-depth analysis of short stories by significant Latin American writers from the 19th century to present times. Students will explore issues of gender, politics, writing, and society in works written by Esteban Echeverría, Horacio Quiroga, Leopoldo Lugones, María Luisa Bombal, Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Luisa Valenzuela, and Carlos Guillermo Wilson, among others. Prerequisites: SP 254 or 294.

Spring semester. Sáenz-de-Tejada. Offered 2008-09 and alternate years.

SP 332. SPECIAL TOPICS IN SPANISH PENINSULAR LITERATURE (3)

Literary themes and genres in Spanish peninsular literature. The topic will vary from year to year. Topic for Fall 2008: Escritoras españolas del siglo XX (Female Spanish authors of the 20th century). May be repeated for credit if topic is different. Prerequisites: SP 254 or 294.

Fall semester. Moreno-López.

SP 345. SPECIAL TOPICS IN LATIN AMERICAN LITERATURE (3)

Literary themes and genres in 20th-century Latin American literature. The topic will vary from year to year. May be repeated for credit if topic is different. Prerequisites: SP 254 or 294.

Spring semester. Sáenz de Tejada.

SP 400.

INDEPENDENT WORK (1.5-4)

Department.

STUDY ABROAD IN SPAIN

The following courses are offered through the Goucher College study-abroad program at the University of Salamanca in cooperation with SUNY-Cortland:

- Lengua española (6)
 - Literatura española (3)
 - Historia del arte español (3)
 - Cultura española (3)
 - Español de los negocios (3)
 - Historia de la España contemporánea (3)
 - Prácticas de destrezas orales (1)
 - Prácticas de destrezas escritas (1)
 - La presencia de lo árabe en España (3)-spring semester only. Course followed by excursion to Andalucía.
- Students should consult the Office of International Studies for study-abroad programs in other locations.

COURSE DESCRIPTIONS—LATIN-AMERICAN STUDIES

This program looks at the diverse regions consisting of the Caribbean, Mexico, and Central and South America through the history, politics, language, and culture of its people. Students minoring in Latin American studies must accumulate a minimum of 18 credits at the 200- and 300- levels, with at least one course at the 300-level. Note that some courses have language prerequisites that must be satisfied before enrolling in these required courses.

LAM 217.

LATIN AMERICAN WOMEN VOICES: ARGENTINA AND URUGUAY

(3) (WS 217) (GEN. ED. #9 AND #10)

A detailed introduction to the role of different women groups in Argentina and Uruguay as protagonists of social movements. Personal narratives, fiction, film, history, and political activism will provide the framework for examining women's participation in the human rights and social movements. Prerequisite course to participate in the three-week intensive study abroad during the January intersession in Argentina and Uruguay. Prerequisites: sophomore standing or permission of instructor.

Variable semesters. Department.

LAM 272Y.

INTENSIVE COURSE ABROAD (GEN. ED. #3)

Courses include a pre-departure preparation or post-departure discussion or both in the fall or spring semester and a three-week intensive course abroad in January or the summer.

LAM 280.

SELECTED TOPICS IN LATIN AMERICAN STUDIES (3) (WL 280) (GEN. ED. #9 AND #10)

An interdisciplinary approach to significant topics relating to contemporary Latin America. Specific topic for the semester to be announced in advance. Prerequisite: Frontiers or sophomore standing.

Department. Variable semesters.

LAM 290.

INTERNSHIP IN LATIN AMERICAN STUDIES (3-4)

Projects to further the career development of students. Projects may be undertaken in the United States or abroad with a government agency, business, or nonprofit organization. Graded pass/no pass only.

Fall semester, repeated spring semester. Department.

LAM 295.

LATIN AMERICAN HISTORY I: AN INTRODUCTION (3) (HIS 295)

Examines the social, political, and economic events and people from pre-Columbian times to the independence movements of the 19th century in major Spanish, Portuguese, and Caribbean colonies and former colonies. Social classes and ethnic groups examined from the population of the Western Hemisphere approximately 12,000 years ago through the major indigenous civilizations and the migration of European and African peoples. Students with advanced Spanish language skills are encouraged to take SP 296 along with this course.

Variable semester. Samuels.

LAM 321.

ATLANTIC REVOLUTIONS (3) (HIS 321)

In the late eighteenth and nineteenth centuries, a series of revolutionary movements in North America, Europe, South America and the caribbean jolted the Atlantic world. This cours explores the connections, similarities and differences between these movements. Prerequisite: two 200 level European and American history courses.

Fall 2008 and alternate years. Hale

LAM 352. REGIONAL AND INTERNATIONAL POLITICS (3)

An examination of major issues and trends in contemporary Latin-American regional and international politics. Review of the changing relationship with the United States, patterns of inter-American interaction, and involvement of actors outside of the Western Hemisphere.

Spring semester. Variable semesters. Department.

LAM 380. INDEPENDENT WORK IN LATIN AMERICAN STUDIES (3)

Students will work with the professor to design an advanced research project on a topic of their choosing.

Department.

COURSE DESCRIPTIONS-WORLD LITERATURE COURSES IN TRANSLATION

WL 210. CROSS-CULTURAL ISSUES IN NATIONALITY AND IDENTITY (3) (GEN. ED. # 9 AND #10)

This course is organized around a rotating series of themes that explore interdisciplinary analysis of culture around the globe. Specific topics for the semester to be announced in advanced.

Spring semester. Department. Offered 2007-08 and alternate years.

WL 230. SPECIAL TOPICS IN AFRICAN LITERATURE AND FILM (3) (GEN. ED. #9 AND #10)

This course, organized around a rotating thematic topic in a given semester, focuses on the construction of identity on post-colonial Africa and its varied expressions in literature and cinema.

Examination of how the contemporary cinematic and literary forms describe and react to European reshuffling of values with focus on themes of dislocation and alienation, as well as the indelible interconnectedness between others and ourselves. Topic announced prior to registration. Can be repeated if different topic. Prerequisite: sophomore or permission of instructor.

Spring semester. Martin. Offered 2007-08 and alternate years.

WL 253. THE SOUL OF RUSSIA: RUSSIAN CULTURE AND CIVILIZATION (3-4) (RUS 253)

The evolution of Russian culture and civilization from the Kievan Rus' to the present day, conducted through a study of literary texts, architecture, art, music, film, and multimedia.

This course is conducted in English but may be taken with a one credit Russian component. Prerequisite: college writing proficiency.

Spring semester Czczulin.

WL 254. RUSSIAN LITERATURE: REVOLUTION AND PURGE (3) (RUS 254) (GEN. ED. #9)

Political, social, and ideological factors in the development of Russian literature. A study of leading Russian authors and the conflicts between artistic freedom and political conformity. Prerequisite: college writing proficiency.

Department: Variable semesters.

WL 259. DIMENSIONS OF THE RUSSIAN LITERARY MIND: THE SAINT, THE MADMAN, AND THE DREAMER (3) (RUS 259) (GEN. ED. #9)

Survey of Russian literature from its beginning in the 12th century, with emphasis on the great works that exemplify the traits and characteristics of the Russian religious and literary mind.

Prerequisite: college writing proficiency.

Variable semesters. Department.

WL 260. SPECIAL TOPICS IN EUROPEAN LITERATURE (3) (FR 260)

This course examines a theme in European literature in historical content, across diverse national cultural traditions and with attention to other genres of artistic expression such as music, cinema, theatre and the fine arts. Through analysis of these diverse engagements with a common theme, this course explores the cultural diversity of Europe and the ways Europeans today are both drawing on and recasting a rich cultural heritage to address social issues today. Prerequisites: none. Course may be repeated if topic is different.

Spring semester. Department.

WL 269. THE RUSSIAN FAIRYTALE (3) (RUS 269) (GEN. ED. #9)

A survey course of Russian oral and subsequent written traditions using multimedia and presented against the background of the Indo-European tradition. Taught in English. One-credit Russian language option.

Fall semester. Czczulin.

An interdisciplinary approach to significant topics relating to contemporary Latin America. Specific topic for the semester to be announced in advance. Prerequisite: Frontiers or sophomore standing.

Variable semesters. Department.

The Music Department

Goucher students are encouraged to engage in the performing arts as both participants and observers. The Music Department produces 40 to 60 public events each year. Student vocalists are invited to audition for the Goucher Chorus, Chamber Singers, Jazz Ensemble, and Opera Workshop. Instrumentalists are encouraged to audition for the Goucher Chamber Symphony, the Goucher Chamber Music Group, the Goucher Jazz Ensemble, and the Goucher African Drum and Dance Ensemble. Computer enthusiasts are invited to participate in the music department's two computer music studios. Numerous artists and companies perform in the college's Kraushaar Auditorium during the academic year. Many events are free, and students may attend others at reduced rates. The Music Department and the Student Activities Office plan several trips off campus each year to cultural and performing arts events. While opportunities for performance are available to all students at all levels, public performance and exhibition are granted through audition and selection only. Because adjudication is a fundamental aspect of the arts professions, the Music Department considers the process of evaluation, through audition and performance, to be an important aspect of professional training and education in music.

The Music Department offers a major and a minor in music. The major in music requires a choice of one of seven concentrations: theory and composition, music history, performance, arts administration, computer music, jazz studies, and music and theatre.

Music has held a central and honored position in Western culture since antiquity, yet its essential nature remains ever a mystery to us. Its power to evoke emotion and even to persuade and inspire has been regarded in certain periods and cultures as magical, for although it affects us strongly, it is also fleeting and ephemeral. No doubt for this reason Plato said, and many after him have affirmed, that "education in music is most sovereign." At Goucher music is one of the liberal arts. Questions about the place of music in culture, its power, and hence its mystery, and the diversity of its appearances are important issues in the department curriculum. Goucher's approach to music is not for everyone, but it is ideal for the student who wishes to explore musical interests in depth and who also wants the kind of intellectual challenge that is not often available in a conservatory setting.

The Department of Music provides instruction to students who wish to study music as a manifestation of a civilization or culture, who will use music as an avocation, and who wish to enter professions in music. Thorough preparation is given to those who intend to pursue graduate study or begin a career. (See specific descriptions of the major and minor programs.) In both the music major and minor, courses are designed to enable students to acquire a balance of harmonic and structural study, historical and analytical information, interpretive and performing experience, and compositional technique. In addition, specific career tracks in music are outlined in the major's concentrations. Students may also pursue other interests and career options by combining music courses with courses in other departments. (See the description of the individualized major.) The department curriculum provides graduates with the knowledge and experience to become music educators, composers, performers, critics, journalists, and arts administrators. Recently the department expanded its offerings to prepare students to enter computer music and pursue graduate study in music technology.

DEPARTMENT FACULTY

Chair

Kendall Kennison

Theory and Composition

Kendall Kennison

History and Musicology

Joanna Greenwood, Frederick H. Mauk, (Fred Mauk is associate dean of graduate programs and currently on leave from the Music Department).

Director of Choral Activities

Tom Hall

Computer Music

Geoffrey Wright, director (computer music and composition), Hyun Kyung Kim

Director of Instrumental Ensembles

Elisa Koehler (Goucher Chamber Symphony, fundamentals, music appreciation, trumpet, and conducting)

Director of Jazz Studies

Jeffrey Chappell (jazz studies, composition, and classical piano)

Director of Opera Workshop

Serafina DiGiacomo (voice and opera workshop)

Director of Chamber Music Seminar

Lisa Weiss (opera workshop and piano)

African Drum and Dance Ensemble

Kwame Ansah-Brew

Musicianship

Mathew Lane (ear training, piano, chamber music)

Private Instrumental and Vocal Lessons

Susan Anderson (clarinet and saxophone), Kwame Ansah-Brew (African drums), Karen Bakkegard (French horn), Joan Bob (viola), Phil Bonsiero (accordion), E.C. McGregor Boyle (classical guitar), Laura Byrne (Irish flute), Wes Crawford (drum set), David Evans (mandolin), Carolyn Fedderly (bassoon), Gretchen Gettes (cello), Rhoda Jeng (piano), David LaVorgna (flute, flute ensemble), John Locke (percussion), Henry Lowe (organ), Benjamin Myers (cello), Sheila Nevius (saxophone), Mary Poling (oboe), Dave Rybczynski (jazz flute), Laura Ruas (double bass), Hsiu-Hui Wang (piano), Kristin Winter-Jones (flute), Steve Yankee (jazz guitar)

PERFORMANCE

The Music Department offers a broad range of opportunities in group and solo performance. Musical performance at Goucher includes both large and small ensembles as well as private lessons.

Ensembles

The Chamber Symphony, the Chorus, and the African Drum and Dance Ensemble are Goucher's three large ensembles. Small groups include the Goucher Chamber Music Group, the Chamber Singers, the Opera Workshop, Baroque Ensemble, Piano Ensemble, and the Jazz Ensemble. Participation in group performance ordinarily requires audition or permission of the instructor. Audition times are announced at the beginning of each semester. Course credit may be earned at the rate of 1.5 credit hours per semester per group. Ensemble participation can be taken for credit or as an audit. The department maintains informal ties with the Baltimore Chamber Orchestra (BCO) and the Baltimore Choral Arts Society (BCAS), whose director, Tom Hall, is also the director of the Goucher Chorus. Goucher is the home base for the performances of both the BCO and the BCAS.

Private Instruction

Individual instruction in woodwind, brass, stringed instruments, guitar, organ, piano, percussion, and voice is available to all students at all levels, from beginning through advanced. Lessons are given by the finest musicians in the Baltimore-Washington area, many of whom also teach at the Peabody Conservatory and perform with the Baltimore Symphony Orchestra. Course credit is earned at a rate of 1.5 credit hours per semester. Ordinarily, there is a limit of one course of private lessons per semester. (See course descriptions for MUS 160-188 (Private Instruction) for information regarding requirements.) Students may take up to a total of 24 performance credits (including credit earned in private instrumental and vocal lessons and in ensembles). With the permission of the instructor, there is no limit to the number of times that ensemble performance courses may be taken as an audit. Music majors who concentrate in either performance or education may take an additional 1.5 credits for the senior recital. Ordinarily the 24-credit limit may not be exceeded unless the student petitions the department explaining the need for more performance credits in a particular course of study. (Private conducting and composition lessons may be included in the 24 performance credits, at the discretion of the department chair.)

THE MUSIC MAJOR

The music major is organized into seven concentrations, all of which provide a solid foundation in music history, theory, and practical musicianship, and which require a degree of specialization at the upper level in various areas of the field. Current concentrations in the major field include theory and composition, music history, performance, arts administration, computer music, jazz studies, and music and theatre. Students who wish to explore in depth areas that are not among the established concentrations are encouraged to investigate combining the music major with others in the college curriculum. (See Music in the Individualized Major.) Ordinarily, students may concentrate in only one area. Exceptions may be made upon petition to the department. Courses in the department in which writing proficiency in the major may be earned are MUS 260 and 349. Computer proficiency in the major may be earned in MUS 113. Music majors may not audit applied music courses.

Concentration in Theory and Composition

For students who may wish to compose and are interested primarily in the materials and organization of music.

Requirements include:

Six credits of private instrumental or vocal lessons.

Two semesters of ensemble participation, which include one semester of chorus and one semester chosen from the following ensembles: chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, jazz ensemble, or symphony. With the permission of the instructor, students may choose to either enroll for credit or audit.

MUS 105 MUS 106 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 206 MUS 260* MUS 305 MUS 306 MUS 349* MUS 392 or the senior thesis.

Six credits from MUS 238, MUS 229 or MUS 329.

Recommended: applied piano, if keyboard skills need improvement.

* Fulfills the writing proficiency requirement in the major.

Concentration in Music History

For students interested in the evolution of music in Western society and the ways musical traditions have developed.

Requirements include:

Six credits of private instrumental or voice lessons.

Two semesters of ensemble participation, which include one semester of chorus and one semester chosen from the following ensembles: chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, jazz ensemble, or symphony. With the permission of the instructor, students may choose to either enroll for credit or audit.

MUS 104 MUS 105 MUS 106 MUS 108 or 109 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 206 MUS 260 MUS 305 MUS 306 MUS 349 MUS 393 or senior thesis.

Recommended: applied piano, if keyboard skills need improvement.

Concentration in Performance

For students whose talents and interests lie primarily in performing and who may be considering careers in teaching private instrumental or voice lessons, or for students who may be preparing for graduate study in performance at the conservatory or university level.

Requirements include:

Twelve credits of private lessons on the principal instrument or voice

Four semesters of ensemble participation which include at least one semester of chorus. For the remaining three semesters, students may choose from chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, jazz ensemble, or symphony. With the permission of the instructor, students may choose to either enroll for credit in the ensemble organization or audit.

MUS 104, 108, or 109 MUS 105 MUS 106 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 206 MUS 260 MUS 305 MUS 306 MUS 349 MUS 391

Students concentrating in performance must also pass a keyboard proficiency examination or enroll in the basic piano series of courses (MUS 131-134).

Recommended: MUS 191 and/or MUS 291 in preparation for MUS 391.

Concentration in Arts Administration

For students who wish to develop a career that includes both the business management area of music and the art of music. Arts administration is a rapidly expanding field, and Goucher is in the forefront in developing an undergraduate concentration in this area.

Requirements include:

Six credits of private instrumental or voice lessons

Two semesters of ensemble participation, which include one semester of chorus and one semester chosen from the following ensembles: chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, jazz ensemble, or symphony. With the permission of the instructor, students may choose to either enroll for credit or audit.

EC 101 MGT 110 MGT 120 MGT 170 MGT 229 MGT 370 MGT 375 MUS 105 MUS 106 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 260 MUS 290* MUS 305 MUS 306 MUS 349.

Recommended: EC102, ENG 206, MGT 320, THE 105.

* MUS 290 is a three-credit internship in music as an integrative exercise in arts administration. With the approval of the department and the adviser in arts administration, the required collegewide off-campus experience may be used to satisfy this requirement.

Recommended: applied piano, if keyboard skills need improvement; also recommended is MUS 206.

Concentration in Computer Music

For students who wish to explore careers that combine computer technology and the traditional musical arts.

Requirements include:

Six credits of private instrumental or vocal lessons.

Two semesters of ensemble participation, which include one semester of chorus and one semester chosen from the following ensembles: chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, jazz ensemble or symphony. With the permission of the instructor, students may choose to either enroll for credit or audit.

CS 116 MUS 105 MUS 106 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 206 MUS 210 MUS 213 MUS 260 MUS 305 MUS 306 MUS 313 MUS 349 MUS 394.

Students pursuing the computer music concentration must work in the computer music studio each semester for credit or audit through reenrollment in MUS 313. Without approval of the department, students may not take more than nine credit hours of MUS 313.

Recommended: CS 224 and CS 230; applied piano, if keyboard skills need improvement.

Concentration in Jazz Studies

For students interested in the uniquely American musical idiom that arose from the African experience in the New World.

Requirements include:

- Ten and a half credits of private lessons on the principal instrument or voice and 1.5 credits of improvisation (MUS 223).
- One semester of chorus (MUS 140). May be taken for credit or audit.

(MUS 140) MUS 105 MUS 106 MUS 109 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 149 (either for credit or audit) every semester MUS 152 MUS 153 MUS 205 MUS 206 MUS 305 MUS 306 MUS 349 MUS 391 or 396 or the senior thesis.

Recommended: applied piano, if keyboard skills need improvement.

Concentration in Music and Theatre

For students who are interested in both music and theatre, and whose academic and performing talents are best realized in the areas of musical theatre and opera.

Requirements include:

Six credits of private voice lessons.

Two semesters of ensemble participation, including at least one semester of chorus and one semester chosen from the following ensembles: chorus, chamber singers, chamber music, African drum and dance ensemble, opera workshop, baroque ensemble, or symphony. With the permission of the instructor, ensembles may be taken for credit or audit.

DAN 114 MUS 105 MUS 106 MUS 108 MUS 113 MUS 115 MUS 117 MUS 121 MUS 124 MUS 205 MUS 305 MUS 306 MUS 349 THE 101 or 102 THE 120 THE 300 THE 390 and 391 (to be taken as an integrative exercise combining music and theatre).

Recommended: THE 140, THE 200, THE 228, and THE 231; applied piano, if keyboard skills need improvement.

MUSIC IN THE INDIVIDUALIZED MAJOR

Goucher's flexible program allows students with interdisciplinary interests to structure a major among three or more departments. The individualized major under the jurisdiction of the interdisciplinary division of the faculty (see discussion of the individualized major under requirements for the bachelor of arts degree). Although the curriculum of the major is determined through the student's discussion with a faculty sponsor and an interdisciplinary committee formed to evaluate each major curriculum, the Music Department suggests study at the lower level in each of the three component areas outlined in the description of the music minor. It is recommended that students interested in this major meet with the chair to discuss an appropriate course of study.

THE MUSIC MINOR

The music minor is divided into lower-level requirements and upper-level options. At the lower level, a solid grounding is provided in the three primary components of the subject: music history (musicology), music theory/composition, and performance. Music minors may not audit applied music courses.

Lower-level requirements:

MUS 105 MUS 106 MUS 115 MUS 117 MUS 121.

Three credits from MUS 160-188.

Two-semester ensemble participation (on either a credit or audit basis) from MUS 140-149.

Upper-level requirements:

Students select one course each from two of the three groups:

Group I	Group II	Group III
MUS 104	MUS 205	MUS 291
MUS 108	MUS 210	MUS 391
MUS 109	MUS 238	
MUS 260	MUS 229/329	
(two semesters)		
MUS 349		

COURSE DESCRIPTIONS

- MUS 100. INTRODUCTION TO MUSIC** (3) (GEN. ED. #9)
Designed to provide information for the basic understanding and enjoyment of music. This course is intended for students who have had no formal instruction in music. Note: not a co-requisite course for private instruction.
Fall semester; repeated spring semester. Koehler.
- MUS 101. FUNDAMENTALS OF MUSIC** (3) (GEN. ED. #8 AND #9)
Designed for music students who need to study the basics of Western music in order to pursue other musical study, or those who desire basic musical knowledge for their own pursuits. Topics include: scales, intervals, keys, key signatures, rhythm, meter, music notation, triads, and basic tonal function.
Fall semester; repeated spring semester. Koehler.
- MUS 104. INTRODUCTION TO WORLD MUSIC** (3) (GEN. ED. #8 AND #9)
An exploration of the field of ethnomusicology, the study of musical cultures outside the Western art tradition. Examination of the many ways that music functions in diverse cultures and discussion of what to listen for in the music of selected cultures, for example, music of the Indian subcontinent; selected areas of Africa, Bali, Java; and regional and native American music. Discussion of biases that listeners may bring to the experience of music outside their own cultural experience.
Spring semester. Greenwood. Offered 2007-08 and alternate years.
- MUS 105. MUSIC THEORY I: INTRODUCTION TO TONAL PRACTICE** (3) (GEN. ED. #8)
An exploration of the materials of tonal music through analysis and composition of two-, three-, and four-part writing. Prerequisite: MUS 101 or placement through testing.
Fall semester. Kennison.
- MUS 106. MUSIC THEORY II: HOMOPHONIC PRACTICE OF THE 18TH AND 19TH CENTURIES** (3) (GEN. ED. #8 AND #9)
Continues the exploration of tonal materials begun in Music Theory I. Students study styles of the Late Baroque, Classical, and Early Romantic eras and compose in those styles. Prerequisite: MUS 105.
Spring semester. Kennison.
- MUS 108. INTRODUCTION TO THE OPERA** (3) (GEN. ED. #4 AND #9)
A survey of the masterpieces of musical theatre since 1600. Attendance at rehearsals and productions of the Baltimore Opera Company by special arrangement.
Fall semester. Greenwood. Offered 2007-2008 and alternate years.
- MUS 109. THE HISTORY OF JAZZ** (3) (ARTS) (GEN. ED. #4 AND #10)
A historical and practical study of jazz, including consideration of the different styles of improvisation, arranging, and various concepts of jazz. Live demonstrations and opportunities for student participation.
Fall semester. Chappell.
- MUS 113. COMPUTER PROFICIENCY FOR MUSICIANS** (3)
Designed for music students with little or no prior computer experience. We will look at what computers are, how they work, what they can do for us as musicians, and how they affect many other aspects of our lives as well. Focus is on the humanistic rather than the technical side of computing, but enough technical information will be included to make practical use of computers. Required for all music majors. Prerequisite: music major or minor; open to others with permission of the instructor.
Spring semester. Wright. Offered 2008-09 and alternate years.

- MUS 115. THE ERAS OF BACH AND BEETHOVEN: THE MONUMENTAL BAROQUE AND THE CLASSICAL REVOLUTION** (3) (GEN. ED. #4 AND #9)
 Music from 1600 to the beginning of the 19th century; designed to provide a listener's knowledge of Baroque and Classical styles through study of composers such as Monteverdi, Lully, Vivaldi, Couperin, Bach, Handel, Purcell, Haydn, Mozart, and Beethoven. Includes listening and visual analysis of specific works representative of the principal styles of the periods, as well as study of music in cultural and historical context.
Fall semester: Greenwood.
- MUS 117. MUSIC AND THE ROMANTIC TEMPERAMENT** (3) (GEN. ED. #4 AND #9)
 Music in the 19th century; designed to provide a listener's knowledge of Romantic music through the study of composers such as Beethoven, Schubert, Schumann, Chopin, Berlioz, Liszt, Brahms, Wagner, and Tchaikovsky. Attention is also given to Romanticism as an artistic attitude and the interaction of musical Romanticism with literature, the visual arts, and philosophy. Includes listening and visual analysis of works representative of the principal styles of the period.
Spring semester: Greenwood.
- MUS 121. BASIC MUSICIANSHIP** (3) (GEN. ED. #8)
 Ear training as a creative experience. Aural recognition of the language and grammar of music. Kinesthetic, experiential, and practical applications of materials introduced in MUS 105. Includes rudimentary melodic, rhythmic, and harmonic dictation, sight-singing, and basic keyboard orientation. Prerequisite: MUS 101 or placement through testing.
Fall semester: Lane.
- MUS 124. ADVANCED MUSICIANSHIP** (3)
 Ear training as an aid to understanding various composers, styles, and forms covered in upper-level theory and history courses. Includes two- to four-part dictation, chorale and motet sight singing, score reading, and keyboard experience. Prerequisites: MUS 105 and 121. Suggested corequisite: MUS 106.
Spring semester: Lane.
- MUS 140. GOUCHER CHORUS** (1.5)
 Performance of the major works of the choral literature. Students with sufficient vocal training may also audition for participation in the Chamber Singers ensemble, a group open to members of the Goucher Chorus. Prerequisite: audition and acceptance by the conductor. May be repeated for credit.
Fall semester, repeated spring semester: Hall.
- MUS 141. GOUCHER CHAMBER SYMPHONY** (1.5)
 Performance of the orchestral repertoire of the Western musical tradition, including works taken from the Baroque through contemporary periods. Prerequisite: audition and acceptance by the conductor. May be repeated for credit.
Fall semester, repeated spring semester: Koehler.
- MUS 143. GOUCHER CHAMBER SINGERS** (1.5)
 Performance of works selected from the repertoire for small vocal ensemble; includes a cappella singing as well as works accompanied by piano and instrumental ensemble. Prerequisite: audition and acceptance by the conductor. May be repeated for credit.
Fall semester, repeated spring semester: DiGiacomo.
- MUS 144. GOUCHER CHAMBER MUSIC GROUP** (1.5)
 Performance of chamber music repertoire. Course structure includes master classes, individual coaching sessions, and formal concerts. Prerequisite: permission of the instructor. May be repeated for credit.
Fall semester, repeated spring semester: Vaupel.
- MUS 145. WIND ENSEMBLE** (1.5)
 A large ensemble for brass, winds, and percussion to supplement the Goucher Chamber Symphony. Repertoire to include standard and contemporary band music. May be repeated for credit. Prerequisite: permission of Goucher Chamber Symphony director.
Variable semesters. Koehler.
- MUS 146. GOUCHER AFRICAN DRUM AND DANCE ENSEMBLE** (1.5) (DAN 146)
 Practical performance of selected percussive instruments from West Africa (Ghana, in particular), and the interpretation of the rhythms through body movement and gestures; explores the historical and cultural contexts of specific West African music and dance forms relative to the African diaspora. Students will be required to know the basic techniques of West African traditional music and dance expressions; includes master classes and formal concert. Repeatable.
Fall semester, repeated spring semester: Brew.

- MUS 147. GOUCHER OPERA WORKSHOP (1.5)**
Performance of scenes selected from operas of various historical styles. Attention both to solo and ensemble singing and to study of acting techniques in music drama. Includes one class and one coaching session per week. Course concludes with a formal performance of scenes studied during the semester. Prerequisite: audition or permission of the instructors. May be repeated for credit. *Fall semester; repeated spring semester. DiGiacomo, Weiss.*
- MUS 148. GOUCHER BAROQUE ENSEMBLE (1.5)**
Performance on both Baroque and modern instruments of ensemble works from the period 1600-1750, including the compositions of Bach, Handel, Vivaldi, Corelli, Couperin, and Rameau, among others. Class structure includes master classes, individual coaching sessions, and formal concerts. Prerequisite: audition or permission of the instructor. May be repeated for credit. *Fall semester; repeated spring semester. Weiss and Department*
- MUS 149. GOUCHER JAZZ ENSEMBLE (1.5)**
Group performance designed to provide experience in reading charts and improvising in jazz idioms. Prerequisite: audition and acceptance by the instructor. May be repeated for credit. *Fall semester; repeated spring semester. Chappell.*
- MUS 152. JAZZ THEORY I (3) (GEN. ED. #8 AND #9)**
A study of the elements of jazz theory and harmony through analysis, written exercises, and improvisation. Incorporates study of jazz within the broadest framework of musical comprehension, including aspects of sound, melody, rhythm structure, and expression. Different styles of jazz from different periods will be examined using listening examples in class. Prerequisite: ability to read music or permission of the instructor. *Spring semester. Chappell. Offered 2007-08 and alternate years.*
- MUS 153. JAZZ THEORY II (3) (GEN ED #8 AND #9)**
Building on the general foundation of Jazz Theory I, this course examines the specifics of styles such as bebop, cool, modal, and Latin jazz, with an emphasis on rhythmic analysis in addition to harmonic and melodic analysis. The course includes a jazz ear training component. Students will compose and orchestrate tunes for jazz band. Prerequisite: MUS 152 or permission of the instructor. *Offered spring 2009 and alternate years. Chappell.*
- MUS 159. VOICE CLASS (1.5)**
Beginning instruction in voice intended for those who have had little or no instruction in vocal technique; designed to prepare students to begin private instruction in voice. Breathing technique as well as techniques required to learn the bel canto method of singing will be explored. Vocal repertoire in languages other than English will also be presented. Performance will be encouraged. Cannot be repeated for credit. *Fall semester; repeated spring semester. DiGiacomo.*
- MUS 191. STUDENT RECITAL (1.5)**
Recital experience for music minors and majors in any concentration. The recital may be solo or shared, and the selection of repertoire will be made in collaboration with the chair and the appropriate private lesson instructor(s). Prerequisites: music major or minor and approval of the chair and private lesson instructor(s). *Fall semester; repeated spring semester. Kennison.*
- MUS 203. SPECIAL TOPICS IN MUSIC (3) (GEN ED #9)**
In-depth examination of a specific musical topic. The choice of topic will remain flexible. The choice of topics include, but are limited to, American Music from Colonial Times to the Present; First Nights-Notable Premieres of Great Works; History of Rock and Roll; American Musical Theatre; Music Criticism and Esthetics; Nationalism in Music; Diction for Singers; and Composer/Genrespecific topics such as The Beethoven Symphonies, The String Quartet, Piano Literature and The Second Viennese School. Prerequisite: any 3 credit 100 level music course. *Spring. Department.*
- MUS 205. MUSIC THEORY III: SIXTEENTH-CENTURY COUNTERPOINT (3) (GEN. ED. #8, AND #9)**
Students develop contrapuntal skills through immersion in the sacred vocal works of Giovanni Pierluigi di Palestrina (1524-94), and others of the era, and composition in that style. Prerequisite: MUS 106. *Fall semester. Kennison.*
- MUS 206. MUSIC THEORY IV: EIGHTEENTH-CENTURY COUNTERPOINT (3) (GEN. ED. #8, AND #9)**
Study of the instrumental contrapuntal style of J.S. Bach (1685-1750), and composition of suite movements, inventions, and fugues in that style. Prerequisite: MUS 205. *Spring semester. Kennison.*

- MUS 210. COMPUTER MUSIC (3) (ARTS) (GEN.ED.#7, AND 8)**
An introduction to the aesthetics, history, literature, and theory of electronic and computer music. Individual composition or research projects are undertaken in the Goucher Computer Music Studio. Opportunity for participation in a public concert of computer music.
Fall semester; repeated spring semester. Kim.
- MUS 213. MULTIMEDIA: COMPUTER MUSIC AND DIGITAL VIDEO (3)**
A continuation of MUS 210 for those wishing to pursue intermediate level computer music combined with digital video to create multimedia works for a public concert. Current digital audio techniques in sampling, MIDI programming, and digital signal processing will be combined with MTC and SMPTE video synchronization to develop multimedia works for the Web and the concert hall. Prerequisite: MUS 210 or permission of the instructor.
Fall semester; repeated spring semester. Kim.
- MUS 223. IMPROVISATION (1.5)**
Designed to facilitate the experience and understanding of improvisation as a procedure for music-making and its application to several idioms, including classical and jazz styles. Aspects including sound, harmony, melody, rhythm, structure, and expression are addressed, and attention is given to techniques used in both solo and ensemble situations. Prerequisite: intermediate-level fluency on any instrument or voice. May be repeated for credit as needed, at the discretion of course instructor and chair of the department.
Fall semester; repeated spring semester. Chappell.
- MUS 229/329. COMPOSITION SEMINAR (3)**
A seminar in composition meant to encourage a community of creative musicians, intended for students of varied background from beginners to those with several semesters in private study in composition. The course will enable students to view and be influenced by each others works, hear performances of their compositions, and receive instruction from a diverse, rotating group of established composers from within and without the Goucher community. Students will regularly compose pieces for assigned performing media. Can be taken one time at each level for credit. Prerequisite: MUS 106 or permission of the instructor.
Fall or spring semester. Kennison. Offered 2008-09.
- MUS 260. THE OLD ART, THE NEW ART, AND THE PERFECT ART: MUSIC FROM 800-1600 (3) (GEN. ED. #4 AND #9)**
A survey designed to provide a listener's knowledge of early music based on concepts of music developed in the Medieval and Renaissance periods (e.g., Ars Antiqua, Ars Nova, and Art Perfecta). Includes listening and visual analysis of specific works representative of the principal styles of the periods. Special attention given to the intersection of philosophy, politics, religion, and general culture in influencing the course of musical style. Prerequisites: MUS 115 and 117, or permission of the instructor.
Fall semester. Greenwood. Offered 2008-09 and alternate years.
- MUS 272G. INTENSIVE COURSE ABROAD (3) (GEN. ED. #3)**
Course includes a three-week intensive course abroad in the winter or summer.
- MUS 272Y. INTENSIVE COURSE ABROAD (GEN ED #3)**
EXPLORING ITALIAN LANGUAGE AND HISTORY (8) (IT 272Y) (GEN. ED. #3)
This interdisciplinary course builds Italian language skills and knowledge of music through a seven week pre-program in the fall (2), a 3-week immersion experience (4), living with families in Southern Italy in January, and a 7 week post-course in the spring (2). This course is an opportunity to experience first-hand the importance of the relationship between Italian language and music. Musical texts, including opera and song, and attendance at a musical performance will be integrated with language immersion activities and assignments. Prerequisite: IT 120 or permission of the instructor. IT 130 recommended. MUS 100, 105, 108, 159, 160 and or 205.
Fall/winter/spring. Weiss and Lambiase. 2008-09 and alternating years.
- MUS 290. INTERNSHIP IN MUSIC (3-4)**
As an aid to career development, students are placed in various musical organizations (e.g., Baltimore Symphony Orchestra, Baltimore Choral Arts Society, Carnegie Hall, and Lincoln Center) to gain experience in the various areas of arts administration in music. Internships are also available accompanying singers and/or instrumentalists under faculty supervision. Experiences may include performing in or arranging music for small ensembles or jazz groups; and apprenticeships in various aspects of the composing professions, computer music, and music recording technology. Internships may be chosen in music libraries in Baltimore and adjacent

cities for experience in bibliography and technical services relating to music and music criticism. The internship in music is graded pass/no pass. Prerequisite: permission of the chair.

Department.

MUS 291.

JUNIOR RECITAL (1.5)

In preparation for the Senior Recital (MUS 391), students in their junior year may perform a formal solo recital, the repertoire of which is to be selected in collaboration with the chair and the student's private lesson instructor(s). Prerequisites: junior music major or minor and approval of the chair and private lesson instructor(s).

Fall semester; repeated spring semester. Kennison.

MUS 299/399.

INDEPENDENT WORK IN MUSIC (1.5, 3, OR 4)

Special topics of study based on previous course work in the department and selected in conference with the instructor.

Fall semester; repeated spring semester. Department.

MUS 305.

MUSIC THEORY V: LATE ROMANTIC AND EARLY 20TH-CENTURY PRACTICE

(3) (GEN. ED. #8 AND #9)

Study of the increasingly chromatic music of the late 19th century and the new materials introduced at the turn of the century through analysis and composition. Music studied will include works of Wagner, Brahms, Debussy, Stravinsky, and others. Prerequisites: MUS 205 or simultaneous enrollment in MUS 205.

Fall semester. Kennison.

MUS 306.

MUSIC THEORY VI: 20TH- AND 21ST-CENTURY PRACTICE AND ADVANCED ANALYSIS

(3) (GEN. ED. #8)

Study, through analysis and composition, of the greatly varied music of the 20th and 21st centuries. Advanced analytical study will include atonal analysis, set theory, and serial procedures. Prerequisite: MUS 205.

Spring semester. Kennison

MUS 313.

COMPUTER MUSIC AND MULTIMEDIA SEMINAR (1.5 OR 3)

Intensive work on individual projects in computer music and multimedia, with class discussion of these and of current developments in the field. May be repeated for credit with permission of the chair. Specifically for computer music majors, but open to others with permission of the instructor. Multimedia works will be created for the Web and the concert hall. Prerequisite: MUS 213 or permission of the instructor.

Fall and spring semesters. Wright.

MUS 349.

MUSIC OF THE 20TH CENTURY (3) (GEN. ED. # 4, AND #9)

Designed to provide a listener's knowledge of principal trends in contemporary art music. Among the topics to be considered in this century of "isms" are neoclassicism, serialism, indeterminism, primitivism, maximalism, and nationalism, as well as the influence of folk and jazz elements. Composers to be considered include Stravinsky, Schoenberg, Bartok, Copland, Ravel, and Prokofiev. Prerequisites: MUS 115 and 117, or permission of the instructor.

Spring semester. Greenwood. Offered 2008-09 and alternate years.

MUS 391.

SENIOR RECITAL (1.5)

Upon approval of the department, a student may give a full-length juried public recital. If the department judges that a performer has insufficient background for a public recital, he/she will give a closed recital (juried but not open to the public). Required for music majors whose concentration is performance and music education. Prerequisites: senior music major or minor and approval of the department.

Fall semester; repeated spring semester. Kennison.

MUS 392.

SENIOR INTEGRATIVE PROJECT IN MUSIC THEORY AND COMPOSITION (3)

Independent work required of those concentrating in theory and composition, this project may consist of several options, for example, investigation of an aspect of the history of theory, the presentation of a new theoretical position, a large musical analysis, a composition, and so forth. Prerequisite: senior music major in theory and composition.

Fall, repeated in the spring. Kennison and department.

MUS 393.

SENIOR INTEGRATIVE PROJECT IN MUSIC HISTORY (3)

Independent work required of those concentrating in music history, this project will consist ordinarily of a paper in music history. Prerequisites: senior music major in music history.

Fall, repeated in the spring. Greenwood and department.

MUS 394.

SENIOR INTEGRATIVE PROJECT IN COMPUTER MUSIC (4)

Independent work required of those concentrating in computer music, this project may consist of several options. Three tracks dividing computer music study include composition, performance, and research. The student may choose one of these tracks to pursue the project. Prerequisite: senior music major in computer music.
Fall, repeated in the spring. Wright and department.

MUS 396. SENIOR INTEGRATIVE PROJECT IN JAZZ STUDIES (3)

Independent work required of those concentrating in jazz studies, this project will consist ordinarily of a paper on a jazz topic or a musical composition in a jazz idiom. Prerequisite: senior music major in jazz studies.
Spring semester. Chappell and department.

MUSIC COURSES (OFFERED AS NEEDED)

The following courses are not offered on a rotating basis, but are available to meet the interests and needs of students in their course of study. The semester in which a course is offered will be published in the schedule of classes for that semester. Students are invited to consult with the department about the scheduling of any particular course.

MUS 203. SPECIAL TOPICS IN MUSIC (3) (GEN. ED. #9)

A semester long, in-depth examination of a specific musical topic. The choice of topic will remain flexible. Possible topics include, but are not limited to, American Music from Colonial Times to the Present; First Nights - Notable Premieres of Great Works; The History of Rock and Roll; American Musical Theater; Music Criticism and Aesthetics; Nationalism in Music; Diction for Singers; and composer/genre specific topics such as the Beethoven Symphonies, the String Quartet, Piano Literature, Chamber Music Masterworks, Mozart Operas, Lieder in the 19th Century, Stravinsky's Russian Ballets, and The Second Viennese School. Prerequisite: any 3 credit 100 level music course.

Spring semester, at the discretion of the department. Department.

MUS 285. ORCHESTRAL MANAGEMENT (3)

Examination of the principles of the management of arts and cultural organizations. Detailed consideration of programming, planning, budgeting, fundraising, staffing, and community relations. Field trips and case studies are integral parts of the course. Prerequisite: permission of the chair of the department.

Department.

