

**ACADEMIC CATALOGUE**

2010  

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2011

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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

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## 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 by Reverend Goucher to the Baltimore Conference of the Methodist Episcopal Church. 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. In 2006, Goucher became the first college in the nation to implement a study-abroad requirement into its curriculum.

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## GOUCHER TODAY

Goucher is a college of about 1,500 undergraduates and 880 graduate students from across the United States and many foreign countries. In his book, *Colleges That Change Lives*, education expert Loren Pope has described Goucher as “one of the best kept secrets of the top-quality coed colleges.”

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 graduate programs, and now its Welch Center for Graduate and Professional Studies 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. This year, the center has implemented a new graduate degree in cultural sustainability.

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 and study abroad, as well as conduct independent research and study off campus.

The nearby cities of Baltimore and Washington, DC, are especially rich resources for internships, field work, and other real-world learning opportunities. 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.

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.

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## 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, a technology learning center, and a 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 Dunning Theatre, 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.

One of Goucher's most distinctive assets is the recently opened Athenaeum. Part high-tech library, part public forum, part art gallery, part café, and many other parts, this new flagship building at the center of campus is "all Goucher." The Athenaeum assumes an integrated, harmonious place within a pedestrian-friendly, architecturally unified campus.

The library in the Athenaeum 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 section, 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. See more at [www.goucher.edu/library](http://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 Decker Sports and Recreation Center (SRC) features a large gymnasium, a brand new cardio-fitness center with state-of-the-art equipment, racquetball and squash courts, a training room, a weight room, classrooms, and a multi-purpose room used for aerobics and other activities. A new, lighted, all-weather turf field was installed in the summer of 2009, and current initiatives include an expanded weight room and fitness center, improvements to Goucher's equestrian clinic and team pavilion, and construction of permanent seating for the tennis courts. 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, DC, is an hour 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](http://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 in each. There are special language floors and a quiet area. A limited number of upperclass students may live off campus.

A focal point for student social life is the Gopher Hole, a non-alcoholic 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.

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## 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 it in substantive, meaningful ways, and comprehensively prepare students to participate in the world of the 21st century as true global citizens.

The vision of the "Transcending Boundaries" plan is rooted in the belief that in the future, every academic inquiry and intellectual endeavor must have a global context—and Goucher's study-abroad initiative is a crucial part of realizing that vision. A Goucher education broadens perspectives in all areas of study, engaging in heightened, intensified discourse that emphasizes international citizenry and intercultural perspectives. The college community encourages intellectual and imaginative efforts that transcend boundaries not only between disciplines, but also among individuals, cultures, and nations worldwide.

Goucher College is also committed to increasing diversity in its faculty, staff, and student body. Through an expanded consciousness of what diversity means and how it may be attained, the community works toward an environment of inclusiveness and mutual respect, emphasizing the discussion and critical evaluation of every point of view in order to reach a balanced understanding of the common challenges we face. And, in order to sustain, invigorate, and expand the intellectual, social, and cultural life of the campus community, Goucher draws on the resources and experience of its vital extended community, including its more-than 16,000 valued alumnae/i.

# Facts (2010-11)

## Date of founding

1885

## Degrees granted

B.A.; M.A.; M.Ed.; M.F.A.

## Size of student body

Undergraduates 1,481

Graduate students 798

## Undergraduate departments

20

## Undergraduate courses offered

577

## Full- and part-time undergraduate faculty

213

## Degrees granted

Over 20,000

## Endowment

\$158,378,000

## Preparation of undergraduates

Public school 68%

Private school 30%

## Size of campus

287 acres

## Size of undergraduate classes

30+ 5%

20-29 21%

10-19 60%

2-9 14%

## Library volumes

300,000

## Undergraduate student: faculty ratio

9:1

## 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 2009)

Total Enrollment 2,279

Total candidates for the degree of Bachelor of Arts 1,464

First-year students 479

Sophomores 313

Juniors 335

Seniors 337

Non-candidate undergraduates 17

Total undergraduate students (including non-candidates) 1,481

Full-time undergraduates 1446

Part-time undergraduates 35

Undergraduate residents/on campus 80%

Undergraduate commuters/off campus 15%

Undergraduates abroad 5%

Master of Education 488

Master of Arts–Teaching 135

Master of Arts–Historic Preservation 35

Master of Arts–Arts Administration 32

Master of Fine Arts–Creative Nonfiction 36

Post-Baccalaureate Certificate–Teaching 35

Post-Baccalaureate Certificate–Premedical 30

Total graduate students 798



## Geographic Distribution of Undergraduates (Fall 2009)

Alabama	2	Kansas	4	North Carolina	17	Wisconsin	1
Arizona	3	Kentucky	4	Ohio	14	Puerto Rico	2
Arkansas	1	Louisiana	2	Oregon	10	AE (Military Parents)	2
California	58	Maine	33	Pennsylvania	143	Foreign/ Non-Resident Alien	19
Colorado	17	Maryland	414	Rhode Island	12	Unknown state, U.S.	7
Connecticut	59	Massachusetts	105	South Carolina	1		
Delaware	9	Michigan	6	South Dakota	2		
District of Columbia	7	Minnesota	10	Tennessee	11		
Florida	22	Missouri	2	Texas	22	Total	1,481
Georgia	13	Nevada	1	Utah	3		
Hawaii	3	New Hampshire	15	Vermont	15		
Illinois	18	New Jersey	119	Virginia	49		
Indiana	1	New Mexico	4	Washington	13		
Iowa	1	New York	199	West Virginia	6		

## 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 conduct themselves in a manner that reflects Goucher Community Principles as follows: respect, inclusion, communication, service and social justice, and responsibility. 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 of the Office of Community Living works with student community assistants (CAs) to educate students and help them adjust to and become involved in the community. Staff also work collaboratively with the Office of Multicultural Student Services to provide a broad range of programming in the residence halls that is inclusive of diversity.

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 sixth 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, substance-free housing, housing where students are committed to sustainable practices, as well as single-sex, coed and gender-neutral 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 strongly encouraged 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. 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 STUDENT SERVICES

The Office of Multicultural Student Services 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 Studies, 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 Multicultural Student Services 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, and Pride Month Celebration provide opportunities for reflection, dialogue, and learning. Special programs and activities are also sponsored for international students through this office. If you are interested in getting involved or need to talk to someone about an issue of diversity, please contact the Office of Multicultural Student Services at x3355.

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## ADVISING AND COUNSELING

Goucher College offers several programs designed to encourage student success. First-year students are assigned a faculty member who serves as their first-year 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 (ACE) and the Writing Center assist students in developing study and learning strategies necessary for college success. The director of new student programs 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 staff of 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.

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## 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.

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## CAREER DEVELOPMENT OFFICE

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

The CDO assist students in five main areas including major and career exploration, student employment, internships, full-time employment and graduate and professional school. Students can gain assistance through individual appointments, walk-in and resume advising, and by participating in special events. Students may also connect with the CDO electronically through various methods including email ([career@goucher.edu](mailto:career@goucher.edu)), website ([www.goucher.edu/cdo](http://www.goucher.edu/cdo)), Facebook (CDO-Goucher) and Twitter (CDOGoucher).

The office also manages the academic internship program. Complete information about academic internships can be found in this catalogue under General Education Requirements.

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## RELIGIOUS AND SPIRITUAL LIFE

Religious and spiritual life at Goucher touches upon each of the following areas:

- 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
- 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. (and often in the evenings or on weekends) for silence, solitude, and prayer. Chaplain Cynthia Terry supports and oversees all aspects of religious and spiritual life at Goucher. Her office is located in the chapel basement. Ask Big Questions is a dynamic, campus-wide initiative for exploring questions of import. Students, faculty, and staff all find ways to engage the big questions each semester. What Matters to Me and Why invites members of the Goucher community to share stories of their lives so that, together, we can talk about our deepest values and concerns. Goucher's outdoor labyrinth is located next to the Chapel and is available for meditation and relaxation. Our canvas labyrinth is also available throughout each semester; groups can also arrange to use the labyrinth.

In addition, Cynthia Terry (often in collaboration with the Student Health and Counseling Center), meets with students individually and in groups, to deal with issues of grief, addiction, illness; to learn how to help a friend; to think through academic or personal decisions; to process family issues; to explore the complexities of an experience abroad and returning home.

Hillel, the Jewish student organization on campus, provides social, educational, religious, spiritual, and community service programming to Goucher students. The full-time Hillel staff, including a rabbi/director and an engagement (outreach) director, is on campus to help students plan events and provide for meaningful experiences, 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, as well as a lounge space, a computing center, and a small library. Hillel provides programs open to all students, regardless of faith or background, including weekly Shabbat dinners and services, classes and discussion groups, cultural programs, opportunities to explore spirituality, Israel-related programming, and holiday observances and celebrations. Regular social justice and community service programming are hallmarks 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), Sacred Ground (a Christian dance troupe), and the Meditation Club. In addition, there are students of other traditions who seek to find ways to connect with one another, including Muslims, Quakers, and Unitarian-Universalists.

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 <http://www.goucher.edu/x1516.xml>.

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## CO-CURRICULAR ACTIVITIES

The Office of Student Engagement is the hub for students' co-curricular life at Goucher.

We believe that a major component of the Goucher College experience is social: the after-class interaction with friends, classmates, faculty, and staff. Students who engage in co-curricular offerings are more likely to experience academic and personal success. Students are encouraged to continue the dialogue begun in class or simply get to know someone over a cup of coffee. The Pearlstone Student Center and the Athenaeum offer places to eat around the clock and various lounges and conference rooms in which to meet with others.

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 Student 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 the Athenaeum, scan the digital signage found in Pearlstone, Stimson, and the Athenaeum, read Goucher's e-mail digest, or check out the Calendar of Events on the Goucher website.