PRIVATE INSTRUCTION

MUS 160-188. PRIVATE INSTRUMENTAL AND VOCAL LESSONS (1.5)

A one semester course of individual instruction given to students at any level. For those who do not read music, instruction in score reading is given as well. There is no fee for one course of private instruction for declared majors or minors. All others must pay a \$500 fee per semester without a co-requisite, or a discounted fee of \$75 per semester with a corequisite. A grade of C- must be achieved in one of the corequisites listed below. The corequisite must be completed no later than the semester following the private instruction. Lessons may be repeated for credit as long as the student achieves a minimum grade of B in the previous semester's lessons. After every 3 credits of private lessons, an additional corequisite is required. All students taking individual instruction, including majors and minors, regardless of whether they are taking the corequisite or not, must also attend four music department public events each semester they register for instruction. Students who do not attend the four music department public events will receive a failing grade for their private instruction course. Ordinarily, there is a limit of one course of private lessons per semester. A fee must be paid for taking a second set of lessons within one semester (\$500), exception may be made for guitar and percussion majors at the discretion of the department chair; taking lessons on an audit basis (\$750); or for continuing lessons after receiving less than a B in a previous semester's lessons (\$500); or for taking lessons without satisfying the corequisite requirement (\$500). Private instruction in African Drums (MUS 179) also requires corequisite enrollment in MUS/DAN 146. May be repeated for credit. Music majors and minors may not audit applied music courses. Corequisites: MUS 101, 104, 105, 106, 108, 109, 113, 115, 117, 121, 124, 152, 153, 203, 205, 206, 210, 213, 260, 305, 306, 313, 349. Prerequisite: Permission of the chair of the department.

Fall semester, repeated spring semester. Associates in applied music.

MUS 160.	Voice	MUS 161.	Mandolin
MUS 162.	Violin	MUS 163.	Viola
MUS 164.	Cello	MUS 165.	Double Bass
MUS 166.	Harp	MUS 167.	Flute
MUS 168.	Clarinet	MUS 169.	Saxophone
MUS 170.	Oboe	MUS 171.	Bassoon
MUS 172.	Irish Flute	MUS 173.	Trumpet

	MUS 174.	French Horn	MUS 175.	Trombone
	MUS 176.	Tuba	MUS 178.	Percussion
	MUS 179.	African Drums	MUS 182.	Piano
	MUS 183.	Organ	MUS 184.	Harpsichord
	MUS 186.	Guitar	MUS 187.	Accordion
	MUS 236.	Vocal Conducting	MUS 237.	Instrumental Conducting
	MUS 238.	Jazz Composition		
MUS 131/132/ 133/134.	BASIC PIANO I, II, III, IV (1.5 EACH) Required for music majors with a concentration in performance, the program is given as a series of four semester courses, each with a different level of advancement. Emphasis on various aspects of melody, rhythm, and harmony at all levels, as well as sight-reading techniques. Prerequisites: declared music major with a concentration in performance. <i>Fall semester; repeated spring semester. Weiss and associates in applied music.</i>			
MUS 236.	THE TECHNIQUE OF VOCAL CONDUCTING (1.5) Individual instruction in vocal conducting skills, score reading, and rehearsal techniques. By arrangement, practice in conducting within the Goucher vocal ensemble programs. Fee associated; see "MUS 160-188. Private Instrumental and Vocal Lessons." May be repeated for credit. Prerequisites: MUS 106 and permission of the instructor. <i>Fall semester; repeated spring semester. Hall, Koehler and department.</i>			
MUS 237.	THE TECHNIQUE OF INSTRUMENTAL CONDUCTING (1.5) Individual instruction in instrumental conducting skills, score reading, and rehearsal techniques. By special arrangement, practice in conducting within the Goucher instrumental ensemble programs. Fee associated; see "MUS 160-188. Private Instrumental and Vocal Lessons." May be repeated for credit. Prerequisites: MUS 106 and permission of the instructor. <i>Fall semester; repeated spring semester. Koehler and department.</i>			
MUS 238.	JAZZ COMPOSITION (1.5) Private instruction in jazz composition. Creative work for instrumental and vocal media using contemporary musical materials; analysis of selected scores. Opportunities for reading performance by musical organizations of the college. Fee associated; see MUS 160-188. Private Instrumental and Vocal Lessons. Prerequisites: permission of the instructor. May be repeated up to four times for credit. <i>Fall semester; repeated spring semester. Chappell and department.</i>			

The Peace Studies Program

Based on an understanding that differences enrich our lives and that conflicts provide opportunities for growth, peace studies proposes ways of being in the world that incorporate the skills of listening and dialogue, mediation and negotiation, ideas of rights balanced with responsibilities, questions of justice, and philosophies of nonviolence. As the 21st century finds us living in a world of where violence has become banal, where subliminal, virtual, or actual violence bombards us all in every walk of life, where armed political and economic conflicts divide the world again into fiefdoms of ethnicity or privilege, so, too, exist alternatives by which we can live.

Peace thought is the study of alternatives to violent conflict. Peace studies is the interdisciplinary program where students explore those alternatives through the study of conflict, violence and nonviolence in the lives of individuals, communities and the shared world. Students consider peace and conflict theories as they apply to historical and contemporary conflicts around the world. Additionally, they practice reflection, critical thinking and render service to communities as engaged citizens in the practice of peace.

Goucher College offers a major and minor in Peace Studies Program.

PROGRAM FACULTY

Professors

Jean Bradford, Joseph Morton, professor emeritus, Richard Pringle

Associate Professors

Kaushik Bagchi

Assistant Professors

Jennifer Bess, Seble Dawit

Visiting Assistant Professor

Elham Atashi

Instructor

Lecturers

Frances Donelan, Brian Françoise, Nancy Magnuson

THE PEACE STUDIES MAJOR

Thirty-six credit hours (11 courses) are required for the major, including:

- PCE 110. Introduction to Peace Studies (3)
- PCE 205. Maintaining the Status Quo: Power and Privilege in the U.S.(4)
- PCE 124. Being Human (4) or PCE 148 (4)
- Three 200-level courses (3, 3, 4)
- Two 300-level courses (3, 3)

One semester study abroad, including coursework and a community-based project

Two additional semesters of language, beyond the college requirement. Requirement may be met by (1) continuing in the language in which college proficiency was acquired, (2) taking another language for two more semesters, or 3) taking two languages for a semester each. Facility with languages is stressed over fluency, which students with five semesters of the same language rarely achieve.

Recommended areas of elected study:

World/Regional history	Political economy	International development
Contemporary sociology	Political anthropology	Economics
Public policy	International organization	Environmental policy
Geographies of conflict	Comparative literature	Feminist theory

*Writing proficiency in the major is fulfilled in PCE 205.

THE PEACE STUDIES MINOR

Students may elect a minor in peace studies in combination with any major such as education, history, psychology, religion, women's studies, the sciences, communications, or sociology. The minor is a valuable complement for any major field because the broad range of skills and attitudes involved-attentive listening, interaction with and respect for others, cooperation, responsibility, negotiation, political engagement-are essential for quality personal, vocational, and civic lives.

Twenty-four credit hours (7 courses) are required for the minor in peace studies, as follows:

PCE 110 (3) and PCE 124 (4) or PCE 148 (4)

Three 200-level courses (3, 3, 4), one 300-level course (3), and capstone course (4)

Pce 205 -writing proficiency in the major.

COURSE DESCRIPTIONS

PCE 110.

INTRODUCTION TO PEACE STUDIES (3)

Interdisciplinary and international exploration of issues and theories concerning violence and nonviolence, including perspectives in several disciplines. Using current affairs, this course focuses on the individual and practical dimensions of understanding "positive" peace-enabling persons to begin developing values and attitudes concerning violence and nonviolence in contrast to the traditional "negative" view of peace as simply the absence of violence.

Fall and spring semesters. Dawit or Atashi.

PCE 120.

COMMUNITY SERVICE AGENCIES: BUILDING A JUST AND PEACEFUL WORLD

(4) (GEN. ED #10)

This course will provide an intellectually stimulating perspective on the challenges of community service and the different types of service. Students will examine issues including justice, direct action, motivation, the role of service in higher education, and citizenship. Students will also enjoy weekly hands-on experiences in service while working with middle-school students.

Fall semester. Bess.

PCE 124.

BEING HUMAN (3) (GEN. ED. #9 AND #10)

This course combines reading, service, conversation and personal exploration to reveal how people define themselves, their relationship to the world, and their processes of meaning-making. The course addresses these issues on an intellectual and a personal level and enables students to view their questions and answers critically at the same time that they explore how age, race, gender, nationality, and other factors shape not only their answers to ontological questions, but the nature of the questions that they ask and the reasons why some questions aren't asked. Students engage in a service project as part of the course.

Spring semester. Bess.

- PCE 125. TOPICS IN CONFLICT RESOLUTION (3)**
An introduction to conflict resolution and service learning exploring the work of peace building community-based and nonprofit organizations from their perspectives. Different organizations will be profiled, and the course will be taught by persons within the organizations.
Department. Variable semesters.
- PCE 131. COMMUNITY PERFORMANCE FOR PEACE, CONFLICT, AND DIALOGUE (3) (THE 131) (GEN. ED. #8)**
The course surveys the history, the theory, and the exemplary practitioners of community performance—synonymously called “theatre for social change” or “applied theatre.” Particular attention will be given to traditions that serve the goals of conflict resolution, popular education, activism, and community building. Through practical techniques, the course will demonstrate how performance structures can address community issues. This course is open to any students, actors and non-actors, interested in community arts and peace performance.
Fall semester. Française.
- PCE 148. NONVIOLENCE IN AMERICA (4)**
Survey of the history of nonviolent actions and principles in what is now the United States, including groups such as Indians, Quakers, abolitionists, pacifists, and those in the women’s suffrage, labor and civil rights movements. Study of the philosophical principles of nonviolence in relation to historical events and policies; assessment of justification of the principles and success or failure of the policies. Service component in Baltimore City Schools after-school programs.
Fall semester; repeated spring semester. Donelan.
- PCE 205. MAINTAINING THE STATUS QUO: POWER AND PRIVILEGE IN THE UNITED STATES (4) (GEN. ED.#7 AND #10)**
This course will examine the history of privilege and its evolution from the 18th century to today. By reading historical documents, literature, biographies and sociological studies, students will explore and analyze inequalities in education, housing, jobs and examine both the means through which inequalities continue to be rationalized and the means through which they are being changed. This course serves as the writing proficiency for the program. Prerequisite: college writing proficiency, sophomore standing or permission of the instructor.
Spring semester. Bess.
- PCE 210. INFORMATION AND SOCIETY: RESEARCH METHODS IN PEACE STUDIES (3) (GEN. ED. #7)**
Semester long research projects will explore the social dimensions of the information revolution, relating technology to themes of peace, justice or social change. Individually selected topics will incorporate quantitative and qualitative methodologies, including data gathered in library and narrative research. The ethics of responsible research will be addressed. Final projects will be presented in both written and Web-based format. Prerequisite: peace studies course or permission of the instructor.
Variable semesters.
- PCE 220. NONPROFITS IN THE COMMUNITY (4)**
In the era of globalization, nonprofit organizations are increasingly doing the work of the public sector. This course examines the work of the nonprofit sector including its impact on its constituency and on social/economic policy, the structure, mission, leadership, fundraising and governance of a number of local, national and international organizations. This a full service-learning course. Prerequisites: PCE 124 or PCE 125 or another service course approved by the instructor.
Spring semester. Dawit. Offered 2008-09 and alternate years.
- PCE 231. SPECIAL TOPICS IN INTERNATIONAL FILM AND LITERATURE (3) (GEN. ED #9 AND #10)**
This course, organized around a rotating thematic topic in a given semester. Its focus will be on social, economic and cultural disparity as represented by filmmakers and authors originating in those societies. Of particular interest will be issues of nationalism, difference/identity, displacement, globalization, resources/wealth, environmental degradation and control of information in post-war, post-colonial and /or post-Cold War societies. When possible, filmmakers and authors will be invited for special sessions of this course. Repeatable if topic is different. Prerequisites: 100-level course in Peace Studies or permission of instructor.
Spring semester 2008 and alternating years. Department.
- PCE 241. ISSUES IN CONFLICT RESOLUTION (3)**
A topics course for the Peace Studies Program, in which students explore the mechanisms of conflict resolution in a variety of settings, using a case-study method. Prerequisite: PCE 110 or permission of the instructor.

Variable semesters. Department.

PCE 242.

PEACE PRACTICE: TRANSFORMATION OF SELF AND WORLD (4) (GEN ED #8AND #10)

Beginning with the assertion that each of us both mirrors and enacts larger social patterns, this course trains students in effecting social change by transforming their interactions with these patterns at the scale of the personnel. Through mindfulness training, students learn to recognize and disrupt their habits of meaning-making and invent new ways of engaging with the world. Through training in nonviolent communication students enhance their ability to communicate across difference. Finally, through collaborative vision projects, students learn to 'trope against trope,' inventing narrative practices that do not merely respond or react, but disturb and discover new possibilities within the self-organizing systems of which they are a part. Prerequisites: PCE 110 or or permission of the instructor.

Spring semester. Hopper-Meisner.

PCE 251.

HUMAN RIGHTS (3)

Emerging concepts of human rights, 18th century to the present; conflicting views and their justifications. Rights of persons against the state and other institutions as basic moral claims to achieve both individual self-development and social justice. Prerequisite: PCE 110, one course in political science or history, or sophomore standing.

Fall semester. Dawit.

PCE 257.

GANDHI (3) (HIS 257) (GEN. ED. #4)

This course studies Gandhi's life, actions, and ideas, in the hope that they may provide some tools to make the new century a better one than the last, for the society and the people around us, and for the physical and moral environment in which we live. The course also examines the ideas of Western figures such as Henry David Thoreau and Martin Luther King Jr. in relation to Gandhi. Prerequisite: Frontiers.

Variable semesters. Bagchi.

PCE 262.

INDIANS IN THE UNITED STATES (3) (HIS 262) (SOC 262) (GEN. ED. #4)

Using comparative analysis of indigenous and nonindigenous societies, this course will examine indigenous forms of government and social structure pre-1492 to the present. Prerequisite: one course in history, peace studies, or sociology, and sophomore standing.

Spring semester. Department.

PCE 272Y

INTENSIVE COURSE ABROAD (GEN. ED. #3)

UNDERSTANDING CONFLICT: A PEACE HISTORY IN SPAIN (8) (SP 272Y.002)

This interdisciplinary course builds Spanish language skills into the curriculum of Peace Studies through a seven-week pre-program course in the fall dedicated to the study of current conflicts in Spain (2 credits), a three-week immersion experience in Granada and Bilbao (Spain) in January (4 credits), and a seven-week post-course in the spring (2 credits). This course will explore contemporary conflicts through a study of their historical roots. The final seven weeks will be conducted mostly in Spanish to increase awareness on the importance of attaining proficiency in a second language to understand and participate in conflict resolution. Prerequisite: PCE 110 and/or 148, or permission of the instructor, and SP 130 or FRO 140.

Variable years. Dawit. Sáenz de Tejada.

PCE 283.

PEACE WITHIN/PEACE WITHOUT: HUMAN, SOCIETAL, GLOBAL POSSIBILITIES (3) (PSY 283)

Examination of the interconnectedness between psychological growth, awareness, and expanded human consciousness and interpersonal and societal transformation. Exploration of relationships between individual human consciousness and ecological (planetary) connections and wholeness. Includes such topics as The Roots of Cruelty, Human Destructiveness and Creativity, The Power of Love, The Search for Self and Others, The Rise of the Feminine, and The Voices of the Earth. Readings will include works of Fromm, Rogers, Laing, Houston, Miller, Roszak, and others. Prerequisite: PSY 114, PCE 110 or 120, or permission of the instructor.

Fall semester. J. Bradford. Offered 2007-08 and alternate years.

PCE 285.

COMPARATIVE PEACE TRADITIONS (3)

A survey of peace thought in the Buddhist, Christian, Islamic, Judaic, and Hindu philosophical traditions. The course explores how the world's major religions, through their scriptures, scholarly works, and bodies of practice, have posed the concept of peace in individual and communal life. Prerequisites: PCE 110, or a course in philosophy or religion, or approval of the instructor.

Variable semesters. Department.

- PCE 290.01. CITY SCHOOLS PROGRAM (3)**
Students should plan to have free time in their schedule between 2:30 p.m. and 5 p.m.
- PCE 290.02-UP. INDIVIDUALLY IDENTIFIED INTERNSHIP**
Fall/spring. Department.
- PCE 299. INDEPENDENT WORK (1.5-4)**
Department.
- PCE 310. INTERNATIONAL HUMAN RIGHTS LAW (3)**
This course is a critical exploration of the international human rights legal system including treaty bodies, regional organizations, commissions, courts and special complaints committees. Of particular interest is the work of the European Commission and Court of Human Rights, the Inter-American and African Commissions and Courts, the International Court of Justice, and the U.N. Tribunals for Rwanda and the former Yugoslavia. Prerequisites: PCE 251, or 200-level political science or sociology course, or approval of the instructor.
Department.
- PCE 320. IDENTITY AND CONFLICT (3)**
This course explores the complex interrelations of social identity and ethnic conflicts with the emphasis on the role of identity in processes of conflict resolution and transformation. Critical reflection and analysis of ethnic, national and religious identities as both generators and outcomes of conflict will be an important part of the course. Through readings, lectures, documentaries and simulations the course aims to extend knowledge of the construction of various layers of social identity and to develop a framework for transformation of identity based conflicts. Prerequisite: a 200-level course in peace studies or permission of the instructor.
Fall semester. Atashi.
- PCE 325. HIV/AIDS: TEARING THE SOCIAL FABRIC (3) (GEN ED #7 AND #10)**
If sexual activity is the chain that links us all, then our reaction to HIV/AIDS provide a mirror into our sense of responsibility toward that interconnection. This course will examine HIV/AIDS through the lens of humnitrian and communal ideas and realities, revealing that the integrity of the social fabric is threatened at every level (communal, national, global) by the devastating impact of the virus. Students will engage in community activities and group projects outside class hours in conjunction with research writing in order to understand personally and intellectually the disease's impact on families, communities and nations and the various ways governments are responding. Presequities: junior standing or permission of instructor.
Spring semester. Bess.
- PCE 340. SPECIAL TOPICS IN U.S. AND INTERNATIONAL PEACE STUDIES (3)**
Examination of advanced concepts in peace, conflict resolution and/or human rights thought through an in-depth study of major international and current events. These may include conflict in relation to peacekeeping, public health, globalization, international tribunals, and diplomacy, among others. Repeated with different topic.
- PCE 345. TOPICS IN PEACE STUDIES: COUNTRY STUDY (3)**
This topics course will explore the historical and contemporary politics of one country within its regional context. Research and analysis will focus on colonial and post-colonial realities, legal and de facto gender disparities, sources of current conflict, and social and economic challenges. Prerequisite: a 200-level course in peace studies or permission of the instructor. Repeatable with different topic
Spring 2007. Department.
- PCE 380. SENIOR SYMPOSIUM (4)**
This capstone course for majors and minors, will be a symposium on bridging peace thought and peace work. Students and faculty will read, analyze and discuss a number of peace theories and the ways in which individuals, communities solidarity groups and organizations implement them to bring about personal, social and political change. Some years, faculty and students together will design community interventions from determination of problems, to identification of stakeholders to program design and implementation. Prerequisites: Senior Peace Studies major or minor
Spring. Department.
- PCE 399. INDEPENDENT WORK (4)**
Department.

The Philosophy and Religion Department

The Philosophy and Religion Department offers a major in philosophy, a major in religion, and separate minors in both disciplines.

THE PHILOSOPHY MAJOR

One of the major goals of a liberal arts education is to help students initiate reflection on the meaning and significance of their own experience as individuals, as members of community, and as living in the cosmos. This reflection begins primarily with the attitude of the perplexed knower: one knows enough to ask questions but does not know enough to find answers to them. Such questioning is the attitude of the philosopher; it realizes that it is more important to understand the questions themselves than to know all the answers. As the liberal arts education ultimately brings one to philosophy, philosophy brings the basic experiences and issues into question. What is truth? What can I know? What can I hope for? What is useful? What is moral? How can I learn to distinguish what is unique to me from what I have in common with others? How shall I act to achieve worthy goals for myself and others? Asking these fundamental questions is the task of philosophy.

Philosophical deliberation on these fundamental questions develops an understanding that is sensitive to the human as it finds the place of values in society and reality. The philosophy program asks the students' own questions, and, so questioning, students put themselves in question. Such studies reveal a remarkable unity – the unity of the venture of questioning and of one's experience as a questioner. Philosophical studies help students to develop self-awareness, self-confidence, and toleration grounded in a strong sense of responsibility. In short, to take control of their lives.

Unlike any other discipline, philosophy continuously returns to its own fundamental questions and answers, as well as the questions of other disciplines. The department emphasizes both the history of philosophy and the practice of philosophizing. With the history of philosophy, students discover the background and the issues; with the practice of philosophizing, students develop skills of analysis and methodological self-awareness in solving contemporary problems of interpretation, ethics, society, and science. Through its investigation of the underlying assumptions and structures of other disciplines, philosophy examines and develops the perceptions of reality and the structures of thought from which social sciences, sciences, art, and literature have emerged.

The questions asked in the historical works of philosophy, as well as the contemporary, are worthy of study in themselves, but these questions can also lend assistance to other scholarly and professional aspirations. Because of their broad-based perspectives, students of philosophy are able to find the unifying theses that tie together the strands of the liberal arts education. Because philosophy develops analytic, synthetic, and organizational skills, philosophy students have an excellent acceptance rate to both law school and medical school. Philosophy also lends itself to other careers that call for problem solving abilities, leadership, and clarity of expression and thought.

THE RELIGION MAJOR

One of the major goals of a liberal arts education is to prepare students to become productive, responsible, moral world citizens who critically reflect on who they are as complex individuals in an equally complex society and cosmos. Such reflection inevitably begins with students as enthusiastic, yet perplexed inquirers confronting fundamental questions about human meaning and truth. In this regard, philosophy and religion are essential parts of a liberal arts education. Both disciplines help students to analyze and comment critically on concerns that are fundamental to human existence.

Philosophy and religion interrogate the "truth" of human existence. Both seek to move students beyond uncritical patterns of thought and experience to ones that recognize problems of human knowing/existence and which bring students to a more considered approach to living. Both disciplines attempt to help students think clearly, critically and cross-culturally about who they are in relationship to themselves, their social and world communities, and the wider cosmos. Philosophy does this by bringing basic human experiences and issues into question. Religion does this by exploring a particular view of reality and human existence which establishes the meaning of the human being (socially and individually) in relation to "ultimate" reality. Philosophy and religion converge in their concern to probe questions such as: What is truth? What can I know? What must I know? What is the meaning of existence? What is moral? What is just? What can I hope for? What is the meaning of a good life? What is a just society/world?

DEPARTMENT FACULTY

Professors

Kelly Brown Douglas (chair), John M. Rose, Joseph Morton, professor emeritus

Assistant Professor

Steven DeCaroli, Margret Grebowicz

Senior Lecturer

Robert Welch

THE PHILOSOPHY MAJOR

Students majoring in philosophy must successfully complete the following requirements (36 credits):

- One course in logic: PHL 176
- Two courses in ethics, from among the following:
PHL 201 PHL 205 PHL 231 PHL 243 PHL 254 PHL 276
- Four courses from the history sequence:
PHL 216 PHL 217 PHL 219 PHL 221 PHL 223 PHL 226
PHL 260
- Five 200- or 300-level electives; three of these must be at the 300 level (one 100-level philosophy course, except for Logic, may replace a 200-level elective.)

Writing Proficiency Requirement for Philosophy Major

- Each student is required to produce a substantial amount of writing throughout her/his years as a philosophy major. We recognize however that not all course papers rise to the level of excellence. Consequently, we require that each student demonstrate that this excellence has been achieved either:
1. By having a paper published, for instance, in an undergraduate journal, in a campus essay magazine, or in another peer-reviewed forum.
 2. By enrolling in a philosophy course that incorporates a revision process for the final essay-ideally this would include a peer-to-peer workshop component as well.
 3. By writing a senior thesis.
 4. By assembling, in the senior year, a writing portfolio which will include three of the student's best papers written on a philosophical topic during his or her years at Goucher. This portfolio will be submitted for review to the student's advisor no later than March 1 of the senior year (or October 1, in the case of a December graduation).

THE PHILOSOPHY MINOR

Students minoring in philosophy must successfully complete the following requirements (18 credits):

- Two courses in ethics, from among the following:
PHL 201 PHL 205 PHL 231 PHL 243 PHL 254 PHL 276
- Four courses from the history sequence:
PHL 216 PHL 217 PHL 219 PHL 221 PHL 223 PHL 226
PHL 260
- Three 200- or 300-level electives; one of these must be at the 300 level (one 100-level philosophy course, except for Logic, may replace a 200-level elective.)

THE RELIGION MAJOR

Courses required for a major in religion are as follows:

- One introductory course:
RLG 170/PHL 170 RLG 130 RLG 153
- One course in religion and ethics:
RLG 233 RLG 245 RLG 252 RLG 274
- One course in study of sacred texts:
RLG 200 RLG 206 RLG 207
- One course in contemporary theological movements:
RLG 236 RLG 237 RLG 274 RLG 355
- One course in historical studies of religion:
RLG 221 RLG 225 RLG 226 RLG 372
- Senior seminar:
RLG 350
- Five three-credit electives at the 200- and 300-levels; two of these must be at the 300-level; and two different religious traditions must be represented:

Christian:

- RLG 206 RLG 221 RLG 225 RLG 233 RLG 236
RLG 237 RLG 273 RLG 274 RLG 331 RLG 355
RLG 372

Judaic:

JS 252	RLG 200	RLG 244	RLG 245	RLG 247
RLG 331				
Islamic:				
RLG 207				
Eastern:				
RLG 228	RLG 266	RLG 268		
African:				
RLG 209				

WRITING PROFICIENCY IN THE RELIGION MAJOR

Students are required to turn in a writing portfolio to their major advisor by fall semester in their senior year. This portfolio should include one research paper, one response/reflection paper and another paper of their choosing. All three papers should represent work done in the religion major. These papers are reviewed by members of the Philosophy and Religion Department.

THE RELIGION MINOR

Six courses are required for a minor in religion:

- RLG 170/PHL 170 or RLG 153
- One course in the study of sacred texts.
- One 300-level course.
- Three elective courses at the 200- or 300-level.

Two different religious traditions must be represented in the six required courses, as shown in the listing above.

COURSE DESCRIPTIONS-PHILOSOPHY

PHL 105.	<p>PERSONAL AND COMMUNITY ETHICS (3) (GEN. ED. #10)</p> <p>An introduction to ethical thought with particular attention given to the conflict between individual interest and communal good. The course includes a survey of classical writings on ethics as well as a selection of more recent texts that focus on concrete issues such as gender and sexuality, racism, economic injustice, and environmental ethics. In each case, we will examine how various conceptions of individual rights coincide with the obligations individuals owe to their neighbors, their nation, and the global community.</p> <p><i>Fall Semester. DeCaroli.</i></p>
PHL 115.	<p>RACE, GENDER, AND SEXUALITY (3)</p> <p>An introduction to the theories of oppression and privilege, with particular attention paid to racism, sexism, and heterosexism. The readings analyze the nature of social identity and difference, including the intersections of sexuality, gender, and race, on the individual and social levels. We will examine oppression and privilege as systems and structures, which are maintained and sustained by social practices, language, education and cultural production. We will also examine the possibilities for these areas to become sites of resistance to oppression, our own and that of others.</p> <p><i>Fall semester. Grebowicz.</i></p>
PHL 120.	<p>INTRODUCTION TO ANALYTIC PHILOSOPHY (3) (GEN. ED. #9)</p> <p>Introduction to the analytic method of philosophy as it addresses the central philosophical issues of reality and knowledge. Students apply the analytic method to the metaphysics (theories of reality) and epistemologies (theories of knowledge) of three major philosophers (Plato, Descartes, and Locke), who represent three major movements: realism, rationalism, and empiricism.</p> <p><i>Spring semester. Welch.</i></p>
PHL 157.	<p>INDIVIDUAL, COMMUNITY, COSMOS (3) (GEN. ED. #4)</p> <p>Philosophic views of persons (their beliefs, values, understanding) and of their relations to societies and to the natural or divine order. Sources ancient and modern, Eastern and Western, such as Plato, Aristotle, Descartes, and Nietzsche.</p> <p><i>Spring semester. Rose.</i></p>
PHL 176.	<p>LOGIC (3) (GEN ED. #5)</p> <p>Study of the theory and history of logic, its uses and justification, its applicability and limitations. Focus on formal deductive logic.</p>

Spring semester. Department.

PHL 201.

AESTHETICS (3) (GEN ED. #10)

An analysis of texts concerning philosophical aesthetics, with particular attention paid to the 18th and early 19th centuries. This course will examine the development of aesthetic thought by highlighting themes that characterize this area of study: the affinity between aesthetic beauty and moral goodness, the importance of aesthetics with respect to philosophical theories of value, the connection between aesthetic theory and 18th century concepts of race, and the aesthetic significance of terms such as “taste,” “genius,” and “culture.” We will ask not simply, “What is beauty?” but how did it develop, what interests guided its formulation, and what effects were produced by its creation. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester. DeCaroli. Offered 2008-09 and alternate years.

PHL 205.

ENVIRONMENTAL ETHICS (3) (GEN. ED. #11)

A philosophical examination of the relationship between human beings and the natural world. Readings address cultural and scientific construction of nature and the environment, various constructions of human versus animal being, the metaphysical underpinnings of various “animal rights” and “conservation” positions, and the relationship between environmental and social concerns. Students will consider and evaluate competing approaches to environmental justice. Prerequisite: either sophomore standing, a 100-level course in philosophy, or permission of the instructor.

Spring semester. Grebowicz. Offered 2007-08 and alternate years.

PHL 212.

PHILOSOPHY AND ART (3) (ART 207) (GEN. ED. #9)

An analysis of the philosophical implications and cultural significance of art during the modern period. In pursuing an answer to the question “What is art?” we will examine a selection of philosophical writings on the subject, each of which tries to determine what characteristics make art objects different from all others. In addition, we will examine the political, social, racial and historical factors that helped produce the institutions, economies and values that, in the West at least, sustain the notion of “fine art.” Our investigation will include a critical consideration of such things as the modern museum, colonialism, the role of the art critic, and the art industry. (This course cannot be used as one of the two 200-level art history survey courses required for the art major.) Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester. DeCaroli. Offered 2007-08 and alternate years.

PHL 215.

PHILOSOPHY AND SCIENCE (3)

An analysis of how both philosophers and scientists understand the practice of scientific investigation. In particular, the concept of causality will be examined in an effort to highlight the modern period's radical reconfiguration of what it means to possess knowledge as well as to address the social and political ramifications of these changes. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester. DeCaroli. Offered 2007-08 and alternate years.

PHL 216.

MODERN PHILOSOPHY (3) (GEN. ED. #4)

An advanced survey of 17th- and 18th-century philosophy as developed in the writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, and Hume. All readings are from primary sources, supplemented by lecture and discussion. We will consider not only the internal arguments of these texts, but also the broader cultural and political questions that frame their arguments. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester. DeCaroli. Offered 2008-09 and alternate years.

PHL 217.

CONTEMPORARY PHILOSOPHY (3) (GEN. ED. #10)

An introduction to contemporary philosophy. The course includes a survey of the major philosophers of poststructuralism (post-1968), as well as a substantial examination of the traditions that have shaped contemporary philosophical debates. The course will begin with an overview of the writings of both Karl Marx and Sigmund Freud emphasizing dialectical materialism and the formation of subjectivity. The course will then examine how the ideas of Marx and Freud have been embraced by late 20th-century theorists. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester. DeCaroli. Offered 2007-08 and alternate years.

PHL 218.

PHILOSOPHY OF TIME (3) (GEN. ED. #4 AND #7)

Examination of speculations about time in the Classical, Enlightenment, and contemporary periods and the specific ways these speculations have helped develop philosophy, physics, mathematics, religion, history, and psychology. Key themes include the role of time as a measure, changes in concepts of time, time and the cosmos, and the ubiquitous presence of concepts of time in our understanding of the natural world, abstraction, classification, and self-understanding throughout Western thought. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Rose. Offered 2008-09 and alternate years.

PHL 219.

NINETEENTH-CENTURY PHILOSOPHY (3) (GEN. ED. #4)

Study of Kant's epistemology, Hegel's phenomenology and philosophy of history to show new confidence in reason; Nietzsche's and Kierkegaard's responses and the subsequent crisis in confidence in reason, and the loss of absolute values that give rise to the issues of modern life. Readings include Kant's *Critique of Pure Reason*, Hegel's "Preface" to *Phenomenology of Spirit*, Nietzsche's *Genealogy of Morals*, and Kierkegaard's *Fear and Trembling and Repetition*. Influence of these works on psychology, social science, religion, and ethics. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: Rose. Offered 2008-09 and alternate years.

PHL 220.

PHENOMENOLOGY (3)

Study of phenomenology as foundational science in Husserl's *Crisis* and its development in the work of Heidegger, Merleau-Ponty's *The Prose of the World*, and Levinas' *Time and the Other*. This course explores the prospect of a holistic way of knowing in opposition to the detached, objective methodology of the natural and social sciences. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: Rose. Offered 2008-09 and alternate years.

PHL 221.

TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY (3)

An advanced survey of early and mid-20th-century Continental philosophy. All readings are from primary sources, supplemented by lecture and discussion. Students will consider not only the internal arguments of these texts, but also the broader cultural and political questions that frame their arguments. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Grebowicz. Offered 2008-09 and alternate years.

PHL 223.

TWENTIETH-CENTURY ANALYTIC PHILOSOPHY (3) (COG 223)

This course will focus on philosophers' efforts to provide satisfactory accounts of the nature of the mind, its relationship to that of the body, and consciousness. Among the accounts we will study are materialism, logical behaviorism, the identity theory, functionalism, intentionality, and phenomenalism. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Welch. Offered 2008-09 and alternate years.

PHL 224.

EXISTENTIALISM: PHILOSOPHY AND THEATRE (3) (THE 202) (GEN. ED. #4)

Through the study of existentialist philosophers and playwrights, this course explores the relation of philosophy and theater as the two human activities that enact the self-conscious reflection of the world. Using readings from philosophers Nietzsche, Kierkegaard, Marcel, Sartre, de Beauvoir, and Duras and dramatists Artaud, Pirandello, Brecht, and Beckett – students bring theatre and philosophy together in their shared standpoint on the clearing/stage of a conscious place in which they can see the world and see themselves reflected in the world. By discovering how philosophy and theater both "enact reality," students will also discuss how both meaning in one's life and personal identity are created, how political identities are created, how political communities and social relations are constituted, and how humans "enact" being. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Rose. Offered 2008-09 and alternate years.

PHL 225.

EDUCATION, DIVERSITY, AND DEMOCRACY (3)

This course explores contemporary philosophies of education in the context of social inequality. Readings focus on the role of diversification in the formulation of radical pedagogies, in critiques of literary education, and in debates concerning bilingual education. Students will reflect on these as theoretical problems, and on the university as a site of knowledge production. The class will conclude with readings by postmodern philosophers who discuss secondary education in the larger context of cultural production in a global capitalist system. Prerequisite: 100-level course in philosophy.

Spring semester: Grebowicz.

PHL 226.

MEDIEVAL AND RENAISSANCE PHILOSOPHY (3) (RLG 226) (GEN. ED. #4)

The major Catholic, Jewish, Moslem, and Neoplatonic thinkers of the two periods. Religious thought, rational theology, the development of humanism, and the development of natural sciences. Readings from St. Anselm, St. Augustine, St. Thomas Aquinas, Peter Abelard, Maimonides, Averroes, Ficino, and Pico. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Rose. Offered 2007-08 and alternate years.

PHL 231. POLITICAL PHILOSOPHY (3) (GEN. ED. #10)

An introduction to political philosophy with particular attention paid to the modern period during which time the fundamental concepts of Western politics were developed. The course includes a survey of classical writings on politics as well as a selection of more recent texts that focus on concrete issues such as citizenship, the “social contract,” sovereignty, the meaning of political, civil, and human rights, as well as a careful examination of cosmopolitanism and nationalism. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: DeCaroli. Offered 2007-08 and alternate years.

PHL 233. SCIENCE AND GENDER (3) (WS 233)

Students will read feminist critiques of science and technology with attention to the ways in which science reinforces existing power structures as well as in ways in which feminist scientists work to challenge those structures. Readings include work in feminist epistemology and standpoint theory, as well as critiques of feminist philosophy of science. Prerequisite: a 100-level course in philosophy.

Spring semester: Grebowicz.

PHL 235. HERMENEUTICS AND DECONSTRUCTION (3) (RLG 235) (GEN. ED. #7)

An overview of two current theories of interpretation articulated in Gadamer and Derrida and their applications in the social sciences, history, literature. Examination and comparison of these methods of interpretation as they focus on the Dialogues of Plato. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: Rose. Offered 2007-08 and alternate years.

PHL 237. THE QUEER THEORY (3)

Queer theory is one of the richest and most quickly growing fields of contemporary philosophical inquiry. This course will trace various arguments for overcoming the categories “heterosexual” and “homosexual” as defined in hetero-patriarchy, in favor of a more contemporary understanding of sexuality (and gender itself) as fluid and irreducibly mediated by social forces. Readings will explore heterosexual normativity, sadomasochism, camp, queer identity, transgender, the relationship between queer and feminist resistances, and the queering of the philosophical tradition. Prerequisite: 100-level course in philosophy

Fall semester: Grebowicz

PHL 243. ETHICAL THEORY (3) (GEN. ED. #10)

A study of the major modern systems of ethics, with emphasis on meta-ethical inquiry. The first half of the semester introduces students to deontology, utilitarianism, and the ethics of alterity through primary texts. In the second half, students reflect on critical responses to these systems from more contemporary positions, which emphasize embodiment and particularity.

Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: Offered 2007-08 and alternate years.

PHL 245. CRITICAL RACE THEORY (3) (GEN. ED. #10)

A detailed examination of our assumptions about race and the impact of those assumptions on issues concerning gender, class, and sexuality. Students examine racial issues from a critical philosophical perspective and consider the ways in which representations of race reinforce patterns of power and privilege. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Grebowicz. Offered 2008-09 and alternate years.

PHL 254. BIOMEDICAL ETHICS (3) (GEN. ED. #10)

A study of life and death, euthanasia and “natural death,” abortion, organ transplants, medical experiments, women and the medical profession, medical care and the poor, health insurance schemes, mental institutions and patients’ rights. Issues studied in relation to major ethical philosophies. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Grebowicz. Offered 2007-08 and alternate years.

PHL 257.

PHILOSOPHY AND TECHNOLOGY (3)

An analysis of the cultural impact and philosophical implications of modern technology as well as a historical consideration of the relation between humans and machines. Perspectives on technology will be drawn from traditional philosophical sources as well as from more recent writings and will be examined in an effort to highlight a range of ethical and epistemological questions, including the role of technology in modern warfare, the status of intellectual property rights, the general increase in surveillance, the implications of hacking, and the risk of identity theft. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: DeCaroli. Offered 2008-09 and alternate years.

PHL 260.

ANCIENT PHILOSOPHY (3) (GEN. ED. #4)

The birth of Western thinking about existence, knowledge, and values in Greek and Roman philosophy. Consideration of the theories of the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, and Plotinus. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Rose. Offered 2007-08 and alternate years.

PHL 268.

ASIAN THOUGHT (3) (RLG 268) (GEN. ED. #4)

An analysis of Asian philosophical and religious texts with particular emphasis on the Chinese tradition. We will read selected works from the vast scholarly literature of the Daoist, Buddhist and Confucian traditions, and situate these texts, their authors, and the schools they represent, within their historical context. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Spring semester: DeCaroli. Offered 2008-09 and alternate years.

PHL 272Y.

INTENSIVE COURSE ABROAD GEN ED. #3)

Three-week intensive course abroad in January or summer.

CHINA GATEWAY (1 OR 3)

A seven-week pre-course will familiarize students with basic Mandarin Chinese and contemporary Chinese culture as well as traveling in Asia (1). This is followed by a three-week intensive course in China in the summer (3).

Alternating years. Spring, 2009. DeCaroli.

PHL 275.

EPISTEMOLOGY (3) (COG 275) (GEN. ED. #7)

This course will examine the theories of truth, such as the correspondence and coherence theories, and the related theories of belief that support these claims to knowledge. We will also examine the criteria for what constitutes appropriate evidence for a knowledge claim. The course will conclude with the more recent problems proposed for the traditional definition of knowledge and some attempts to overcome these problems. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Welch. Offered 2007-08 and alternate years.

PHL 276.

FEMINIST PHILOSOPHY (3) (WS 276) (GEN. ED. #10)

A philosophical study of questions of gender and gender inequality. The class will explore the sex/gender distinction, social constructions of femininity and masculinity, theories of male normativity and masculine privilege, and various, competing strategies for resistance. Students will reflect on gender in relation to other social inequalities, with particular attention to sexuality and heterosexism. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor

Spring semester: Grebowicz.

PHL 277.

SEX WORK: ETHICAL AND HISTORICAL PERSPECTIVES (4)

Sex work is one of the most controversial areas of feminist inquiry. While so much of the U.S. women's movement has fought to eliminate the (legal and illegal) trafficking in women's bodies, equally much feminist work goes towards improving the lives and social/legal status of sex workers. This course studies the history of sex work to examine how race, class and gender provide a basis for ethical debates on prostitution and pornography. Questions of who decides what is moral and not, what is healthy sick, and what is considered obscene in modern society and how these questions have been answered through the years. Prerequisites: Any one of the following: PHL 115, 276, 237, any one of the following Women's Studies courses: WS 100, 120, 225, 230, or permission of the instructor.

Spring semester: Grebowicz

- PHL 280. ARCHAEOLOGY OF LANGUAGE (3) (GEN. ED. #10)**
A discussion of language in its various roles, from creating meaning to hiding it. By looking at five ways of treating language – the literal, the metaphorical, the evocative, the structural, the deconstruction – this course explores why language works and why it sometimes does not work, why it is possible to be understood and to be misunderstood. Topics include the relationship of language and culture, language and gender, language and cognition, and language and madness. Readings in Aristotle, Heidegger, Barthes, Foucault, Derrida, and Eco. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.
Fall semester: Rose. Offered 2007-08 and alternate years.
- PHL 290. INTERNSHIP IN PHILOSOPHY (3-4)**
Placements in business, government, civic organizations, coalitions, and volunteer groups. Each student designs a plan with a member of the department to develop a clear goal and a rigorous method of pursuing it. Prerequisites: preliminary interview and sophomore standing or permission of the instructor. Course may be taken pass/no pass only.
Department.
- PHL 298/ 398. INDEPENDENT WORK IN PHILOSOPHY (1.5-4)**
Special topics of study based on previous course work in the department and selected in conference with the instructor.
Department.
- PHL 330. NIETZSCHE (3)**
A reading of four of Nietzsche's works: *Beyond Good and Evil*, *The Gay Science*, *Thus Spoke Zarathustra*, and *Twilight of the Idols*; a biography of Nietzsche; and three crucial commentators: Heidegger, Derrida, and Irigaray. This course offers an opportunity to see the history of philosophy and culture through the major concepts of the Will to Power, the Eternal Return, the Transvaluation of Values, and recent interpretations of that thinker who called for an end to religion and metaphysics and started the modern age. Prerequisite: either a 200-level philosophy course, or permission of the instructor.
Fall semester: Rose. Offered 2008-09 and alternate years
- PHL 332. FOUCAULT (3)**
A examination of the works of Michel Foucault, as well as an introduction to the ideas and issues that characterized post-1968 Europe, the time period during which he wrote. The course will be devoted to a careful reading of Foucault's most important works. Prerequisite: either a 200-level philosophy course, or permission of the instructor.
Fall semester: DeCaroli. Offered 2008-09 and alternate years.
- PHL 333. KANT (3)**
A examination of the works of Immanuel Kant as well as an introduction to the ideas and themes characteristic of the critical tradition he inaugurated. The course will devote considerable time to a careful reading of the standard translations of Kant's most important works, paying particular attention to the key concepts of Kant's critical philosophy. In addition to reading works by Kant, the course will examine the writings of influential 20th-century thinkers whose works not only draw on Kant's ideas, but also give these ideas a profoundly contemporary relevance. Prerequisite: either a 200-level philosophy course, or permission of the instructor.
Fall semester: DeCaroli. Offered 2007-08 and alternate years.
- PHL 336. HEIDEGGER (3)**
Seminar discussion of the key texts in Heidegger's "path of thinking" about Being. We will follow Heidegger's ways of asking the question of "the meaning of Being" as it develops and changes from phenomenology as fundamental ontology in Being and Time to thought that gives itself over to the appropriation of thinking by Being in Contributions to Philosophy. Other texts under consideration include Identity and Difference and the Wegmarken texts.
Spring semester: Rose. Offered 2007-08 and alternate years.
- PHL 337. DESCARTES (3)**
Philosophers who study Descartes' Meditations have concerned themselves with what has become known as the "Cartesian Circle," namely, that the principle of clarity and distinctness that Descartes employs to validate God's existence is itself in need of a guarantee that only God's existence can provide. This course will examine three different strategies that contemporary philosophers have offered to avoid the "Circle:" the autonomy of reason, partial autonomy of

reason, and non-autonomy of reason with distinctions in the concepts of certainty and doubt. Prerequisite: either a 200-level philosophy course, or permission of the instructor.

Spring semester. Welch. Offered 2007-08 and alternate years.

PHL 338.

DERRIDA (3)

An in-depth study of Derrida's early work, which begins with his critique of logocentrism, tracing its trajectory from his work on language and semiotics to the deconstruction of the metaphysics of presence. The class concludes with the readings of his later work, exploring the relevance of deconstruction for contemporary democratic theory, globalization, and education.

Prerequisite: 200-level course in philosophy or permission of the instructor.

Spring semester. Grebowicz.

PHL 339.

LYOTARD (3)

This course will introduce students to the work of late 20th century French philosopher Jean-Francois Lyotard, who is credited with introducing the term "postmodern" into critical discourse, in the context of the events of May 1968 as well as in its present inception. We will explore his writings on the postmodern in areas such as knowledge production, art, memory and testimony, gender, international human rights, and education. Prerequisites: 200-level course in philosophy or permission of the instructor.

Fall semester. Grebowitz

PHL 365.

PLATO (3)

The Theory of Forms, perhaps the most influential theory in Western philosophy, was devised early in Plato's career. It was then significantly expanded and improved in many later dialogues affecting all areas of Plato's thought: knowing, existence, and values. This course focuses on a discussion and critical examination of the Phaedo, Symposium, Republic, Phaedrus, Parmenides, Theaetetus, Sophist, and Timaeus. Prerequisite: either a 200-level philosophy course, or permission of the instructor.

Spring semester. Welch. Offered 2008-09 and alternate years.

PHL 395.

PHILOSOPHICAL TOPICS (3)

Advanced study in a particular historical period, theme, issue, or thinker in the Western or Eastern philosophical tradition. The field of discussion is delimited differently each time the course is taught. Topics for a given semester are posted before registration. Prerequisite: either a 200-level philosophy course, or permission of the instructor.

Department. Variable semesters.

COURSE DESCRIPTIONS—RELIGION

RLG 130.

NON-WESTERN WORLD RELIGIONS (3) (GEN. ED. #9)

A survey of religious experiences and traditions of non-Western peoples. The traditions examined might include the religions of native peoples, Buddhism, Hinduism, and Islam, and the religious traditions of China, Japan, and Africa. Emphasis will be placed on the living and dynamic nature of these traditions in their past and contemporary expressions.

Fall semester. Department.

RLG 153.

RELIGION AND SOCIETY (3) (GEN. ED. #9)

This is a lecture discussion course designed to introduce students to the phenomenon and study of religion. This will be achieved by exploring the meaning and nature of religion, the role of religion in the life of the individual and the role of religion in the construction, maintenance, and daily life of society.

Fall and spring semester. Department.

RLG 200.

THE HEBREW SCRIPTURES (3) (GEN. ED. #4 AND #9)

A study of the literature of the Hebrew Scriptures in order to discover its forms and the perceptions of reality and value it conveys. Myth, history, prophecy, poetry, wisdom, story, and their meanings in human experience. Prerequisite: sophomore standing.

Variable semesters. Hertzman.

RLG 206.

NEW TESTAMENT GOSPELS (3) (GEN. ED. #4)

Students thoughtfully and probingly read the four New Testament Gospels with an eye to historical/critical methods of study and interpretation, focusing on questions such as the following: What is a "gospel"? Why do we encounter different portrayals of Jesus in these texts? What is known about the early communities of these documents? Who is Jesus? How has Jesus been understood in Christian tradition and by those outside Christianity? No prior knowledge of these texts is needed.

Spring semester. Department. Offered 2008-09 and alternate years.

- RLG 207. ISLAMIC THOUGHT (3) (GEN. ED. #9)**
 This course provides an overview of Islam through the Koran and the teachings of the prophet Muhammad. Study of Islam's fundamental beliefs and practice. Focus on the history and expansion of Islam as well as an examination of Islamic culture, science, and its contribution to world civilization. Other topics include Islamic resurgence; contemporary Islam in the Middle East and the world in general; political life; and the concept of Islamic fundamentalism.
Fall semester. Department. Offered 2008-09 and alternate years.
- RLG 209. AFRICAN RELIGIOUS THOUGHT (3) (GEN. ED. #9)**
 This course explores and surveys some major texts of African philosophy and religion. This course will cover such issues as life and death, the relationship between this world and other worlds, the problem of subjectivity and responsibility, and the productive and destructive possibilities in the contact between African traditional religion and Abrahamic religions. Prerequisite: sophomore standing.
Spring semester. Department. Offered 2006-2007 and alternate years.
- RLG 213. HISTORY OF JEWS AND CHRISTAINS IN THE ROMAN EMPIRE (3) (JS 213, HIS 213)**
 The diverse world of Roman-occupied Israel eventually gave rise to two new religions that would shape the lives of millions for centuries: Rabbinic, Judaism and Christianity. This course studies that historical process; the complex interactions among Jews, Christians, and the broader Greco-Roman world; and the social and political consequences of new religions. Includes careful reading and discussion of primary sources having highly contested meanings. Prerequisite: sophomore standing.
Variable semester. Gruber.
- RLG 221. INTRODUCTION TO CHRISTIANITY: SALVATION SCHEMES (3)**
 "Jesus saves." Behind such a phrase lies a fascinating, plural, and complex religious history. In this course we investigate sacred text, theology, and contemporary literature and film with the following questions in mind: How did Christian salvation metaphors come into being? How are such images related to diverse social settings across time? What does "salvation" mean? How shall we analyze Christian salvation metaphors in contemporary literature and film? Prerequisite: one course in religion or sophomore standing.
Fall semester. Department. Offered 2007-08 and alternate years.
- RLG 225. CALVIN AND LUTHER SEMINAR (3) (GEN. ED. #4)**
 How did the "One Church" become many churches? Where did all of these denominations come from? This course attempts to answer these questions through the study of the fascinatingly complex lives of two Reformation figures. Students will explore, compare, and contrast the development of their thought. Texts will include biographies of Calvin and Luther and their primary sources, including diverse examples of their sermons, treatises, theological works, and biblical commentaries. How did Calvin and Luther understand sin and repentance? What is the role of grace in their theologies? What was their understanding of the church? How did they interpret biblical texts? How did their work affect the societies in which they lived? How and why have they been criticized? Prerequisite: one course in religion or sophomore standing.
Spring semester. Douglas, department. Offered 2007-08 and alternate years.
- RLG 226. MEDIEVAL AND RENAISSANCE PHILOSOPHY (3) (PHL 226) (GEN. ED. #4)**
 This course covers the major Catholic, Jewish, Moslem, and Neoplatonic thinkers of the two periods. Religious thought, rational theology, the development of humanism, the development of the natural sciences. Readings from Anselm, St. Augustine, St. Thomas Aquinas, Peter Abelard, Maimonides, Averroes, Ficino, and Pico. Prerequisite: one 100-level course in philosophy or sophomore standing.
Fall semester. Rose. Offered 2007-08 and alternate years.
- RLG 228. PHILOSOPHY OF RELIGION (3)**
 Philosophical analysis of the world's religious traditions and religious interpretations of life as found in deism, "liberal religion," trinitarianism, and Eastern religions. Special emphasis on topics of faith, the problem of evil, immortality, faith and reason, and the religious functions of suffering. Reading of selected religious classics. Prerequisite: sophomore standing.
Spring semester. Department. Offered 2007-08 and alternate years.
- RLG 233. CHRISTIAN ETHICS AND WAR (3)**
 How do religions impact individual and communal self-understanding and decision-making? In this course students are introduced to the study of Christian ethics through investigation and analysis of one particular ethical issue: war. Students study war theory and its relationship to Christianity, as well as Christian pacifism and nonviolence. Their investigation will focus on how

Christian sacred texts, history, theology, and practice are utilized by Christian ethicists to diverse ends. Prerequisite: one course in religion or sophomore standing.

Fall semester. Department. Offered 2007-08 and alternate years.

RLG 235.

HERMENEUTICS AND DECONSTRUCTION (3) (PHL 235) (GEN. ED. #7)

An overview of two current theories of interpretation articulated in Gadamer and Derrida and their applications in the social sciences, history, and literature. Examination and comparison of these methods of interpretation as they focus on the Dialogues of Plato. Secondary reading in Hoy's *The Critical Circle*. Prerequisite: one 100-course in philosophy or permission of instructor or sophomore standing.

Spring semester. Rose. Offered 2007-08 and alternate years.

RLG 236.

WOMANIST THEOLOGY (3) (WS 236) (GEN. ED. #10)

What is the meaning of faith for black women as they struggle for life and freedom? This course attempts to answer this question as it explores black women's religious/theological experience from a Christian perspective. Attention is given to the nature of the social/historical struggle which informs black women's understandings of themselves in relationship to God, church, and community. Reflective of the womanist tradition, this course accesses various media forms in a effort to discern the womanist religious experience. Prerequisite: one course in women's studies or religion or sophomore standing.

Spring semester. Douglas. Offered 2007-08 and alternate years.

RLG 237.

BLACK RELIGIOUS THOUGHT 1 (3)

This course focuses on the historical roots of the black faith tradition. It seeks to explore the religious and theological tradition of the Black Church in America as this tradition emerged during slavery through the 20th-century Great Migrations. Primary literature from the enslaved and black religious thinkers are examined. Prerequisite: one course in religion or sophomore standing.

Fall semester. Douglas. Offered 2008-09 and alternate years.

RLG 238

RELIGION AND RACE IN AMERICA (3) (AMS 238) (GEN. ED. #10)

This course explores the complex relationship between religion and race in America. It examines the ways in which religion in America defines and responds to issues of race as well as the way that race shapes religious institutions and theological perspectives. Particular attention is given to Christian responses to such issues as slavery, Jim Crow/segregation, and the Civil Rights/Black Power movement. Prerequisite: one course in religion or sophomore standing.

Spring semester. Douglas. 2009 and alternating years.

RLG 240

RELIGIOUS TOPICS (3)

Advanced study in a historical period, theme, issue, or thinker in a particular religious tradition. The field discussion is delimited differently each time the course is taught. Topics for a given semester are posted for registration. May be repeated with a different topic. Prerequisite: one 200-level course in religion or permission of the instructor. Prerequisites: One course in religion or sophomore standing.

Spring semester. Department

RLG 244.

JEWISH MYSTICISM: PHILOSOPHY OF KABBALAH (3) (JS 200)

A comprehensive study of Jewish thought, from the time of the Mishnah, Talmud, and Midrash to the emergence of the religious and secular Jewish thinkers of the 19th and 20th centuries. The course presents historical and conceptual developments of Jewish thought through a study of the works of the prominent Jewish philosophers, mystics, and ethical writers who shaped the major beliefs of Judaism. An exploration of the basic philosophical methods and terminology that are used in the literary research of the history of ideas will be included in the survey. Prerequisite: sophomore standing.

Spring semester. Shokek.

RLG 245.

THE HOLOCAUST (JS 245)

The socioeconomic, political, and theological roots of the Holocaust in Western European thought and culture. Analysis of foreign reaction to German persecution of the Jews, early and late. The gathering stages of the Holocaust, from programmed euthanasia to death camp. The meaning of the Holocaust in Western religion and culture. Prerequisite: sophomore standing or permission of the instructor.

Variable semesters. Department.

RLG 247.

ISSUES IN CONTEMPORARY JEWISH THOUGHT: WHITHER THE 21ST CENTURY (JS 247)

What it means to be Jewish and how to live a Jewish life have always led to questions about God, about Torah, and about the Jewish people-and often in reaction to what is happening in the non-Jewish world. This course examines these question from writings of Ahad Ha-am, Herman Cohen, Leo Baeck, Franz Rosenweig, Abraham Issac Kuk, Martin Buber, Abraham J. Heschel, Emil Fackenheim, Joseph Soloveitchik, Rachel Adler (Jewish feminist), and Emanuel Levinas. Our goal is to see if we can detect a glimpse of the Jewish future. This course is sponsored in part by the Jewish Chautauqua Society. Prerequisite: One course in religion or philosophy or sophomore standing.

Fall semester. Department. Offered 2008-09 and alternate years.

RLG 266.

BUDDHIST THOUGHT (3)

This course provides an overview of Buddhism and its fundamental beliefs and practices. The course will examine the history and expansion of Buddhism during its early formative years, including its origins in India and its expansion into China, Japan, other areas of Asia, and the West. In addition, the course will examine contemporary developments in Buddhism thought and practice, and Buddhism's political and social importance.

Spring semester. Department. Offered 2008-09 and alternate years.

RLG 268.

ASIAN THOUGHT (3) (PHL 268) (GEN ED. #4)

An analysis of Asian philosophical and religious texts with particular emphasis on the Chinese tradition. Students read selected works from the vast scholarly literature of the Taoist, Buddhist, and Confucian traditions, and situate these text, their authors, and the schools they represent within their historical context. Prerequisite: sophomore standing, 100-level philosophy course, or permission of instructor.

Spring semester. DeCaroli. Offered 2008-09 and alternate years.

RLG 273.

QUEER(Y)ING RELIGION (3) (GEN. ED. #10)

What does human sexuality have to do with God? What has been the meaning of sexuality within the Christian tradition? How has Christianity shaped the meaning of sexuality for society? These are some of the questions this course explores as it examines sexuality and the Christian tradition in relation to matters of homosexuality. Special attention will be given to theological and biblical concerns. Prerequisite: sophomore standing.

Fall semester. Douglas. Offered 2007-08 and alternate years.

RLG 274.

LIBERATION THEOLOGY (3) (GEN. ED. #10)

Through delving into the writings of particular theologians of liberation such as Jon Sobrino, Gustavo Gutierrez, James Cone, and others students examine the meaning, significance, and methods of liberation theology. Their exploration will include the following questions. Why is it called "liberation" theology? What vision of God, the world, and human beings does it proclaim? What does it criticize about the world and the church? Students meet and interview people in the community who are linked with the practice of liberation theology in various contexts. Prerequisite: one course in religion or sophomore standing.

Fall semester. Department. Offered 2008-09 and alternate years.

RLG 299

INDEPENDENT WORK IN RELIGION (1.5 - 4)

Special topics on study based on previous course work in the department and selected in conference with the instructor.

Department.

RLG 308.

JEWISH AND CHRISTIAN FEMINISM (3) (WS 308)

What do feminism and religious traditions have to say to one another? In this course students read both autobiography and theological texts written by women struggling with questions regarding feminism and the religious traditions of Judaism and Christianity. Students explore such themes as the understanding of God, interpretation of sacred texts and halakhah, the meaning of community, sexuality, and ritual. This course also incorporates opportunities for students to pursue their own questions vis a vis feminism, Judaism, and Christianity. Through interviews and guest speakers, students attend to and analyze the religious life journeys of a variety of women in their community. Prerequisite: one course in women's studies or religion and sophomore standing.

Department. Variable semesters.

RLG 331.

PROBLEMS OF EVIL AND SUFFERING (3) (GEN ED. #7)

What is the meaning of evil? How are we to understand human suffering? What is the meaning of the human being in relation to evil? What is the significance of God in relation to evil and suffering? What is the meaning of truth and justice in light of evil? These are some of the questions this course considers as it investigates the problem of evil and suffering. Theological, philosophical, literary as well as justice responses to particular social/historical manifestations of evil

(i.e., slavery and the Holocaust) are examined in order to help students discern the complex issues with regard to evil/suffering and to develop their own theological, philosophical and justice-related responses. Prerequisite: one course in religion or sophomore standing.
Spring semester. Douglas. Offered 2007-08 and alternate years.

RLG 350.

SENIOR SEMINAR RELIGION ON THE GROUND

All senior majors in the religion and ethics major participate in this seminar. Students will engage the question from their own perspective through leading a discussion and presenting a paper. There is also a required service component. Prerequisite: senior standing and declared religion major or minor.

Spring semester. Department.

RLG 355.

BLACK RELIGIOUS THOUGHT II (3) (GEN. ED. #7 AND #10)

This course focuses on the development of the black faith tradition from the Great Migrations to the present. The social/historical/political context which shaped black religious thought during this period will be explored. Particular attention will be paid to the development of a systematic Black theology with a close examination of thinkers such as Martin Luther King Jr, Malcolm X, and James Cone. Prerequisite: sophomore standing or one course in religion.

Fall semester. Douglas. Offered 2008-09 and alternate years.

RLG 399.

ADVANCED INDEPENDENT WORK (3-4)

What it means to be Jewish and how to live a Jewish life have always led to questions about God, about the Torah, and about the Jewish people-often in reaction to what is happening in the non-Jewish world. This course examines these questions from the writings of Ahad Ha-Am, Herman Cohen, Leo Baeck, Franz Rosenweig, Abraham Isaac Kuk, Martin Buber, Abraham J. Heschel, Emil Fackenheim, Joseph Soloveitchik, Rachel Adler (Jewish feminist), and Emmanuel Levinas. Our goal is to see if we can detect a glimpse of the Jewish future. This course is sponsored in part by the Jewish Chautauqua Society. Prerequisite: one course in philosophy or religion, or sophomore standing.

Department. Variable semesters.

Physical Education and Athletics Department

Physical education and athletics have been key components of the Goucher experience since the founding of the college. Together they complement Goucher's commitment to developing a student's intellectual growth and leadership skills. Students learn to test physical limits, develop responsibility, work together as a group and understand the basis for establishing a balanced lifestyle.

Physical education at Goucher is rooted in the wellness philosophy. Students are encouraged to explore unique and individual avenues to find optimal states of well-being through classroom and activity courses. Wellness 135 covers issues that are relevant to students as they expand their life experiences. Some examples of particular class topics include love and relationships; spirituality; grief and loss; personal finance; acupuncture; humor; stress and relaxation; sexual harassment; fitness and nutrition; and violence in relationships. Wellness 135 is offered both semesters every seven weeks.

The department encourages the development of vitality and health through the activity courses, where students take one course from a variety of choices offered through physical education every semester.

Athletics plays an important role in the student life of the campus. As competitive participants, students learn to draw strength and courage from within. The testing of mental and physical limits is integral to building positive self-esteem and important in the development of leadership skills.

In addition to the Welsh Gymnasium and von Borries Swimming Pool, the physical education complex includes an aerobic workout area (complete with treadmills and elliptical equipment), a weight room, dance studios, athletic training room, four field-sport areas, eight tennis courts, two riding rings, stables, an eight-lane synthetic surface track and stadium field, a nine-hole disc golf course, and five miles of wooded riding, jogging, and hiking trails. The Sports and Recreation Center includes a large gymnasium, four racquetball and two squash courts, a multipurpose room, weight room, modern athletic training room, and spacious locker-room facilities.

PHYSICAL EDUCATION PROGRAM

One activity course in physical education and Wellness 135 (for one credit, taken any time before the end of the junior year) are required for all students who wish to graduate. Students who successfully compete on a varsity team

or complete a dance performance through the Dance Department may use that participation to satisfy the activity part of the requirement. Successful completion of one course from a specific list of dance courses or a riding course will also satisfy the activity requirement. Goucher does not recognize unsupervised activity as a substitute for course work in physical education.

The numbering of physical education courses does not indicate the level of skill required. Courses are free unless otherwise described in the semester course listing.

The physical education requirement for transfers is the same for those students who begin their college experience at Goucher. A student who transfers to Goucher must take Wellness 135 and one activity course.

Students with physical education or health science transfer credits on an official transcript from another college may be able to satisfy all or part of Goucher's physical education requirement. Students must petition SAS for this type of exemption. Documentation to support the petition and transcript could include a course syllabus, catalogue description, or certification document.

Students who have a gap of five years or more in their education, or who are over the age of 25, are exempt from the physical education requirement but are encouraged to enroll in or audit any physical education course.

DEPARTMENT STAFF

Director of Physical Education and Athletics
Geoff Miller

Coaches and Instructors

Sally Baum (senior woman's administrator and women's tennis coach), Leonard Trevino (associate athletics director and men's basketball coach), Thomas Till (aquatics director, assistant athletic director and swimming coach), Stephen Keefe (athletics trainer), Kathy Baran (assistant athletic trainer), Didi Cotton (women's basketball coach), Patte Zumbrun (equestrian director and riding coach), Katie Trainor (women's lacrosse coach), Kyle Hannan (men's lacrosse coach), Warren Prestwich (field hockey coach), John Caslin (cross country and track and field coach), Gary Dunda (men's soccer coach and coordinator of academic support services), Tati Korba (women's soccer coach), Michael Vann (men's tennis coach), Jeremy Price (women's volleyball coach), Farrell Sullivan, Jamal Harris, Sheron McGuire, Terry Feelemeyer (physical education instructors)

COURSES DESCRIPTIONS-PHYSICAL EDUCATION

Wellness

PE 135. Wellness

Physical Education Courses

PE 195-6/DAN 195-6.	PE 414/DAN 114.
Chorégraphie Antique	Elementary Dance Tech. II: Modern
PE 415/DAN 115.	PE 416/DAN 116.
Elementary Dance Tech. I: Modern	Intermediate Dance Tech. II: Modern
PE 417/DAN 117.	PE 418/DAN 118.
Intermediate Dance Tech. I: Modern	Intermediate Dance Tech. III: Modern
PE 424/DAN 124.	PE 425/DAN 125.
Elementary Dance Tech. I: Ballet	Elementary Dance Tech. II: Ballet
PE 426/DAN 126.	DAN 127.
Intermediate Dance Tech. I: Ballet	Intermediate Dance Tech. II: Ballet
PE 428/DAN 128.	
Intermediate Dance Tech. III: Ballet	
DAN 008/009 Pilates	
DAN 205. Advanced Modern Tech. I	DAN 206. Advanced Modern Tech. II
DAN 207. Advanced Modern Tech. III	DAN 208. Advanced Studies in Modern Dance I
DAN 209. Advanced Studies in Modern Dance II	DAN 210. Advanced Ballet Tech. I
DAN 211. Advanced Ballet Tech. II	DAN 212. Advanced Ballet Tech. III
DAN 213. Advanced Studies in Ballet I	DAN 214. Advanced Studies in Ballet II
DAN 252. Composition: Dance Exploration	DAN 253. Intermediate Dance Composition
DAN 295. Dancers in Action	

For a full description of dance courses, see listings under the Dance Department.

PE 010. Racquet Sports	PE 020. Aerobic Training
PE 030. Outdoor Education	PE 050. Strength Training

PE 060.	Martial Arts	PE 065.	Life Fitness
PE 100.	Beginning Tennis	PE 127	Ultimate Frisbee
PE 130.	Care and Prevention of Athletics Injuries	PE 156.	Red Cross-Lifeguard Training
PE 252.	Basketball	PE 364.	Jujitsu
<i>Riding Courses</i>			
PE 234.	Beginning Riding	PE 238.	Advanced Beginning Riding
PE 242.	Beginning Jumping	PE 243.	Novice Jumping
PE 248.	Intermediate Position and Control	PE 344.	Supplemental Riding
PE 341.	Advanced Intermediate Position and Control	PE 342.	Advanced Position and Control
PE 349.	National Riding Commission Testing		

RECREATIONAL SPORTS PROGRAM

The hallmark of recreational sports at Goucher is participation. The program provides facilities, equipment, and activities to meet the diverse needs and interests of the entire college community. Recreational sports includes three facets in programming: intramurals, sports clubs, and recreational events. Within these areas are opportunities for competition in team, dual, and individual sports for men and women; practice, instruction, and competition in common-interest group activity; and nontraditional, self-paced activities. The program is flexible and based upon the interests of the college community and the availability of facilities.

INTRAMURAL SPORTS

Most recent activities include racquetball, basketball, softball, flag football, tennis, floor hockey, ultimate Frisbee, indoor soccer, and volleyball.

SPORT CLUBS

Sport clubs are recognized student organizations formed by individuals with a common interest. Sport clubs promote student participation in a wide variety of physical and athletic activities, provide greater opportunity for student competition at various levels of play, contribute to the development of student leadership, and provide a bond within individual clubs. Most of all, sport clubs are a great place to learn a sport, meet people, and have fun. The key to the success of this program and each club is student leadership and participation. Sport clubs are administered by the Office of Intramurals-Recreational Sports. Each club is formed, developed, governed, and administered by the club's student members working with the sport club staff. Clubs that have sustained interest in recent years include fencing, jujitsu, hip-hop, dance, wiffle ball, dodgeball, Frisbee golf, and ultimate Frisbee.

VARSITY SPORTS PROGRAM

The intercollegiate athletics program offers 10 varsity sports for women and eight varsity sports for men, as well as an equestrian intercollegiate athletic program for men and women. Goucher is a member of the Capital Athletic Conference (CAC) and has NCAA Division III affiliation. Students may fulfill the activity course of the physical education requirement by successfully completing one season on an intercollegiate team.

Fall Sports

Men's and women's cross country, riding, soccer, tennis. Women's field hockey and volleyball.

Winter Sports

Men's and women's basketball, riding, indoor track and field, swimming.

Spring Sports

Men's and women's lacrosse, riding, tennis, track and field.

EQUESTRIAN PROGRAM

The equestrian program is part of the comprehensive physical education program and offers small, personalized riding classes for riders at the novice through advanced levels. The program emphasizes a contemporary approach to hunt seat riding. Throughout the year, students participate in horse shows and riding clinics both on and off campus. Goucher is a member of Region I of the Intercollegiate Horse Show Association, and intercollegiate competition is available to students on the varsity riding team. The Riding Club provides a variety of non-riding, horse-related activities and sponsors riding events on campus.

Goucher's riding facilities include college-owned horses, 21 box stalls, a 150' by 180' sand ring, an indoor riding ring, a hunt course area, and fields and trails with cross-country jumps. For information on boarding a private horse in the college stables, contact the director of the equestrian program.

The Physics and Astronomy Department

The Physics and Astronomy Department offers a major in physics with two distinct tracks: Advanced and Applied Studies in physics and astronomy. In the Applied Studies track students can choose concentration in computer science, materials science or premedical studies. In addition, the Physics and Astronomy Department offers a minor in physics and six dual-degree programs in electrical and computer science engineering, materials science engineering, mechanical engineering, civil engineering, biomedical engineering, and chemical engineering. Student may also elect to take specialized courses in collaboration with the Department of Physics and Astronomy at the Johns Hopkins University (JHU).

The goal of the Physics and Astronomy Department is to prepare students to acquire a high level of analytical thinking and problem solving abilities through in-depth study of challenging physical concepts, both theoretical and experimental.

The core curriculum in both the Advanced and Applied-Studies tracks prepares students for graduate school and/or careers in physics such as science education, research and development, design and manufacturing, government, and information technology. Recent studies by the American Institute of Physics (AIP) have reported physics success stories in a variety of fields such as acoustics, computers, consumer goods, energy efficiency, environmental science, global positioning systems, the Internet, lasers, liquid crystals, medical imaging, nanotechnology, quantum computing, information systems, telecommunications, and transportation.

Students have the opportunity to conduct scientific research with faculty in experimental and theoretical condensed matter physics, materials science, atomic/molecular physics/optics and astronomy at the Physics and Astronomy Department at Goucher College. Other areas of research are available at the JHU Department of Physics and Astronomy. Students present the results of student/faculty research collaborations at poster sessions within the Division of Natural Sciences and Mathematics at Goucher College. In the past, such work has also been presented at professional conferences and has been published in scientific journals with students as co-authors.

International studies in physics and astronomy are available through semester or year-long programs at the University of Sussex (UK) or through three-week intensive programs in Granada, Spain. Off-campus internships and summer research programs provide valuable experience in work settings that often lead to informed career choices.

A minor in physics prepares students for graduate work in applied sciences or for entrance into professional schools as well as for the 3+2 Engineering Program. For more information on the 3+2 program, refer to the Science and Engineering Program in this catalog. For more detailed information on the Physics Department faculty members, physics curriculum and collaborative student/faculty research, please visit our website at <http://www.goucher.edu/physics>.

DEPARTMENT FACULTY

Professor

Ali Bakhshai (experimental condensed matter physics)

Associate Professor

Sasha Dukan, chair (theoretical condensed matter physics)

Assistant Professor

Marin Pichler (experimental atomic, molecular and optical physics)

Visiting Assistant Professor

Ben Sugerman (astronomy)

Adjunct Instructor

Parviz Ghavamanian (astronomy)

THE PHYSICS MAJOR (ADVANCED STUDIES TRACK)

Courses required for the physics major in advanced studies track include:

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280
PHY 300	PHY 301	PHY 310	PHY 340	PHY 350
PHY 395	MA 222		CS 119	

One additional 300-level physics course from the following list:

PHY 304*	PHY 313*	PHY 314*	PHY 330
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* Offered at the Johns Hopkins University.

Students should check all courses for the accompanying prerequisites. ENG 206 taken at any time satisfies the writing proficiency requirement. PHY 220 and PHY 280 taken at any time satisfy the computer proficiency requirement.

THE PHYSICS MAJOR (APPLIED STUDIES TRACK)

Computer Science Concentration

Courses required for the computer science concentration include*:

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280	PHY 300
PHY 301	PHY 310	PHY 340	PHY 350	PHY 395	MA 222
CS 119					

Elective courses (two are required):

CS 220	CS 224	CS 240	CS245	PHY 330
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Students should check all courses for the accompanying prerequisites. ENG 206 taken at any time satisfies the writing proficiency requirement. PHY 220 and PHY 280 taken at any time satisfy the computer proficiency requirement.

Premedical Concentration

Courses required for the premedical concentration include*:

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280	PHY 300
PHY 301	PHY 310	PHY 395	BIO 104	BIO 105	BIO 210
CHE 230,235					

Elective courses (one is required):

PHY 330	PHY 340	PHY 350
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Recommended courses:

BIO 220	BIO 260	MA 221	MA 222
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Students should check all courses for the accompanying prerequisites. ENG 206 taken at any time satisfies the writing proficiency requirement. PHY 220 and PHY 280 taken any time satisfy the computer proficiency requirement.

Materials Science Concentration

Courses required for the materials science concentration include:

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280
PHY 300	PHY 301	PHY 310	PHY 330	PHY 340
PHY 395	CHE 265/265L	MA 222		

Recommended courses:

PHY 350

Students should check all courses for the accompanying prerequisites. ENG 206 taken at any time satisfies the writing proficiency requirement. PHY 220 and PHY 280 taken any time satisfy the computer proficiency requirement.

THE PHYSICS MINOR

Courses required for the physics minor include:

PHY 125	PHY 126	PHY 220	PHY 230
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Four additional courses from the following list. At least one must be a 300-level course.

PHY 280	PHY 300	PHY 301	PHY 310	PHY 330	PHY 340
PHY 350	PHY 395	MA 221	MA 222	MA 231	CHE 265

COURSE DESCRIPTIONS-ASTRONOMY

AST 110.

ASTRONOMY: INTRODUCTION TO ASTRONOMY (4) (GEN. ED. #6)

A qualitative (i.e. non-mathematical) and inquiry-based introduction to astronomy. It is intended to introduce students to the workings of the physical universe, from the motion of stars in the sky to the history of the Universe itself. Includes the methods and history of scientific discovery, the basic laws of physics, planetary astronomy, stellar astrophysics and cosmology. Three hours of lecture and three hours of laboratory.

Fall semester; repeated spring semester. Sugerman.

AST 110G.

SPANISH/ASTRONOMY IN GRENADA (8)

SP 130G (GEN. ED. #6 AND #3 WITH SP 130G)

A regularly scheduled course in the spring semester at Goucher in combination with a three-week intensive course in Spain during the month of May. This course encourages interdisciplinary study of the sciences and Spanish in a city known for its multiethnic environment and astronomical observations, such as IRAM (www.iram.es). Credits will be distributed as follows: three credits in spring (1.5 for SP 130G and 1.5 for AST 110); five credits in the summer (2.5 for SP 130G and 2.5 for AST 110. Prerequisites: SP 120.

Spring semester and summer. Departments. Offered 2008-09 and alternate years.

AST 210.**INTERMEDIATE ASTRONOMY: THE PHYSICS OF ASTRONOMY (3)**

An intermediate-level course in astronomy for physics students seeking a rigorous astronomy course, or the dedicated enthusiast seeking to continue Ast 110. An analytical and qualitative analysis of selected astronomical phenomena will allow students to learn basic principles and their application to real-world problems in astronomy, astrophysics and cosmology. Topics include telescope optics (including photographic and photoelectric attachments), planetary orbits, stellar structure, galaxy formation and evolution, the cosmological distance ladder, and the history of the Universe. Three hours lecture. Prerequisites: AST 110 or permission of instructor. High school calculus or MA 117 recommended.

Spring Semester; Sugerman.

COURSE DESCRIPTIONS–PHYSICS

Courses at the introductory level in physics are planned to meet various needs. PHY 115/115L and PHY 116/116L are designed to give a general survey of physics, with emphasis on physical reasoning rather than mathematical analysis, and are intended for students who plan to major in the life sciences, enter the health professions, or teach in elementary schools. PHY 125 and 126 are both more comprehensive and more analytical and are intended for students who plan to major or minor in physics, major in the physical sciences or mathematics, or enter the 3+2 Engineering Program.

PHY 115.**PRINCIPLES OF PHYSICS I (3) (GEN. ED. #6 WITH PHY 115L)**

First semester of a non-calculus based course sequence designed for students majoring in the life sciences or non-science students interested in physics. Topics include Newtonian mechanics, kinematics and dynamics of linear and angular motions, universal gravitation, conservation of energy and momentum, elasticity, simple harmonic motion, and fluids. Recommended with PHY 116/116L for students majoring in the life sciences. Three hours lecture. Prerequisite: three years of high-school mathematics. Corequisite: PHY 115L

Fall semester: Pichler.

PHY115L.**PRINCIPLE OF PHYSICS I-LABORATORY (1) (GEN. ED. #6 WITH PHY 115)**

Experiments that illustrate topics covered in PHY 115. Three hours laboratory.

Corequisite: PHY115

Fall semester: Babkshai.

PHY 116.**PRINCIPLES OF PHYSICS II (3) (GEN ED #6 WITH PHY 116L)**

Second semester of a non-calculus based course sequence designed for students majoring in the life sciences or non-science students interested in physics. Topics include mechanical and electromagnetic waves, acoustics, resonance, nature of light and color, geometrical and physical optics, electricity and magnetism, DC and AC circuits. Three hours lecture. Prerequisite: PHY 115/115L. Corequisite: PHY 116L.

Spring semester: Pichler.

PHY116L.**PRINCIPLE OF PHYSICS II-LABORATORY (1) (GEN ED #6 WITH PHY 116)**

Experiments that illustrate topics covered in PHY 116. Three hours laboratory. Prerequisite: PHY 115/115L. Corequisite: PHY 116

Spring semester: Babkshai.

PHY 125.**GENERAL PHYSICS I (4) (GEN. ED #6)**

A calculus-based course where lecture and laboratory are combined and taught using an interactive teaching method employing computers and guided inquiry through hands-on experiments. The method is designed to increase problem-solving and analytical thinking skills and to guide students toward a coherent and logical approach to an understanding of the world. Topics include kinematics and dynamics of linear and angular motions, universal gravitation, conservation of energy and momentum, simple harmonic motion and fluids. Six hours integrated lecture/laboratory. Prerequisite: MA 170 (117) or permission of the instructor.

Fall semester: Babkshai.

PHY 126.**GENERAL PHYSICS II (4) (GEN ED #6)**

A continuation of PHY 125. Topics include wave motion, electricity and magnetism, physical and geometrical optics. Six hours integrated lecture/laboratory. Prerequisite: PHY 125 and MA 180 (118), or permission of the instructor.

Spring semester: Babkshai.

PHY 220.**MODERN PHYSICS (3) (GEN. ED. #7 WITH PHY 280) (GEN. ED. #6)**

An introductory course in non-classical physics for students who have completed calculus-based general physics. It is intended to introduce students to the frontiers of physics in a simple, com-

prehensible manner through discussions, problem solving, interactive computer simulations, and additional readings. Topics include basic ideas of quantum mechanics with experiments that revolutionized our understanding of nature and led to the development of new fields such as atomic and molecular physics, condensed matter physics, nuclear and elementary particle physics, astrophysics, and cosmology. Three hour lecture. Prerequisite: PHY 126 and concurrent enrollment in PHY 230.

Fall semester: Sugerman.

PHY 230.

INTERMEDIATE PHYSICS LABORATORY (2) (GEN ED #6 WITH PHY 220)

Exploration of modern scientific methods. Measurement of several classical and modern physics constants. Experiments include measuring specific charge of electron, Millikan oil drop experiment, Davisson-Germer experiment, Hall effect, Frank-Hertz, Planck's constant, speed of light, law of radiation, muon physics, and particle-wave duality. One hour lecture, two hours laboratory. Prerequisite: concurrent enrollment in PHY 220.

Fall semester: Pichler.

PHY 280.

MATHEMATICAL METHODS IN THE PHYSICAL SCIENCES

(3.5) (GEN. ED. #5) (GEN. ED. #7 WITH PHY 220)

A comprehensive, problem-solving oriented course designed for students in the physical sciences (e.g. physics, chemistry, and the 3+2 Engineering Program). Various mathematical methods as applied to the relevant problems in physical sciences are discussed. Topics: series, complex analysis, partial differentiation, vector analysis, calculus of variation, tensors, differential equations, special functions, and integral transforms. Three hours lecture; one hour computer laboratory utilizing MAPLE®. Prerequisites: PHY 126 or permission of instructor. Corequisites: MA 222

Fall semester: Dukan. Offered 2008-09 and alternate years.

PHY 290.

INTERNSHIP IN PHYSICS (3-4)

Internships in research laboratories in universities and industry. Arranged on the basis of the individual interest of the student. Graded pass/no pass only. Prerequisites: PHY 125 and 126, and appropriate upper-level courses.

Department.

PHY 300.

STATISTICAL PHYSICS AND THERMODYNAMICS (3)

A calculus-based course in which the basic concepts of thermodynamics are introduced from the microscopic point of view. Methods of statistical physics are used to define entropy and temperature, heat and work, ideal gas behavior. Applications to chemical reactions, Fermi and Bose systems in condensed matter physics, and phase transformations are discussed. Prerequisite: PHY 220 or permission of instructor.

Spring semester: Dukan. Offered 2008-09 and alternate years.

PHY 301.

INTERMEDIATE ELECTROMAGNETIC THEORY (3)

Intermediate-level discussion of Maxwell's equations and their applications: electrostatics and dynamics, magnetic fields and magnetic effects, and electromagnetic waves, both in vacuum and in materials. Prerequisite: PHY 220 and 280.

Spring semester: Sugerman. Offered 2008-09 and alternate years.

PHY 310.

ELECTRONICS/INSTRUMENTATION (3)

An introduction to principles of electronic instrumentation and methods that would enable students to choose appropriate instruments for a measurement and control. Topics include: DC & AC circuits, diodes, transistors, operational amplifiers, waveform shaping, gates, flip-flops, instrumentation, detection techniques and data acquisition. Three hours integrated lecture/laboratory. Prerequisites: Phy 125, Phy 126, Phy 220, and PHY 230

Spring semester: Pichler

PHY 330.

SPECIAL TOPICS IN CONTEMPORARY PHYSICS (3)

Topics courses in physics are offered to extend knowledge beyond foundation courses and to introduce students to more advanced topics in physics and their applications to many different areas of science and technology. Topics are determined by student interest and needs. Topics include but are not limited to: Introduction to Materials Science and Nano-composites

(Bakhshai), Condensed Matter Physics (Dukan), Environmental Physics (Dukan), Atomic and Molecular Physics (Pichler), Laser Physics (Pichler), Relativity and Cosmology (Sugerman).

Depending on a particular topic, course will have three hour lecture, laboratory and/or seminar format. Students may take this course for credit more than once. Prerequisites: PHY 220 and permission of the department. Additional courses as appropriate for the particular topic will be specified by the department.

Spring semester: Department. Offered in 2009-10 and alternate years.