### ***Student Government Association***

Goucher's Student Government Association (SGA) 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 (called the Student Senate) consists of elected representatives from amongst various facets of the student body. The Student Senate 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 campus-wide elections each spring to form the SGA Executive Board. Meetings of the Student Senate 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 more than 60 student organizations, in the following umbrella categories:

- Class and campus governance
- Publications and media
- Politics and activism
- Performing arts
- Faith and identity
- Academic
- Club sports
- Special interest

All clubs are organized and run by students, with a member of the staff serving as adviser to each umbrella category of organizations. Office of Student Engagement 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. Preface, Goucher's art and 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 and Pizzazz groups offer 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 at the college during the academic year. Many events are free, and students may attend others at reduced rates. The Office of Student Engagement plans several off-campus trips 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.

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## **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.

For a more detailed description, see the Physical Education and Athletics Department section of this catalogue.

### ***Athletics***

Goucher sponsors 18 varsity intercollegiate athletic teams that compete in Division III of the NCAA as members of the Landmark Conference. The 10 intercollegiate sports for women are basketball, cross country, field hockey, lacrosse, soccer, swimming, tennis, indoor track and field, outdoor track and field, and volleyball. The eight men's sports are basketball, cross country, lacrosse, soccer, swimming, indoor track and field, outdoor track and field, and tennis. The equestrian team, the college's 19th 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, break dancing, 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, dodgeball, indoor soccer, tennis, and softball.

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

The Department of Physical Education and Athletics is housed in the Decker Sports and Recreation Center, which includes a large gymnasium, a cardio-fitness center, a strength and conditioning center, one racquetball and one squash court, a multipurpose room, a classroom, 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 a synthetic turf field with lights, three natural-grass athletic fields, eight tennis courts, an eight-lane synthetic-surface track, a natural-grass 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 Goucher College Library.

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## OFFICE OF PUBLIC SAFETY

The Goucher College Department of Public Safety believes in the dignity and worth of all people. Its members are committed to providing quality, community-oriented public safety services. We strive to improve and maintain a high quality of community living; protect the rights and safety of our campus community; and utilize problem solving strategies to address the security concerns of students, staff, and guests. The public safety staff consists of the director, assistant director, welcome center manager, and 16 full-time and 11 part-time officers. Officers are on duty at the communications desk and on campus patrol 24 hours a day, 365 days a year.

The Public Safety Office responds to all campus emergencies, conducts investigations, issues Goucher College OneCard identification cards, and maintains the vehicle registration and parking enforcement programs. The office is located in the lower level of Heubeck Hall. Any and all on-campus emergencies, criminal activity, suspicious conditions, subjects, or vehicles should be reported immediately. (See Goucher's *Campus Handbook* for information published in compliance with the Clery Act.)

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# 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, are interested in discussion and debate, are eager to explore many fields of knowledge in different cultural settings, and are willing to pursue and attend formal activities outside the classroom.

In Goucher's selective and highly individualized review process, members of the Admissions Committee read every application thoroughly. 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. The most important factors in assessing a student's academic preparation for Goucher are curriculum rigor and intensity, and performance in college preparatory courses. First-year candidates must be on track to earn a secondary school diploma. Home-educated students without an accredited secondary school diploma or GED must provide formal documentation upon completion of a homeschool program approved by the state or local board of education. Admissions essays are important, and 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 and subject tests, and ACT with writing) submission is optional when applying for admission to the college. When completing the Common Application supplement for Goucher College, applicants will be asked to indicate their preference for use of test scores in determining admission. 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. However, test scores must be submitted to be considered for merit scholarship consideration. Merit scholarship 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 submit 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.

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## 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 academic achievements, interests and talents, as well as personal accomplishments. Goucher honors receipt of the Common Application (paper and electronic versions), and students must complete and submit the Goucher College supplement to the Common Application, available on the Common Application website.

### *Required Documents*

A complete application consists of the following documents (international and home-educated students, please see additional guidelines below):

- Common Application and supplement, including nonrefundable \$55 fee (or officially recognized College Board/NACAC fee waiver), and applicant's signature.
- An essay (500-word minimum) chosen from topics listed on the Common Application.
- Secondary School Report or College Adviser Evaluation with letter of recommendation.
- Cumulative (grade 9 forward) official high school transcript(s) with listing of courses in progress. Secondary school graduates' transcripts must list date of graduation.
- Senior grades from the first quarter, trimester, or semester. (Students who submit an application before quarter, trimester, or semester grades are available should include a listing of courses in progress.)
- Teacher evaluation from at least one person who has taught the applicant in an academic subject (math, English, history, laboratory science, foreign language).

### *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.

### *International Students*

Applicants who will require an F-1 visa to study at Goucher College 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. In order for Goucher to sponsor an F-1 student visa, we must have evidence that the student has financial support for all four years of education.
- TOEFL or IELTS exam results for applicants who are nonnative speakers of English: the Admissions Committee expects a minimum score of 550 (213 on computer-based exam, 79-80 on Internet-based exam). The IELTS exam is also accepted; a minimum score of 6.5 is necessary. Students who have been enrolled in a secondary school where English is the primary language of instruction are exempt from the TOEFL or IELTS exams.
- CSS Profile, for students wishing to be considered for institutional need-based aid. Please note that international students are not eligible for federal or state financial aid.

### *Home-Educated Students*

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

- Common Application and supplement, including nonrefundable \$55 fee (or officially recognized College Board/NACAC fee waiver), and applicant's signature.
- Home-Educated Transcript, including a description of the educational program, a listing of courses taken, as well as grades and/or progress reports from ninth grade onward. Applicants without a formal transcript are encouraged to use the Common Application Home School Supplement to demonstrate academic readiness for Goucher College.
- Two letters of recommendation, from teachers, employers, coaches, or community service leaders who are not immediate family members.
- An essay (500-word minimum) chosen from topics listed on the Common Application.
- An on-campus admissions interview is required.

In addition to confirming a student's continued success throughout the last year of secondary school, a final transcript is required for students wishing to be considered for federal financial aid. For home-educated students without a GED or a final transcript from an accredited curriculum, we expect formal documentation indicating completion of a homeschool curriculum approved by the state or local board of education.

## FIRST-YEAR ADMISSIONS PROGRAMS AND DEADLINES

### *Early Decision*

Candidates who identify Goucher College their top choice are encouraged to apply under the Early Decision entrance plan. This is a binding admissions option, and students admitted under this entrance plan are required to withdraw all other college applications, and are expected to enroll at Goucher. There are two Early Decision admissions options:

Early Decision I: application postmarked by November 15, notification postmarked by December 15

Early Decision II: application postmarked January 15, notification postmarked by February 15

### *Early Action*

Candidates who consider Goucher among their top choices may apply under the Early Action entrance plan. Applicants who submit a complete Early Action application postmarked by December 1 will have admissions notifications postmarked by February 1. The Early Action entrance plan is non-binding. Students accepted under Early Action have until May 1 to return the Declaration of Intent and nonrefundable \$500 enrollment deposit.

### *Regular Decision*

The Regular Decision application deadline for the fall semester is February 1. The Admissions Committee postmarks admissions notifications on or before April 1. Students accepted under the Regular Decision entrance plan have until May 1 to return the Declaration of Intent and nonrefundable \$500 enrollment deposit.

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

### *Early Admission*

High school students with outstanding academic records may 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 option must give evidence of exceptional scholastic ability and social maturity. Though all other documents and procedures remain the same for Early Admission students, the applicant and at least one parent or guardian must travel to campus to meet with an admissions officer prior to February 1. The application deadline for Early Admission candidates is February 1, with notification postmarked on or before April 1. Students accepted under Early Admission have until May 1 to return the Declaration of Intent 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 Decision and 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 option and enroll without an earned secondary diploma (or GED) are ineligible for federal financial assistance.

### *Spring Semester Admission*

First-year students may apply for admission for the spring semester. The priority deadline for submitting the completed application is December 1, and notification is rolling thereafter. Once notified of admission to Goucher, students accepted for the spring semester have approximately two weeks to submit their Declaration of Intent and nonrefundable \$500 enrollment deposit.

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## REACTIVATIONS AND DEFERRED ADMISSION

### *Reactivations*

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

### *Deferred Admission*

Admitted students may defer admission for one academic year. To do so, students must submit written notification of their intent to defer, a nonrefundable \$500 enrollment deposit, and a signed Declaration of Intent. 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 deferral may 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 considered for transfer merit-based scholarships.

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## 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. Please note special requirements for Goucher II applicants.

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

**Required Documents**

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

- Common Application and supplement, including nonrefundable \$55 fee (or officially recognized College Board/NACAC fee waiver), and applicant's signature.
- An essay (500-word minimum) chosen from topics listed on the Common Application.
- Official college transcripts from all academic institutions attended. Applicants with fewer than 30 credits (or the equivalent of at least one year of full-time college course work) should submit official high school transcripts. 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.
- International transfer applicants requesting an F-1 visa must also submit additional documentation as outlined under first-year requirements.

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

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 (if the applicant has completed fewer than 27 college credits), and college transcript(s).

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 priority deadline for submitting an application for the fall semester is May 1, although the Admissions Committee will continue to review applications if space is available. Therefore, all applicants are encouraged to apply as early as possible. Applications are reviewed on a rolling basis, and if accepted, applicants must return their Declaration of Intent with a nonrefundable enrollment deposit of \$500, typically within two weeks of admissions notification.

**Spring Semester Admission**

The priority deadline for submitting an application for the spring semester is December 1, and admissions notification is on a rolling basis. All applicants are encouraged to apply as early as possible. If accepted, students must return their Declaration of Intent with a nonrefundable enrollment deposit of \$500, typically within two weeks of admissions notification. 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. In some cases, it is possible to consider late applications; however, such applicants are advised that submitting all required materials at the same time 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 a Declaration of Intent with their offer of admission and must return it with a nonrefundable enrollment deposit of \$50.