- PHY 340. CLASSICAL MECHANICS (3)**
This course presents kinematics and dynamics of particles using Newtonian, Lagrangian, and Hamiltonian techniques. Topics include central force motion, oscillations and normal mode analysis, nonlinear dynamics, rotating rigid bodies, and motion in non-inertial reference frames. Three hour lecture. Prerequisite: PHY 280 or permission of instructor.
Fall semester. Dukan. Offered 2007-08 and alternate years.
- PHY 350. QUANTUM MECHANICS (3)**
The study of quantum mechanics and its applications occupies a central position in the physical sciences, forming the basis for an understanding of atomic, molecular, nuclear, particle and condensed matter physics. The purpose of this course is to provide a comprehensive introduction to the principles of quantum mechanics and includes following topics: formal development of the postulates of quantum theory, representation of states, quantum mechanics in one and three dimensions, angular momentum, spin and perturbation theory. Prerequisite: MA221 and PHY220 or permission of the instructor. Corequisite: PHY 340, or permission of the instructor.
Spring semester. Dukan. Offered 2007-08 and alternate years
- PHY 395. INDEPENDENT WORK IN PHYSICS (1.5-4) (GEN. ED. #7)**
Independent theoretical and laboratory work carried out under the supervision of a member of the department. May be one or two semesters. Graded pass/no pass only. Prerequisites: major or minor in physics and permission of instructor.
Fall semester, repeated spring semester. Department.

Physics Courses Offered at the Johns Hopkins University

The following courses are offered by the Department of Physics and Astronomy at the Johns Hopkins University:

PHY 171.303	Theory of Quantum Mechanics-I (4)
PHY 171.304	Theory of Quantum Mechanics-II (4)
PHY 171.313	Introduction to Stellar Physics (3)
PHY 171.314	Introduction to Galaxies and Active Galactic Nuclei (3)

The Political Science and International Relations Department

The Department of Political Science and International Relations offers two distinct but complementary majors and two minors. The curriculum in both political science and international relations is designed to provide a rich and diverse understanding of the character of politics and public policy in communities ranging from the city to the international system. Courses explore both theoretical and practical aspects of politics and the processes by which policies, rules, and political cultures are contested and established.

Within the context of a liberal arts college, the department gives special attention to preparing students for careers in government, politics, public interest organizations, law, and journalism, as well as providing training useful for those wishing to pursue graduate or professional degrees. Certification for teaching social studies in the secondary schools may be based on a major in political science or international relations. Political science and international relations at Goucher seeks to sensitize students to the role of the active citizen who is responsibly assertive in the community.

DEPARTMENT FACULTY

Professors

Marianne Githens (comparative politics, women and politics), Lawrence Kay Munns, emeritus (American politics)

Associate Professor

Eric Singer (international relations)

Assistant Professors

Nicholas Brown, chair (public policy, American politics), Amalia Fried Honick (international relations), Nelly Lahoud (political theory, Islamic politics), Margaret Williams (American politics), Ariel Roth (international relations)

Lecturers

Emily Perl (leadership)

THE POLITICAL SCIENCE MAJOR

The major places considerable emphasis on the relation between politics in theory and politics in action. The subject matter is arranged into four basic fields: political theory, American politics and public policy, comparative politics, and international politics. Introductory courses are built around themes of citizenship (PSC 111, Introduction to Political Thought and PSC 113, Introduction to American Politics) and nationalism (PSC 114, Introduction to International Relations and PSC 112, Introduction to Comparative Politics). Students will be required to take one introductory course based on each theme. Majors (and Minors) will need to bear in mind early on in their degree that some advanced courses may have prerequisites that are specific to each of the subfields. For instance, an advanced course in political theory may require that the student had taken the introductory course in citizenship in the political theory stream. Courses are also offered in constitutional law, women in politics, urban and ethnic politics, and state and local politics. All majors are required to complete an internship, for at least three credits, in politics and public policy. The internship may be either domestic or international in focus and may be taken for a letter grade only. The major requires 36 credits of course work.

Courses required for the political science major include:

PSC 111 (Theory) or PSC 113 (American); PSC 114 (IR) or PSC 112 (Comparative); PSC 290 or 234 and PSC 316 **

Students must choose one course from each of the following four sub-fields:

American Politics and Public Policy

PSC 242	PSC 243	PSC 282*	PSC 285	PSC 342
PSC 343	PSC 382	PSC 345		

Comparative Politics

PSC 221	PSC 224*	PSC 225*	PSC 227*	PSC 304
PSC 321	PSC 323			

International Relations

PSC 241	PSC 250	PSC 251	PSC 255	PSC 257
PSC 258*	PSC 259	PSC 263*	PSC 264*	PSC 350
PSC 359	IIS 300			

Political Theory

PSC 200*	PSC 201	PSC 202*	PSC 203	PSC 205
PSC 207*	PSC 306			

* See writing proficiency requirements on page 194

**Students who have taken PSC 101 or 102 (but not both) are required to take an introductory course in a subfield not covered by the previously required 101 or 102. In other words a student who has taken PSC 101 can meet the new requirements by completing PSC 113 (American) or PSC 112 (Comparative).

Students must take four additional elective courses. All courses listed in the four sub-fields above are eligible for elective credit, as are the following:

PSC 124	PSC 180	PSC 192	PSC 211	PSC 213
PSC 229	PSC 233	PSC 248	PSC 256/267	PSC 270
PSC 271	PSC 297	PSC 299	PSC 399	PSC 450
JS 255	JS 257			

Students must ensure that they have taken at least three courses at the 300-level, one of which must be PSC 316.

THE POLITICAL SCIENCE MINOR

The minor requires 21 credits of course work. Students must take:

PSC 111 (Theory) or PSC 113 (American); PSC 114 (IR) or PSC 112 (Comparative); and PSC 316

One course from each of the four sub-fields previously listed.

THE INTERNATIONAL RELATIONS MAJOR

The major in international relations is organized around three sub-fields of international relations theory, international security and international political economy. The purposes of the major are threefold: (1) to understand the major analytical perspectives and key concepts used by scholars to study international relations; (2) to use the theoretical literature to analyze global issues and problems; and (3) to engage in a discussion of the complex issues and developments that drive and define contemporary global politics. The 100-, 200-, and 300-level courses are designed to provide a foundation in the theory and practice of international politics, and encourage critical thinking for interpreting

the different perspectives on the complexities of international relations in the 21st century. The major requires 36 credits of course work.

International relations majors must take the following:

PSC 114 (IR); PSC 111 (Theory) or PSC 112 (Comparative); PSC 250 (Majors declaring in 06-07 or later); PSC 257*; PSC 350

Students must take two of the following:

PSC 224*	PSC 259	PSC 264*	PSC 258*
PSC 263*	HIS 286		

* See writing proficiency requirements on page194.

Students must take five additional courses from the list below. Two of these must be at the 300-level, and one of the 300-level courses must be from a discipline other than political science. In addition, three of the five electives must be in political science. Courses cross-listed with political science will not count as a course outside the discipline.

Anthropology

ANT 238.	Cultures of Contemporary Europe
ANT 255.	Political Anthropology

Communication

COM 200.	Understanding World Cinema
COM 335.	International Mass Media
COM 257.	Intercultural Communication

Economics

EC 271.	International Trade
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History

HIS 200.	World History I
HIS 201.	World History II
HIS 220.	Russia from Peter the Great to the Revolution
HIS 222.	Russia and the Soviet Union in the 20th Century
HIS 224.	Europe 1914-1945
HIS 227.	Nation, Memory, and Identity
HIS 231	The Rise and Fall of the European Left
HIS 233	Modern German History: From Unification to Unification
HIS 238.	Comparative History of Colonialism in Asia
HIS 277.	Morality and Power in 20th-Century American Foreign Policy
HIS 286.	Twentieth-Century Asia
HIS 288.	History of Cross-Cultural Trade in Asia
HIS 295.	Latin American History: An Introduction
HIS 338.	Seminar in Modern European and American History
HIS 387.	Seminar in 20th-Century Asia

Management

MGT 221.	Special Topics in International Business
MGT 231.	Environment of International Business
MGT 331.	Case Studies in International Business
MGT 335.	Special Topics in International Business

Peace Studies

PCE 230	Special Topic in African Literature and Film
PCE 241.	Issues in Conflict Resolution
PCE 310	International Human Rights Law
PCE 340	Special Topics in U.S. and International Peace Studies

Political Science

PSC 130.	Issues in World Politics
PSC 200.*	Tragic, Platonic, and Christian Political Thought
PSC 201.	Modern Political Thought
PSC 202.	Contemporary Political Thought
PSC 221.	Comparative Political Analysis
PSC 224.*	European Politics Today
PSC 225.	British Politics
PSC 229.	Inequality and Social Policy in South Africa
PSC 243.	The American Political System
PSC 250.	Theories and Research Methods in International Politics

PSC 251.	American Foreign Policy from 1917-the Present
PSC 253	Military Strategy and National Policy
PSC 256.	The United Nations in World Affairs (seven-week course)
PSC 257	International Political Economy: Theories, Issues and Practice
PSC 258.*	The International Politics of the Middle East
PSC 259.	Africa: Past and Present
PSC 263.*	The Pacific Rim
PSC 264.*	Latin American Politics
PSC 267.	Model United Nations (seven-week course)
PSC 282.	Analysis of Public Policy: A Substantive Approach
PSC 290.	Political Science and International Relations Internship
PSC 316.	Seminar in Scope and Method in Political Science
PSC 321.	Terrorism, Political Violence, and Revolution
PSC 323.	Comparative Public Policy and Gender (WS 323)
PSC 350.	Seminar in International Relations Theories
PSC 359.	Seminar on African Politics
PSC 304.	Seminar in Comparative Politics

* See writing proficiency requirements on page 194.

Sociology

SOC 220.	Comparative Race and Ethnic Relations
SOC 222.	Understanding Inequality
SOC 274.	Women and Work: A Global Perspective

Women's Studies

WS 240.	Women, War, and Peace
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The international relations major also requires reading and speaking competence in a modern foreign language. The choice of language is up to the student and need not be limited to the languages available at Goucher. Cooperative arrangements with seven local colleges and universities open many opportunities for instruction in a variety of modern languages. The language requirement may be met by satisfactory performance on a test to be arranged with the Modern Languages and Literatures Department. It may also be met by completion of any of the following courses and combinations of courses:

FR 245	FR 258	FR 333	GER 240	RUS 251	RUS 260
SP 250	SP260	SP 263			

Given the importance of language skills to the pursuit of any internationally oriented career, students are encouraged to pursue language study beyond that required. Students majoring in international relations are normally expected to participate in an approved study abroad program or international internship.

THE INTERNATIONAL RELATIONS MINOR

The minor in international relations is composed of 21 to 22 credits.

The following are required courses:

PSC 114 (IR)	PSC 257	PSC 350
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- Two 200-level electives.
- One 300-level elective.
- At least one 200-level foreign language course.

Two courses chosen from:

HIS 286	HIS 295	PSC 224	PSC 258
PSC 259	PSC 263	PSC 264	

WRITING PROFICIENCY IN THE MAJORS

The asterisks above denote courses that may be taken to achieve writing proficiency in the major, according to the following policies:

1. Students wishing to achieve writing proficiency in those courses must identify themselves to the professor by the end of the second week of classes.
2. Writing proficiency shall be judged on the basis of at least 20 pages of writing over the course of the semester. Students are required to submit first drafts of papers as well as the revised version(s), and are encouraged to use the Writing Center.
3. Writing proficiency requires the achievement of at least a B- grade for the written work.
4. Writing proficiency in the major should be achieved by the spring semester of the junior year.

Writing proficiency may also be achieved with permission of the instructor in any 200- or 300-level course as long as the requirements detailed above are met.

HONORS IN THE MAJORS

Students wishing to pursue honors in political science or international relations must have a GPA of 3.5 in the major and an overall GPA of 3.25. By April 30 of their junior year, they must submit to the chair of the department a proposal outlining their thesis project and naming the proposed thesis director. Upon approval, the student must enroll in a two-semester (eight-credit) senior thesis course (PSC 450). One-semester projects are not eligible for honors. At the end of the fall semester, the thesis adviser will determine whether the project has sufficiently progressed to warrant continuation of the pursuit of honors. If not, the student may receive a grade of pass/no pass for those credits. No later than three weeks before the end of the spring semester of the senior year, the student will defend the thesis before a committee of at least three faculty members, a majority of which are members of the department. The recommendation of the thesis committee will be brought to the department chair. The full department must approve all candidates for honors.

COMPUTER PROFICIENCY

Computer proficiency within the department is defined as the ability of students to: (1) use and evaluate political information that is published electronically in the U.S. and abroad, and (2) be aware of the epistemological and ethical implications of computerized information and the public sphere of “cyberspace.” Political science majors fulfill the computer proficiency requirement when they have successfully completed PSC 101, PSC 102, and PSC 316. International relations majors fulfill the computer proficiency requirement when they have successfully completed PSC 101, PSC 102, and CS 102.

HUGHES FIELD POLITICS CENTER

Funded by an endowment made by the late Judge Sarah T. Hughes '17, the Hughes Field Politics Center was originally founded in the early 1950s under a grant from the Maurice and Laura Falk Foundation. The center, directed by Nicholas Brown, sponsors a variety of activities designed to facilitate student involvement in governmental and political affairs in the Baltimore-Washington region. Foremost among these activities is an extensive internship program that places students in settings ranging from local, state, or federal courts to the office of the state's attorney, the U.S. Congress, the Maryland State Legislature, the Baltimore City Council and Mayor's Office, and Baltimore County government offices. In addition, students have been placed in local, state, and federal agencies and in lobbying and public interest groups.

Through a competitive process, the Hughes Center annually awards stipends and travel expenses for student internships. The center also sponsors conferences and a speaker series that bring diverse political figures to the campus. Goucher students secure assistance and encouragement from the center in attending conferences at other institutions.

WASHINGTON SEMESTER AT AMERICAN UNIVERSITY

This 16-week immersion program involves an internship, a seminar that includes contact and interaction with policy makers in federal government, and independent research. Students come from colleges and universities around the world to live and study at American University's Tenley campus. Requirements for admission for political science and international relations students include second-semester sophomore standing, a 2.5 grade point average, and permission of the department chair.

JANUARY SEMINAR ON GENDER AND PUBLIC POLICY

Goucher offers a January seminar on gender and public policy in Washington, DC, in conjunction with the Public Leadership Education Network. The seminar provides students with a firsthand look at the policy-making process at the federal level through faculty lectures supplemented by guest presentations by women judges, lobbyists, regulatory board members, congressional leaders, and government agency representatives. Policy briefings and site visits are an integral part of the seminar. This seminar attracts participants from across the country.

COURSE DESCRIPTIONS

All 100- and 200-level courses fulfill social sciences, except internships, independent work, and PSC 272Y.

PSC 111.

INTRODUCTION TO POLITICAL THEORY: THEORIES OF CITIZENSHIP (3)

Citizenship is the defining characteristic of modern political life, whether it is deployed as a mechanism for inclusion or for exclusion. This course is an introduction to theories of citizenship as understood by political theorists across history and traditions. The alter part of the course

explores contemporary pressing issues that present a challenge to the presumed universality of citizenship, e.g., refugees, illegal migrants, gay, marriage, etc.

Spring semester: Laboud. 2008 and alternating 3 of every 4 semesters.

PSC 112.

INTRODUCTION TO COMPARATIVE POLITICS: NATIONALISM, NATIONAL IDENTITY AND THE STATE (3)

What are the ties that bind the “imagined communities” of citizens together? Is simple patriotic altruism enough to explain why so many ranging from radical fringe terrorist organizations to structured hierarchical national armies are willing to fight and die for their nation? Are the forces of identity-ancient or modern-instrumental tools of elite manipulation or in the “blood” of the masses? Nationalism has been defined as the shared myths, memories and beliefs that allow the state to function. It has been denounced as a force that emphasizes exclusion and mindless patriotism. Using case studies this course will unpack the significance of national identity within the context of the contemporary British, French, and Russian nation-state; not only examining the effect of national identity on the formulation of political agendas and public policy, but also looking at minority communities’ responses to these scenarios.

Fall and spring semesters. Githens.

PSC 113.

INTRODUCTION TO AMERICAN POLITICS: CITIZENSHIP IN THE UNITED STATES (3)

The course teaches students what it means to be a citizen of the United States: the fundamental rights and privileges of citizens as well as the responsibilities. To understand what it means to be a citizen of the U.S., the course begins with a basic examination of the institutions and structures of the American political system. After establishing these basic parameters, we then move to voting and other forms of participation in American society, including how parties and interest groups link people to their government. Lastly, we explore the responsibilities of government to its people – the basic civil liberties protections afforded people in the United States.

Fall semester: Williams. 2007 and alternating three of every four semesters.

PSC 114

INTRODUCTION TO INTERNATIONAL RELATIONS (3)

The scope and methods of studying international relations will be examined and applied to major issues and trends in world politics. Theoretical perspectives will emphasize causes of war, power, security and cooperation, dependence and interdependence, foreign policy, and the behavior of state and non-state actors in the international system. Nationalism is one of the several themes used to examine issues of sovereignty and self-determination, its role in conflict situations and the establishment of national identity. Additional topics include the global environment, terrorism, international institutions and human rights.

Fall semester: Honick, Roth. 2007 and alternating three of every four semesters.

PSC 124.

THE UNITED STATES AND THE NEW EUROPE: EUROPE 1992 AND BEYOND (3)

An off-campus experience that provides students with a firsthand look at the operation of the European Community. Faculty lectures supplemented by briefings at the European Commission in Brussels and the European Parliament in Strasbourg. Policy briefings and site visits are an integral part of the seminar. Prerequisite: permission of the instructor.

Summer semester. Githens.

PSC 130.

ISSUES IN WORLD POLITICS (3)

Introduction to basic perspectives and events in international relations that help make sense of the rapid changes of contemporary world politics. The theme of conflict and cooperation is used to study relations among global actors, issues related to peace and security, the role of markets and politics in the contemporary world, global challenges to environment preservation, and the impact of globalization on nations and individuals in the world.

Variable semesters. Department.

PSC 140.

INTRODUCTION TO ENVIRONMENTAL STUDIES (3) (GEN ED #10)

Students will be exposed to a variety of environmental areas of inquiry including policy, history, literature, ethics, economics, law, and science. An overview of contemporary issues will be provided including pollution, resource depletion, and species extinction, as well as the tools and means to analyze and understand data. Attention will be given to the international nature of environmental problems and cultural implications for understanding them.

Fall semester: Brown.

PSC 180.

GENDER AND PUBLIC POLICY (3) (WS 180)

An off campus experience that provides students with a firsthand look at the policy-making process at the federal level. Faculty lectures supplemented by guest presentations by women judges, lobbyists, regulatory board members, congressional leaders, and government agency

representatives. Policy briefings and site visits are an integral part of the seminar. Prerequisite: preliminary application and interview required. First-year students are eligible to apply.

January intersession. Brown, Githens.

PSC 192.

POLITICS FOR EVERY WOMAN (3) (WS 192)

Designed primarily for non-majors interested in enhancing their political awareness and skills as citizens and women. The course explores the concept of sisterhood and its relationship to political life and women's identity; avenues for political activity such as volunteer associations and women's organizations; political campaigns; running for and holding public office; and direct and indirect action techniques for political change. Although the primary emphasis is on the political behavior of American women, some comparisons will be drawn with women's political participation in other societies. Guest speakers, field trips, and films.

Spring semester. Githens.

PSC 200.

CLASSICAL POLITICAL THOUGHT (3)

The thesis of this course is that every political perspective presupposes a metaphysics, or set of ideas about the nature and structure of the universe and of the human place within it. We examine the metaphysics and politics of three sets of thinkers: the ancient Greek tragedians, Plato and his followers, and St. Augustine and the early Christians. Texts include *Prometheus Bound* (Aeschylus), *Oedipus the King* (Sophocles), *Hippolytus* (Euripedes), *Republic*, *Apology*, and *Phaedrus* (Plato), *Confessions* (Augustine), and *The Birth of Tragedy* (Nietzsche). Prerequisites: PSC 101, PSC 111, or permission of the instructor.

Spring 2006 and every third semester. Laboud.

PSC 201.

MODERN POLITICAL THOUGHT (3)

This course is designed to introduce students to the political writings of early modern thinkers. Among the themes that will be discussed are theories of liberty, freedom, equality, political associations and the role of the individual therein. The course focuses essentially on primary sources covering thinker such as Machiavelli, Hobbes, Locke, Rousseau, J.s. Mill, and Nietzsche.

Prerequisite: PSC101, PSC 111 or one course in philosophy or religion or sophomore standing.

Fall 2008 and every third semester. Laboud.

PSC 202.

CONTEMPORARY POLITICAL THOUGHT (3)

This course is designed to introduce students to political writings of contemporary political thinkers who influenced the course of contemporary political theory. For the most part, the texts tackle issues that present a challenge to the liberal paradigm. Such issues include post-modern theories of power, feminism, conservatism and Islamism. the thinkers whose works we will be exploring include Nietzsche, Leo Strauss, Hannah Arendt, Michel Foucault, Franz Fanon, Sayyid Qutb, Carole Pateman,. Prerequisite: PSC 101, PSC 111, or one course in philosophy or religion, or sophomore standing.

Every third semester. Laboud

PSC 203.

ISLAMIC POLITICAL THOUGHT (3) (GEN. ED. #4)

This course introduces key themes in Islamic political thought (from the 7th through the 19th centuries). It explores the religious background and leadership of Muhammad, the rise of sectarianism, the emergence of different schools of thought in theology, jurisprudence, and philosophy and their political impact, and the reform movement of the 19th century.

Variable. Laboud.

PSC 205.

AMERICAN POLITICAL THOUGHT (3)

An examination of both historical and contemporary texts in order to explore American thought about politics. Focus on how recurrent themes-piety, revolution, democracy, individualism, capitalism-have shaped American political culture. Thinkers include Roger Williams, Thomas Paine, James Madison, R.W. Emerson, Henry Thoreau, Thorstein Veblen, Emma Goldman, and contemporary counterparts. Prerequisite: PSC 101, PSC 111, or one course in American history or permission of the instructor.

Variable semesters. Laboud.

PSC 211.

RESEARCH METHODS IN POLITICAL SCIENCE (4)

Introduction to some of the basic quantitative research techniques used in contemporary political science. Skills in understanding and evaluating empirical research. The logic and structure of research designs; measurement; ways to test relationships, such as descriptive statistics, basic probability, hypothesis testing, correlation, and regression. Introduction to computer analysis. Four hours lecture and laboratory. Prerequisite: PSC 102.

Variable semesters. Williams.

- PSC 213. PRACTICUM IN SURVEY RESEARCH (3)**
This course conducts a survey project from beginning to end. Having a community organization as a client, students determine what kind of survey information is desired. The class then develops a questionnaire, designs the survey instrument, tests the instrument, selects a random sample, conducts the survey, and processes the data. The course will culminate in a presentation of the survey results to the community organization.
Spring semester. Williams.
- PSC 221. COMPARATIVE POLITICAL ANALYSIS (3)**
Comparative analysis of political systems and problems. Case studies drawn from Western Europe, Africa, Asia, the Middle East, Eastern Europe, and Latin America.
Prerequisite: PSC 102 or PSC 112.
Spring semester. Githens.
- PSC 224. EUROPEAN POLITICS TODAY (3)**
An examination of critical social and political issues confronting selected European nations, including economic pressures and their implications for social welfare, political alienation, and the emergence of a distinctive youth culture, shifting political alignments and party allegiances, efforts at economic cooperation, grassroots peace movements, environmental protection, and the changing role of women in political life. Prerequisite: one 100-level political science course.
Fall semester. Githens. Offered 2008-09 and alternate years.
- PSC 225. BRITISH POLITICS (3)**
An examination of British politics and public policy with special emphasis on recent changes in power and party politics and their relationship to the values and beliefs of the people; the impact of racial and ethnic diversity on political life; the place of gender in the political process; and Britain's role in Europe. Prerequisite: PSC 102 or PSC 112.
Variable semesters. Githens.
- PSC 227. THE POLITICS OF GERMANY (3)**
The politics of the recently unified Federal Republic of Germany placed in its historical, social, institutional, and economic context. A recurring theme is the nature and origins of the Federal Republic's postwar successes and the prospects for continued democratic stability as it integrates the new federal states. Prerequisite: sophomore standing.
Githens. Variable semesters.
- PSC 230. SUPREME COURT IN AMERICAN HISTORY (3) (HIS 230)**
Examination of the evolution of the Supreme Court and its role in American society from its inception in 1789 as the "least dangerous branch" through its resolution of the 2000 election controversy. Topics include slavery, the New Deal, desegregation, and reproductive rights.
Variable semesters. Klepper.
- PSC 233. STATE AND LOCAL GOVERNMENT (3)**
The dynamics of state and local government, including the legislative process, the role of the executive and judicial branches, their constitutional bases, and the impact of political parties on policy-making. Maryland is used as a case study of state and local political processes. Speakers and field trips. Prerequisite: sophomore standing.
Variable semesters. Department.
- PSC 234. INTERNSHIP WITH WOMEN PUBLIC OFFICIALS (3-4) (WS 234)**
Internship working with women in public leadership positions combined with individual conferences or seminars focusing on governmental issues confronting women public officials and featuring briefings by political leaders. Prerequisite: one political science course or WS 100 or WS 150. (May be taken for letter grade only.)
Githens.
- PSC 241. AMERICA AND THE VIETNAM WAR (3) (HIS 241) (GEN. ED. # 7)**
An examination of the reasons for U.S. involvement in Vietnam, with emphasis on the decisions made and policies pursued over a period spanning five administrations. The Vietnam War is approached as a critical period in American politics and in U.S. foreign relations. Prerequisite: PSC 101, PSC 114 or sophomore standing.
Variable semesters. Jeffrey, Honick.
- PSC 242. PUBLIC OPINION, PROPAGANDA, AND THE MASS MEDIA (3)**
Approaches to and content of American public opinion and the linkage between public opinion and public policy. Emphasis on the influence of the mass media on American public opinion and politics. Prerequisite: PSC 102 or PSC 113.

Variable semesters. Department.

- PSC 243. THE AMERICAN POLITICAL SYSTEM (3)**
An overview of the American national political system with attention to political culture, voting behavior, interest groups, political parties, public opinion, Congress, and the presidency.
Prerequisite: PSC 102 or PSC 113.
Fall semester. Department. Offered 2007-08 and alternate years.
- PSC 248. CAMPAIGNS AND ELECTIONS (4)**
A look at American political campaigns and elections. The course describes the organization and execution of modern campaigns. It also makes connections between the practical aspects of getting elected and selects issues and ideas in democratic theory and participatory democracy. Students will participate in an actual political campaign.
Fall semester. Brown. Offered 2008-09 and alternate years.
- PSC 249. SPECIAL TOPIC IN POLITICS (3)**
Variable semesters. Department..
- PSC 250. THEORIES AND RESEARCH METHODS IN INTERNATIONAL RELATIONS (3)**
An introduction to contemporary international politics on the basis of prevailing international relations theories. This course also introduces the research methods commonly used in the study of international relations. Prerequisite: PSC 101 or PSC 114.
Fall semester. Roth.
- PSC 251. AMERICAN FOREIGN POLICY FROM 1917 TO THE PRESENT (3)**
A chronological and thematic study of the trends in American foreign policy from the US entry into World War One through the present day. Strongly recommended: PSC 101, PSC 114, or HIS 111.
Fall semester. Roth.
- PSC 252. WORLD CRISIS (1.5)**
This course focuses on world crisis. Each crisis is studied within a framework that uses methods and concepts in international relations theory. Topics are selected based on current world problems. Prerequisite: PSC 101, and PSC 114
Fall semester. Honick
- PSC 253. MILITARY STRATEGY AND NATIONAL POLICY (3)**
This course aims to understand how and why states use force in pursuit of their national interest. Includes a study of the classical theories of warfare, including Clausewitz and Sun Tzu as well as case-studies in warfare from the 19th and 20th centuries to develop a model of how states have traditionally used war to accomplish their political aims. Prerequisite: PSC 101 or PSC 114.
Spring 2007 and alternate years. Roth.
- PSC 256. THE UNITED NATIONS IN WORLD AFFAIRS (3)**
An examination into the structures and political processes of the U.N. and its effectiveness in dealing with current international problems. This course is a prerequisite for PSC 267, Model United Nations. Prerequisite: sophomore standing.
Fall semester, second seven weeks. Honick.
- PSC 257. INTERNATIONAL POLITICAL ECONOMY: THEORIES, ISSUES, AND PRACTICE (3)**
An introduction to the interconnectedness of political interest with economic affairs. The course includes a study of both theoretical approaches to political economy as well as an examination of contemporary topics such as trade, development, financial relations and the environment.
Prerequisites: EC 101 or 102, and PSC 101 or PSC 114.
Fall semester. Roth.
- PSC 258. THE INTERNATIONAL POLITICS OF THE MIDDLE EAST (3) (JS 258)**
Examination of regional and international issues in the Middle East. Topics include the Arab-Israeli conflict, inter-Arab rivalries, instability in the Persian Gulf, and the crisis in Lebanon.
Prerequisite: PSC 101 or PSC 114, or sophomore standing.
Spring semester. Honick. Offered 2009-10 and alternate years.
- PSC 259. AFRICA: PAST AND PRESENT (3) (HIS 259)**
An examination of African politics and societies since 1800. Exploration of the influences of Islam and Christianity, the colonization of the continent by imperial European powers, and the liberation movements which brought about the demise of colonization. Consideration of contemporary issues and trends. Prerequisites: PSC 101, PSC 114 or HIS 200 or 201, or sophomore standing.
Fall semester. Roth. Offered 2008-09 and alternate years.

- PSC 260. WOMAN AND THE LAW (3)** (WS 260)(GEN ED #7 AND #10)
Focus on current issues involving women in the law: family law; reproductive rights; violence against women; employment, pregnancy and pensions; sexual harassment; sex discrimination; and women in poverty.
Spring semester. Variable. Department
- PSC 263. THE PACIFIC RIM (3)**
An examination of the geography, culture, politics, and economics of the Pacific Rim with special emphasis on Korea, Taiwan, Hong Kong, Singapore, and the coastal region of the People's Republic of China. Consideration of Japan's place in this region. Course provides a basis for understanding the rapid growth and growing world significance of this area of the world.
Prerequisite: PSC 101 or PSC 114.
Variable. Honick.
- PSC 264. LATIN AMERICAN POLITICS (3)**
An examination of the political process in Latin America and the Caribbean. Latin America is known as one region, yet the countries of Latin America are quite varied in their political systems, histories, and cultures. Students examine some of the important political, social, economic, and cultural processes in Latin America. Prerequisite: PSC 101 or permission of the instructor.
Variable semesters. Department.
- PSC 267. MODEL UNITED NATIONS (1.5)**
This course is structured around student participation in Harvard University's Model United Nations. Upon successful completion of PSC 256, students prepare position papers, research their assigned country and committee, and participate in the model simulation. Prerequisite: PSC 256.
Spring semester, first seven weeks. Honick.
- PSC 268. LEADERSHIP FOR CHANGE (4)**
An exploration of leadership as a process of engagement toward socially responsible change. Topics include leadership theory, skills and values; leadership in the context of liberal learning; service and civic engagement; diversity; community contexts for leadership and change; uses of power; and community organization, mobilization, and activism. The course seeks to encourage self-understanding and introspection as a lifelong practice, as well as social responsibility, openness to change, tolerance, and celebration of diversity. A service-learning field project allows students to apply concepts learned in the classroom. Prerequisites: junior standing and permission of instructors.
Variable semesters. Brown, Dawit, and Perl.
- PSC 270. AMERICAN CONSTITUTIONAL LAW (3)**
The role of the U.S. Supreme Court in the American political system. Analysis of Supreme Court decisions in the following areas: the presidency, the Congress, the federal system, and the U.S. economy. Prerequisite: PSC 101 or 102, or permission of the instructor.
Fall semester. Williams.
- PSC 271. CIVIL RIGHTS IN THE AMERICAN CONSTITUTIONAL SYSTEM (3)**
Analysis of U.S. Supreme Court cases in the following areas: the nature of citizenship and the equal protection of the laws; freedom of speech and the right of association; state-church issues; selected problems in criminal due process. Prerequisite: PSC 111 or 113, or permission of the instructor.
Spring semester. Williams.
- PSC 272Y. INTENSIVE COURSE ABROAD (GEN. ED. #3)**
Courses include a pre-departure or post-departure course (or both) in the fall or spring term and a three-week intensive course abroad in January or the summer.
VIET NAM: A NATION IN TRANSITION (1.5-3)
Major themes include the processes and impacts in Viet Nam as a result of reform and collectivization from 1975-1985, economic reform ("Doi Moi") introduced in 1986, and the entry of Viet Nam into the process of globalization in the 1990's. Although the French and American wars are not the focus of the course, they provide an important context for the subsequent political, social, cultural and economic change and development.
Fall and winter semester. Brown, Munns and Guccione.
- PSC 282. PUBLIC POLICY (3)**
Intensive examination of American public policies in areas such as welfare, transportation, energy, education, housing, and health care. Attention to the problems of governability under

conditions of fiscal crisis. Emphasis on evaluating the consequences of policies and assessing policy alternatives. A comparative policy dimension is included. Prerequisite: PSC 102 or PSC 113.
Variable semesters. Brown.

PSC 285.

ENVIRONMENTALISM (3)

An examination of the institutions, actors, processes, and context influencing American environmental public policymaking. What are some of the key problems that we face? How are they defined and how do they reach the public agenda? How are policy alternatives chosen and implemented? Whose interests are served? Is government capable of resolving environmental problems and conflict? In addition to considering environmental policy in the national and international arena, this course looks at issues that affect the Goucher campus, the Baltimore metropolitan area, and the region.

Variable semesters. Brown.

PSC 290.

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS INTERNSHIP (3-4)

Full-time internships in legislative, judicial, and administrative areas of government and non-governmental organizations at national, state, and local levels. Prerequisites: a political science course and permission of director. Students are accepted on the basis of course background and availability to upper level students. First-year students are eligible. Preliminary application and interview required. May be taken for letter grade only.

Brown.

PSC 297.

JANUARY IN GREAT BRITAIN (3)

Intensive study-abroad course in Great Britain with emphasis on British parliamentary institutions, party politics, and public policy. Students meet with speakers from the Conservative, Labour, and Liberal parties as well as with policymakers in the National Health Service and other government agencies. Students tour the House of Parliament and attend sessions of both the House of Commons and House of Lords.

January intersession. Department.

PSC 299.

INDEPENDENT WORK (1.5-4)

An independent research project and presentation of findings or a special program of directed readings. Students arrange individually with any member of the department. Prerequisite: sophomore standing.

Department.

PSC 304.

SEMINAR IN COMPARATIVE POLITICS (3)

Intensive study of a special region or topic in comparative politics. Focus on the politics of particular regions or on topics such as nationalism, ethnic identity, religion, and citizenship. Areas of comparison will vary from year to year and include U.S.-Latin America, Europe, Asia, and divided societies such as Northern Ireland. Prerequisites: PSC 101 and 102, and one 200-level course in comparative politics.

Variable semesters. Githens.

PSC 306.

SEMINAR IN POLITICAL THEORY (3)

Intensive study of a topic in political theory as a means to address these questions: What is the relationship between past and present, between religion and politics? How can political theory illuminate the contemporary political condition? Prerequisite: PSC 101 and 102, one 200-level course in political theory, and permission of instructor.

Variable semesters. Laboud.

PSC 316.

SEMINAR IN SCOPE AND METHOD IN POLITICAL SCIENCE (3)

What is politics and how should we study it? Review of competing views. Emphasis on some of the classics in the field. Prerequisite: PSC 101 and 102, and senior standing.

Spring semester. Department.

PSC 321.

TERRORISM, POLITICAL VIOLENCE, AND REVOLUTION (3)

An examination of political violence, terrorism, and revolutionary movements; the dynamics of social change; strategies and tactics of violence; transnational terrorism; mass participation in revolutionary movements. Selected cases of terrorist groups and revolutionary movements. Prerequisite: PSC 101 and 102, and one 200-level course in comparative politics, or permission of instructor.

Fall semester. Githens. Offered 2007-08 and alternate years.

PSC 323.

COMPARATIVE PUBLIC POLICY AND GENDER (3) (WS 323)

Examination of the public policy process in comparative perspective focusing on migration policy and its effects on female immigrants, refugees and asylum seekers. The impact of contempo-

rary notions of citizenship for women migrants and their roles will be explored as well as the extent to which women participate in the formulation and implementation of migration policies. Prerequisite: permission of the instructor.
Fall semester: Githens. Offered 2008-09 and alternate years.

- PSC 342. SEMINAR IN PRESIDENTIAL POLITICS (3)**
Examination of the modern presidency and its transformation into what many are calling the “postmodern” presidency, and the issues this change poses for American political culture and the political system in the new millennium. Prerequisites: PSC 101 or PSC 113, one 200-level course in American politics, or permission of instructor.
Variable semesters. Brown and Williams.
- PSC 343. SEMINAR IN CONGRESSIONAL POLITICS (3)**
A study of the legislative branch in the American system of government. This course considers the incentives and goals of members of Congress and the nature of institutional arrangements. Special attention is given to the changes and reforms occurring since 1995 and their implications for policy-making. Prerequisites: PSC 101 or PSC 113, and one 200-level course in American politics, or permission of instructor.
Variable semesters. Brown.
- PSC 345. THE POLITICS OF THE SUPREME COURT (3)**
The course provides an in depth understanding of the politics of the Supreme Court topics include how the Supreme Court functions, influences on the Court’s decision making and the impact of the Court on American Society. This course requires that you take a new look at the Supreme Court, one that most people do not consider: the Court as political actor. While you may not agree that the Court is a political actor, it is important that you be open to the new perspective and understand what it means to say the Court is a political actor. Prerequisite: PSC 113 (PSC 102 if taken)
Fall semester: Williams
- PSC 350. SEMINAR IN INTERNATIONAL RELATIONS THEORIES (3)**
Designed primarily for senior international relations majors, students examine the major theoretical currents that inform contemporary scholarship in international relations. In addition, they will survey the history of 20th-century international relations as a means of locating the context in which the production of knowledge occurs. Prerequisite: PSC 250 or 257, or permission of the instructor.
Spring semester: Roth.
- PSC 359. SEMINAR ON AFRICAN POLITICS (3) (HIS 359)**
Examination of the internal and external dynamics that affect the domestic and foreign policies of subsaharan African states. Seminar participants are expected to develop a research topic and present their findings. Prerequisite: PSC 259 or permission of the instructor.
Fall semester: Offered 2007-08 and alternate years. Department.
- PSC 382. SEMINAR IN PUBLIC POLICY (3)**
Selected topics and directed research aimed at providing an in-depth understanding of how the basic instruments of governmental action-such as regulation, subsidies, and taxation-are applied in a particular domestic policy field. Prerequisite: PSC 101 and 102, and one 200-level course in American politics, or permission of instructor.
Variable semesters. Department.
- PSC 399. ADVANCED INDEPENDENT WORK (3-6)**
Independent work leading to the senior thesis, which may be written as part of a student’s pursuit of honors in political science. Prerequisites: senior status, permission of instructor.
Department.
- PSC 450. SENIOR THESIS (4 EACH SEMESTER)**

Prelaw Studies

Prelaw studies provides students interested in a career in law an opportunity to acquire the wide range of intellectual skills essential for academic success in law school. The goal of prelaw studies is not to train lawyers but to help students develop the highly sophisticated writing, analytical, and critical skills that law schools demand. Students in prelaw studies complete the prelaw concentration, an interdisciplinary program of 18 to 21 credits that they satisfy while fulfilling the requirements of a traditional liberal arts major. By requiring students to take courses outside of their own field of study, the prelaw concentration exposes them to academic methodology and critical approaches

not inherent to their own disciplines, strengthens their writing and analytical skills, and broadens the base of their academic experience in preparation for law school.

The prelaw concentration is offered in conjunction with the following majors: communication, economics, English, history, management, and political science.

Each student must complete four mandatory courses and either two or three electives. The number of electives is determined by the major. Students are also encouraged to complete the prelaw internship (PLS 290) and speech (THE 105).

FACULTY

Assistant Professor

John Carter, director

CONCENTRATION IN PRELAW STUDIES

These courses are required for the prelaw concentration:

ENG 206 PHL 176 PLS 100 PLS 350

Students choose two or three electives, depending on the major, from the following categories:

Analytical Skills

EC 101 EC 102 EC 223 MA 105 MA 117
MA 118 MGT 110

Human Rights and Ethical Value Theory

HIS 257 HIS 265 PHL 243 PHL 251 PSC 271
SOC 245 WS 265 WS 260

Political Theory and Analysis

PSC 200 PSC 201 PSC 202 PSC 221 PSC 243 PSC 270

Specific requirements for each major are listed below. In addition, THE 105, and PLS 290 are strongly recommended for the prelaw studies concentration.

Communication, English, and History

Majors must take the required prelaw studies courses and three electives, one from each category as described above. English majors may substitute another writing course for ENG 206, with the approval of both English and prelaw advisers.

Economics

Majors must take the required prelaw studies courses and two electives, one each from Political Theory and Analysis and Human Rights and Ethical Value Theory.

Political Science

Majors must take the required prelaw studies courses, as well as two electives, one each from Analytical Skills and Human Rights and Ethical Value Theory.

COURSE DESCRIPTIONS

PLS 100.	<p>LAW AND SOCIETY (3) (SOC 100)</p> <p>An introductory, interdisciplinary examination of law as a social institution. Focus is on the origin, history, and philosophy of legal systems from an international perspective, as well as the relationship in the United States between common law and statutory law, federal and state law, the courts and legislative bodies, and the courts and the executive branch of government. Exploration of the legal profession, its history, practice, goals, and place in American society. <i>Spring semester. Department.</i></p>
PLS 290.	<p>PRELAW INTERNSHIP (3-4)</p> <p>Internships with the court system, governmental agencies, and law enforcement agencies may be pursued during the academic year, January, and/or the summer. All internships require the approval of and are supervised by the program director. Graded pass/no pass only. Prerequisites: sophomore standing and permission of the director.</p>
PLS 299.	<p>INDEPENDENT WORK (1.5-4)</p>
PLS 350.	<p>LEGAL WRITING AND ANALYSIS: SELECTED TOPICS IN CONSTITUTIONAL LAW (3)</p> <p>A seminar providing extensive reading and analysis of constitutional issues governing a wide range of legal matters, including freedom of speech and religion, pornography, abortion, due process and equal protection, racial discrimination, pregnancy and reproductive technology, sepa-</p>

ration of powers, the death penalty, comparable worth, sexual harassment in employment, and criminal law. Students participate in a moot court project requiring them to write and argue in support of their position before a panel of judges. Emphasis is placed on the development of analytical and writing skills. Prerequisites: PLS 100 or permission of the instructor, ENG 206, and PHL 176.

Spring semester. Department. Offered 2008-09 and alternate years.

Premedical Studies

The Premedical Studies Program prepares students for entry into medical, dental, veterinary, or other health-related graduate programs. The program provides guidance and support for students wishing to pursue these professional programs. Medical schools require applicants to have a core of basic science courses, including one year each of biological sciences (BIO 104 and 105), physics (PHY 115 and 116, or 125 and 126), general chemistry (CHE 111, 112 and 151, 152), organic chemistry (CHE 230 and 235), and in some cases, a year of calculus (MA 117 and 118).

Other course requirements for medical school are met by Goucher's liberal arts curriculum. Competitive applicants for medical school, however, usually have a stronger science background than the minimum requirements. It is highly recommended that premedical students also take Cell Biology (BIO 210, 214), Genetics (BIO 220, 224), and Animal Physiology (BIO 260). Developmental Biology (BIO 378), Biochemistry I (CHE 341) and Biochemistry of Gene Expression (CHE 345) are also recommended. A premedical student may choose any department or individualized major provided the minimum requirements listed above are met. To ensure that all required and recommended courses can be taken, it is essential that principles of chemistry and the introductory biological sciences courses be taken in the first year.

Students pursuing a chemistry major should take either calculus- or non-calculus-based physics by the end of the second year. All other students should complete physics by the end of the junior year. All students must complete Organic Chemistry in the sophomore year. See departmental listings for specific recommendations on course selection within the major. Deciding after the first year to prepare for a medical career may necessitate attendance at summer school. Premedical internships, a part of the off-campus experience program, are limited in number and are open to juniors of any major who are seriously planning to apply to medical school and who have a cumulative grade point average of at least 3.0. Community service options are also available for premedical students. In addition the program provides assistance with preparation for the Medical College Admission Test (MCAT), the American Medical College Application Service (AMCAS), and provides guidance with regard to when and where to apply to medical school. The program also sponsors outside speakers covering medically related issues and medical school admissions policies. Students interested in preparing for medical, dental, or veterinary school should consult the director of premedical studies.

FACULTY

Professor of Biology

George Delahunty, director

COURSE DESCRIPTION

PMS 290.

PREMEDICAL INTERNSHIP (VARIABLE)

Placements in hospitals. Prerequisites: permission of the director, junior standing, and completion of appropriate courses in biological sciences, chemistry, mathematics, and physics. Graded pass/no pass only.

Delahunty.

The Psychology Department

Goucher psychology students study mind, brain, behavior, and social relationships to gain knowledge and insight, and to develop as individuals. Students apply knowledge of psychology and its varied approaches and methodologies to enhance lives and to better society.

DEPARTMENT FACULTY

Professors

Jean Bradford (personality theory and clinical psychology), Carol Mills, chair (cognitive psychology,

cognitive science), Richard Pringle (relational psychology)

Associate Professor

Brian Patrick (social and developmental psychology)

Assistant Professors

Katherine Choe (developmental), Thomas Ghirardelli (perception and attention), Ann McKim

(clinical psychology and positive psychology), Dara Friedman-Wheeler (clinical psychology)

Lecturers

Norman Bradford (clinical psychology), Karen Martinkowski (statistics, neuropsychology and clinical psychology),

Charles Seltzer (physiological psychology)

Laboratory Instructor

Patrick LoPresto

THE PSYCHOLOGY MAJOR

The major in psychology encourages students to explore a wide range of perspectives from the discipline in order to select areas for in-depth study. The department has identified a selection of different perspectives that are included in the introductory psychology course required of all majors. Students will also sample from clusters of courses with related perspectives. A total of 42 credits are required for a psychology major.

Required courses:

PSY 114. Introduction to Psychology (4) or
PSY 111 and 112. Introduction to Psychology and Lab
PSY 200. Statistical Methods in Psychology (4)

At least one course in methodology (Students are strongly encouraged to take both methods courses):

PSY 252. Quantitative Research Methods in Psychology (4) or
PSY 255. Qualitative Research Methods in Psychology (4)

Three 300-level courses, at least two of which must be seminars (nine credits).

(Ordinarily students will complete a methods course prior to enrolling in a seminar.) These 300-level courses, as well as PSY 200 and PSY 252 or 255, must be taken at Goucher and not in study abroad programs.

Cluster courses: Four courses selected from the following clusters, as indicated:

Natural Science - two courses

PSY 202. Human Learning and Memory (3)
PSY 233. Sensation and Perception (3)
PSY 235. Cognitive Psychology (3)
PSY 237. Physiological Psychology (3)

Social Sciences - one course

PSY 203. Human Motivation (3)
PSY 228. Positive Psychology (3)
PSY 230. Social Psychology (3)
PSY 244. Lifespan Developmental Psychology (3)

Relational/Humanistic - one course

PSY 212. Existential, Humanistic, and Eastern Approaches to Personality (3)
PSY 226. Topics in Relational Psychology (3)
PSY 283. Peace Within/Peace Without: Human Societal, Global Possibilities (3)

Three elective courses:

Additional courses from the clusters or seminars may serve as electives, as well as any other courses in psychology.

Students will select additional course work and experiences that support their individual development goals in collaboration with their advisors. Students are encouraged to both broaden and deepen their study by taking advantage of opportunities for independent study and research, internships, study abroad, interdisciplinary and interinstitutional course work, and senior level capstone experiences, such as seminars and theses.

To receive honors in the psychology major students must have demonstrated outstanding work. To be eligible for consideration, a student must have at least a 3.5 GPA in psychology and have taken PSY 395, PSY 398, or completed a senior thesis in psychology.

Writing and computer proficiencies for the major:

To fulfill the requirement of writing proficiency in the major, students must demonstrate proficiency in writing in either PSY 252 or 255.

Computer proficiency can be obtained by successfully completing PSY 200 and 252 or 255.

THE PSYCHOLOGY MINOR

Courses required for the minor in psychology include:

PSY 111 or 114, and at least 18 additional credits, including one 300-level seminar. Students are encouraged to develop minors in psychology that complement their majors.

COURSE DESCRIPTIONS

- PSY 111. INTRODUCTION TO PSYCHOLOGY/LECTURE ONLY (3)** (GEN. ED #6 WITH PSY 112)
An overview of the contemporary field of psychology. Topics include fundamental issues in psychology, physiological psychology, perception, principles of learning and cognition, theories of personality, and clinical, humanistic, developmental, and social psychologies. Emphasis on philosophical and methodological foundations of a scientific study of mind and behavior. Three hours lecture. Not for students intending to become psychology majors.
Fall semester; repeated spring semester. McKim.
- PSY 112. INTRODUCTORY PSYCHOLOGY/LABORATORY (1)** (GEN. ED #6 WITH PSY 111)
Designed for transfer students who have taken a non-laboratory course in introductory psychology. It comprises the three-hour laboratory component of PSY 114. Prerequisites: For students who have completed a non-laboratory course in introductory psychology.
Fall semester; repeated spring semester. LoPresto.
- PSY 114. INTRODUCTION TO PSYCHOLOGY (4)** (GEN. ED.#6)
An overview of the contemporary field of psychology. Topics include fundamental issues in psychology, physiological psychology, perception, principles of learning and cognition, theories of personality, and clinical, humanistic, developmental, and social psychologies. Emphasis on philosophical and methodological foundations of a scientific study of mind and behavior. Three hours lecture, three hours laboratory.
Fall semester; repeated spring semester. McKim, LoPresto.
- PSY 200. STATISTICAL METHODS IN PSYCHOLOGY (4)** (GEN. ED.#5)
An introduction to and critical examination of statistical and quantitative methods as applied in psychology and related fields. Exploratory, descriptive, and inferential concepts, techniques, and applications are considered including frequency distributions, measures of central tendency, variability and correlation, parameter estimation, and hypothesis testing (binomial tests, t-tests, analyses of variance, chi square, and selected non-parametric approaches). Statistical packages such as SPSS for Windows will be introduced and used throughout the course. Three hours lecture/discussion; 1.5 hours laboratory. Prerequisite: PSY 111 or 114. Open to majors in other departments with consent of the instructors.
Fall semester; repeated spring semester. Martinkowski.
- PSY 202. HUMAN LEARNING AND MEMORY (3)**
Study of learning and memory phenomena, with an emphasis on those occurring in the everyday world. Topics include childhood memory, eyewitness testimony, and emotionality and memory. The implications that these phenomena have for underlying memory processes are discussed. Prerequisite: PSY 111 or 114, and 200.
Fall semester: Mills.
- PSY 203. HUMAN MOTIVATION (3)**
Exploration of theory, research, and application in the field of human motivation. Includes a brief historical overview of some of the major theoretical traditions in the study of human motivation, leading to a focus on contemporary scholarship and application in a variety of domains, including education, sports/recreation, work/management, and health/well-being. Special attention will also be dedicated to an examination of the distinction between intrinsic and extrinsic forms of motivation. Prerequisite: PSY 111 or 114.
Spring semester. Patrick.
- PSY 212. EXISTENTIAL, HUMANISTIC, AND EASTERN APPROACHES TO PERSONALITY (3)**
Major theories of existential and humanistic thought are covered by consideration of such psychologists as May, Laing, Frankl, Rogers, and Maslow. Discussion of values, with the role of love and positive growth experiences emphasized. Eastern thought and the integration of psychology, East and West. Prerequisite: PSY 111 or 114, and at least sophomore standing.
Spring semester. J. Bradford.

- PSY 220. PERSONALITY THEORY (3)**
Examination and appraisal of several theorists and theories from among the following: Freud, Horney, Jung, and others. Prerequisite: PSY 111 or 114.
Fall semester; repeated spring semester: N. Bradford, Martinkowski.
- PSY 221. INTRODUCTION TO COUNSELING PSYCHOLOGY (3)**
Theories of counseling. Various approaches such as non-directive, marital, and family counseling (such as establishing rapport and interviewing techniques.) are discussed and demonstrated through the use of videotapes and class discussions. Prerequisite: PSY 212 or 220.
Fall semester: N. Bradford.
- PSY 225. MYTHS AND MYSTERIES OF HUMAN RELATIONSHIPS (3)**
Focuses on ancient, classical, and contemporary mythology to illuminate psychological understanding of human experiences like love, loss, death, rebirth, and renewal. Topics such as female-male relationships, the importance of goddess mythical images, and gender issues. In-depth classical and contemporary readings works by psychologists and classic scholars, including Freud, Jung, May, Hillman, Campbell, and Downing. Expanded self-growth and consciousness. Course integrates films, art, music, and experiential sessions. Prerequisites: PSY 111 or 114, and at least junior standing or permission of the instructor.
Spring semester: N. Bradford. Offered 2007-08 and alternate years.
- PSY 226. TOPICS IN RELATIONAL PSYCHOLOGY (3) (GEN. ED. #10)**
Moving away from a framework of psychological research, theory, and evaluation that unduly values objectivity, independence, and personal achievement, students explore collaboratively the ramifications of a psychology that places human relationship, connection, community, and care at the center of psychological health and development, where mutual empowerment and empathy, rather than separation from others, are the goals. This feminist, antiracist, and critical psychology recognizes the powerful impact of the sociocultural context in impeding mutuality, and provides an interpretive framework for understanding and reshaping culture, lives, and theory. Specific topics vary from year to year, but include the following: the works of Carol Gilligan, the relational psychology of Jean Baker Miller and the Stone Center, the psychology of gender (e.g., girls' development, the construction of masculinity), the psychology of oppression, and relational classrooms and environments. Prerequisite: PSY 111 or 114, or sophomore standing.
Fall semester; repeated spring semester: Pringle.
- PSY 228. POSITIVE PSYCHOLOGY (3)**
This course is an introduction to the major principles, theories, research, and limitations of positive psychology. Positive psychology investigates human strengths and positive emotions that promote the enhancement of life on an individual and group level. Major topics include flow, optimism, stress and coping, social support, spiritual support, feng shui, self-help, and prosocial behavior. There is an international perspective provided throughout the course. Prerequisite: PSY 111 or 114.
Fall semester: McKim.
- PSY 229. INTERNATIONAL PSYCHOLOGY (3)**
An introduction to the theories, approaches, research methods, and current research in international psychology. There will be both cross-cultural as well as single country research examined, analyzed, and evaluated. Practical applications will be useful to students interested in international business, study abroad, foreign travel, and working with people from other cultures. Prerequisite: PSY 111 or 114.
Variable. McKim.
- PSY 230. SOCIAL PSYCHOLOGY (3) (GEN. ED. #10)**
Study of how the thoughts, behaviors, emotions, and motivations of individuals dynamically interact with the social context that surrounds them. Topics include close relationships, aggression, conformity and obedience, social cognition, group dynamics, stereotypes and prejudice, and the impact of gender roles and cultural ideology on the development of the social self. Prerequisite: PSY 111 or 114.
Fall semester; repeated spring semester: McKim, Patrick.
- PSY 233. SENSATION AND PERCEPTION (3)**
This course is a survey of current theory and research in perception. The primary goal is for students to gain an understanding of how people obtain reliable and useful information about the environment around them through their senses. Exploring several perceptual systems, including vision, audition, touch and pain, and smell and taste, we will cover topics such as the physio-

logical structure of sensory systems; psychophysics; attention; sensory integration and comparative perception. Prerequisite: PSY 111 or 114.

Fall semester: Ghirardelli.

PSY 235.

COGNITIVE PSYCHOLOGY (3)

Examination of the current theories and research concerning structure and process of mind. Topics include attention, memory, levels of information processing, categorization, problem solving, and language structure. Prerequisites: COG 110, or PSY 111 or 114, and sophomore standing.

Spring semester: Mills.

PSY 237.

PHYSIOLOGICAL PSYCHOLOGY (3)

Investigates physiological and neurological basis of behavior; considers receptor, central, and effector structures; the organization of behavior as it relates to action of the nervous system. Focus is placed on biological contributions to mental and neurological disorders. Prerequisite: PSY 111 or 114.

Spring semester: Seltzer.

PSY 242.

APPLIED PSYCHOLOGY (3)

A study of ways that psychology is applied to a wide variety of problems and settings. Applications are surveyed from selected areas, such as community, clinical, health, industrial, educational, legal, and sports. In addition, selected applications are explored in greater depth to derive general methods for determining how to help people learn more, be more productive, and be more satisfied. Prerequisite: PSY 111 or 114.

Spring semester: Mills.

PSY 244.

LIFESPAN DEVELOPMENTAL PSYCHOLOGY (3)

A lifespan approach tracing human development from conception through the life cycle until death. Important theoretical contributors are highlighted, including Freud, Erikson, Bowlby, Piaget, Chomsky, Kohlberg, and Kubler-Ross. Topics will include prenatal development, language acquisition, the formation of emotional bonds in relationships, personality and identity development, changes in family and work roles, and the experience of facing one's mortality. Prerequisite: PSY 111 or 114.

Fall semester, repeated spring semester: Choe, Patrick.

PSY 246.

FIELD WORK IN PSYCHOLOGY (VARIABLE)

Placements available in clinical, school, business, and research settings. Students work under supervision of professionals in the field. Prerequisites: four courses in psychology and permission of the instructor. Graded pass/no pass only.

Department.

PSY 251.

TESTS AND MEASUREMENT (3)

An introduction to the theory and practice of psychological assessment including a variety of intelligence and personality instruments for use with children and adults. Acquaintance with the construction and administration of tests. Emphasis upon practical experience in the administration and interpretation of the instruments. Advantages, shortcomings, and abuses of psychometrics are explored. Prerequisite: PSY 114 and 200.

Spring semester: Martinkowski

PSY 252.

QUANTITATIVE RESEARCH METHODS IN PSYCHOLOGY (4) (GEN. ED. #7)

This course will address the overall process of psychological research from the development of a research question to the presentation of research results. Topics to be covered include the role of theory in the scientific method, research design, various collection techniques and analytic strategies for quantitative empirical data, and ethical considerations. Students will develop skills in scientific writing (APA style) and critically reading and reviewing the literature. The course will require statistical analysis of research data and interpretation of the results. Three hours lecture, three hours laboratory. Prerequisites: PSY 111 or 114, and 200.

Fall semester, repeated spring semester: Ghirardelli, Friedman-Wheeler.

PSY 255.

QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY (4) (GEN. ED. #7)

An introduction to qualitative empirical methods and their application to selected problems of psychology, providing an introduction to issues of qualitative research design, analysis, and report writing. Central topics include narrative approaches, biography, phenomenology, ethnography, grounded theory, and case study. These topics are introduced and developed in the context of student-generated, collaborative research projects of significance to researchers and participants and will involve field observations, open interviews, emergent design, and a variety of approaches

to data analysis and interpretation. Ethical considerations are emphasized throughout. Three hours lecture/discussion; 3 hours laboratory. Prerequisites: PSY 111 or 114, and 200.

Fall semester, repeated spring semester. Pringle, Choe.

PSY 264.

MADNESS, CREATIVITY, AND SOCIETY: ALTERNATIVE PERSPECTIVES (3)

This course will challenge the more traditional viewpoints presented in clinical psychology and psychiatry. It will encourage the students through a multimedia approach (film, art, and literature) to see the complexity and controversial nature of what it means to be more fully human in our culture. Prerequisite: PSY 220 or 212, and junior standing or permissions of instructor.

Spring semester. N. Bradford. Offered 2008-09 and alternate years.

PSY 271.

VARIETIES OF HUMAN EXPERIENCE: AN INTRODUCTION TO CLINICAL PSYCHOLOGY (3)

Traditional and radical approaches to the concepts of mental health and illness. Neurotic, psychopathic, and psychotic disorders considered from differing theoretical points of view. Consideration of traditional and innovative systems of psychotherapy. Prerequisite: PSY 111 or 114.

Spring semester. McKim, Friedman-Wheeler.

PSY 281.

THE PSYCHOLOGY OF DREAMING (3)

Introduction to traditional clinical approaches to dreaming, including psychoanalysis, neo-Freudian, ego psychology; and Jungian interpretations of dreams. Contemporary approaches include existential, Gestalt, cross-cultural, and parapsychological phenomena. Experimental and laboratory studies are included. Students are encouraged to record their own dreams and learn various approaches to such dream material. Prerequisite: PSY 212 or 220, and junior or senior standing.

Spring semester. N. Bradford. Offered 2008-09 and alternate years.

PSY 283.

PEACE WITHIN/PEACE WITHOUT: HUMAN, SOCIETAL, GLOBAL POSSIBILITIES (3) (PCE 283)

Examination of the interconnectedness between psychological growth, awareness, and expanded human consciousness and interpersonal and societal transformation. Exploration of relationships between individual human consciousness and ecological (planetary) connections and wholeness. Topics include the roots of cruelty, human destructiveness and creativity, the power of love, the search for self and others, the rise of the feminine, and the voices of the earth. Readings include the works of Fromm, Rogers, Laing, Houston, Miller, Roszak, and others. Prerequisite: PSY 114, PCE 110 or 120, or permission of the instructor.

Fall semester. J. Bradford. Offered 2007-08 and alternate years.

PSY 295.

INDEPENDENT WORK (3 OR 4)

Independent work, library research, or directed readings pursued under the supervision of a faculty member. Prerequisites: four courses in psychology.

Department.

PSY 306.

THE PSYCHOLOGY OF NARRATIVE AND MEANING (3)

Narrative psychology uses the “storied” nature of human understanding as an integrating paradigm. This course considers the history, methods, and practicality of this perspective in the context of autobiography; identity; encounters and perceptions of self-and-others; and traumatic disruptions and recovery of self and community. The course is designed for juniors preparing to undertake a senior capstone inquiry using qualitative, literary, or theoretical approaches to explore lived experiences and the meanings they hold. Collaborative classroom engagement, including improvisational community-theatre work and storytelling/listening are required. Includes a service-learning component. Prerequisite: PSY 255 and junior standing, or permission of instructor. This course does not count as a seminar.

Spring semester. Pringle.

PSY 315.

SEMINAR ON HUMAN MOTIVATION (3)

Advanced exploration of a selected topic in the study of human motivation. Topics will be selected from the following: self-determination theory; cognitive dissonance theory; the autonomy-relatedness dialectic; motivation in education; sports/recreation motivation; the promotion of health-related behavior. May be repeated for credit with different topics. Prerequisite: PSY 203, and 252 or 255, or permission of instructor.

Fall semester. Patrick.

PSY 316.

SEMINAR IN HISTORY OF PSYCHOLOGY (3)

Considerations of the antecedents and emergence of modern psychological theory, practice, and application. Particular themes and issues will include selected philosophical, scientific, and socio-political-historical influences; the early psychological “schools” and systems of thought; and the more contemporary, competing frameworks of cognitive psychology, social-humanistic psycholo-

gy, and postmodernist approaches. This course will be conducted in seminar format and will require high-level classroom engagement, oral participation, and writing. Prerequisite: PSY 252 or 255; psychology cluster courses and senior standing.

Variable. Pringle or Mills.

PSY 328.

RESEARCH SEMINAR IN RELATIONAL PSYCHOLOGY (3)

A collaborative exploration of the social and psychological construction of “race” and “gender” in America and how they shape our lives, relationships, and communities, as well as how we might imagine and effect positive change. Relational and cultural theory will guide our encounters across race, gender, and other socially constructed political realities. Classes will be pedagogically complex, with shared responsibilities for respectfully discussing, brainstorming, problem-solving, and imagining our ways forward, using improvisational theatre, memoir, storytelling/listening/interpreting, case study, biography, phenomenology, and action research to mine knowledge, raise consciousness, and chart imaginative, collaborative interventions with positive outcomes. Prerequisites: PSY 226 and 255.

Spring semester. Pringle.

PSY 329.

RESEARCH SEMINAR (3)

This seminar provides the opportunity for students to conduct, analyze data and write up an empirical research project on a topic of interest to them. The seminar provides an opportunity to learn about the research process by conducting a project, as well as by learning from others. Students will be encouraged to choose from among a wide variety of topics and methods and will consider ethical principles involved in conducting research, as well as the limitations and applications of their research. Prerequisite: PSY 252 or 255.

Variable. Mills.

PSY 340.

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (3)

In-depth study of a selected topic in developmental psychology. Topic may be a particular stage of life (e.g., infancy, childhood, old age) or a current research issue (e.g., maternal employment, day care, friendship development, moral development). For each topic, attention is given to theoretical underpinnings, methodological issues, assessment of current knowledge, and directions for future investigations. May be repeated for credit with different topics. Prerequisites: PSY 244 and 252 or 255, or permission of instructor.

Fall semester. Choe, Patrick.

PSY 345.

SEMINAR IN EXPERIMENTAL PSYCHOLOGY (3)

This seminar serves as an introduction to the experimental study of selected topics in perception and attention through a detailed examination of one or more selected topic(s). Topics are selected from among attention, sensory integration, comparative perception or other related topics. We will approach these topics in the context of the scientific method, research design, data collection techniques, and analytic strategies. May be repeated for credit with different topics. Prerequisites: PSY 233 and 252 or 255, or permission of instructor.

Spring semester. Ghirardelli.

PSY 346.

ADVANCED FIELD WORK IN PSYCHOLOGY (3-4)

Prerequisites: PSY 246 and junior standing. Graded pass/no pass only. Does not fulfill the 300-level requirement.

Department.

PSY 350.

SEMINAR IN POSITIVE PSYCHOLOGY (3)

The purpose of this course is to investigate key areas of positive psychology. The concepts include optimism, flow, resilience, feng shui, and stress and coping presented in an integrative format. An international perspective is incorporated. There is a strong applied as well as theoretical basis employed throughout the course. Prerequisites: PSY 228 and 252 or 255, or permission of the instructor.

Spring semester. McKim.

PSY 370.

SOCIAL PSYCHOLOGY SEMINAR (3)

Selected topics in social psychology with emphasis on current research. Topics are selected from intrinsic motivation, group behavior, attitudes, and social influence. May be repeated for credit with different topics. Prerequisites: PSY 230, and 252 or 255, or permission of the instructor.

Spring semester. Patrick.

PSY 376.

SEMINAR IN COGNITIVE STUDIES (3) (COG 376)

This seminar focuses on some aspect of thought, language memory, perception consciousness, psychopharmacology, or action considered from the perspective of cognitive psychology and at least one other discipline (linguistics, philosophy, neuroscience, computer science). May be

repeated for credit with different topics. Prerequisites: PSY 202 or 235 or 237 (depending on topic), and PSY 252 or 255, or permission of the instructor.

Spring semester: Seltzer.

PSY 380.

SEMINAR IN COGNITIVE PSYCHOLOGY (3)

A detailed examination of one or more selected topic(s) in cognitive psychology. Emphasis on critical evaluation of assumptions and methodologies for scientific study of the mind. Topics are selected from representation of knowledge, problem solving, psycholinguistics, reading, language comprehension, and case studies in cognitive processes. May be repeated for credit with different topics. Prerequisites: PSY 202 or 235, and 252 or 255, or permission of the instructor.

Fall semester: Mills.

PSY 386.

SEMINAR IN CLINICAL PSYCHOLOGY (3)

In-depth examination of selected topics in clinical child psychology and/or advanced clinical psychology. Topics include a discussion of theoretical and social issues in the prevention and treatment of psychological disorders. May be repeated for credit with different topics.

Prerequisite: PSY 271 and 252 or 255, or permission of the instructor.

Fall semester, repeated spring semester: McKim, J. Bradford, Friedman-Wheeler.

PSY 392.

SENIOR COLLOQUIUM (1)

Speakers from on and off campus will provide different perspectives on psychological topics and issues at departmental colloquia. Student discussion and evaluation of the presentations will be facilitated by the department faculty members in order to aid students' integration of the different perspectives. Prerequisite: PSY 252 or 255.

Fall semester, repeated spring semester: Department.

PSY 395.

ADVANCED INDEPENDENT WORK (3-4)

Advanced independent work, library research, or directed readings pursued under the supervision of a member of the department. Prerequisites: junior or senior standing, and permission of the instructor.

Department.

PSY 398.

DIRECTED RESEARCH (3-4)

Highly recommended for students planning to attend graduate school in any area of psychology. Planning and carrying out an independent empirical research project under the supervision of a faculty member. Prerequisites: junior or senior standing, and permission of the instructor.

Department.

The Science and Engineering Program

Goucher College has established a dual-degree program through which students earn both a bachelor of arts degree from Goucher and a bachelor of science degree from the G.W.C. Whiting School of Engineering of Johns Hopkins University (JHU). The dual-degree program enables students to explore the liberal arts and sciences, while developing professional knowledge and experience in a specific field of engineering.

Students in the program are admitted initially by Goucher College, where they will typically spend three years fulfilling general education requirements and completing major requirements for the B.A. degree in biology, chemistry, computer science, mathematics, or physics. Successful students then complete an additional two years at JHU, during which requirements are completed for the bachelor of science degree in one of the following disciplines:

- **Biomedical engineering**, which encompasses the application of engineering principles to medical and biological problems.
- **Electrical and computer engineering**, which include the fields of communications, control systems, electronics, and digital systems.
- **Chemical engineering**, which relies upon the laws of chemistry, physics, and mathematics to change the structure of chemical substances and purify new substances that are created in the process. There are two chemical engineering tracks. The biomolecular engineering track is dedicated to solving problems and generating products through molecular scale biochemical and biological transformations. This discipline teaches students to integrate modern molecular biology and biochemistry with engineering concepts in the design of novel biological products and processes for biotechnology and bioengineering.
- **Civil engineering**, which reflects the breadth of the engineering disciplines in the planning and designing of buildings, bridges, transportation systems, and environmental programs.
- **Environmental engineering**, which deals with the amelioration of environmental problems.

- **Materials science and engineering**, which is concerned with the structure, properties, performance, processing, and production of all materials.
- **Mechanical engineering**, which deals with the manipulation of energy through useful mechanical devices.

Students who wish to pursue the dual degree should submit a letter of intent to the academic dean at Goucher before beginning their second year of study at the college. On written approval of the academic dean at Goucher and the associate dean for academic affairs of the Whiting School, students are assigned academic advisers at Johns Hopkins and are permitted to cross-register for appropriate (usually introductory) engineering courses at Johns Hopkins during their sophomore and junior years at Goucher. In return, students accepted at Johns Hopkins are eligible, during the fourth and fifth years while enrolled at Johns Hopkins, to take an equivalent number of courses in their liberal arts major at Goucher that count toward electives in their engineering major.

Students who have completed two and one-half years of full-time study at Goucher may apply to Johns Hopkins through the Office of Undergraduate Admissions as transfer students for the bachelor of science degree, effective at the end of the junior year at Goucher. Ordinarily, the written recommendation of the program director is the primary basis for evaluating these students. Students who have achieved outstanding records during their first two years at Goucher may apply for an early decision at the end of their sophomore year.

For purposes such as payment of tuition, student governance, financial aid, and housing, participants in the program are considered Goucher students during their first three years and Johns Hopkins students during the last two.

Both the bachelor of arts degree from Goucher College and the bachelor of science degree from Johns Hopkins University are awarded at the conclusion of the fifth year, provided all requirements for each degree have been fulfilled.

Sociology and Anthropology Department

The Sociology and Anthropology Department offers a major in sociology with two concentrations (medical sociology and social justice) and a minor in sociology. It also offers a major in anthropology/sociology and a minor in anthropology.

The department's curriculum provides students with analytical skills and research techniques for understanding the cultural diversity of human behavior and social organization. Sociologists and anthropologists study the ways in which individuals, through their collective actions, create and change patterns of social relations. Both disciplines emphasize a critical, historical, and comparative perspective in their study of the way of life in contemporary societies. In their search for understanding, sociologists and anthropologists examine a variety of substantive areas, from family life to globalization and political change.

Course offerings are designed to provide: (1) a central component in a general liberal arts education; (2) a sound foundation for graduate study in sociology, anthropology, law, social work, criminal justice, public health, management, or any other profession requiring a sophisticated understanding of social processes and structures; (3) the development of writing, speaking, thinking, and research skills; and (4) courses for students who seek a concentration in such interdisciplinary programs as international and intercultural studies, women's studies, cognitive studies, and peace studies.

A student may elect a sociology major or an anthropology/sociology major. Within the sociology major, a medical concentration or a social justice concentration may be specified. Specific programs tailored to the student's interest and career goals are worked out with departmental advisers. Independent study at an advanced level and/or selected courses in another department may be elected for major credit if such courses are appropriate to the student's program and approved by the chair of the department.

Several sociology and anthropology courses are cross-listed under American studies, international and intercultural studies, international relations, Latin American studies, prelaw studies, and women's studies.

DEPARTMENT FACULTY

Associate Professors

Joan K. Burton, chair (social psychology, race and ethnicity, women and work, sociological theory, social movements), Mark Ingram (cultural anthropology, Europe, France, cultural policy), Janet H. Shope (sociology of medicine, women and development, inequality, family and gender roles)

Assistant Professors

George Baca (race/ethnic relations, nationalism, ethnography), Jamie Mullaney (cognitive, identity, family, qualitative methods)

Instructors

THE SOCIOLOGY MAJOR

All majors must complete a minimum of 35 credits within the department. Required courses include:

ANT 107 SOC 106 SOC 210* SOC 217**

Three 200-level elective sociology courses.

Three 300-level sociology or anthropology courses.

SOC 210 fulfills the writing proficiency requirement in the major. SOC 217 fulfills the computer proficiency requirement in the major.

Concentration in Medical Sociology

Students concentrating in medical sociology must complete the following:

ANT 107 CHE 107 SOC 106 SOC 210 SOC 217

SOC 265 SOC 290 (in a medical setting) SOC 389

Two 200-level elective sociology courses.

Three 300-level sociology courses.

Concentration in Social Justice

The social justice concentration helps focus student's coursework around issues of inequality, social justice, and public policy. The social justice concentration draws upon sociology's long standing interest in normative patterns as well as questions associated with the fields of anthropology, history, political science, social psychology, economics and sociology. It draws on these fields for theoretical understandings of matters such as legal studies, political activism, and community service.

Students concentrating in social justice must complete the following:

ANT 107 SOC 100 or 250 SOC 106 SOC 210 SOC 217

SOC 220 or 245 SOC 228 or 260 SOC 270 SOC 271 or 272

One 200-level elective course.

Three 300-level sociology or anthropology courses.

THE SOCIOLOGY MINOR

Courses required for the minor in sociology include:

SOC 210 or 217

Four 200- or higher-level sociology courses, at least one of which must be a 300-level course.

THE ANTHROPOLOGY/SOCIOLOGY MAJOR

Courses required for the major in anthropology/sociology include:

ANT 107 ANT 236 ANT 243 SOC 106 SOC 210

Two 200-level anthropology courses.

Three 300-level sociology or anthropology courses.

THE ANTHROPOLOGY MINOR

Courses required for the minor in anthropology include:

ANT 236 ANT 243

Two additional 200-level anthropology courses.

One additional 300-level anthropology course.

COURSE DESCRIPTIONS--ANTHROPOLOGY

ANT 107.

CULTURAL ANTHROPOLOGY (3) (GEN. ED. #9 AND #10)

Introduction to anthropology through the study of diversity of cultures past and present.

Students explore various approaches of anthropologists toward understanding human behavior

and the insights other cultures give toward understanding their own. Includes hunting and gathering, horticultural, agrarian, industrial, and contemporary global cultural patterns.

Fall semester, repeated spring semester. Baca, Mitchell.

ANT 234. RELIGION, MYTH, AND SYMBOL (3)

Inquiry into the thought of primitive and contemporary peoples to explore the social basis of their belief systems. The ways in which religion both reflect and create cultural reality. Myths, religious orientation, and magical practices in past and present societies. Prerequisite: SOC 106 or ANT 107, or one 200-level social science course.

Fall semester. Baca. Offered 2007-08 and alternate years.

ANT 236. CULTURE AND CHANGE: INDIA (3) (HIS 236)

Indian society is shaped by its recent history, including the colonial period, and by the ongoing phenomenon of globalization. The new has not entirely replaced the old, and neither has the global replaced the local. Rather, all of these elements exist side by side. This course will attempt to make sense of this confusion! Can be repeated if cultural area is different. Prerequisite: HIS 113 or sophomore standing.

Fall semester. Bagchi. Offered 2008-09 and alternate years.

ANT 238. CULTURES OF CONTEMPORARY EUROPE (3) (HIS 227)

Overview of major themes and current fieldwork of Europeanist cultural anthropology. Themes include: immigration and nationhood; political ritual and collective memory; family and kinship; religion and politics; gender; and social class. Includes survey of post-1945 era (economic recovery, decolonization, the collapse of Communism, European unification). Prerequisite: SOC 106, ANT 107, one 100-level history course (HIS 117 recommended), or permission of instructor. May be taken with FR 295 (1 credit).

Fall semester. Ingram. Offered 2007-08 and alternate years.

ANT 243. THE CRAFT OF ANTHROPOLOGY (4)

Exploration of the core concerns of cultural anthropology, from theoretical debates on the nature of culture to practical application of anthropological skills. Issues addressed include the art and science of field research; approaches to understanding other cultures and one's own, and the representation and translation of cultures. Prerequisite: ANT 107 or one 200-level social science course.

Spring semester. Baca. Offered 2007-08 and alternate years.

ANT 255. POLITICAL ANTHROPOLOGY (4)

Study of the political process in non-Western societies. Structural analysis of tribal groups characterized by a diversity of political forms. Consideration of power, authority, and legitimacy; of social cohesion and conflict; and of crisis and resolution. Prerequisite: SOC 106 or ANT 107.

Spring semester. Baca. Offered 2007-08 and alternate years.

ANT 280. SPECIAL TOPICS IN ANTHROPOLOGY (3)

Critical analysis of substantive issues in the field of anthropology. Topics are determined by interests of the instructor and students and are announced one semester in advance. May be repeated if topic is different. Prerequisite: ANT 107 or SOC 106, or permission of the instructor.

Spring semester. Department. Offered 2007-08 and alternate years.

ANT 290. INTERNSHIP IN ANTHROPOLOGY (3-4)

Faculty-directed, off campus experience in administration, research, and service with private institutions, community organizations, agencies or government, and (occasionally) independent professionals. Graded pass/no pass. Prerequisites: SOC 106 or ANT 107, and one 200-level course in anthropology. Preliminary application and interview required.

Department.

ANT 299. INDEPENDENT WORK (1.5-4)

An independent research project and presentation of findings or a special program of directed readings. Students arrange individually with any member of the department. Prerequisite: sophomore standing.

Department.

ANT 300. ADVANCED INDEPENDENT WORK (3)

Library research, directed readings, independent original research, and other advanced work pursued under the supervision of a member of the department. Prerequisites: junior or senior anthropology/sociology major and permission of instructor.

Department.

- ANT 310. IMAGINED COMMUNITIES: THE ANTHROPOLOGY OF ETHNICITY AND NATIONALISM (4)**
This course introduces students to anthropological approaches to the study of ethnicity and nationalism, two of the most crucial markers of identity. It explores the development and variation in ethnic identity and nationalism, tracing how nationalism connects to, and interfaces with, class, gender, sexuality, and other components of personhood. Prerequisites: ANT 243 and junior standing.
Fall semester. Baca. Offered 2007-08 and alternate years.
- ANT 392. SEMINAR: SELECTED PROBLEMS IN ANTHROPOLOGY-SLAVERY (4)**
Topics selected according to current debates in the field and interests of instructor and students. Subject announced one semester in advance. Topics include ethnographic research methods. May be repeated if topic is different. Prerequisites: ANT 243 and junior standing.
Spring semester. Baca, Ingram. Offered 2008-09 and alternate years.

COURSE DESCRIPTIONS—SOCIOLOGY

- SOC 100. LAW AND SOCIETY (3) (PLS 100)**
An introductory, interdisciplinary examination of law as a social institution. Focus is on the origin, history, and philosophy of legal systems from an international perspective, as well as the relationship in the United States between common law and statutory law, federal and state law, the courts and legislative bodies, and the courts and the executive branch of government. Exploration of the legal profession, its history, practice, goals, and place in American society.
Spring semester. Scully.
- SOC 106. THE SOCIOLOGICAL IMAGINATION (3) (GEN. ED. #9 AND #10)**
The sociological perspective focuses on the link between individual experience, the current social context, and the past. Exploration of this link and examination of cultural variations in social interaction and the development of self, the formation of families and communities, the processes that produce conformity or deviance, and the conditions that lead to conflict and social change through selected readings, case studies, novels, and films. Tracing of changes in work, marital relationships, religious practices, and political participation. Using theories and methods of sociology, exploration of the influence of race, class, gender, ethnicity, and age on the human experience.
Fall semester; repeated spring semester. Department.
- SOC 210. DEVELOPMENT OF SOCIOLOGICAL THOUGHT (4)**
This course introduces students to a wide range of classical and contemporary sociological theories, beginning with the study of theory in the historical context of its development. Examines the work of Marx, Weber, Simmel, Durkheim, Mead, and DuBois. Applies classical and contemporary social theory to current issues. Explores recent modifications to mainstream sociological theory, focusing on feminist critiques of the classical theorists' work. Required for writing proficiency for students majoring in sociology. Prerequisite: SOC 106 or ANT 107, or permission of the instructor.
Fall semester. Burton.
- SOC 217. METHODS OF SOCIAL RESEARCH (4)**
Concepts and methods of social science research, both quantitative and qualitative. Research methods, research design, and statistical analysis of data. Ethics in social research. Training in the selection of appropriate research designs for a variety of sociological problems. Major data sources and methods of data collection. Use of statistics in analyzing and presenting data. Exercises in design, data collection, and statistical analysis. Three hours lecture, two hours laboratory. Required of all department majors. Open to other students by permission of the instructor. Prerequisites: SOC 106 and one 200-level course in sociology or anthropology.
Spring semester. Shope.
- SOC 220. COMPARATIVE RACE AND ETHNIC RELATIONS (4)**
Race and ethnicity in comparative perspective. Origins, processes, and consequences of antagonistic relations between racial and ethnic majority and minority groups. Social causes of prejudice and discrimination. Prerequisite: SOC 106 or ANT 107.
Fall semester. Mullaney, Burton. Offered 2007-08 and alternate years.
- SOC 221. COURTSHIP, MARRIAGE, AND FAMILY (3)**
The family as a social institution. Internal dynamics of family and relations of family to society. Examination of family cycle, structure, sex roles, conflict, divorce functions, change, and alter-

nate family forms. The American family in historical and comparative contexts. Prerequisite: SOC 106 or ANT 107, or one 200-level social science course.

Fall semester: Mullaney, Shope. Offered 2008-09 and alternate years.

SOC 225.

FROM WOMB TO TOMB: PERSPECTIVES ON THE LIFECOURSE (3)

A consideration of historical and cross-cultural perspectives on the lifecourse ranging from birth to death. Special attention given to the social construction of childhood, the status of the elderly, and the other current debates such as fetal personhood. Prerequisite: SOC 106 or ANT 107.

Spring semester: Mullaney, Shope. Offered 2007-08 and alternate years.

SOC 227.

INDIVIDUAL AND SOCIETY (3)

An inquiry into the development of the self as a social process. Exploration of the links between identity, social interaction, and social structure. Special emphasis given to cognitive processes such as perception, attention, and memory, as well as systems of classification, and thought communities.

Spring semester: Mullaney. Offered 2008-09 and alternate years.

SOC 228.

SOCIAL PROBLEMS (3)

A critical examination of social problems in contemporary America and the theoretical and practical approaches to their solution. Special emphasis on problems generated by social and technological change and by the accompanying stress placed on individuals, institutions, societies, and the environment. Prerequisite: SOC 106 or ANT 107.

Fall semester: Department. Offered 2007-08 and alternate years.

SOC 230.

SOCIAL WORK (3)

Examination of the concept of human services and the fields of practice in which they are delivered. Explores the social worker's role in delivering services, the problems experienced by recipients, and the issues addressed by social service workers. Overview of the history of social work and its place in American society provides the framework for an analysis of the individual, family, and community as levels of intervention. Prerequisite: sophomore standing or permission of the instructor.

Fall semester: Berry. Offered 2008-09 and alternate years.

SOC 231.

CHILD WELFARE (3)

Exploration of the issues related to children who have social service needs, highlighting the role of the social worker and the response of child welfare agencies. Specific topics include child abuse and neglect, foster care, adoption, impact of family violence on childhood development, teen suicide. Special attention is given to the role of professionals such as doctors, lawyers, psychiatrists, and counselors in addressing issues of child welfare. Prerequisite: sophomore standing or permission of instructor.

Fall semester: Berry. Offered 2007-08 and alternate years.

SOC 240.