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**CREDITS FROM OTHER PROGRAMS AND INSTITUTIONS**

There are several circumstances in which students enrolling at Goucher may have the opportunity to receive post-secondary credit for coursework previously completed. All credit evaluations are completed by the Registrar's Office. Questions regarding the evaluation should be directed to the Registrar's Office at 410-337-6090.



### ***First-Year Students with College or University Courses***

In order to receive credit for college courses completed prior to graduation from high school or during the summer following high school graduation, first-year students are required to have transcripts forwarded directly from those accredited institutions to the Admissions Office. The credit evaluation will be completed by the Registrar's Office after the applicant is offered admission. Only courses from a regionally accredited institution with a grade of C- or higher will be considered for credit at Goucher. The maximum number of credits a student can transfer is 60; of these, no more than 15 may be from auxiliary winter or summer sessions. Courses must have been taught on the college campus by a regular member of the college faculty. Goucher provides placement exams in English composition, modern languages, and mathematics; college and university courses in these areas may be accepted based on Goucher placement test results.

### ***College or University Coursework for Transfer Students***

Credits for courses completed at regionally accredited two- and four-year institutions or courses completed at foreign institutions accredited by the respective Ministry of Education with a grade of C- or higher may be transferred into Goucher, provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Goucher College or are applicable to a degree program at Goucher College. Such credits must be evaluated and approved for transfer credit by the appropriate department head and the Registrar's Office. Credit accepted for transfer to Goucher does not automatically apply toward the general education requirements or the major/minor and must be evaluated by the Registrar's Office and Department Chair for approval.

Up to 60 transfer credits will be accepted by Goucher. Credits in excess of 60 may count toward the general education requirements and requirements in the major/minor, but students must earn a minimum of 60 Goucher credits to receive a degree from Goucher. These credits must be earned in residence at Goucher or on a Goucher or Goucher affiliate study-abroad program. No more than 15 of the 60 transferred credits may be from an auxiliary winter intersession or summer courses. Distance learning courses are not accepted for transfer, and no credit is given for academic courses with pass/fail or satisfactory/unsatisfactory grades unless the grade is defined on the transcript or the course catalog as "C-" or better.

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, International Baccalaureate, French Baccalaureate, German Abitur, or the General Certificate of Education A-level test scores may be submitted to Goucher for first-time post-secondary credit and/or placement consideration.

### ***Credit for Service in the Military***

Students who have completed two years of active service in the armed forces are, upon completion of all other credits required for a degree, given credit for the physical education requirement of the Goucher degree. Students who have completed six months of active service are given credit for one term toward the physical education requirement for a degree.

### ***Pre-college Coursework and Examinations***

Goucher recognizes the academic work completed through programs such as the General Certificate of Education A-level, French Baccalaureate, International Baccalaureate, Advanced Placement, and German Abitur, among others. For the French Baccalaureate, students must present to the Registrar's Office their original certificate (Diplome de Baccalaureate) and, for their German Abitur, their original certificate (Zuegnis der Allgemeinen Hochschulreife) and examination results. The Registrar's Office will make one copy of the original certificates for its official record, and the student will keep the original.

### ***International Baccalaureate (IB)***

Goucher College recognizes higher level (HL) exams with grades of 5-7 and in some departments, standard level (SL), with grades of 5-7. Official test results must be sent directly from the IB Organization to Goucher before credit may be applied toward a program of study.

### ***Advanced Placement (AP)***

Goucher College recognizes AP exams with scores of 4-5. Official AP scores must be sent directly from the College Board to Goucher (code 5257) before credit may be applied toward a program of study. The following chart indicates the various courses and associated scores required to receive credit at Goucher, as well as any courses and general education requirements satisfied by the AP coursework. For additional information on Goucher's curriculum, please review the section on General Education Requirements.

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## **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. (Coursework 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. 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 toward 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 toward 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.

Academic Area	AP Examination	AP Grade	Goucher Credit	Course Exemption	Notes
<b>Art</b>	History of Art	4 or 5	3	None	
	Studio Art	—	—	See notes.	Students can request a portfolio review from the Art Dept.
<b>Biology</b>	Biology	4 or 5	3	Pending department approval. It is not automatic.	No automatic exemption for BIO 104/105 for students continuing in Biology. Credit may be given toward the 40-credit major requirement on a case-by-case basis. Exemption is determined by the course instructor, with departmental approval, based on submission of AP Biology syllabus and high school lab book. Exemption from the natural sciences general education requirement is based on (1) a 4 or 5 in AP Biology and, (2) an AP Biology course with a laboratory component deemed appropriate by the chair of the Biological Sciences Department.
	Environmental Science	4 or 5	3	Pending department approval. It is not automatic.	See above.
<b>Chemistry</b>	Chemistry	5	6	CHE 111 & 151	A grade of 5 allows exemption from the lecture portion of first and second semester Intro to Chemistry lecture. Fulfills GER #6 after completing CHE 112 or 112H.
	Chemistry	5	7 or 8	CHE 111 & 151 Plus 112 /112H &/or 152/152H upon approval of instructor as judged from HS lab notebooks	Fulfills GER #6
	Chemistry	4	3	CHE 111	A grade of 4 allows exemption from the lecture portion of first semester Intro to Chemistry lecture. Fulfills GER #6 after completing CHE 112 or 112H.
	Chemistry	4	4	CHE 111 & 112 upon approval of instructor as judged from HS lab notebook.	Fulfills GER #6
<b>Computer Science</b>	Computer Science A	4 or 5	3	CS 116	Places into CS 119
	Computer Science AB	4 or 5	3	CS 119	See department for placement.

Academic Area	AP Examination	AP Grade	Goucher Credit	Course Exemption	Notes
<b>Economics</b>	Macroeconomics	4 or 5	3	EC 102	Fulfills GER #10
	Microeconomics	4 or 5	3	EC 101	Fulfills GER #10
<b>English</b>	Eng. Literature and Composition	4 or 5	3	None	
	Eng. Language and Composition	4 or 5	3	None	Exemption comes only from writing placement exam.
<b>History</b>	US History	4 or 5	3	None	Students who become majors may be exempt from relevant history courses and satisfy appropriate 100-level departmental requirements, but no credit given for particular courses.
	European	4 or 5	3	None	See above.
	World	4 or 5	3	None	See above.
<b>Languages</b>	French Language	4 or 5	4	See chair to determine placement.	A grade of 5 on the language test fulfills GER #2. This does apply to the literature test or Latin.
	French Literature	4 or 5	4	None	
	German Language	4 or 5	4	See chair to determine Placement.	A grade of 5 on the language test fulfills GER #2. This does apply to the literature test or Latin.
	Latin: Vergil	4 or 5	3		
	Latin Literature	4 or 5	3		
	Spanish Language	4 or 5*	4	See chair to determine placement.	A grade of 5 on the language test fulfills GER #2. This does apply to the literature test or Latin.
	Spanish Literature	4 or 5	4		
	Italian Language and Culture	4 or 5*	4	See chair to determine placement.	A grade of 5 on the Language test fulfills GER #2. This does apply to the Literature test or Latin.
<b>Mathematics</b>	Calculus AB	4 or 5	4	MA 117	Placed into MA 118, fulfills GER # 5
	Calculus BC	4 or 5	8	MA 117 & MA 118	Placed into MA 221 or 222, fulfills GER #5
	Calculus AB & BC	4 or 5	8	MA 118	Placed into MA 221 or 222, fulfills GER #5
	Statistics	4 or 5	3	See chair to determine placement.	Fulfills GER #5
<b>Music</b>	Theory	4 or 5	3	See chair to determine placement.	
	Listening & Literature	4 or 5	3		No GER fulfilled
<b>Political Science</b>	US Government & Politics	4 or 5	3	See chair to determine placement.	No GER fulfilled
	Comparative Government & Politics	5	3	See chair to determine placement.	No GER fulfilled
<b>Physics</b>	B	4 or 5	3	See chair to determine placement.	
	C: Mechanics	4 or 5	3	See chair to determine placement.	
	C: Elec & Magnetism	4 or 5	3	See chair to determine placement.	A grade of 5 on both Physics C Mechanics and Physics and C Elec and Magnetism is exempt from both PHY 125 and 126 and is placed into PHY 220/230. GER #6 is fulfilled.
<b>Psychology</b>	Psychology	4 or 5	3	PSY 111	PSY 112 (Lab) needed to fulfill GER #6.

## 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 Community Living 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.

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## NONCANDIDATES AND VISITING STUDENTS

Students 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 coursework, Goucher staff, or children of Goucher faculty or staff.

The noncandidate selection process requires the submission of a noncandidate application, and 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.

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## CORRESPONDENCE

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

<b>Alumnae/i Relations:</b>	Alumnae/i Affairs Office
<b>Career Counseling:</b>	Career Development Office
<b>Admissions Publications:</b>	Admissions Office
<b>Gifts and Bequests:</b>	Office of Development
<b>Scholarships (new students):</b>	Admissions Office
<b>Scholarships (returning students):</b>	Student Administrative Services/Financial Aid
<b>Scholastic Standing of Students:</b>	Student Administrative Services/Registrar's Office
<b>Student Billing:</b>	Student Administrative Services/Billing
<b>Student Housing:</b>	Office of Community Living
<b>Transcripts of Records:</b>	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 website is [www.goucher.edu](http://www.goucher.edu).

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## 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 only available for high school seniors and transfer students, 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:

	<b>Morning</b>	<b>Afternoon</b>
Interviews	9:30 a.m., 10 a.m.	1:30 p.m., 2 p.m.
Information Sessions	10:30 a.m.	2:30 p.m.
Campus Tours	11:30 a.m.	3:30 p.m.

Please call 1-800-GOUCHER, x6100, for selected Saturday schedule information.