THE SOCIAL CONSTRUCTION OF HUMAN SEXUALITY (3)

This course examines the construction of sexual behavior and its meanings in the last half of the 20th century from multiple perspectives. Emphasis on the changing nature of beliefs and behaviors in the United States. Critical methodology and theory guide the course through the development of multiple frameworks, including discourse analysis. Prerequisite: SOC 106 or ANT 107, or one 200-level social science course.

Spring semester: Mullaney. Offered 2007-08 and alternate years.

SOC 245.

WEALTH, POWER, AND PRESTIGE (3)

Exploration of the origins, nature, and functions of social inequality, focusing on the processes that produce and maintain inequalities in wealth, power, privilege, and prestige in modern societies. Comparative analysis of objective and subjective consequences of class and caste stratification systems. Relative impact of class, race, gender, or ethnic differences on life opportunities. Prerequisite: SOC 106 or ANT 107, or one 200-level social science course.

Fall semester: Shope. Offered 2008-09 and alternate years.

SOC 250.

CRIMINAL JUSTICE (3)

Examines the criminal justice system and provides an overview of basic issues in the sociological study of crime and corrections. Relying on the premise that law, crime, and the institutions of social control can be understood only as part of the larger social context, explores crime in the streets, the business world, and the family. Theories on the origin of crime, the causes of criminal behavior, and the evolution of criminal law provide the framework for discussion of special topics that include the demography of crime, women in the criminal justice system, domestic

violence and the law, and the criminology of drunk drivers. Course assignments include a visit to a prison and/or a ride with a police officer. Not open to students who complete SOC 280.

Prerequisite: SOC 106 or ANT 107, or sophomore standing.

Fall semester: Mullaney. Offered 2008-09 and alternate years.

SOC 260.

DEVIANCE AND SOCIAL CONTROL (3)

Exploration of particular kinds of rule-violating behavior such as insanity, crime, and sexual deviance; stigmatization and labeling; the creation and maintenance of deviant identities; consequences of social control of deviants for individual liberties and for society. Prerequisite: SOC 106 or ANT 107.

Fall semester: Mullaney. Offered 2007-08 and alternate years.

SOC 262.

INDIANS IN THE UNITED STATES (3) (HIS 262) (PCE 262) (GEN. ED. #4)

Using comparative analysis of indigenous and non-indigenous societies, this course will examine indigenous forms of government and social structure pre-1942 to the present. Prerequisite: One course in history, peace studies, or sociology, and sophomore standing.

Spring semester: Department.

SOC 265.

HEALTH AND ILLNESS (3)

Examination of illness, health, and the organization of medical care from a sociological perspective, focusing on the medical system as a social institution and the history of public health and medicine. Specific topics include the reciprocal roles of patient, practitioner, and ancillary health care personnel and the social and cultural factors affecting etiology, diagnosis, and treatment.

Prerequisites: SOC 106 or ANT 107, or sophomore standing.

Fall Semester: Shope. Offered 2008-09 and alternate years.

SOC 270.

SOCIOLOGY OF GENDER ROLES (3) (WS 270)

Assessment of changing roles of men and women in modern societies. Review of theories explaining gender differences as a basic mechanism of social organization. Impact of gender roles on love relationships, family, work, political reality. Prerequisite: SOC 106 or ANT 107, or sophomore standing.

Fall semester: Shope. Offered 2008-09 and alternate years.

SOC 271.

PROTEST! LEGACY OF THE '60S (4) (GEN. ED. #4)

An examination of protest movements in the United States during the 1960s. Films, music, '60s literature, and firsthand reports are used to depict the mood and legacy of the sixties. Explores the struggles for civil rights, black power, women's liberation, the New Left and anti-war protest, and the broader countercultural rebellion as reflected in psychedelics, the hippie phenomenon, and revolutionary activity. These subjects form the backdrop for consideration of recent protest activity. Prerequisite: SOC 106 or ANT 107, or sophomore standing.

Spring semester: Burton. Offered 2008-09 and alternate years.

SOC 272Y.

INTENSIVE COURSE ABROAD (GEN. ED. #3):

INEQUALITY AND SOCIAL POLICY IN SOUTH AFRICA (6) (PSC 272Y)

A detailed introduction to South African social and political history, culture and contemporary society, followed by a three-week intensive experience in South Africa (3 credits) The semester course is followed by a three-week intensive experience in south Africa (3 credits).

Fall semester; January intersession. Singer, Shope.

SOC 272Y.

IDENTITY TRANSFORMATIONS IN COMTEMPORARY PUERTO RICAN FAMILIES

(GEN. ED. #3) (SP272Y)

This interdisciplinary course builds Spanish language skills into the curriculum of Sociology through a seven-week pre-program in the fall (2 credits), a three-week immersion experience in Puerto Rico in January (4 credits), and a seven-week post-program course in the spring (2 credits). This course will expose students to contemporary issues surrounding Puerto Rican families and gender relations through historical readings, literary works, and primary data collection (interviews and observations) on the island. Prerequisites: SP 130 or FRO 140, or equivalent and SOC 106.

Fall, January intersession, and spring semesters. Offered 2007-08. Ramos-Valdez and Mullaney.

SOC 274.

WOMEN AND WORK: A GLOBAL PERSPECTIVE (3) (WS 274)

Explores the experiences and opportunities of working women in the United States and selected countries. Examines work-related problems, including pay inequities, occupational segregation, and the gender imbalance in work and home responsibilities. Personal narratives, fiction, poetry, film, and recent research provide the framework for examining the ways in which class, race, eth-

nicity, and national origin influence women's work. Prerequisite: SOC 106 or ANT 107, or sophomore standing.

Spring semester. Burton. Offered 2008-09 and alternate years.

SOC 280.

CURRENT THEMES IN SOCIOLOGY (3-4)

Critical analysis of substantive issues in the field of sociology. Topics are determined by interests of the instructor and students and are announced one semester in advance. Topics include human sexuality. May be repeated for credit if topic is different. Prerequisites: SOC 106 or ANT 107, and one 200-level social science course, or permission of the instructor.

Fall or spring semester. Department.

SOC 285.

COMPARATIVE/HISTORICAL SOCIOLOGY: SELECTED TOPICS (3-4)

Topics in comparative/historical sociology. Focus varies according to current debates in the field, as well as interests of instructor and students. Topic announced one semester in advance. Topics include the sociology of development, comparative race relations in the United States and South Africa. May be repeated for credit if topic is different. Prerequisites: SOC 106 or ANT 107, and one 200-level social science course, or permission of the instructor.

Fall or spring semester. Department.

SOC 290.

INTERNSHIP IN SOCIOLOGY (3-4)

Faculty-directed, off-campus experience in administration, research, and service with private institutions, community organizations, agencies or government, and (occasionally) independent professionals. Graded pass/no pass. Prerequisite: SOC 106 and one 200-level course in sociology. Preliminary application and interview required.

Department.

SOC 293.

INTERNSHIP IN SOCIAL WORK (3-4)

Development of a knowledgeable base and a beginning skill in the use of one-to-one relationship in a structured, well-defined social agency setting. Seminars geared to needs of students; readings relevant to problem area. Several hours weekly in field assignment. Graded pass/no pass.

Prerequisites: SOC 106 or ANT 107, and one of the following: ED 101,103; PSY 220, 230; SOC 230, 231.

Department.

SOC 298.

RESEARCH WRITING AND COLLOQUIUM (1)

Students discuss independent research projects and internships and explore various styles of sociological and anthropological writing. Issues addressed include voice, strategies for communicating research, and writing for different audiences. Required for students working on independent research and internships. May be repeated once. Graded pass/no pass.

Fall semester, repeated spring semester. Department.

SOC 299.

INDEPENDENT WORK (1.5-4)

An independent research project and presentation of findings or a special program of directed readings. Students arrange individually with any member of the department. Prerequisite: sophomore standing.

Department.

SOC 350.

QUALITATIVE METHODS (4)

The course provides a foundation in the use of qualitative methods of inquiry, including in-depth interviewing, narrative research, participant observation, and content analysis. Students develop class projects demonstrating the design, analysis, and presentation of qualitative studies. Prerequisites: SOC 210, two 200-level courses in sociology, and junior standing.

Fall semester. Burton, Mullaney, Shope. Offered 2008-09 and alternate years.

SOC 387.

SEMINAR IN SOCIAL PSYCHOLOGY (4)

Drawing on historical and contemporary theories of symbolic interaction and dramaturgical schools of thought, this course examines the relationship between the individual and society. Explores the role played by race, ethnicity, class, and gender in shaping lives and forming personal and collective identities. Prerequisites: SOC 210, two 200-level courses in sociology and/or psychology, and junior standing.

Spring semester. Burton. Offered 2007-08 and alternate years.

SOC 389.

SEMINAR: SOCIOLOGY OF MENTAL HEALTH (4)

This course examines the way people define mental health, the causes and consequences of mental health problems, and how institutions respond to mental illness. Specific issues explored include the social construction of mental disorder; depression; medicalization of life problems; and the social consequences of mental health problems. Prerequisites: SOC 210 and 217.

Spring semester. Shope. Offered 2008-09 and alternate years.

SOC 392.

SEMINAR: DOMESTIC VIOLENCE (4)

This course systematically examines the social character and causes of domestic violence, with special attention given to intimate partner violence, child abuse, and courtship violence. Students explore the social, historical, and political processes that influence domestic violence. Includes a required service-learning component. Prerequisites: SOC 210 and SOC 217 or SOC 350.
Spring semester. Shope. Offered 2007-08 and alternate years.

SOC 393.

SEMINAR: SOCIOLOGICAL ANALYSIS OF SELECTED TOPICS (4)

A critical examination of theoretical and methodological contributions of classic and contemporary work in the field. Topics selected according to current debates in the field. Topics include domestic violence, poverty and social welfare, and issues in mental health. May be repeated for credit if topic is different. Prerequisites: SOC 210 and junior standing or permission of the instructor.

Fall semester. Burton, Mullaney, Shope. Offered 2007-08 and alternate years.

SOC 399.

ADVANCED INDEPENDENT WORK (3)

Library research, directed readings, original research, and other advanced work pursued under the supervision of a member of the department. Prerequisites: junior or senior sociology or sociology/anthropology major and permission of instructor.

Department.

The Special Education Program

The Department of Education offers a major in elementary/middle school special education as a teacher of exceptional children in Maryland. This program has been approved by the Maryland State Department of Education. A student who satisfactorily fulfills the standards of the programs and meets the Maryland State Department of Education's Essential Dimensions of Teaching is recommended for generic special education certification (Grades 1-8) in the state of Maryland. Maryland certifies special education teachers non-categorically by age/grade-level criteria. Although graduation usually occurs within eight semesters, satisfactory completion of certification requirements may require one or more additional semesters.

Because Maryland certifies special education teachers noncategorically, students who would like certification outside Maryland should contact the department of education of the state of their choice regarding reciprocity and that state's requirements. Maryland law prohibits anyone who has been convicted of a crime of violence or a crime against children from being certified to teach. Students enrolled in Special Education courses may be required to be fingerprinted for fieldwork internship placements.

PROGRAM FACULTY

Professor

Barbara Gould (learning disability, reading, elementary education)

Associate Professor

Ann Marie Longo, director (reading, diagnostic assessment, special education)

Assistant Professors

Frona Brown (learning disabilities), Mary Adkins (special education), LaJerne Cornish (secondary education, counseling), Saralee Goodman (reading, special education, assessment)

THE SPECIAL EDUCATION MAJOR

Required courses for certification in generic special education, grades 1-8:

ED 101	ED 207	ED 210	ED 221	ED 222
ED 241 (taken in January)		ED 243	ED 246	
SPE 100	SPE 235	SPE 238	SPE 320	
SPE 324 or 326 or 328 (taken concurrently with SPE 350)			SPE 327	
SPE 350* (Fulfills computer proficiency in the major)				

Electives for additional practical experience:

SPE 224	SPE 228	SPE 226
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SPE 344, 346, or 348 may be substituted for SPE 350 for those seeking categorical out-of-state certification.

Successful completion of Praxis I is a prerequisite for SPE 344, 346, 348, and 350.

A minimum grade of B- in these internship courses and satisfactory completion of Praxis II is required to complete the certification program.

Courses required in other academic areas:

MA 110 and 113, English composition, literature, art or music, United States history, non-Western culture, social science other than education, laboratory science other than psychology, second physical science course; (need not include a lab), may include psychology.

Demonstrated writing proficiency in the major through one of the following:

ED 210 ED 222 SPE 320 SPE 324, 326, or 328

Note: Many special education courses are offered only in alternate years, so these programs require careful planning. Students should consult with the director of the Special Education Program as early as possible.

COURSE DESCRIPTIONS—SPECIAL EDUCATION

- SPE 100. SPECIAL EDUCATION: HISTORICAL, PHILOSOPHICAL, AND LEGAL FOUNDATIONS (4)**
Changing roles of individuals with exceptional learning needs in society. Historical and philosophical development of treatments, educational provisions, institutions, programs, and services for children with exceptional learning needs. Characteristics of children with exceptional learning needs and their education needs. Various contemporary models of treatment and teaching. The legal rights of individuals with exceptional learning needs. Thirty hours internship; Tuesday or Thursday mornings, 8:30 a.m. to noon. Prerequisite: ED 101 or 103 recommended.
Spring semester. Adkins.
- SPE 235. CURRICULUM FOR EXCEPTIONAL STUDENTS: METHODS AND INSTRUCTIONAL PROCEDURES (3)**
Methods of instructional procedures for students with exceptional learning needs in the elementary/middle-school age range with focus on the individual: task analysis, IEP, behavioral instructional objectives, resource management, and classroom organization. Emphasis on mathematics and science. Accommodating individual differences in reasoning, listening comprehension, oral expression, reading skills, written language, mathematical calculations, motor skills, and social/emotional development. Prerequisite: SPE 100.
Spring semester. Adkins. Offered 2008-09 and alternate years.
- SPE 238. CURRICULUM FOR EXCEPTIONAL STUDENTS: PRINCIPLES AND PROGRAMS (3)**
Principles, programs, and problems in teaching students with exceptional learning needs in the elementary/middle school age range. Overview of curriculum for different modalities: emphasis on language, linguistic, psycholinguistic, reading, perceptual-motor, visual, and auditory. Developing programs for different disabilities. Alternate programs according to learning problems: vocational, functional academics, circumvention strategies, and the use of instructional technology. Prerequisite: SPE 100.
Spring semester. Adkins. Offered 2007-08 and alternate years.
- SPE 320. COUNSELING EXCEPTIONAL STUDENTS AND THEIR PARENTS (3)**
Emphasis on communication skills and strategies applicable to individuals with exceptional learning needs. Topics include interviewing and conducting conferences; counseling strategies; human relations; the teacher's role in a team concerned with children's evaluation, placement, and instruction. Prerequisites: ED 207 and SPE 100.
Spring semester. Department. Offered 2008-09 and alternate years.
- SPE 327. DIAGNOSTIC AND PRESCRIPTIVE TECHNIQUES FOR EXCEPTIONAL CHILDREN (3)**
Diagnosis of perceptual-motor, intellectual, physical, social, and behavioral development of children with exceptional learning needs. Assessment of cognitive style and sensory learning modalities. Task analysis of learning skills and prescriptive teaching techniques based on diagnostic information. Prerequisites: ED 221, and one course in special education, or junior standing.
Spring semester. Adkins. Offered 2007-08 and alternate years.
- SPE 350. SPECIAL EDUCATION INTERNSHIP (10)**
Internship with children with exceptional learning needs in the elementary/middle school age range under the supervision of a classroom teacher in special education and a member of the Education Department of Goucher College. The course provides for a minimum of 250 hours of observation, participation, teaching, and conferences. The experience stimulates insight into the special needs and unique educational approaches to teaching children with exceptional learning needs. Discussion of problems in seminar meetings. A grade of B- is required for certification.

tion. Elected concurrently with ED 246 and SPE 324 or 326 or 328. Prerequisites: completion of 86 credits including ED 222 and SPE 327, successful completion of Praxis I test from ETS, and recommendation of department.

Fall semester: Goodman, Longo.

COURSE DESCRIPTIONS—MENTAL RETARDATION

- SPE 224. PRACTICUM IN SPECIAL EDUCATION WITH CHILDREN WITH MENTAL RETARDATION (VARIABLE)**
Practicum with children with mental retardation in the elementary/middle school age range under the supervision of a classroom teacher in special education. The practicum provides insight into the special needs and the unique educational approaches to teaching children with mental retardation. Prerequisites: one special education course and permission of the instructor before November 1.
January intersession. Department.
- SPE 324. THE ASSESSMENT OF THE BEHAVIOR AND DEVELOPMENT OF A CHILD WITH MENTAL RETARDATION (4)**
Study of a child with mental retardation in the elementary/middle-school age range through observation, anecdotal records, behavioral data, informal assessment techniques, tests, school records, developmental data, and tutorial work relationship. Emphasis on factors that affect the behavior and development of the child in the education process. The analysis of the data results in a case study and an IEP. Prerequisite: SPE 327.
Fall semester: Longo.
- SPE 344. SPECIAL EDUCATION INTERNSHIP WITH CHILDREN WITH MENTAL RETARDATION (10)**
Internship with children with mental retardation in the elementary/middle-school age range under the supervision of a classroom teacher in special education and a member of the Education Department of Goucher College. The course provides for a minimum of 250 hours of observation, participation, teaching, and conferences. The experience stimulates insight into the special needs and unique educational approaches to teaching children with mental retardation. Discussion of teaching problems in seminar meetings. A minimum grade of B- is required for certification. Elected concurrently with ED 246 and SPE 324 or 326 or 328. Prerequisites: completion of 86 credits including ED 222 and SPE 327, successful completion of Praxis I, and recommendation of department.
Fall semester: Department.

COURSE DESCRIPTIONS—LEARNING DISABILITY

- SPE 226. PRACTICUM IN SPECIAL EDUCATION WITH CHILDREN WITH LEARNING DISABILITIES (VARIABLE)**
Practicum with children with learning disabilities in the elementary/middle-school age range under the supervision of a classroom teacher in special education. The practicum provides insight into the special needs and the unique educational approaches to teaching children with learning disabilities. Prerequisite: one special education course and permission of the instructor before November 1.
January intersession. Department.
- SPE 326. THE ASSESSMENT OF THE BEHAVIOR AND DEVELOPMENT OF A CHILD WITH LEARNING DISABILITIES (4)**
Study of a child with learning disabilities in the elementary/middle-school age range through observation, anecdotal records, behavioral data, informal assessment techniques, tests, school records, developmental data, and tutorial work relationship. Emphasis on factors that affect the behavior and development of the child in the education process. The analysis of the data results in a case study and an IEP. Prerequisite: SPE 327.
Fall semester: Longo.
- SPE 346. SPECIAL EDUCATION INTERNSHIP WITH CHILDREN WITH LEARNING DISABILITIES (10)**
Internship with children with learning disabilities in the elementary/middle-school age range under the supervision of a classroom teacher in special education and a member of the Education Department of Goucher College. The course provides for a minimum of 250 hours of observation, participation, teaching, and conferences. The experience stimulates insight into the special needs and unique educational approaches to teaching children with learning disabilities. Discussion of teaching problems in seminar meetings. A minimum grade of B- is required for certification. Elected concurrently with ED 246 and SPE 324 or 326 or 328. Prerequisites:

completion of 86 credits including ED 222 and SPE 327, successful completion of Praxis I, and recommendation of department.

Fall semester. Department

COURSE DESCRIPTIONS—EMOTIONAL DISTURBANCE

SPE 228.

PRACTICUM IN SPECIAL EDUCATION WITH CHILDREN WITH EMOTIONAL DISTURBANCE (VARIABLE)

Practicum with children with emotional disturbance in the elementary/middle-school age range under the supervision of a classroom teacher in special education. The practicum provides insight into the special needs and the unique educational approaches to teaching children with emotional disturbance. Prerequisite: one special education course and permission of the instructor before November 1.

January intersession. Department.

SPE 328.

THE ASSESSMENT OF THE BEHAVIOR AND DEVELOPMENT OF A CHILD WITH EMOTIONAL DISTURBANCE (4)

Study of an child with emotional disturbance in the elementary/middle-school age range through observation, anecdotal records, behavioral data, informal assessment techniques, tests, school records, developmental data, and tutorial work relationship. Emphasis on factors that affect the behavior and development of the child in the education process. The analysis of the data results in a case study and an IEP. Prerequisite: SPE 327.

Fall semester. Longo.

SPE 348.

SPECIAL EDUCATION INTERNSHIP WITH CHILDREN WITH EMOTIONAL DISTURBANCE (10)

Internship with children with emotional disturbance in the elementary/middle-school age range, under the supervision of a classroom teacher in special education and a member of the Education Department of Goucher College. The course provides for a minimum of 250 hours of observation, participation, teaching, and conferences. The experience stimulates insight into the special needs and unique educational approaches to teaching children with emotional disturbance. Discussion of teaching problems in seminar meetings. A minimum grade of B- is required for certification. Elected concurrently with ED 246 and SPE 324 or 326 or 328. Prerequisites: completion of 86 credits including ED 222 and SPE 327, successful completion of Praxis I, and recommendation of department.

Fall semester. Department.

The Theatre Department

The Theatre Department offers a major and a minor in theatre.

Theatre is an art form that explores many dimensions of the human experience. Theatre studied in a liberal arts context offers the student a way of exploring people, cultures, literature, design, the communication process, and many allied arts through the living experience of theatre. Students may enrich their liberal arts studies while learning about theatre in all its aspects—historical, cultural, and performance.

The theatre major includes courses in performance, theatre history and criticism, dramatic literature, design, and technical theatre production. It is designed to offer a balance between the varied artistic elements of theatre and an intellectual understanding of the diverse theoretical, historical, and cultural aspects of this art. Theatre students prepare for careers in theatre and other performance media, for further studies in theatre at the graduate level, or the pursuit of careers in diverse fields outside of professional theatre. A course of study may be arranged for students who wish to major in theatre in combination with other fields such as dance, communication, art, music, English, or arts administration. Students are encouraged to discuss their career goals with the faculty.

The department's productions offer further opportunities for students interested in theatre. All Goucher students, faculty, and staff are invited to become involved in the production season. Theatre majors are expected to participate in at least one of the four productions during both their junior and senior years. Opportunities are available in performance, management, directing, playwriting, design, and technical production. Internships in theatre are encouraged, as are independent, self-motivated student projects. Students may also take advantage of the fine college, community, and professional theatre productions available in the Baltimore-Washington area.

DEPARTMENT FACULTY

Professor

Michael Curry

Associate Professor

Rebecca Free, chair (theatre history, senior project in theatre, criticism, literature, acting, voice and movement)

Assistant ProfessorsAllison Campbell (theatre production, scenic, costume, and lighting design, applied stage craft, experimental theatre),
Jennifer Spieler Curry (acting, directing), Brian Françoise (acting, speech, outreach programs)**Lecturer**

Michael Field (playwriting)

THE THEATRE MAJOR**Courses required for a major in theatre are:**

THE 103	THE 120 or 220	THE 140* or a three-credit, 200-level design course
THE 140L	THE 300	THE 390/391**

One performance course chosen from:

THE 205	THE 207	THE 220	THE 222	THE 228
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One design course chosen from:

THE 240	THE 241	THE 242
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One history/criticism/dramatic literature course chosen from:

THE 200	THE 204	THE 211
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One directing or playwriting course chosen from:

THE 231	THE 232	THE 331	THE 332
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Two 1.5-credit applied courses chosen from:

THE 130	THE 132	THE 135	THE 297	THE 298
THE 299*				

* Fulfills the computer proficiency requirement in the major.

** Fulfills the writing proficiency requirement in the major.

The student majoring in theatre may elect six additional credits from those offered by the department or from courses from other disciplines with permission of the department chair. The department especially encourages the selection of elective courses from art, art history, communication and media studies, dance, English, and music.

The Arts Administration Concentration

A description of this concentration can be found in the catalogue listing for the Management Department.

THE THEATRE MINOR**Courses required for a minor in theatre are:**

THE 103	THE 120 or 220	THE 140 or a three-credit, 200-level design course
THE 300	THE 390/391**	

One additional 200-level performance, design, or history/criticism/dramatic literature course

Two 1.5-credit applied courses chosen from:

THE 297	THE 298	THE 299
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COURSE DESCRIPTIONS**THE 103.****INTRODUCTION TO THE THEATRE (3) (GEN. ED. #9)**

Students will learn to recognize how meaning is constructed in the theatre. Play texts will be used as a jumping off place to examine the literature of theatre - structure, form, genre and style and how a play text is transformed into theatre through acting, design, and direction. The historical context of plays - performance conventions, architecture and audience expectations will serve as a way of understanding our contemporary theatre. The student's ability to decipher the ways and means of communication in the theatre will be demonstrated in written critiques of live performance.

*Spring semester: Campbell.***THE 105.****SPEECH (3)**

Students learn to effectively compose, organize and present a variety of informative and persuasive speeches. Stress is placed on critical listening, vocal and nonverbal control, progressive outline development, credibility, and confidence in front of an audience. Four class hours.

Fall semester; repeated spring semester. Curry, Françoise.

THE 120.

ACTING I (3) (GEN. ED. #8)

Exploration of the actor's vocal, physical, intellectual, and emotional resources. Principles of character analysis and projection. Four class hours.

Fall semester; repeated spring semester. Françoise, Free, Spieler Curry, Department.

THE 130.

LIVING HISTORY WORKSHOP (1.5) (HIS 130)

This performance workshop course introduces students to the processes and techniques for developing effective living history. Through individual and group projects, students develop historical characters and events for public presentation. May be taken twice for credit. Prerequisite: THE 120 and/or one 100-level history course.

Department. Variable semesters.

THE 131.

COMMUNITY PERFORMANCE FOR PEACE, CONFLICT, AND DIALOGUE

(3) (PCE 131) GEN. ED. #8 AND #10

This course surveys the history, the theory, and the exemplar practitioners of community performance-synonymously called "theatre for social change" or "applied theatre." Particular focus will be given to traditions that serve the goals of conflict resolution, popular education, activism, and community building. Through practical techniques, the course will demonstrate how performance structures can address community issues. This course is open to any students, actors and non-actors, interested in community arts and peace performance.

Fall semester. Françoise.

THE 132.

THEATRE IN THE COMMUNITY (1.5)

This course is designed for those students who wish to share their theatre skills in a community service setting. Work on site in a community outreach facility as arranged with the department and the service learning office. May be taken twice for credit. Prerequisite: by arrangement with the service learning office and the department instructor.

Françoise. Variable semesters.

THE 135.

PERFORMANCE OUTREACH WORKSHOP (1.5)

The course prepares a student theatre company to implement performance-based outreach projects in educational and community settings in greater Baltimore. The company examines performance structures and techniques that facilitate community and cultural purposes such as education, political activism, community service and community building. Possible sources for and influences on selected "applied" theatre techniques and structures could include Augusto Boal-based theatre, theater-in-education, and interactive improvisation based on commedia dell'arte performance style. May be taken twice for credit.

Variable semesters. Françoise.

THE 140.

THEATRE PRODUCTION (3) (GEN. ED. #8 WITH THE 140L)

An introductory course in the ways and means of theatre production. The course will explore the basics of scene design and construction, computer-aided design, lighting design and operation, property design and building, and other areas of stagecraft. The course also includes basic drafting elements specific to stage design. Production laboratory hours will be assigned. Corequisite THE 140L.

Spring semester. Campbell.

THE 140L.

THEATRE PRODUCTION LABORATORY (1) (GEN. ED. #8 WITH THE 140)

Hands-on work complementary to the content from THE 140. Applies only to those students who have not taken THE 140 prior to the 2004-05 academic year.

THE 200.

TWENTIETH-CENTURY THEATRE (3) (GEN. ED. #9)

Style and substance of Western theatre of the last 100 years. Plays studied range from the revolutions of content and form initiated by Ibsen and Strindberg to the different concerns and manners of expression that have evolved since World War II.

Fall semester. Free. Offered 2008-09 and every three years.

THE 202.

EXISTENTIALISM: PHILOSOPHY AND THEATRE (3)(PHL 224) (GEN. ED. #4)

Through the study of existentialist philosophers and playwrights, this explores the relation of philosophy and theatre as the two human activities that enact the self-conscious reflection of the world. Using readings from philosophers-Nietzsche, Kierkegaard, Marcel, Sartre, de Beauvoir and Duras-and dramatists-Artaud, Pirandello, Brecht, and Beckett-we will bring theatre and philosophy together in their shared standpoint on the clearing/stage of a conscious place in which we can see the world and see ourselves reflected in the world. By discovering how philosophy

and theatre both “enact reality” we will also discuss how both meaning in one’s life and personal identity are created, how political identities are created and how political communities and social relations are constituted, and how humans “enact” being. Prerequisite: either sophomore standing, a 100-level philosophy course, or permission of the instructor.

Fall semester: Rose. Offered 2008-09 and alternate years.

THE 204.

WORLD THEATRE AND DRAMA (3) (GEN. ED. #9)

The purpose of this course is to introduce students to the rich array of theatrical and dramatic styles from around the world. The course will look at selected theatre production styles and dramatic literature from Asia, Europe, Africa, and the Americas and includes film representations of theatrical performances as well as live performances when available. Prerequisite: THE 101 or 102 or permission of the instructor.

Fall semester: Free. Offered 2006-07 and every three years.

THE 205.

WORKSHOP IN EXPERIMENTAL THEATRE (3) (GEN. ED. #8)

A collaborative working experience for advanced actors, directors, designers, and playwrights. Students work together to create a theatre production without the benefit of a pre-existing dramatic text. Dramatic material is drawn from current events and social issues, from non-dramatic literature or art, or from other sources. The course culminates in a public performance of the work in progress. Four class hours. Prerequisite: one first-level arts course and sophomore standing, or permission of the instructor.

Fall semester: Campbell. Offered 2007-08 and alternate years.

THE 207.

TELEVISION DRAMA WORKSHOP (3) (COM 207) (GEN ED #8)

A study of the methods and processes of producing television drama. An examination of the history and development of television drama, acting and directing methods, differences among television genre styles, and practical approaches to creating television drama. Three class hours with additional outside rehearsal and taping time required. Prerequisites: COM 189 or 286 and THE 220 or permission of the instructor. THE 220 may be taken concurrently.

Spring semester: Department. Offered 2007-08 and alternate years.

THE 211.

HISTORY OF AMERICAN THEATRE AND DRAMA (3) (GEN. ED. #9)

The evolution of the American stage and its indigenous drama, including the development of the American musical theatre, melodrama, African American drama, and the work of such theatres as the Provincetown Players and the Group theatre. The course will also examine works outside the theatrical mainstream, including feminist theatre, American avant-garde, gay theatre, and others. This course explores the social and historical contexts that influence theatrical and dramatic styles.

Fall semester: Free. Offered 2008-09 and every three years.

THE 220.

ACTING II (3) (GEN. ED. #8 AND #9)

Building on the fundamental acting skills examined in Acting I, this course applies those skills to specific and diverse historical period styles. Students develop scenes from Shakespeare, Brecht, Beckett, or other modernist playwrights. Special attention is paid to the examination of how the society, politics, culture, and visual arts movements of the period influenced the acting styles of each time. Prerequisite: THE 120 or audition. Four class hours.

Spring semester: Françoise, department.

THE 222.

ACTING III: REALISM (3)

Building on the skills learned in Acting I and Acting II, the advanced acting student explores the style of realism on the stage. Scene work will look at the differences between modern realist playwrights such as Chekhov and Ibsen and their contemporary offspring, including Lorraine Hansberry, Sam Shepard, Lillian Hellman, August Wilson, David Mamet, Eugene O’Neill, David Henry Hwang, and others. Four class hours per week. Prerequisite: Acting II or permission of the instructor.

Fall semester: Department. Offered 2008-09 and alternate years.

THE 228.

EXPRESSIVE USE OF VOICE AND MOVEMENT (3) (COM 228)

Expansion of the performer’s physical and vocal range. The course examines methods of interpreting dramatic text through voice and movement, studies the physiological and psychological components of speech and movement and focuses on the connection between stage speech and stage movement. Six class hours per week. Prerequisite: THE 120.

Spring semester: Free. Offered 2009-10 and alternate years.

- THE 231. DIRECTING (3)** (GEN. ED. #8 AND #9)
Examination of the theories, craft, and art of the stage director. Special attention is paid to the diverse concerns of the director, including visual composition, aural orchestration, dramatic text analysis, interpersonal relations, and the social and cultural influences on meaning in stage production. Students develop scenes from non-literary inspirations, such as art and music, and stage scenes from dramatic literature. Prerequisite: THE 120 or 220, or permission of the instructor.
Fall semester: Spieler Curry. Offered 2007-08 and alternate years.
- THE 232. PLAYWRITING (3)**
Script analysis, with particular attention to structure of plot, character, language, and spectacle. Fundamentals of stage composition. Writing and studio staging of practice scenes and short plays.
Fall semester; repeated spring semester: Field, department.
- THE 240. SCENE DESIGN (3)**
History and principles of scene design (including computer-aided design) and construction. Extensive exercise in the design, drawing, and execution of various styles of scenery. Laboratory hours as assigned. Prerequisite: THE 140 or permission of the instructor.
Fall semester: Campbell. Offered 2008-09 and alternate years.
- THE 241. STAGE LIGHTING (3)**
Methods and materials for lighting stage performance. Practical experience in designing (emphasizing computer-aided design) and executing lighting for major and studio productions in theatre and dance. Production laboratory hours as assigned. Prerequisite: THE 140 or permission of the instructor.
Fall semester: Campbell. Offered 2007-08 and alternate years.
- THE 242. COSTUME DESIGN (3)**
Methods and materials for effective stage costume design and construction. Emphasis will be placed on design concept, period research, and design realization for stage, dance, and television production. Lab hours as assigned. Prerequisite: THE 140 or permission of the instructor.
Spring semester: Campbell, department. Offered 2007-08 and alternate years.
- THE 272Y INTENSIVE COURSE ABROAD** (GEN. ED. #3 AND #9) (FR 272Y)
FRENCH THEATRE IN PARIS AND MARSEILLES: LANGUAGES OF PERFORMANCE
(8)(4 IN FRENCH; 4 IN THEATRE).
This interdisciplinary course builds French language skills and knowledge of French theatre through a seven-week pre-program course in the spring, a three-week intensive immersion experience in France in May, and a seven week post-course in the fall. Through the study of plays, productions, and performers, the course examines theatre as it both reflects and influences French social change. A key focus will be the innovations in theatre that reflect an increasingly transnational and multicultural France. There is an individualized project centered on a play that the class will stage. All students will contribute to this capstone project but neither an acting role in the play nor prior theatre production experience is required. Prerequisites: FR 130 or concurrent enrollment (or equivalent proficiency) and permission of the instructor.
Spring-summer-fall. Free and Ingram. Offered 2009 and alternate years.
- DANCE AND THEATRE AS CULTURAL METAPHORS (4.5)** (DAN 272Y)
This study trip to London (3 credits) examines the ways in which art, particularly dance and theatre, are expressions of the culture from which they come. Students will participate in a full schedule of classes, demonstrations, lectures, tours, and performance viewings at venues such as London's Theatre Museum, the Drury Lane Theatre, the Royal Opera House, the Banqueting House in Whitehall, Dance Place, and Shakespeare's Globe Theatre. Time will also be available for students to pursue a research topic of their choosing. Opportunities to take dance classes will be facilitated. Students enroll in a 1.5-credit, semester, fall-term preparatory course that includes pre-trip readings and orientation lectures by the program directors. Students will make a "portfolio" that describes their experience abroad and write a research paper. Both assignments will be due early in the spring semester. Research for the paper will be started during the pre-course and continued in London at the Theatre Museum of London, the Vaughan Williams Library, and the Rambert Dance Company Archives, as well as other research facilities.
Offered January 2008. Campbell, Bond.

ARTS AND CULTURE IN WEST AFRICA (6) (DAN 272) (HIS 272Y)

The course encompasses a pre-program course, an international field experience, and a post-program course on arts, culture, and history in West Africa. The pre-program will examine the social, economic, political, and cultural issues of Ghana, Togo and Benin-three African countries with rich cultural heritage and successful, vibrant contemporary societies. The international field experience in these countries will include workshops, lectures, stays with host families, and field trips. Upon return the students will complete a research paper and service learning component in the form of a lecture-demonstration for area elementary schools, presented during Black History Month, using skills and experiences acquired in West Africa. Second seven-week pre-departure course in Fall 2008 (1.5 credits), three-week intensive course in January 2009 (3 credits), first seven-week post-departure course in Spring 2009 (1.5 credits). This is a yearlong course.

Fall semester, January intersession and spring semester: Bagchi, Woodson, Françoise.

THE 290.**INTERNSHIP IN THEATRE (3-4)**

Full or part-time internships with professional production companies. Prerequisite: At least one course in theatre. Preliminary application and interview required. May be taken for a letter grade or pass/no pass.

Free.

THE 297.**DRAMATURGICAL PRACTICUM (1.5)**

Students gain hands-on experience developing dramaturgical work in departmental productions. Course work includes readings, rehearsals, and written work as arranged with the instructor.

Fall semester, repeated spring semester: Free.

THE 298/001.**PERFORMANCE PRACTICUM I: MAINSTAGE (1.5)****THE 298/002.****PERFORMANCE PRACTICUM II: SPECIAL PROJECTS (1.5)**

Students may elect to receive 1.5 credits for participation in a theatre department mainstage production or special projects production. Course work includes readings, rehearsals, and written work as arranged with the instructor. Performance practicum may be taken once for a mainstage production and once for a special project production, but neither may be repeated. Prerequisite: THE 120 or 220.

Fall semester, repeated spring semester: Free, department.

THE 299.**APPLIED STAGECRAFT (1.5)**

Students gain hands-on experience working in the chosen area for a mainstage or special projects production. Course work includes readings, rehearsals, and written work as arranged with the instructor. Students may take as many of the segments as they wish, but each segment may be taken only once for credit. Minimum six hours laboratory per week.

299.001: Stage Management

299.002: Sound Design

299.003: Stage Design

299.004: Lighting Design

299.005: Costume Design

299.006: Multimedia Design

Fall semester, repeated spring semester: Campbell.

THE 300.**SEMINAR IN WORLD THEATRE AND DRAMA (3)**

Intensive study of topics related to the vast canon of world theatre and drama. Topics may include: theatre and education, Shakespeare on film, gender and theatre, comedy of manners, dramaturgy and world drama, and others. Prerequisite: one 200-level history, criticism, or literature course in theatre or permission of the instructor.

Spring semester: Free, department.

THE 321, 322, 323. ACTING STUDIOS (1.5)

Advanced scene and technical studies, with topics such as stage violence or stage dialects. Two hours per week studio session, lecture and critique. Prerequisite: THE 220, 222, or 228 or permission of the instructor.

Variable semesters. Spieler Curry, Françoise, Free.

THE 331.**ADVANCED DIRECTING (3)**

Building on the skills learned in directing, students will further develop their ability to analyze plays, work with actors and designers, conceptualize production approaches, and organize a production process. Course culminates with each student directing a one-act play for inclusion in a one-act play festival. Prerequisite: THE 231 or permission of the instructor.

Fall semester: Spieler Curry. Offered 2008-09 and alternate years.

- THE 332. ADVANCED PLAYWRITING (3)**
Building on the fundamental skills developed in THE 232, this course offers playwriting students the opportunity to continue their exploration of script analysis, play construction, and the development of the elements of drama at an advanced level. Course includes studio staging of practice scenes and the development of a full-length play for public performance. Course meets concurrently with THE 232, but students registered at the 300-level will have more advanced requirements. Prerequisite: THE 232.
Fall semester, repeated spring semester. Department.
- THE 350. IMAGINATIVE THINKING: DESIGN FOR PERFORMANCE (3)**
This class is designed to challenge and expand the designer's understanding of visual possibilities while reinforcing graphic design skills. Training and experimentation will be supported by theoretical reading and an examination of theatre artists around the world. Students will also gain awareness through open critique and written responses to work. Prerequisites: THE 140, 140L and one of THE 240, 241, or 243.
Fall semester. Offered 2008-09 and alternate years.
- THE 390/391. SENIOR PROJECT WORKSHOP/SENIOR PROJECT PRODUCTION (3/3)**
Each student majoring in theatre completes an intensive, integrated, collaborative senior project consisting of two parts. During the workshop held fall semester, senior theatre majors meet in a seminar to study and analyze a play for production, and develop the production concept. In the spring semester, seniors produce that play for the mainstage, each student acting in one role and filling a production position. THE 390 is required to complete writing proficiency in the major. Prerequisite: Senior theatre majors only or permission of the instructor. At least 1.5 prior semester hours of THE 299 are recommended. Ordinarily, THE 390 and 391 are taken in sequence.
Fall semester (THE 390), spring semester (THE 391). Department.
- THE 400. INDEPENDENT WORK (1.5-4)**
Department.

The Women's Studies Program

The Women's Studies Program offers a major and a minor in women's studies.

Women's studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies past and present. The program focuses on the assumptions about gender that have influenced the construction of knowledge and experience both in the United States and globally. It introduces students to the new scholarship in women's studies that has brought neglected material into established fields and raises important methodological questions about sex and gender that cross disciplinary boundaries and challenge intellectual frameworks.

The Dorothy E. Brody '35 Endowment Fund for Women's Studies annually supports a prize for academic excellence in women's studies. The fund also supports internships specifically related to improving women's position in society. Study-abroad programs are also offered for women's studies students.

PROGRAM FACULTY

Professors

Jean H. Baker (history), Chrystelle Trump Bond (dance), Jean Bradford (psychology), Kelly Brown Douglas (philosophy and religion), Marianne Githens, director (political science), Julie Roy Jeffrey (history), Richard Pringle (psychology), Michele Tokarczyk (English)

Associate Professors

Joan K. Burton (sociology), Penelope S. Cordish (English), Gail Husch (art), Mary Marchand (English), Shirley Peroutka (communication and media studies), Janet Shope (sociology), Irlene François (women's studies)

THE WOMEN'S STUDIES MAJOR

Requirements for a major in women's studies include:

WS 100 or 150

- Three 300-level courses in women's studies or related areas, one of which must be either WS 300 or WS 320
- Five other upper-level women's studies courses, which may be at the 200- or 300-level
- Six 200- or 300-level courses in related areas in academic disciplines of particular interest to students*

Students may demonstrate writing proficiency in the major by taking WS 224, 227, 300, or 320. Computer proficiency in the major is achieved by taking WS 225, 265, or 323. A variety of opportunities for internships specifically related to women's studies are available for students.