**Travel Directions**

Goucher College is located at 1021 Dulany Valley Road, Baltimore, Maryland 21204, 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 Thurgood Marshall 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, 2010-11 Academic Year

**Tuition (Full-Time)**

Two semesters (12-18 credits) \$34,626  
 One semester (12-18 credits) \$17,313

Note: Tuition overload charge of \$1,154 will be charged each semester for each credit over 18.

**Room**

**Two semesters**

\$6,278 Basic room rate  
 \$6,428 Special double room  
 \$6,578 Single room

**One semester**

\$3,139 Basic room rate  
 \$3,214 Special double room  
 \$3,289 Single room

**Tuition (Part-Time)**

Credit hour \$1,154  
 Audit fee per course \$500

(excluding music performance)

**Board**

**One semester**

240-block meal plan + \$50 dd\* \$2,205 (kosher, add \$177)  
 190-block meal plan + \$50 dd\* \$2,003 (kosher, add \$212)  
 175-block meal plan + \$75 dd\* \$1,940 (kosher, add \$166)  
 150-block meal plan + \$150 dd\* \$1,885 (kosher, add \$152)  
 100-block meal plan + \$150 dd\* \$1,585 (kosher, add \$136)

**Commuter**

50-block meal plan + \$50dd\* \$760 (kosher, add \$90)

Please note that meal blocks 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. Students enrolled for more than 18 credits during a semester will be charged the part-time rate for each additional credit. Billing is issued on a per-credit charge to part-time students. Full-time students are charged the Health and Counseling fee and Student Activity fee annually, even if enrolled only for the fall or spring semester. Part-time students are charged the per-credit tuition rate only.

Tuition, fees, and board charges are based on course loads and meal plan selections as of the last day of add/drop each semester. Semester room changes are based on room assignments as of September 30 (fall semester) and February 28 (spring semester). 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. 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: \$341  
 Parking fee for students:  
     Per semester: \$35  
     Per year: \$50  
 Student Activities fee: \$175  
 Health Insurance Fee (12 months): \$1,128  
 Late Registration Fee \$100  
 Late Payment Fee \$150

Horseback-riding semester fees:  
 One session per week for 14 weeks: \$275  
 Two sessions per week: \$450  
 Three sessions per week: \$645  
 Three sessions and two practice rides \$900  
 Boarding privately owned horse  
 (excluding riding fee) per month: \$600

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 attending one or both semesters. The Health and Counseling fee funds the Health and Counseling Center, which provides services to all full-time undergraduate students. The Student Activity fee funds all SGA activities. The Health Insurance fee will be charged to all full-time undergraduate students who do not submit an insurance waiver form by the published deadlines (see Health Insurance).

The Late Registration Fee will be charged to current undergraduate students who register after May 15 (for the fall semester) and/or December 15 (for the spring semester).

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## ENROLLMENT DEPOSIT

An annual nonrefundable Enrollment Deposit in the amount of \$500 is 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.

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## HOUSING DEPOSIT

Resident students are required to submit an annual non-refundable Housing Deposit, along with the Enrollment Deposit, following the same schedule for the Enrollment Deposit above. 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.

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## HEALTH 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. No insurance waivers will be accepted after September 30 for full-time students enrolled for the fall semester (February 28 for new spring semester students).

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## SCHEDULE OF PAYMENTS

Statements for semester fees are mailed around July 8 and December 8. Payment of charges for the fall semester is due by August 4; for the spring semester, by January 4. Online payment information and other payment methods are listed on the Goucher website under Billing: Payment Options. The student's ID number should be included with all payments and correspondence. An Account Correction Worksheet and Undergraduate Cost Calculator are available on the Billing website to assist with the calculation of the net balance due. A late fee of \$150 will be assessed if payment in full has not been received by the due date.

A student whose billing account is delinquent will be denied the privileges of registering, attending classes, living in the residence halls, obtaining transcripts, using college facilities, and/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. A student who is in good academic standing (cumulative grade point average of at least 2.0) and is within four credits of completing graduation requirements may participate in commencement exercises only if documentation demonstrates that the remaining credits will be completed by August 31st of that year. Permission to participate in commencement must be granted by the associate dean for undergraduate studies. Students must submit their requests, with documentation, to the associate dean at least three weeks prior to Commencement. The commencement program will list all such students as completing degree requirements by August 31 of that year.

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.

Exceptions to the commencement policy can only be made by the provost 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 participation in commencement exercises, 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 provost three weeks prior to commencement and must be accompanied by an endorsement from one or more of the student's faculty members or advisors.

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## REFUND POLICY

Credit balances are automatically refunded if required under Title IV (federal aid exceeds allowable billing charges) or a student has graduated or withdrawn from the college. All other credit balances can be refunded if a written request has been received by the Billing office and the add/drop date has passed for the semester that the credit balance occurred.

### *Students Withdrawing From College*

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*

	<b>Tuition</b>	<b>Room</b>
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 course loads 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 matriculating and noncandidate undergraduate students.

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.

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## OTHER PROGRAMS

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

# Financial Aid

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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 2009-10, for example, the college spent \$11.94 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 2009-10, over 80 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 \$19,577 and their average total package was approximately \$25,518.