* Students may focus their major in either the humanities or the social sciences.

THE WOMEN'S STUDIES MINOR

The requirements for a minor in women's studies are:

WS 100 or WS 150, WS 300 or WS 320

Two courses are required from any of the following (six credits):

WS 214 WS 221 WS 224 WS 225

WS 226 WS 227 WS 230 WS 240 WS 250

WS 260 WS 265

In addition, students are required to take women's studies courses or courses cross-listed in women's studies equaling nine credits.

INTERNSHIPS AND LEADERSHIP PROGRAM

Public Leadership Institute for Women

Under a grant from the Carnegie Corporation of New York, Goucher established a Public Leadership Institute for Women to prepare students for leadership roles in the public arena. The institute provides an opportunity for students to work as interns with women leaders at all levels of government. Goucher students have served as interns in Washington, D.C., with women lobbyists, members of regulatory commissions, and congresswomen, and in Annapolis with women members of the Maryland legislature and the women's caucus of the Maryland General Assembly. Placements have also included internships with women judges and members of city and county councils. Internships with women officeholders are also available to students in their home communities during January and summer breaks.

The Public Leadership Institute for Women sponsors public leadership conferences that bring prominent women leaders to campus to meet and talk with students. Recent speakers have included judges, members of the Maryland State Legislature and a former member of the European Parliament.

Goucher offers a January seminar on gender and public policy in Washington, D.C. The seminar provides students with a firsthand look at the policy-making process at the federal level through faculty lectures supplemented by guest presentations by women judges, lobbyists, regulatory board members, congressional leaders, and government agency representatives. Policy briefings and site visits are an integral part of the seminar. Not limited to Goucher students, this seminar attracts students from across the country.

COURSE DESCRIPTIONS

WS 100.

CONFRONTING INEQUALITY: WOMEN IN CONTEMPORARY AMERICAN SOCIETY (3) (GEN. ED. #9 AND #10)

An interdisciplinary examination of contemporary women's experience drawing on a variety of sources – scholarly journals, autobiography, fiction, poetry, political analysis – with an emphasis on racial and ethnic diversity. Focus is on issues such as sexualities, labor force, family, motherhood, education, cultural images, health, sexual violence, and political activism.

Fall and spring semesters. Department.

WS 150.

WOMEN'S EXPERIENCES IN GLOBAL PERSPECTIVE (3) (GEN. ED. #9 AND #10)

An interdisciplinary examination of women's status and activism worldwide including regional and local comparisons and the roles of government, nongovernmental, and international organizations in shaping women's experiences.

Fall and spring semesters. François.

WS 180.

GENDER AND PUBLIC POLICY: A WASHINGTON SEMINAR (3) (PSC 180)

An off-campus experience that provides students with a firsthand look at the policy-making process at the federal level. Faculty lectures supplemented by guest presentations by women judges, lobbyists, regulatory board members, congressional leaders, and government agency representatives. Policy briefings and site visits are an integral part of the seminar. Prerequisites: preliminary application and interview. First-year students are eligible to apply.

January intersession. Brown, Githens.

- WS 192. POLITICS FOR EVERY WOMAN (3) (PSC 192)**
Designed primarily for non-majors interested in enhancing their political awareness and skills as citizens and women. Relates traditional political concepts to practical politics for women in their many roles. Topics include the development of the concept of sisterhood and its relationship to political life and women's identity; issues such as rape, health care, equal rights, consumer affairs, welfare, and day care; avenues for political activity such as volunteer associations and women's organizations; political campaigns; direct and indirect action techniques for political change; alternatives to radical feminism. Guest speakers, field trips, films.
Spring semester. Offered 2007-08 Githens.
- WS 217. LATIN AMERICAN WOMEN VOICES: ARGENTINA AND URUGUAY**
(3) (LAM 217) (GEN. ED. #9 AND #10)
A detailed introduction to the role of different women's groups in Argentina and Uruguay as protagonists of social movements. Personal narratives, fiction, film, history, and political activism will provide the framework for examining women's participation in the human rights and social movements. Prerequisite course to the three-week intensive study abroad during the January intersession in Argentina and Uruguay. Prerequisite: sophomore standing or permission of the instructor.
Fall semester. department. Variable.
- WS 221. REPRESENTATIONS OF FEMALE IDENTITY: POST-COLONIAL PERSPECTIVES**
(3) (GEN. ED. #9)
Drawing on specific socioeconomic, historical, and cultural contexts and using the framework of gender construction in post colonial feminist analysis, this course focuses on the representation of female identity by selected contemporary men and women writers in Africa, Latin America, and the Caribbean. Some of the writers included are: Tahar ben Jelloun (Morocco), Nurruddin Farah (Somalia), Chinua Achebe (Nigeria), Jacques Roumain (Haiti), Gabriel Garcia Marquez (Colombia), Diamela Eltit (Chile), Bessie Head (Botswana). Prerequisites: WS 100 or 150, or permission of the instructor.
Spring semester. François. Offered 2008-09 and alternate years.
- WS 222. WOMEN AND LITERATURE (3) (ENG 222) (GEN. ED. #9 AND #10)**
TOPIC FOR 2007-08: WORKING CLASS WOMEN'S LITERATURE
Fall semester. 2007-08 and alternate years. Cordish.
- WS 224. IS THERE LIFE BEYOND THE LOOKING GLASS? GENDER, IDENTITY, AND RACE IN CARIBBEAN CULTURE (3) (GEN.ED.#9 AND 10)**
An interdisciplinary examination of women, their families, and society in Caribbean culture. Emphasis is given to the process of representation and self-portraiture of women in the works of contemporary Caribbean women writers, including Jean Rhys, Simone Schwarz-Bart, Merle Hodge, Ana Lydia Vega, Michelle Cliff, Edwidge Danticat, and Jamaica Kincaid, as well as to the themes of colonialism, resistance, migration, and exile. Prerequisite: WS 100, 150, or sophomore standing.
Spring semester. Francois. Offered 2007-08 and alternate years.
- WS 225. WOMEN AND SEXUALITY (3) (GEN. ED. #7 AND #10)**
An interdisciplinary examination of theories of women's sexuality and their impact on specific 19th- and 20th-century sociopolitical movements and issues like voluntary motherhood, prostitution, white slavery, social purity, transsexualism, and sexual preference. Prerequisite: WS 100 or 150, or sophomore standing.
Fall semester. Offered 2008-09 and alternate years.
- WS 226. WOMEN, PEACE AND PROTEST: LATIN AMERICAN WOMEN AND THE SEARCH FOR SOCIAL JUSTICE (3) (GEN. ED #10)**
Examination of women's participation in the human rights, social and economic movements. Focus on understanding if, why, and under what circumstances gender becomes a central force in the development of these movements. We will address three questions: Has the involvement of women helped to define the human rights movement in Latin America? To what extent have feminist theory and theories of the state accounted for the nature of women's protest? How and why were women instrumental in the political process that led from authoritarian to democratic rule in their countries? This course focuses primarily (but not exclusively) on women's movements in the southern cone countries: Argentina, Chile, Uruguay, and Brazil. Prerequisite: sophomore standing.
Fall semester. François. Offered 2007-08 and alternate years.

- WS 227. BECOMING VISIBLE: THE METAMORPHOSIS OF MODERN WOMAN (3)**
This interdisciplinary course examines how American women interpreted changes occurring in their lives during the transition from Victorianism to the Jazz Age and how these women responded to social changes through activism in suffrage, birth control, and peace and racial justice movements. Analysis of primary and secondary sources, exploration of implications of the work of Addam, Chopin, Cooper, Gilman, Hurston, Sanger, Wells, and Wharton for contemporary issues. Prerequisites: WS 100, or 150, or sophomore standing.
Fall semester: François. Offered 2007-08 and alternate years.
- WS 230. CONTEMPORARY FEMINISMS: DIVERSE VOICES (3) (GEN. ED. #7)**
An examination of feminists' analyses of women's status in America since the 1960s. This course focuses on issues raised and analytic frameworks used by Latina, African American, Native American, Asian American and European American women in seeking to improve women's status and in theorizing gender inequalities. Prerequisite: WS 100, or 150, or sophomore standing.
Fall semester: Offered 2008-09 and alternate years.
- WS 233. SCIENCE AND GENDER (PHL 233)**
Students will read feminist critiques of science and technology with attention to the ways in which science reinforces existing power structures as well as the ways in which feminist scientists work to challenge those structures. Readings include work in feminist epistemology and standpoint theory, as well as critiques of feminist philosophy of science. Prerequisite: a 100-level course in philosophy.
Spring semester: Grebowicz.
- WS 234. INTERNSHIP WITH WOMEN PUBLIC OFFICIALS (3-4) (PSC 234)**
Internship working with women in public leadership positions combined with individual conferences or seminars focusing on governmental issues confronting women public officials and featuring briefings by political leaders. May be taken for letter grade only. Prerequisite: one political science course or WS 100, or WS 150. (May be taken for letter grade only.)
Githens.
- WS 236. WOMANIST THEOLOGY (3) (RLG 236)(GEN ED #10)**
What is the meaning of faith for black women as they struggle for life and freedom? This course attempts to answer this question as it explores black women's religious/theological experience, from a Christian perspective. Attention is given to the nature of the social/historical struggle which informs black women's understandings of themselves in relationship to God, church and community. Focus is given to four distinct periods in black women's history: the antebellum period, the period of the great migration, the civil rights era, and the contemporary situation. Reflective of the womanist tradition, this course accesses various media forms in a effort to discern the womanist religious experience. Prerequisite: one course in women's studies or religion and sophomore standing.
Spring semester: Douglas. Offered 2007-08 and alternate years.
- WS 240. WOMEN, WAR, AND PEACE (3)**
An interdisciplinary examination of the female experience of war and efforts toward peace, from women's historical response to armed aggression to the contemporary feminist response to the threat of nuclear war. Examination of essays, novels, speeches, and historical works written by women about every aspect of war and peace work; exploration of the traditional treatment and analysis of women's involvement in war and the peace movement. Prerequisite: WS 100, or 150, or sophomore standing.
Spring semester: Offered 2008-09 and alternate years.
- WS 250. WHAT YOUNG FEMINISTS ARE TALKING ABOUT (3) (GEN. ED. #7 AND #10)**
This course explores current feminist perspectives on globalization and global activism, media and culture, sexuality, queer identity, race, and the future of feminism. We will discuss political implications of the terms third-wave, no-wave, and post-feminism. May be repeated for credit as topics change. Prerequisite: sophomore standing.
Fall semester: Offered 2007-08 and alternate years.
- WS 260. WOMEN AND THE LAW (3) (PSC 260) (GEN. ED. #7 AND #10)**
Focus on current issues involving women in the law: family law; reproductive rights; violence against women; employment, pregnancy and pensions; sexual harassment; sex discrimination; and women in poverty. Prerequisite: WS 100 or 150 or sophomore standing.
Spring semester: Department. Variable.

- WS 265. LAW, ETHICS, AND PUBLIC POLICY: CURRENT ISSUES** (3) (GEN. ED. #10)
An examination of the legal, ethical, and public policy questions raised by controversial contemporary issues. Topic: Abortion and Reproductive Technology. Focus on the impact of these issues on women's lives. Prerequisite: WS 100, or 150, or sophomore standing.
Fall semester. Offered 2008-09 and alternate years.
- WS 270. SOCIOLOGY OF GENDER ROLES** (3) (SOC 270)
Assessment of changing roles of men and women in modern societies. Review of theories explaining gender differences as a basic mechanism of social organization. Impact of gender roles on love relationships, family, work, political reality. Prerequisite: SOC 106, or ANT 107, or sophomore standing.
Fall semester. Shope. Offered 2008-09 and alternate years.
- WS 272Y. INTENSIVE COURSE ABROAD** (LAM 272Y)
Courses include a pre-departure preparation or post-departure discussion (or both in the fall or spring semester) and a three-week intensive course abroad in January or the summer.
- WS 274. WOMEN AND WORK: A GLOBAL PERSPECTIVE** (3) (SOC 274)
Impact of economic systems on female workers, consumers, volunteers, and housewives. Analysis of theoretical explanations of women's patterns of low-paid employment, unemployment, relation to unions, media, and government. Social and economic problems of women heads of family, minorities, and unemployed homemakers. Prerequisite: SOC 106, or ANT 107, or sophomore standing.
Spring semester. Burton. Offered 2008-09 and alternate years.
- WS 276. FEMINIST PHILOSOPHY** (3) (PHL 276) (GEN. ED. #10)
A philosophical study of questions of gender and gender inequality. The class will explore the sex/gender distinction, social construction of femininity and masculinity, theories of male normativity and masculine privilege, and various, competing strategies for resistance. Students will reflect on gender in relation to other social inequalities, with particular attention to sexuality and heterosexism. Prerequisite: sophomore standing, 100-level philosophy course or permission of the instructor.
Spring semester. Grebowicz. Offered 2008-09 and alternate years.
- WS 282. WOMEN IN THE MIDDLE EAST** (3) (HIS 282) (GEN. ED. #9 AND #10)
This course examines the role of women in the greater Middle East region, from the pre-Islamic period through the present. Using primary sources, memoirs, and visual material, the course compares and examines the impact of religion (Judaism, Christianity, and Islam), empire, slavery, colonialism, and nationalism on women in Arab, Iranian, Israeli, and Turkish civil society and history. Prerequisite: WS 150, a 100-level history course or sophomore standing.
Fall semester. François. Offered 2008-09 and alternate years.
- WS 290. INTERNSHIP IN WOMEN'S STUDIES** (3-4)
Placements in settings where issues of past and present concern to women can be studied. Prerequisite: one course in women's studies. Graded pass/no pass only.
Department.
- WS 299. INDEPENDENT WORK** (1.5-4)
Department.
- WS 300. SEMINAR IN SELECTED TOPICS IN WOMEN'S STUDIES** (3)
An interdisciplinary seminar aimed at integrating theoretical approaches and research on women that have emerged from a number of academic disciplines Prerequisite: WS 100 or WS 150.
Spring semester.. Offered 2007-08 and alternate years.
- WS 308. JEWISH AND CHRISTIAN FEMINISM** (3) (RLG 308)
What do feminism and religious traditions have to say to one another? In this course students read both autobiography and theological texts written by women struggling with questions having to do with feminism and the religious traditions of Judaism and Christianity. Students explore such themes as the understanding of God, interpretation of sacred texts and halakhah, and the meaning of community, sexuality, and ritual. This course also incorporates opportunities for students to pursue their own questions vis-à-vis feminism, Judaism, and Christianity. Through interviews and guest speakers, students attend to and analyze the religious life journeys of a variety of women in their own community. Prerequisite: one course in women's studies or religion and sophomore standing.
Department. Variable semesters.

- WS 320. INTERNATIONAL FEMINIST THEORY AND WOMEN'S ACTIVISM** (3) (GEN. ED. #10)
 Crossing the boundaries of nationality, ethnicity, citizenship, sexuality, and genre, this course brings together a plurality of women's voices of the non-Western world that counter colonial, post-colonial, multinational, masculine paradigms of otherness. The central aims are to examine the extent to which their activism and theoretical thinking grew out of historical conditions; to establish a dialog which forms the wide-ranging spectrum of women's experiences across the globe; and to assess these social and political writings for national change in the 21st century. Readings may include writings by Hanan Ashrawi (Palestine), Trinh Minh-Ha (Vietnam), Lila Ahmed (Egypt), Molaria Ogundipe-Leslie (Nigeria), Aung San Suu Kyi (Burma), Chandra Talpade Mohanty (India), Marjorie Agosin (Chile), Jacqui Alexander (Trinidad), and others.
 Prerequisite: junior standing.
Fall semester: François. Offered 2007-08 and alternate years.
- WS 323. COMPARATIVE PUBLIC POLICY AND GENDER** (3) (PSC 323)
 Examination of the public policy process in comparative perspective, focusing on four policy areas affecting women: population control, employment, education, and health care. The role of women in the formulation and implementation of public policies in these areas. Prerequisite: permission of the instructor.
Fall semester: Githens. Offered 2007-08 and alternate years.
- WS 386. WOMEN, ART, AND SOCIETY** (3) (ART 386)
 An examination of the role women have played as producers and consumers and as the subject matter of the visual arts in the western tradition. Emphasis on the treatment of women's contributions to the visual arts and on issues of gender and ideology within the discipline of art history. Prerequisite: one 200-level art history course, or junior standing, or permission of the instructor.
Spring semester: Husch. Offered 2008-09 and alternate years.
- WS 390. INTERNSHIP IN WOMEN'S STUDIES** (3-4)
 Prerequisite: WS 290 or permission of the director. May be taken for letter grade or pass/no pass.
Department.

COURSES OF SPECIAL INTEREST TO WOMEN'S STUDIES MAJORS

Communication

- COM 213. Making Sense of Popular Culture
 COM 301. Problems in Human Communication
 COM 307. Special Topics in Film

English

- ENG 226. Nonfiction Prose
 ENG 272. Literature of the Harlem Renaissance
 ENG 361. Studies in Fiction: Topic 2006-07-Virginia Woolf
 ENG 371. Seminar in American Literature

French

- FR 330. Special Topics in French Literature

History

- HIS 215.
 HIS 255. Architectural Space and the American Family Experience

Political Science

- PSC 202. Contemporary Political Thought
 PSC 224. European Politics
 PSC 225. British Politics
 PSC 271. Civil Rights in the American Constitutional System
 PSC 321. Terrorism, Political Violence, and Revolution

Peace Studies

- PCE 251.
 PCE 310.

Philosophy and Religion

- Phl 115.
 Phl 233.

Psychology

PSY 220.	Personality Theory
PSY 225.	Myths and Mysteries of Human Relationships
PSY 226.	Topics in Relational Psychology

Sociology

SOC 221.	Courtship, Marriage, and Family
SOC 225.	From Womb to Tomb: Perspectives on the Lifecourse
SOC 228.	Social Problems
SOC 240.	The Social Construction of Human Sexuality
SOC 245.	Wealth, Power, and Prestige
SOC 250.	Criminal Justice
SOC 260.	Deviance and Social Control
SOC 271.	Protest! Legacy of the Sixties
SOC 387.	Seminar in Social Psychology
SOC 392.	Seminar: Domestic Violence

Spanish

SP 315.	The African Experience in Spanish America
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Goucher II Program

The Goucher II program is a re-entry program for adults who wish to complete or begin their undergraduate studies at Goucher College. Prospective students are eligible for Goucher II if they have “independent status” as defined by the Higher Education Act of 1992 (at least 24 years of age, or a veteran, or married, or with legal dependents other than a spouse). This flexible daytime program is for those who wish to study either part or full time and emphasizes the development of a strong foundation in a wide range of basic academic skills.

Goucher II students enroll in the same rigorous course of study offered to traditional age undergraduates. In small classes taught by Goucher faculty, they learn in a mutually supportive atmosphere. Goucher II offers resources to help students make the transition to college-level study including close peer support, career counseling, special subject tutoring, a newsletter, workshops, and other functions designed to meet their specific needs.

The college accepts up to 60 credit hours for courses completed at other accredited two- and four-year institutions in which at least a grade of C was earned. Course credit may be transferred regardless of when the courses were taken, but must be relevant to the Goucher curriculum to be accepted. Part-time Goucher II students admitted to the program are eligible for the Goucher II Scholars Award that substantially reduces the cost of tuition. Federal aid is available for students who can demonstrate financial need and who take at least six credit hours per semester.

Post-Baccalaureate Premedical Program

The one-year Post-Baccalaureate Premedical Program is a non-degree program designed for men and women who have successfully completed a bachelor's degree but lack the required science courses for entrance to medical school. Students typically complete eight courses in the sciences and receive a certificate upon completion of the program.

During the first summer of the program, an optional mathematics review course is available at no extra cost. Individual tutoring is available throughout the program. Beginning in the fall, students prepare for the Medical College Admission Test (MCAT) through weekly study sessions; this continues in the spring with more frequent sessions and several practice MCATs. Workshops are offered on many topics, including essay writing and interviewing skills. In addition, students receive counseling for medical school application and a composite letter of evaluation from the premedical committee at Goucher. During the fall and in January, between the first and spring semesters, students have the opportunity to acquire valuable field experience in a hospital or clinic.

ADMISSIONS PROCEDURES

Candidates for the Post-Baccalaureate Premedical Program are selected on a rolling admission basis. However, the application should be submitted as early as possible. An interview is required of competitive candidates after all application materials are received.

A completed application consists of the following:

- Application form, including a personal statement, and nonrefundable application fee
- Official transcripts from all high schools, undergraduate colleges, and graduate schools attended
- Scores from the Scholastic Aptitude Test and/or the Graduate Record Examination
- Two letters of recommendation

FEES AND EXPENSES

Information concerning tuition and expenses can be obtained from the Post-Baccalaureate Premedical Program Office. The tuition fee includes workshops, MCAT preparation, tutoring provided by the teaching assistant, lectures, and laboratory fees for the eight courses and a mathematics review (offered in the summer before the start of the program). Books and incidental fees are not included.

Financial Aid

Students may apply for a undergraduate-level Subsidized and/or Unsubsidized Stafford loans for Students by completing the Free Application for Federal Student aid (FAFSA).

PROGRAM ADMINISTRATORS AND FACULTY

Director

Liza Thompson

Associate Director

Betsy Merideth

Professor Emeritus

Barton Houseman (chemistry)

Professors

George Delahunty (biological sciences)

Associate Professors

Joan Morrison (mathematics)

Assistant Professors

George Greco (chemistry), Marin Pichler (physics), Harry Ratrie (biological sciences)

Laboratory Instructors

Jacqueline Andrews, (biological sciences), Darcie Wallace-Duckworth (chemistry)

CURRICULUM

Qualified students with the approval of the premedical adviser may substitute upper-level science courses for the core courses listed below. If a student has successfully completed for credit one or more equivalent courses elsewhere, the premedical adviser may waive the course(s) and require an approved non-science substitute course(s) if no science or mathematics course(s) is (are) available.

COURSE DESCRIPTIONS

BIO 547.

GENERAL BIOLOGY I (5)

The fundamentals of biochemistry, cell biology, genetics, microbiology, botany, zoology, organismal biology, ecology, and evolution. Four hours lecture, and three hours laboratory.

Fall semester. Department.

BIO 548.

GENERAL BIOLOGY II (5)

Continuation of BIO 547. Four hours lecture, and three hours laboratory.

Prerequisite: BIO 547.

Spring semester. Department.

CHE 540.

PRINCIPLES OF CHEMISTRY I (4)

Structure and properties of atoms and molecules and the states of matter, relation of structure to the properties of elements and simple compounds, properties of solutions, and acid-base and redox reactions in solution. Three hours lecture, and three hours laboratory.

First summer session. Department.

CHE 541.

PRINCIPLES OF CHEMISTRY II (4)

The theory of chemical kinetics, electrochemistry, aspects of solution equilibria, including solubility, acid-base reactions, redox reactions, and complex formation. The application of these theories to gravimetric and volumetric analysis. Three hours lecture, and three hours laboratory. Prerequisite: CHE 540.

Second summer session. Department.

- CHE 636. ORGANIC CHEMISTRY I (4)**
Chemistry of the compounds of carbon with emphasis on the relation of molecular structure to chemical and physical behavior. Laboratory work includes appropriate techniques and synthetic and analytical methods. Three hours lecture, and three hours laboratory. Prerequisite: CHE 541.
Fall semester. Department.
- CHE 637. ORGANIC CHEMISTRY II (4)**
Continuation of CHE 636. Three hours lecture, and three hours laboratory. Prerequisite: CHE 636.
Spring semester. Department.
- PHY 542. PRINCIPLES OF PHYSICS I (4)**
Newtonian mechanics, fluids, thermodynamics, kinematics and dynamics of linear and angular motions, universal gravitation, conservation of energy and momentum, elasticity and simple harmonic motion, statics and dynamics of fluid motion, gas laws, heat energy, and laws of thermodynamics. Three hours lecture, and three hours laboratory.
Fall semester. Department.
- PHY 543. PRINCIPLES OF PHYSICS II (4)**
A continuation of PHY 542. Waves, sound, optics, electricity and magnetism, modern physics. Mechanical and electromagnetic wave motion, acoustics, resonance, the nature of light and color, geometrical and physical optics, static electricity, DC and AC circuits, relativity, Bohr atom, atomic and nuclear physics. Three hours lecture, and three hours laboratory. Prerequisite: PHY 542.
Spring semester. Department.

Robert S. Welch Center for Graduate and Professional Studies

The Robert S. Welch Center for Graduate and Professional Studies provides adults with opportunities for preparation for a degree, career change, professional advancement, career growth, and enrichment. Courses are offered for credit or for continuing education units (CEUs); non-credit courses are offered as well. In addition, the center offers five graduate degree programs.

Graduate Education Programs

MASTER OF ARTS IN TEACHING

This certification program is designed to prepare college graduates with strong liberal arts backgrounds who wish to enter the teaching profession but who have not had adequate preparation for teaching. The program is based on the assumption that, through a curriculum carefully balanced between theory and practice, participants can acquire the knowledge and skills needed to teach elementary, middle, secondary, or special education. Students complete the program with a yearlong internship guided both by a member of the Goucher faculty and by a selected, well-qualified cooperating teacher. For more information, please refer to the *Graduate Programs in Education Catalogue*. Inquiries should be directed to Graduate Programs in Education, Goucher College, 1021 Dulany Valley Road, Baltimore, Maryland 21204-2794, 410-337-6047.

MASTER OF EDUCATION

In collaboration with the Sheppard Pratt Health System Inc., Goucher College offers a master of education degree. With a curriculum specifically designed to integrate theoretical with practical course work, the graduate program is divided into seven areas of specialization: athletic program leadership/administration, at-risk students, middle school, reading instruction, school improvement leadership, teachers as leader in technology and urban and diverse learners. Each component addresses the societal forces that have an impact on student development and success, social and ethical issues, curricular and management strategies, and relevant research. Whenever possible, a clinical perspective is offered. For more information, please refer to the *Graduate Programs in Education Catalogue*. Inquiries should be directed to Graduate Programs in Education, Goucher College, 1021 Dulany Valley Road, Baltimore, Maryland 21204-2794, 410-337-6047.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

Advanced graduate work may be pursued beyond the master's degree to receive a professional development certificate. Applicants are required to have completed a master's degree in education or a closely related field from a regionally accredited institution of higher education. Certificates are offered in the seven areas of specialization listed in the Master of Education program.

TEACHERS' INSTITUTE

The Teachers' Institute provides graduate courses for teachers and professional school personnel. Courses are designed to help teachers meet state certification requirements and assist teachers to study subjects of current need and interest. Teachers must have a bachelor's degree to take any of the graduate courses offered in the Teachers' Institute.

Advanced Placement Summer Institute

The Teachers' Institute, in association with the Middle States Regional Office of the College Board, offers week-long summer courses intended for both future and current AP teachers to prepare for their AP courses and share best teaching practices with other colleagues in a retreat-like setting. All instructors are experienced AP teachers in their field and are current readers of the AP exam.

Graduate Distance Learning Degree Programs

The following are graduate programs developed on the distance-learning model for working adults who find it impractical to enroll in a traditional campus-based graduate program and for whom appropriate graduate work is often unavailable at a convenient site.

For more information, an application, or program catalogues, please contact the Robert S. Welch Center for Graduate and Professional Studies at 410-337-6200 or 1-800-697-4646; fax: 410-337-6085.

Master of Arts in Arts Administration

The Goucher College distance-learning Master of Arts in Arts Administration Program offers an opportunity to students, living anywhere, to gain further knowledge and credentials for a major profession.

On-campus residency requirements involve only two weeks in three consecutive summers. All other course work is offered by means of various forms of communication, including electronic. Faculty is drawn from the profession across the country and will have about eight students or fewer in each course.

The graduate program in arts administration offers students the opportunity to develop a critical sensitivity to the cultural needs, community issues, and growth potential of a region and to learn to bring vital management skills to bear in their particular area of the arts.

Master of Arts in Historic Preservation

The Master of Arts in Historic Preservation is a distance-learning program for adults with two or more years of post-baccalaureate work experience in any field. The curriculum addresses current issues in preservation as well as traditional skills and knowledge.

While the degree is pursued primarily on a distance learning basis, students also spend a maximum of two weeks in residence on campus each summer. Students are able to tailor individual programs of study to meet their professional or personal goals. Faculty are drawn from prominent professionals and academics in the field.

Master of Fine Arts in Creative Nonfiction

The Master of Fine Arts in Creative Nonfiction Program is designed to serve nontraditional adult students nationwide in a distance-learning program that draws from some of the most distinguished writers in the country for its core and visiting faculties.

Three on-campus summer residencies over a two-year period are integrated with four semesters of work. The summer residencies are two weeks in length and include seminars, writing workshops, panel discussions, and faculty/student readings. During fall and spring semesters, students complete their assignments at home and submit packets to their respective faculty mentors.

The program allows students to balance critical reading with original creative nonfiction writing.

Financial Aid

Students may apply for a graduate-level Subsidized and/or Unsubsidized Stafford Loans for students. In addition, there are a limited number of endowed funds available through bequests to the graduate programs. To be considered for a scholarship, applicants should complete the Graduate financial aid application and a FAFSA. Application forms and detailed instructions are available online or in Student Administrative Services.

PROFESSIONAL CERTIFICATE PROGRAM IN HISTORIC PRESERVATION

The certificate program is offered to adults wishing to expand their career opportunities and professional skills through part-time, evening study. This program enables participants to develop skills to work effectively in preserving our heritage, whether in restoring a home, understanding multiculturalism and ethnic heritage in revitalizing an inner-city neighborhood, serving on a commission or board, or working in a field ancillary to historic preservation. This certificate program is offered in Washington, D.C., at the National Trust for Historic Preservation and in Annapolis, Maryland.

Emphasis is on building skills, and the courses are taught by practicing professionals in the field. Courses award CEU credit and may be taken individually or as part of the comprehensive certificate program. Upon the successful completion of the required courses, a certificate is awarded.

COLLEGE ORGANIZATION

PROFESSORS EMERITI

Jean Bradford, professor emeritus of psychology (1965) B.A., Ph.D., University of Minnesota

John V. Chamberlain, professor emeritus of religion (1955-91) B.A., Florida Southern College; M.A., Ph.D., Duke University

Geraldine A. Coon, professor emerita of mathematics (1964-79) B.A., Connecticut College; M.S., Brown University; Ph.D., University of Rochester

Rhoda M. Dorsey, president emerita, professor emerita of history (1954-94) B.A., Smith College; M.A. (Cantab); Ph.D., University of Minnesota; LL.D., Nazareth College of Rochester, Smith College, Goucher College; D.H.L., Mount Saint Mary's College, Mount Vernon College, College of St. Catherine, The John Hopkins University, Towson University

Sibylle Ehrlich, associate professor emerita of German (1963-88) B.A., Elmhurst College; M.A., Middlebury College

George A. Foote, professor emeritus of history (1955-83) B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Cornell University

Helen M. Habermann, professor emerita of biological sciences (1958-1992) B.A., State University of New York State College for Teachers, Albany; M.S., University of Connecticut; Ph.D., University of Minnesota

David E. Horn, professor emeritus of chemistry (1967-2002) B.A., Franklin and Marshall College; M.S., Villanova University; M.B.A., Loyola College (Maryland); Ph.D., University of Vermont

Barton L. Houseman, professor emeritus of chemistry (1961-95) B.A., Calvin College; Ph.D., Wayne State University

William Scott Johnson, professor emeritus of biological sciences (1975) B.S., University of Arizona; Ph.D., Stanford University

Elaine Koppelman, professor emerita of mathematics and computer science (1961) B.A., Brooklyn College; M.A., Yale University; M.S.E., Ph.D., The Johns Hopkins University

Ann Matthews Lacy, professor emerita of biological sciences (1959-98) B.A., Wellesley College; M.S., Ph.D., Yale University

D. Henriette Horchler Leanos, associate professor emerita of French (1968-2003) B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., University of Pennsylvania

Rudy J. Lentulay, professor emeritus of Russian (1966-2000) B.A., Gannon College; Ph.D., Bryn Mawr College

Joseph Morton, professor emeritus of philosophy (1963-2000) B.A., Amherst College; Ph.D., The Johns Hopkins University

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Janet Shambaugh, professor of biological sciences (1981) B.A., Northwestern University; Ph.D., Emory University

James Sheehan, lecturer of theatre, copy editor/proofreader (2005) A.A., Simon's Rock College; B.A., Coe College; M.F.A., Catholic University

Debra Sherwin, C.P.A., associate professor of management (1983) B.S., Kent State University; M.B.A., University of Baltimore; M.Ed., Goucher College

Janet Shope, associate professor of sociology and anthropology (1989) B.S., Birmingham Southern College; M.Phil., Ph.D., George Washington University

Marina Shwartz, adjunct instructor (2004) B.A., Haifa University; M.A., Schaanan College; Ph.D., Baltimore Hebrew University

Scott Sibley, associate professor of chemistry (1996) B.A., Williams College; Ph.D., University of Michigan

Eric Singer, associate dean for international studies, associate professor of political science (1986) B.A., Macalester College; M.A., University of Chicago; M.A., Ph.D., Ohio State University

Diane Sipple-Cushing, lecturer of art (2002) B.A., M.F.A., Maryland Institute College of Art

Murray Skees, lecture in philosophy and religion (2006) B.A., Thomas More College; M.A., Ph.D., University of Kentucky

Edward Slattery, assistant professor of economics (2005) B.A., Boise State University; M.A., Ph.D., University of Colorado

Robert D. Slocum, professor of biological sciences (1992) B.A., University of Maine; M.S., Ohio State University; Ph.D., University of Texas at Austin

Linell Smith, lecturer in English (2000) B.A., Trinity College

Tami Kopischke Smith, assistant professor of education (2004) B.A., University of California, San Diego; M.Ed., Ph.D., University of Virginia, Charlottesville

Elizabeth Spires, Goucher Chair for Distinguished Achievement, professor of English (1982) B.A., Vassar College; M.A., Johns Hopkins University

Kathryn St. Ours, visiting assistant professor of French (2006) B.A., M.A.T., University of Pittsburgh; M.A., Ph.D., Catholic University of America

Alex Stein, visiting instructor of management (2006) B.S., Rider University; M.B.A., Ph.D., Temple University

Jessica Stephenson, lecturer of dance (2005) B.A. Goucher College

Christina Stoehr, lecturer of English and communication (2005) B.A., M.A., University of Wisconsin

Ben Sugerman, visiting assistant professor of physics (2006) B.A., Occidental College; M.Ph., Ph.D., Columbia University

H. Gene Swanson, associate professor of management (2006) B.S., M.B.A., Ph.D., University of Oklahoma

Alison Tatum-Davis, assistant professor of Spanish (2004) B.A., Louisiana Tech University; M.A., University of Alabama; Ph.D., University of Texas, Austin

Cynthia Terry, lecturer in the Frontiers Program (2006)

Pamela Thompson, assistant professor in art and art history (2000) B.F.A., Corcoran School of Art; M.F.A., University of Maryland, College Park

Shannon Tinney, lecturer in sociology and anthropology (2004)

B.A., McDaniel College; M.A., University of Georgia, Athens

Michelle Tokarczyk, professor of English (1989) B.A., Herbert Lehman College; M.A., Ph.D., State University of New York, Stony Brook

Mark Trainer, lecturer of English (2000) B.A., Washington & Lee University; M.F.A., University of Virginia

John Turner II, assistant professor of communication and media studies (2002) B.A., St. Andrews Presbyterian College; M.A., East Carolina University; Ph.D., Ohio University

Rory Turner, lecturer in the International Scholars Program (2006) A.B., Brown University; M.A., Ph.D., Folklore Institute at Indiana University

Bernadette Tutinas, associate professor of mathematics and computer science (1981) B.A., New York University; M.S., Ph.D., Rutgers University

Sanford J. Ungar, president, professor of communication and history (2001) A.B., Harvard College; M.Sc., London School of Economics and Political Science; D.H.L., Wilkes University

William U'Ren, lecturer of English (2004) B.A., University of California, Los Angeles; M.A., Johns Hopkins University

Barry Vaughan, lecturer in psychology (2006) B.A., Oberlin College; M.A., Ph.D., Johns Hopkins University

Lisa Vaupel, lecturer in music, associate of applied music, violin (2005) B.M., Indiana University; M.M., Peabody Institute, Johns Hopkins University

Randall Vega, lecturer in management (2006) B.A., Connecticut College; M.A., Goucher College

Eli Velder, professor of education on the Dean John Blackford Van Meter Alumnae/i Professorship (1958) B.A., Ph.D., Johns Hopkins University

Ted Ventoulis, lecturer in political science (1998) B.A., Towson State University; M.A., American University; M.A., Johns Hopkins University

Jacqueline Waldman, general chemistry laboratory coordinator (1995) B.A., Goucher College; Master's, University of Maryland at Baltimore

Darcie Wallace-Duckworth, lecturer/supervisor of organic laboratories (2001) B.S., Austin Peay State University; D.A., AVD Middle Tennessee State University

Hsiu-Hui Wang, associate of applied music, piano (2002) B.M., Hartt School of Music; M.M., University of Southern California; D.M.A., University of Maryland

Lisa Goldman Weiss, associate professor of music (1985) B.A., Harvard University; M.M., Yale University; D.M.A., Peabody Conservatory, Johns Hopkins University

Robert Welch, senior lecturer of philosophy (1989) A.B., Brown University; M.A., Ph.D., University of Massachusetts, Amherst

Frances White, director of Center for Teaching, Learning, and Technology, lecturer in the Frontiers Program (2003) B.A., University of Richmond

Fred H. White, associate professor of English (1977) B.A., Georgia State University; M.A., Ph.D., University of North Carolina

Mary Jo Wiese, lecturer of English (2003) B.A., M.A., Georgetown University

Margaret Williams, assistant professor of political science (2006) B.A., John Carroll University; M.A., Ph.D., Ohio State University

David Wolfe, lecturer of peace studies (2004)

Amanda Thom Woodson, professor of dance (1989) B.Ed., Bedford College, England; M.F.A., Ohio State University

Edward Wordeck, professor of art and communication (1980) B.A., Washington College; M.F.A., University of Maryland

Geoffrey Wright, assistant professor of music, associate of applied music, computer music (1982) B.A., Kalamazoo College; M.M., D.M.A., Peabody Conservatory, Johns Hopkins University

Steve Yankee, associate of applied music, jazz guitar (1988)

Maria Cecilia Zabaleta, Fulbright Foreign Languages Teaching Assistant in Spanish (2006)

Viki Zavales, assistant professor of Spanish (2004) B.A., Fordham University; M.A., Ph.D., Johns Hopkins University

Aili Zheng, lecturer of German (2006) B.A., M.A., University of Delaware; Ph.D., Johns Hopkins University

Jill L. Zimmerman, associate professor of mathematics and computer science (1990) B.S., Purdue University; Ph.D., University of Minnesota

David Zurawik, assistant professor of communication (1995) B.A., St. John's University; M.A., University of Wisconsin, Madison; Ph.D., University of Maryland

Faculty

GRADUATE AND PROFESSIONAL STUDIES FACULTY FOR THE 2006-07 ACADEMIC YEAR

Chadia Abras, director of Educational Technology and Distance Learning, (2003) B.A., University of Maryland, Baltimore County; M.A., University of Maryland, College Park; Ph.D., University of Maryland, Baltimore County

Katherine Adams, adjunct instructor in M.A. in Historic Preservation Program (2006) B.A., Denison University

Brendan Bailey, adjunct technical writer in M. Ed. Program (2006) B.A., M.Ed., Goucher College

Phyllis Bailey, adjunct lecturer in the M.Ed. Program (1995) B.A., Wilson College; M.A.T., Johns Hopkins University

Ann M. Bain, adjunct assistant professor in the M.Ed. Program (1991) B.A., Albertus Magnus College; M.A., Temple University; D.H.C.T., Johns Hopkins University

Ramona Baker, adjunct lecturer in the M.A. in Arts Administration Program (2005) B.F.A., University of Texas, Austin; M.F.A., Florida State University

Janice Beaver, adjunct supervisor of students in M.A.T. Program (2005) B.A., Bridgewater College

Mary Becht, adjunct lecturer in the M.A. in Arts Administration Program (2003) B.S., M.Ed., Edinboro University of Pennsylvania

Shary Berg, FASLA, adjunct instructor in the M.A. in Historic Preservation Program (2003) B.A., University of Pennsylvania; M.L.A. Harvard University

Jeanne Blades, adjunct lecturer in M.Ed. Program (2000) B.S., University of Dayton; M.S., Johns Hopkins University

Margaret Blades, adjunct lecturer in M.Ed. and M.A.T. Program (2000) B.S., Towson University; M.Ed., Goucher College

Tersh Boasberg, adjunct instructor in the M.A. in Historic Preservation Program (2003) B.A., Yale University; J.D., Harvard University

Jean Brody, director and adjunct lecturer in the M.A. in Arts Administration Program (2002) B.A., Yale College; M.F.A., D.F.A., Yale School of Drama

Gaye Brown, director of the M.Ed. Program (1998) B.A., Smith College; M.A.T., University of Massachusetts

Janet Brown, adjunct lecturer in the M.A. in Arts Administration Program (1999) B.A., University of South Dakota; M.P.A., University of South Dakota

Christine D. Burdett, adjunct lecturer in the M.A. in Arts Administration Program (1999) B.S., Eastern Michigan University

William Bushong, adjunct assistant professor in the M.A. in Historic Preservation Program (1995) B.A., North Carolina State University; M.A., Appalachian State University; Ph.D., George Washington University

Margaret Campbell, adjunct lecturer in M.A.T. Program (2002) B.S., McDaniel College; M.Ed., Goucher College

Nancy Charvat, adjunct lecturer in the M.Ed. Program (2000) B.A., M.Ed., Towson University

Libby Lai-Bun Chiu, adjunct lecturer in the M.A. in Arts Administration Program (2006) B.A., Wellesley College; M.Ed., Boston University

E'Vonne Coleman, adjunct lecturer in the M.A. in Arts Administration Program (2004) B.A., North Carolina Central University; M.A., American University

John H. Collings, adjunct associate professor in the M.Ed. Program (1996) B.S., Ohio University; M.A., Antioch University; Ph.D., Union Institute

Lisbeth Henning Cort, adjunct instructor in the M.A. in Historic Preservation Program (2000) B.A., Tennessee Technological University; M.S., Ball State University

Lorraine Costella, adjunct assistant professor in M.Ed. Program

(2002) B.A., Bowling Green State University; M.Ed., Ph.D., University of Maryland, College Park

Thomas Custer, adjunct assistant professor in the M.A.T. Program (1998) B.S., Towson University; M.S., Morgan State University; Ph.D., University of Maryland

Timothy Dangel, adjunct associate professor in M.Ed. Program (1997) B.A., M.S., Ph.D., Pennsylvania State University

Constance Dean, adjunct lecturer in the M.A.T. Program (2001) B.S., Towson University; M.Ed., Loyola College

Sarah M. Dreller, adjunct instructor in M.A. in Historic Preservation Program (2005) B.A., Florida State University; M. Arch., University of Virginia

Peter Edles, adjunct associate professor in the M.A. in Historic Preservation Program (1995) B.S., New York University

Kevin Ensor, adjunct lecturer in M.Ed. Program (2006) B.A., Towson University; M.Ed., Loyola College; Ph.D., University of Maryland, College Park

Joyce Fink, adjunct lecturer in the M.A.T. Program (2000) B.S., Fairmont State College; M.Ed., Towson University

Bernd Foerster, FAIA, adjunct professor in the M.A. in Historic Preservation Program (1995) B.Arch., University of Cincinnati; M.Arch., Rensselaer Polytechnic Institute

Willie Foster, supervisor of student teachers in the M.A.T. Program (2001) B.S., M.Ed., Towson University

Sandra Frain, adjunct lecturer in the M.A.T. Program (1999) B.S., University of Maryland; M.A., Catholic University

Betty Freeland, adjunct supervisor of students in M.A.T. Program (2006) B.A., University of Maryland, Baltimore County; M.S., Johns Hopkins University

Thomas French, adjunct instructor in M.F.A. in Creative

Nonfiction Program (2001) B.A., Indiana University

Diana Hume George, adjunct lecturer in the M.F.A. in Creative Nonfiction Program (1999) B.A., State University of New York, Fredonia; M.A., Ph.D., State University of New York, Buffalo

Philip Gerard, adjunct lecturer in the M.F.A. in Creative Nonfiction Program (1998) B.A., University of Delaware; M.F.A., University of Arizona

Maudestine Godsey, adjunct lecturer in M.A.T. Program (1995) B.S., M.Ed., Towson University

Karen Gordon, adjunct instructor in the M.A. in Historic Preservation Program (1996) B.A., M.U.R.P., George Washington University

Melvyn Green, FASCE, adjunct professor in the M.A. in Historic Preservation Program (2002) B.S., University of Arizona

Matthew Gruntowicz, supervisor of student teachers in the M.A.T. Program (2001) B.S., Towson University; M.Ed., Loyola College

Dale Allen Gyure, adjunct assistant professor in the M.A. in Historic Preservation Program (2000) B.S., Ball State University; J.D., Indiana University; M.A., University of Virginia

James Hargest, adjunct lecturer in the M.Ed. Program (1996) B.S., M.Ed., University of Maryland

Alice Haskins, adjunct lecturer in the M.A.T. and M.Ed. Programs (2003) B.S. Virginia Union University; M.S., Loyola College

Timothy Hayden, adjunct lecturer in M.Ed. Program (2006) B.A., Keene State College; M.A., Loyola College

Warren Hayman, adjunct assistant professor in the M.Ed. Program (1991) B.S., Coppin State University; M.Ed., Stanford University; Ed.D., Harvard University

Allison Hecht, adjunct assistant professor in M.Ed. Program (2004) B.S., Duke University; M.A., Ph.D., University of Georgia

John Hildreth, adjunct instructor in M.A. in Historic Preservation Program (2006) B.A., Furman University

Janet Hull, adjunct lecturer in the M.Ed. Program (2003) B.S., M.S., Kent State University

Robert Jervis, adjunct lecturer in the M.A.T. Program (1997) B.A., M.Ed., Pennsylvania State University

Lendre Rodgers Kearns, adjunct lecturer in the M.A. in Arts Administration Program (1998)

Cindy Kelly, adjunct lecturer in the M.A. in Arts Administration Program (2004) B.A., Randolph-Macon Woman's College; M.A., Johns Hopkins University

M. Therese Kelly, adjunct lecturer in the M.Ed. Program (2001) B.A., Xavier University; M.L.A., Johns Hopkins University

Kevin Kerrane, adjunct lecturer in the M.F.A. in Creative Nonfiction Program (1999) B.A., Wheeling Jesuit College; M.A., Ph.D., University of North Carolina, Chapel Hill

Russell Keune, FAIA, adjunct instructor in the M.A. in Historic Preservation Program (2003) B.Arch, M.Arch, University of Illinois

Josephine Kolakowski, adjunct lecturer in the M.A.T. and M.Ed. Programs (2001) B.S., Towson University; M.Ed., Goucher College

Alex Kotlowitz, adjunct lecturer in M.F.A. in Creative Nonfiction Program (2008) B.A., Wesleyan University

Katherine Lauritzen, adjunct lecturer in the M.A.T. and M.Ed. Programs (2001) B.S., University of Maryland; M.Ed., Loyola College

Jodi Lavin, adjunct lecturer in the M.A.T. Program (1999) B.A., University of Massachusetts; M.A.T., M.Ed., Goucher College

Barbara Leonard, technical writer in the M.Ed. Program (1999) B.S., Bowling Green State University; M.Ed., Goucher College

Suzannah Lessard, adjunct lecturer in M.F.A. in Creative

Nonfiction Program (2004) B.A., Columbia School of General Studies

Bette Lewis, supervisor of student teachers in the M.A.T. Program (2001) B.A., Marymount College; M.A., University of Maryland

Sherron Long, adjunct lecturer in the M.A. in Arts Administration Program (2006) B.A., Valdosta State University; M.F.A., Florida State University School of Theatre

Cheryl Manzone, adjunct lecturer in the M.Ed. Program (2000) B.S., University of Maryland; M.Ed., Towson University

Ricka Markowitz, adjunct assistant professor in the M.Ed. Program (2002) B.S., Iowa State University; M.Ed., Towson University; Sc.D., Johns Hopkins University

Barbara McCain, adjunct lecturer in the M.Ed. Program (2000), B.A., Gettysburg College; M.Ed., Towson University

Daisy McTighe, adjunct lecturer in M.A.T. Program (2005) B.F.A., M.F.A., Maryland Institute College of Art

Stuart Meck, FAICP, adjunct assistant professor in the M.A. in Historic Preservation Program (2002) B.A., M.A., M.C.P., Ohio State University; M.B.A., Wright State University

Cecilia Meisner, adjunct lecturer in the M.A. in Arts Administration Program (2004) B.A., University of Iowa; M.L.A., Johns Hopkins University

Adam Milam, adjunct assistant professor in M.Ed. Program (2006) B.S., Morgan State University; M.S., Ph.D., Pennsylvania State University

Geoffrey Miller, director of physical education and athletics, adjunct lecturer in the M.Ed. Program (1994) B.A., Amherst College; M.S., University of Massachusetts

Hugh C. Miller, FAIA, adjunct professor in the M.A. in Historic Preservation Program (1996) B.Arch., University of Pennsylvania

Natasha Miller, adjunct assistant professor in M.Ed. Program

(2005) B.S., City University of New York, Brooklyn College; M.S., Ph.D., Pennsylvania State University

Nancy Mims, adjunct lecturer in the M.A. in Arts Administration Program (2003) B.A., San Francisco State University

Edmund Mitzel, Jr., adjunct assistant professor in M.Ed. Program (2006) B.A., University of Delaware; M.A.T., Johns Hopkins University; Ed.D., University of Maryland, College Park

Donna Mollenkopf, adjunct lecturer in the M.Ed. Program and director of the M.A.T. Program (2001) B.A., Towson University; M.S., Loyola College

Melinda Morris, adjunct lecturer in M.Ed. Program (2005) B.A., University of Maryland, Baltimore County; M.Ed., Goucher College

Edmund O'Meally, adjunct lecturer in the M.Ed. program (2000) B.A., Frostburg State University; J.D., University of Maryland School of Law

Irene Paonessa, supervisor of student teachers in the M.A.T. Program (1999) B.S., Salve Regina College; M.Ed., Boston College

Mary Bea Preston, adjunct lecturer in the M.Ed. program (2000) B.S., George Peabody College for Teachers; M.Ed., Ph.D., University of Maryland

Julianne Ramos, adjunct lecturer in the M.A. in Arts Administration Program (2006) B.A., Dominican College; M.F.A., Columbia University

Thomas Rhoades, adjunct assistant professor in the M.Ed. and M.A.T. Programs (1994) B.S., M.Ed., Ph.D., Pennsylvania State University

Claire Ritterhoff, adjunct lecturer in the M.Ed. Program (1998) B.A., Franklin and Marshall College; M.Ed., Johns Hopkins University

Leslie Rubinkowski, adjunct lecturer in the M.F.A. in Creative Nonfiction Program (1998) B.A., California University of Pennsylvania; M.F.A., University of Pittsburgh

Liza Rudick, adjunct lecturer in the M.A.T. Program (2000) M.A.T., M.Ed., Goucher College

Candye Schmidt, adjunct lecturer and computer competency trainer in the M.Ed. and M.A.T. Programs (2001) B.A., Hood College; M.B.A., Loyola College; M.Ed., Goucher College

Susan Schuster, adjunct lecturer in the M.A.T. Program (1996) B.S., Adelphi University; M.Ed., Loyola College; M.L.A., Johns Hopkins University

Donna J. Seifert, RPA, adjunct instructor in the M.A. in Historic Preservation Program (2003) B.A., Lawrence University; M.A., Ph.D., University of Iowa

Sharon Senghor, adjunct lecturer in M.A. of Arts Administration Program (2005) B.A., Yale University; M.A., J.D., Columbia University

Margie Simon, adjunct library research tutor in the M.Ed. Program (2001) B.A., Goucher College; M.S.L.S., Simmons College; M.A., College of Notre Dame of Maryland

Patsy Sims, director of the M.F.A. in Creative Nonfiction Program (2001) B.A., Tulane University; M.A., University of Maryland

Beverly Sipes, supervisor of student teachers in the M.A.T. Program (2002) B.A., College of Notre Dame of Maryland; M.Ed., Coppin State College

Mary Skipper, technical writer in the M.Ed. Program (2002) B.S., East Carolina University; M.Ed., Goucher College

Kennedy Smith, adjunct instructor in M.A. in Historic Preservation Program (2006) B.A., Bryn Mawr College; Loeb Fellow, Harvard Graduate School of Design

Janice Stevenson, adjunct assistant professor in the M.Ed. Program (1993) B.A., M.A., Ph.D., University of Maryland

Phyllis M. Sunshine, director of the Graduate Programs in Education (1991) B.S., Towson University; M.Ed., Johns Hopkins University; M.S., Ph.D., Pennsylvania State University

Julie Szymaszek, adjunct lecturer in the M.Ed. Program (1998) A.A., Villa Julie College; B.S., M.S., Towson University

Mary M. Thompson, adjunct instructor in the M.A. in Historic Preservation Program (1998) B.S., Indiana University

Thomas Till, adjunct lecturer in the M.Ed. Program (2000) B.S., M.Ed., College of New Jersey

deTeel Patterson Tiller, adjunct professor in the M.A. in Historic Preservation Program (2005) B.A., M.Arch., University of Virginia

Richard Todd, adjunct lecturer in M.F.A. in Creative Nonfiction Program (2005) B.A., Amherst College

Leonard Trevino, associate director of athletics, adjunct lecturer in the M.Ed. program (1990) B.S., Texas Tech University; M.A., University of South Dakota

Eli Velder, adjunct professor in the M.Ed. and M.A.T. Programs (1958) B.A., Ph.D., Johns Hopkins University

Richard Wagner, A.I.A., director and adjunct professor in the M.A. in Historic Preservation Program (1993) B.Arch., University of Virginia; Ph.D., University of Edinburgh, Scotland

Marguerite Walker, adjunct lecturer in the M.A.T. Program (1995) B.S., Coppin State University; M.S., Morgan State University

Sandra R. Wallis, coordinator of Graduate Reading Programs (1998) B.A., University of Maryland; M.Ed., Towson University; Ed.D., University of Delaware

Louise F. Waynant, adjunct assistant professor in the M.Ed. Program (2000) B.A., Hood College; M.Ed., Ph.D., University of Maryland

Laura Wexler, adjunct lecturer in M.F.A. in Creative Nonfiction Program (2006) B.A., Pennsylvania State University; M.A., University of Kansas

Robert Wildman, adjunct lecturer in the M.A. in Arts Administration Program (1999) B.A., Stanford University; M.F.A., Yale School of Drama

Colleen Wilson, adjunct lecturer in the M.A.T. Program (2003), B.A., M.Ed., University of Maryland

Dolores Winston, adjunct lecturer in the M.A.T. Program (1996) B.S., Coppin State College; M.Ed., Johns Hopkins University

Carolyn Wood, adjunct assistant professor in the M.Ed. Program (1994) B.A., M.Ed., Ph.D., University of Pittsburgh

Rebecca Woods, adjunct assistant professor in the M.Ed. and M.A.T. Programs (1997) B.A., Bucknell University; M.S., Ph.D., Pennsylvania State University

Richard F. Zellner, adjunct lecturer in the M.A. in Arts Administration Program (2005) B.A., St. Norbert College; M.M., University Wisconsin, Madison

ENDOWED LECTURESHIPS

The Gertrude Carman Bussey Lectureship
The Laura Graham Cooper Lectureship
The Elsie DeLamarter Dill '04 Lectureship
The Elmore B. Jeffery Lectureship
The Lucas-Pate Lectureship in Public Service
The Catherine Milligan McLane Lectureship
The Howard S. Nulton International Visiting Scholars Fund
The Elizabeth B. and David Allan Robertson Lectureship
The Henry and Ruth Blaustein Rosenberg '21 Lectureship in Music
The Irwin C. Schroedl Jr. Lectureship in the Decorative Arts and Material Culture
The Manie Hooper Smith Lectureship
The Stimson Lectureship in History
The Samuel Newton Taylor Lectureship
The Isabelle Kellogg Thomas Lectureship in English
The Roszel C. Thomsen Lectureship
The Lilian Welsh Lectureship

ENDOWED PROFESSORSHIPS

The James M. Beall Professorship
The Bennett-Harwood Memorial Professorship
The Jean Williams Brush '23 Fund
The Henry S. Dulaney Professorship
The France-Merrick Professorship in Service Learning
The Hans Froelicher Alumnae/i Professorship
The Goucher Professorship for Distinguished Achievement
The Robert and Jane Meyerhoff Visiting Professorship
The Susan D. Morgan Professorship
The David and Susanna Schock Fund
The 75th Anniversary Faculty Salaries Fund
The Elizabeth Conolly Todd '21 Distinguished Professorships
The Dean John Blackford Van Meter Alumnae/i Professorship
The Lilian Welsh Professorship

GRANTS AND AWARDS FOR FACULTY

Grants in support of curriculum development, research, or other creative work pursued during the academic year and during the summer are available to all full-time members of the faculty.

The Beatrice Aitchison '28 Non-Tenured Faculty Professional Advancement Fund

Income from the fund, created by Dr. Aitchison in 1981, is used for professional development activities of non-tenured faculty members.

The Alumnae & Alumni Junior Faculty Fund

Income from the fund, created by leaders of The Alumnae & Alumni of Goucher College in 1995, is used to support professional development for non-tenured (junior) faculty.

The Caroline Doebler Bruckerl '25 Award

This award was established in 1989 to recognize annually the outstanding achievement of a faculty member during the previous year.

The Nancy Larrick Crosby '30 Fund for Excellence in Teaching

Income from the fund provides awards to individual faculty or to groups of faculty members to develop innovative teaching methods that will encourage interdisciplinary study and enable students to become more active, engaged, and involved learners.

The Jane B. Evensen '44 Fund for Faculty Development in International Studies

Income from this fund is intended to encourage and support curriculum development and professional growth in the area of international and intercultural studies.

The Martha Robinson Hawkins Faculty Fund

Income from this fund is used to support research and other creative work in the humanities and social sciences.

The Dr. Ralph and Mildred Fried Hollander '39 Fund

This fund provides the chief academic officer with funds to expand, enrich, and support the college's programs in the natural science and mathematics.

The Elizabeth Nitchie Fellowships

Income from this fund is used to support faculty members in the humanities.

The Jane Welsh Russell '42 Endowment Fund

This fund provides the chief academic officer with discretionary funds to expand, enrich, and support the work of the college's faculty.

The Barbara H. Weinbaum '46 and Batya Weinbaum Fund for Faculty Development in Women's Studies

This fund provides annual income to encourage and support curriculum development and professional growth activities to faculty affiliated with the women's studies program.

Administration and Staff

RETIRED OFFICERS AND DIRECTORS

Barbara Berkowitz, director of post-baccalaureate premedical programs (1938-98) B.A., Goucher College

Nancy Clark, bookstore manager (1966-92)

Julie Collier, vice president and dean of students emerita (1976-96) B.S., Russell Sage College; M.Ed., University of Massachusetts

Doris Grain Cox, director of annual giving (1960-81) B.A., Goucher College

Deborah Culbertson, executive director of center for graduate and professional studies (1987-2002) B.A. Denison University; M.A., John Carroll University

Rhoda M. Dorsey, president emerita, professor emerita of history (1954-94) B.A., Smith College; M.A. (Cantab); PhD., University of Minnesota; LL.D., Nazareth College of Rochester, Smith College, Goucher College; D.H.L., Mount Saint Mary's College, Mount Vernon College, College of St. Catherine, The Johns Hopkins University, Towson University

Doris Lawson, bookstore manager (1954-82)

Veto Mentzell, director of public safety (1989)

Martha Arnold Nichols, dean emerita of students (1942-76) B.A., Goucher College; M.A., Syracuse University

Patricia Powers, director of information systems (1970-88) B.S., University of Maryland; M.Ed., The Johns Hopkins University

Evelyn Drake Schroedl, registrar emerita (1948-81) B.A., Goucher College

Lee Stevens, director of human resources (1979-2001) B.S., Towson University

Nancy Wagner, director of alumni relations (1979-91) B.A., Goucher College

OFFICE OF THE PRESIDENT

Sanford Ungar, president (2001) A.B., Harvard College; M.Sc., The London School of Economics and Political Science; D.H.L., Wilkes University

Wendy Belzer, special assistant to the president and director of government and community relations (2004) B.A., Boston College; M.A., American University

Gigi Greenfield, secretary (1999)

Judith Woods, executive assistant to the president (1990)

ADMISSIONS OFFICE

Carlton Surbeck III, director (1995) B.S., Juniata College; M.Ed., The Pennsylvania State University

Angela Booth, operations assistant (1998)

Anne Des Marais, operations assistant (2000)

Karen Ermer, operations assistant (2005) B.A., McDaniel College

Brian Fortman, senior assistant director of admissions (2001) B.A., Goucher College

Linda Fowler, operations assistant (2006)

Janice Heitsenrether, senior assistant director of admissions (2000) B.A., Goucher College

Lisa Hill, associate director (1995) B.A., Randolph-Macon Women's College

Paula Rosenberger, operations assistant (2001)

Lynn Alonso, operations assistant/receptionist (2006) B.A., Virginia Polytechnic Institute and State University

Joshua Stober, admissions counselor (2006) B.A. Goucher College

Jaime Anthony, admissions counselor (2006) B.A. Carleton College

assistant director for admissions operations
operations assistant/receptionist
undergraduate admissions officer

FINANCIAL AID DIVISION

Sharon Hassan, director of financial aid (1999) B.A., North Carolina State University; M.S., University of Maryland University College

Kumari Adams, assistant director of financial aid (2005) B.A., Spelman College; M.S., Johns Hopkins University

Melva Carty, associate director of financial aid (2007) A.S., Essex College; B.S., B.A., Rutgers University; M. Soc. Work, Howard University

Barbara Smith, financial aid officer for graduate programs (1992)

Jennifer Ramina, financial aid counselor (2003) B.A. Goucher College

Brandon Seidl, financial aid specialist (2006) B.S., Villa Julie College

LEGAL

Laura Burton-Graham, general counsel (2001) B.A., Beloit College; M.Ed., Boston University; J.D., Harvard Law School

Deborah Burton, administrative assistant (1998)

Jon Ohman, campus health and safety officer (2006) B.A. University of Baltimore

Barbara Stob, assistant general counsel (2002) B.A., Calvin College; J.D., University of Chicago Law School

Hubert Zachary, chemical hygiene officer (1992) B.S., Morgan State University; M.S., West Virginia University

ACADEMIC DEAN AND VICE PRESIDENT

Marc Roy, provost (2007) B.A., Lawrence University; Ph.D., University of Wisconsin

Beth Chernichowski, director of sponsored research and corporate and foundation relations (1999) A.B., Mount Holyoke College; M.A., College of William and Mary

Joyce Craft, special assistant for budget and operations (1984) B.A., Goucher College

Diane Hoban, administrative assistant (1991)

Associate Dean for Graduate and Professional Studies

Frederick H. Mauk, associate dean for graduate and professional studies (1983) B.A., California State University at Long Beach; M.A., Ph.D., Harvard University

Robert S. Welch Center for Graduate and Professional Studies

Chadia Abras, director of educational technology and distance learning (2003)

Jean Brody, director of the Master of Arts in Arts Administration Program (2002) B.A., Yale College; M.F.A., D.F.A. Yale School of Drama

Deborah A. Cebula, director of professional programs and lifelong learning (2005) B.A., Johns Hopkins University

Megan Cornett, director of admissions, registration & student services for the Welch Center (2000) B.A., College of Notre Dame

Elaine Guarnieri-Nunn, director of Teachers' Institute program (2002) B.A., Northwestern University; M.A., Teachers College, Columbia University

Craig Henderson, operations assistant (1995) A.A., Essex Community College

Amalia Fried Honick, director of Goucher II program (2003) B.A. Barnard College, Columbia University; M.A., Ph.D., The Johns Hopkins University

Helen Jakobe, manager of accounting (1993) B.S., University of Kansas

Noreen Mack, director for marketing and new program development (1990) B.A., Ursuline College

Nydia Manos, operations assistant (2006) B.A., Goucher College

Charlotte Rutkowski, program assistant (2003)

Patsy Sims, director of the Master's of Fine Arts in Creative Nonfiction Program (2000) B.A., Tulane University; M.A., University of Maryland, College Park

Adriana Val, technology coordinator for distance learning, (2006) B.A., National Institute of Higher Education of Buenos Aires, Argentina; M.A., University of Maryland, Baltimore County

Richard Wagner, director of Master's program of Historic Preservation and lecturer (1993) B.Arch., University of Virginia; Ph.D., University of Edinburgh, Scotland

Associate Dean

Janine Bowen, associate dean for undergraduate program (1994) B.S., Ph.D., The Ohio State University

Frona Brown, disabilities specialist and assistant professor of education (1986) B.A., Goucher College; M.L.A., M.Ed., Ed.D., The Johns Hopkins University

Linda Holloway, assistant to the associate dean (1992) B.A., Goucher College

Kathleen Murray, first year mentor (2006) B.A., Frostburg State University; M.Ed., University of South Carolina

Academic Center for Excellence

Gretchen Marcus, director (1994) B.A., Goucher College; M.Ed., Towson University

Gita Deane, college learning specialist (2003) B.A., Trinity College; M.Ed., Loyola College

Kathleen Gratz, program assistant (1994)

Terri Gagnon, math/science specialist (2007) B.A., Towson University; M.S., Johns Hopkins University

Veronique Uhland, college learning specialist (2007)

Art

Richard Raymond, curator, art slide collection (1994) B.F.A., University of Idaho; M.A., Arizona State University

Jacqueline Milad, Exhibitions Director and Collections Coordinator (2005) B.A., Tufts University; M.A., Towson University

Biological Sciences

Jade Clark, research associate (2007) B.S., Washington College

Cynthia Maddox, research assistant (2007) B.S., Aquinas College; M.S., Central Michigan University

Chemistry

Shai Levin, chemistry assistant/stockroom manager (2007) B.A., Goucher College

Community Service

Jennifer Bess, assistant professor of education and coordinator of community service (2001) Ph.D., Catholic University

Santa Wallace, secretary (1999) A.A., Essex Community College

Dance

Amelia Nelson, pilates instructor (2005) B.A., Goucher College

Stephanie Lawson, pilates instructor (2006) B.A., Goucher College

pilates instructor

Faculty Secretarial Group

Cherlyn Cleavenger, Hoffberger Science secretary (1993) B.A., Kent State University

Elizabeth Flaherty, program assistant, music (2001) B.A., Goucher College

Madeline Kotowski, education department secretary (1984)

Gerald McNeiland, Hoffberger Science secretary (1995)

Shari Metzger, Van Meter Hall secretary (2007) B.A., Goucher College

Rosalie Speargas, Meyerhoff Arts secretary (1995)

Sara Thomson, program assistant, dance (1996)

Jamie Winter, Van Meter Hall secretary (1991)

Mary Zittle, Van Meter Hall secretary (2004)

Graduate Programs in Education

Phyllis Sunshine, director of graduate programs in education (1991) B.S., Towson University; M.Ed., The Johns Hopkins University; M.S., Ph.D., Pennsylvania State University

Tammy Adams, senior operations assistant (1999)

Gaye Brown, director of the master of education program (1994) B.A., Smith College; M.A.T., University of Massachusetts

Shirley Gray, senior assistant director of graduate admissions and registration (1998) B.S., Southern Illinois University at Carbondale; M.Ed., Goucher College

Donna Mollenkopf, director of the master of arts in teaching program (2004) B.A., Towson University; M.S., Loyola College

Wendy Tuttle, associate director of graduate administration (1999) B.A., Goucher; M.P.A., University of Baltimore

International Studies

Eric Singer, associate dean of international studies (1986) B.A., Macalester College; M.A., University of Chicago; Ph.D., The Ohio State University

Carol Donhauser, study abroad advisor (1999)

Paige M. Pape, program assistant (2000) A.A., Antonelli School of Art and Photography

Angela Shaeffer, senior study abroad advisor (2007) B.A., Goucher College; M.A., University of Maryland

Institutional Research

Gail Wisan, director of institutional research (2001) B.A., Hunter College; B.S., UMUC; Ph.D. and M.A., University of Illinois

Pallabi Roy, assistant director of institutional research (2006) B.S. and M.S., University of Calcutta; Ph.D., University of Maryland

Edward Duggan, research analyst (1979) B.A., University of Maryland; M.A. (History), M.A. (Economics), Ph.D., University of Wisconsin at Madison

Tina White, research analyst (1996) B.S., University of Maryland, Baltimore County

Library

Nancy Magnuson, college librarian (1987) B.A., M.L.S., University of Washington

Susan Ezell, access services librarian (2001) B.A., West Virginia University; M.L.S., University of Pittsburgh

Pamela Flowers, assistant to the College Librarian (2005) B.A., Goucher College

Diane Fuller, coordinator for library services for limited residency programs (2004) B.A., Seton Hall University; M.A., Rutgers University

Margaret Guccione, information technology librarian (1999) B.A., St. Louis University; M.L.S., State University of New York at Albany; M.A., State University of New York at Potsdam

Sharon Hartmann, acquisitions coordinator (1990) B.A., Columbia Visual Arts College

James Huff, instruction librarian (2002) B.S., Michigan Technological University; M.A., Northern Illinois University; J.D., University of Iowa; M.A., University of Iowa

Muriel Jones, reference librarian (2001)

Thomasin LaMay, periodicals coordinator (1985) B.A., Smith College; M.Litt., Oxford University; Ph.D., University of Michigan

Jean Lindstrom, cataloging technician (2001) B.A., University of California, Santa Barbara

Gail Rodgers McCormick, special collections librarian and college archivist (2005) B.A., University of North Dakota; M.A., Kent State University; M.L.S. Kent State University

Tom Minnema, circulation/weekend supervisor (2000) B.A., Michigan State University

Cynthia Ogden, bibliographic services librarian (2006) B.S., Purdue University; M.L.S., Clarion University of Pennsylvania

Randolph Smith, research services librarian (2000) B.A., Wesleyan University; M.L.S., C.W. Post, Long Island University

Barbara Snead, collection management librarian (2000) B.A., Oberlin College; M.L.S., Kent State University

Physics

physics laboratory support staff (1994) B.S., State College of Education, Minsk, U.S.S.R

Post-Baccalaureate Premedical Program

Elizabeth Thompson, director (1993) B.A., Vassar College

Craig Hirsch, teaching assistant (2007)

Betsy Merideth, associate director (2003) A.B., Bryn Mawr College; M.A., University of Toronto

Theresa Reifsnider, operations assistant (1993)

Theatre Arts

Thomas Cole, designer/technical director in theatre (1997)

Kendra Shapanus, costume supervisor (2005) B.S., Towson University; M.F.A., Temple University

Student Administrative Services

Ruth Ward, receptionist/operations assistant (2006) B.A., University of Maryland, College Park

Registration and Records Division

Patricia Kelly, registrar (1990) B.S., Beaver College

Genevieve Cole, assistant registrar (2003) B.A., M.A., Towson University

Kathy Huckestein, operations assistant (2005)

Patricia Seidl, operations assistant (2004) A.A. Villa Julie College

Lori Wolinski, student advocate (1989)

Student Billing Division

Jeanne Strickler, bursar (1994) B.A., University of Maryland at Baltimore County

Margaret Rodgers, student advocate (2003) B.A., Boston University, M.B.A., Loyola College

Mary Christine Swift, operations assistant (2003) B.S., Towson University

VICE PRESIDENT AND DEAN OF STUDENTS

Gail Edmonds, vice president and dean of students (1998) B.A., Morgan State University; M.A., Chapman University; Ph.D., The University of Texas at Austin

Emily Perl, associate dean of students (1996) B.A., The College of Wooster; M.A., The Ohio State University; Ph.D., University of Maryland, College Park

Bonnie Fishpaw, administrative assistant (1982) B.A., Goucher College

Salvador Mena, associate dean for community living and multicultural affairs (2005) B.A., University of Maine; M.A., University of Maine

Kathleen Murray, first year mentor (2006) B.A., Frostburg State University; M.Ed., University of South Carolina

Career Development

Traci Martin, director of career development (1999) B.A., Knox College; M.A., University of Maryland, College Park

Maureen Marshall, associate director of career development (2006) B.S. University of Dayton; M.S. Loyola College

Stacy Cooper Patterson, career counselor (2001) B.A., Ohio University; M.A., Western Michigan University

Susan Sala, program assistant (2003)

career assistant

Chaplain

Cynthia Terry, chaplain (2005) B.S., James Madison University; M.Div., Yale Divinity School

Community Living and Multicultural Affairs

Salvador Mena, associate dean for community living and multicultural affairs (2005) B.A., University of Maine; M.A., University of Maine

Scott Eckhardt, director of community living (2006) B.S. Frostburg State University, M.A. Indiana University of Pennsylvania

Vicki Buchanan, operations manager (2001)

Lamar Hylton, community living coordinator (2007) B.A. Morgan State University

Melissa Smith, community living coordinator (2007) B.A. Indiana University of Pennsylvania

Justin Sipes, community living coordinator/student center coordinator (2006) B.S. University of Maryland Baltimore County

community living coordinator

Educational Opportunity Program

DaMaris Hill, director of educational opportunity program (2006) B.A., Morgan State University; M.A., Morgan State University

Equestrian Program

Patte Zumbrun, director of the equestrian program (1987) B.A., Averett College

Denise Nelson, assistant stable manager (2006)

Tamara Medinger, stable manager, instructor (2007) B.A. Centenary College

Deborah Lally, stable worker (2006)

Mary Scott Weber, stable worker (2005)

Suzanne Kaplan, stable assistant (2007)

assistant director of the equestrian program

Physical Education and Athletics

Geoff Miller, director of physical education and athletics (1994) B.A., Amherst College; M.S., University of Massachusetts

Catalina Baran, athletic trainer (2005) B.S., Indiana University

Sally Baum, associate director of physical education (1979) B.S., M.Ed., Slippery Rock State College

Michael Bossom, head women's volleyball coach (2006), B.S., Towson University

John Caslin, head men's and women's cross country and track coach (1994) B.A., College of Notre Dame of Maryland

Thetius Cotton, head coach, women's basketball (2005) B.A., Goucher College; M.S., Florida International University

Gary Dunda, head coach, men's soccer & coordinator of academic support services (2001) B.A., Messiah College; M.A., Emporia State University
Kyle Hannan, head coach, men's lacrosse (2000) B.S., Salisbury State College; Master's, Salisbury University

Jean Knecht, assistant athletic trainer (2007) B.S., James Madison University; M.S., West Virginia University

Tatiana Korba, head women's soccer coach (2005) B.A., Hobart and William Smith College

Warren Prestwich, head field hockey coach (2006) B.S. University of New England

Michael Sanders, sports information director (2000) B.A., The Pennsylvania State University

Thomas Till, assistant athletic director, aquatics director, head swim coach (1998) B.S., Trenton State College; M.Ed., The College of New Jersey

Kathleen Trainor, head women's, lacrosse coach (2003) B.A., Colby College

Leonard Trevino, associate director of athletics, head men's basketball coach (1990) B.S., Texas Tech University

Nina Zacharias, operations manager (1992)

Michael Vann, head men's tennis coach (2005) A.A., Jefferson State Community College

Public Safety

Rebecca Dietrich, assistant director of public safety

Alexis Marchesiello, director of public safety (2006) B.A. Goucher College

Student Activities

Amanda Emery, director of student activities (2000) A.A.S., Newbury College, B.A., M.A., Framingham State College

Kathleen Hemelt, office assistant (2002)

Joshua Marx, program coordinator (2006) B.A. Goucher College

Justin Sipes, community living coordinator/student center coordinator (2006) B.S. University of Maryland Baltimore County

Daniel Tillapaugh, assistant director of student activities (2005) B.A., Ithaca College; M.Ed., University of Maryland

Student Health and Counseling Services

Bonnie Bock, nurse practitioner (2001) B.S.N., University of Delaware; M.S., University of Maryland

Gayle Davis, therapist (1999) B.A., M.A., University of Maryland

Tammi Dawn Davis, physician (2002) B.A., Temple University; M.D., University of Pennsylvania, School of Medicine

Raymond Green, counselor (2004) B.A., Morgan State University; M.A., Bowie State University

Jeannette Hadfield, director of student health and counseling services (2005) B.S., George Washington University

Joanne Hohn, registered nurse (1995) B.S., Salve Regina College

Karen Nordbrook, secretary/medical assistant (2007)

Nicole Popoli, office manager (2003) A.A., Villa Julie College

Linda Ryan, registered nurse (2007) B.A. Colby College; M.S.N., R.N., Yale University

Shirley Sample, adult nurse practitioner (1995) B.S., Towson University; M.S., University of Maryland at Baltimore

Brian Siegel, psychiatrist (2005) B.S., Duke University; M.D., University of Maryland School of Medicine

Sharon Spector, counselor (2004) B.A., Hofstra University

Ellen Snyderman, health educator (2007) B.S., University of Maryland; M.S., Towson University

Patricia Wick, psychologist (2006) B.A., State University of New York at Stony Brook; Ph.D., University of Miami

VICE PRESIDENT FOR FINANCE

W. Thomas Phizacklea, vice president for finance (1999) B.A., University of Pittsburgh; M.B.A., Mount St. Mary's College

Deborah Burton, administrative assistant (1998)

Business and Auxiliary Services

Calvin Gladden, II, director of business and auxiliary services (1998)

Anthony Brown, manager of card services (1996)

Emma Ruthloff, supervisor of post office (1989)

Elizabeth Winterstein, secretary (1995)

Controller

Alex Antkowiak, controller (2005) B.S., Villa Julie College

Janel Eubanks-Mabrey, senior accountant (2005) B.S., University of Maryland

Lisa Loeffler, accounts payable and budget supervisor (1995) B.A., Goucher College

Sharon Oliver, collections specialist (1990)

Elizabeth Winterstein, secretary (1995)

accounts payable clerk

Events and Conference Services

Marcie Ermer, director of events and conference services (1999) B.S., Towson University
Anne Grabenstein, assistant director of events and conference services (1991)

summer program coordinator

Facilities Management

Harold Tinsley, director of Facilities Management Services (1992) B.S.M.E., Virginia Polytechnic Institute and State University; M.S., Central Michigan University

L. Douglas Bader, grounds specialist (2006)

Linda Barone, project manager (1996) B.A., University of Detroit School of Architecture

James Bennett, associate director of custodial services (2005) B.S., Boston College

Wayne Belt, HVAC maintenance engineer (2004)

John Gotcher, environmental/energy controls technician (2006)

Margaret King, supervisor of custodial services (1968)

Margaret Mathew, supervisor of custodial services (1989)

Ron Merritt, electrical maintenance engineer (2003)

Robin Milburn, work management coordinator (1998)

David Myers, HVAC/utilities manager (1993)

Therese Neal, associate director of operations and budget (1998)

Berk PerDieu, project coordinator (1994)

Lucy Wurzbacher, secretary (1999)

Timothy Zick, horticulture specialist (1992) B.S., University of Maryland, College of Agriculture, College Park
supervisor of custodial services

Human Resources

Deborah Lupton, assistant vice president for finance and director of human resources (2000) B.A., State University of New York, College of Geneseo

Maggie Beal, assistant director of human resources (2006) B.S., Pennsylvania State University, M.S. Johns Hopkins University

Charleata Neal, recruitment manager (1998) B.A., University of Virginia; M. Ed, Goucher College

Lisa Peddicord, payroll manager (1989)

payroll/human resources assistant

OFFICE OF COMMUNICATIONS

Chris Iseli, director of communications (2001) B.S., University of Maryland, College Park

Carol Crouse, administrative assistant (2004)

Robert McPeak, webmaster (2004) B.A., West Virginia University

James Sheehan, senior editor/proofreader (2004) A.A., Simon's Rock College; B.A., Coe College; M.F.A., Catholic University

writer/editor

Graphic and Production Services

Gregory Wilkin, director of graphic and production services (2001) B.A., Wilmington College

William McGowan, reprographics coordinator (1995)

Ayumi Yasuda, senior graphic designer (2004) B.S., Towson University

Marcia McCray, graphic designer (2005) B.A., Maryland Institute College of Art

Advertising, Media, and Event Planning

Kristen Keener, director of media relations (2005) B.A., Washington College

Kory Dodd, media relations coordinator (2007) B.A., University of Maryland

OFFICE OF THE VICE PRESIDENT FOR DEVELOPMENT & ALUMNAE/I AFFAIRS

Leslie Borak, vice president for development and alumnae/i (2006) B.A., Douglass College of Rutgers University; M.A., Columbia University

Carla Rakowski, administrative assistant (1984)

Development

Sylvia Hesson, director of annual giving for the goucher society (1995) B.A., Washington College

Leslie Thrift, development assistant (2007)

Janet Wiley Mulderrig, executive director of development (2007) B.S., M.S., Hood College

Annual Giving

Amy Levak, assistant director of annual giving (2006) B.A., Washington College

director of annual giving

Development Operations and Research

Laura Bowen, assistant director of operations (2002) B.A., Kent State University; MLS, Syracuse University

Mary Brian, development operations specialist (1994)

Meryl Hassman, development data specialist (2006) B.S., Cornell University

Dawn Luciano, assistant director of development research (1996)

Amanda Beard, development operations assistant (2006) B.S. Villa Julie College

director of development operations and research

operations assistant

Major Gifts and Planning

Nancy Turner, director of gift planning (2002) B.A., The College of Wooster

Penny Breitstein, senior associate director of major gifts (1998) B.A., University of Pennsylvania

Dacia Gauer, development assistant (2007) B.A., Loyola College; M.A. School of International Training

Alumnae/i Resources

Margaret-Ann Radford-Wedemeyer, executive director of the Alumnae & Alumni of Goucher College (2007) B.A. Magna Cum Laude, Psychology, M.A. Arts and Human Sciences

Kathleen Fasolo, operations assistant (1994)

Ann Kolakawski, editor, The Goucher Quarterly (2004) B.S., Towson University

Michelle Ruddle, assistant director of Alumnae & Alumni affairs for communication and programs (2006) B.A., Goucher College

Cori Rich Tyner, director of reunions and class programs (1982) B.A., Goucher College

secretary

OFFICE OF THE CHIEF TECHNOLOGY OFFICER

Bill Leimbach, chief technology officer (2002) B.S., Virginia Tech; M.B.A., Radford University

Carolyn Barrett, administrative assistant (1996)

Administrative Computing

Robert Smith, director of administrative computing (2003) B.A., University of Maryland Baltimore County

Gail Godwin, (1993) programmer/analyst

Mark Struzinski, senior programmer/analyst (2006) B.A., Towson University

Cynthia Van Ells, web application developer (2005) B.S., Villa Julie College

Tina White, project manager (1996) B.S., University of Maryland Baltimore County

Computing Services

Reid Guanti, director of computing services (2004) B.S. University of Maryland

Eric Gadsby, senior computing and instrumentation support specialist (2002) B.A., Goucher College

Judith Julien-Alexander, senior help desk specialist (2004) B.A., Hamilton College

Thomas Mentzel, senior systems administrator (1999) A.A., Essex Community College

Robert Pfeffer, information technology lab administrator II(2004) B.S., The Pennsylvania State University

Stanley Patterson, computer support specialist (2006) B.A. Gettysburg College

John Glanville, systems support specialist (2007) B.S. University of Phoenix

Teaching, Learning and Technology

Frances White, director of teaching, learning and technology center (2003) B.A., University of Richmond

Sarah Kiley, senior academic technology specialist (2003) B.A., Goucher College

Donna Lummis, assistant director of center for teaching, learning and technology (2002) B.S., Towson University

Jeffrey Samuels, senior academic technology specialist (1991) B.A., Ohio Wesleyan University; M.A., Tulane University

Telecommunications

Nikhil Talati, director of networking and telecommunications (1998) M.S , S.P. University, India

Richard Ha

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Alex Joseph Smith '05, resource allocation associate, Digitas, Brighton, MA
SaraKay Sherman Smullens '62, family therapist and writer, Philadelphia, PA
George E. Thomsen, Esq., partner, Thomsen and Burke, LLP, Baltimore, MD
Marlene Trestman '78, special assistant to the attorney general, state of Maryland, Baltimore, MD
Sanford J. Ungar, president, Goucher College, Baltimore, MD
Barbara Elise Van Winkle '76, president, Nancy Adams Personnel, Ellicott City, MD
Marilyn Southard Warshawsky '68, Ruxton, MD
Toby Wertheim '68, producer, HDNet News, New York, NY
Margaret Messler Winslow '69, psychotherapist, Brookline, MA
Toni Perlman Young '67, author, Wilmington, DE

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