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 first time aid applicants, the CSS Profile—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. International students interested in being considered for institutional need-based aid must complete the CSS Profile.

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 Citizens Scholarship or Transfer Merit Award may hold only one such award per academic year. Winners of Rosenberg, Wilhelm, Mahoney, 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 Admissions section of the *Academic Catalogue*.

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.

## ***Study-Abroad Policy for Approved Non-Goucher Programs and Procedure for Title IV Aid***

In instances where students elect to study abroad in an approved non-Goucher program and wish to receive financial aid, the Goucher Office of International Studies must approve the program, and a consortium or contractual agreement must be signed between both the host and home institutions. In the event that these conditions are not met, no aid will be processed.

With a consortium or contractual agreement, a student may remain eligible for Federal aid programs. In the event a student elects to participate in a program that does not meet the necessary criteria, financial aid will not be processed for that student by Goucher.

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## **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 2011 must complete the application process by November 15, 2010. For students entering school in Fall 2011, the deadline is February 1, 2011. Both the Free Application for Federal Student Aid (FAFSA) and the CSS Profile may be completed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and at [www.collegeboard.com](http://www.collegeboard.com). Information regarding other financial aid resources may be obtained from [www.finaid.org](http://www.finaid.org) or from [www.fastweb.com](http://www.fastweb.com).

### ***Documents Required of First-time Students (First-Year, Transfer, and Continuing Applicants), Deadline: February 1, 2011***

- CSS Profile and 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 2010 federal tax return as well as their parents' 2010 federal tax return with the appropriate verification worksheet. Additional documents may be requested.

### ***Preferred Lender Lists***

These lists are provided solely as a guide to assist families in selecting an alternative loan provider for their alternative student loan needs. Goucher College will continue to process alternative loans from any alternative loan provider submitted by the family. Please note that the selected lenders were chosen by Goucher students. 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, including enrollment in Goucher or approved non-Goucher programs, 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, Federal Supplemental Educational Opportunity Grant, TEACH Grant, Federal Perkins loan, Federal Direct Unsubsidized or Direct Subsidized Stafford loan, or Federal Direct Parent and Grad PLUS loans 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
- 54 credits by the end of the second year
- 87 credits by the end of the third 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.

#### ***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:

<b>Year</b>	<b>Credits achieved</b>	<b>Minimum GPA to receive federal financial aid</b>	<b>Minimum GPA to remain at the college</b>
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 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 six 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 the addition of maximum of two 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 earlier. 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 percent 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 earlier. 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 GPA 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 GPA drops below 2.0 again, he or she will be ineligible for federal financial aid.

### ***Repeated Courses***

Financial aid does not count repeat courses when evaluating eligibility. Students repeating a course must make sure that they are registered for enough additional credits to be considered full time. It is important to note the following.

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.

Additional information can be found in the General Academic section of the catalog.

## MERIT-BASED SCHOLARSHIPS

### *First-Year and Transfer Students*

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 Citizens, Dean's, Fine and Performing Arts, Special Achievement and Transfer Merit-Based Scholarships. The Office of Student Financial Aid develops the student's overall aid package.

### *Dean's Scholarships*

Awarded to our most outstanding first-year applicants, this scholarship is awarded in amounts totaling \$21,000 or the equivalent of full tuition (\$34,626 in 2010–11). 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 maintaining full-time enrollment and a minimum GPA of 3.25.

### *Global Citizens Scholarships*

Awarded to first-year applicants who demonstrate potential for outstanding academic achievement at Goucher and for contributing to a vibrant campus community. These scholarships have ranged between \$10,000 and \$15,000 in recent years. Global Citizens scholarships may be renewed throughout all four years of college (eight semesters) by maintaining full-time enrollment and a minimum GPA of 3.0.

### *The Fine and Performing Arts Scholarship (FPAS)*

Awarded only to incoming students in dance, theatre, music and visual arts, in the amount of \$5,000 per year. The FPAS is renewable for up to eight semesters, provided the recipient satisfies the renewal requirements, including full-time enrollment, a semester GPA of 3.0 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 Scholarships 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 \$7,500 for one year. These scholarships may be combined with a Global Citizens scholarship if applied toward direct expenses (tuition, room, and board). Neither arts scholarship can be combined with a Dean's Scholarship, tuition remission or tuition exchange. The addition of an arts scholarship to a financial aid package will impact demonstrated financial need and may, therefore, decrease eligibility for other need-based awards previously included in the financial aid package.

### *Transfer Merit-Based Scholarships*

Transfer applicants with an undergraduate GPA of 3.2 or above are considered for these scholarships, which have totaled between \$3,500 and \$10,000. Phi Theta Kappa-designated community or junior college admitted applicants will be awarded \$10,000 annually. The scholarships are renewable through graduation or for a total of six terms, whichever comes first, provided eligibility requirements, including maintaining full-time status and a minimum GPA of 3.0, are met. Transfer students are also eligible to compete for the Rosenberg and Wilhelm Scholarships in the Arts.

### *Other Merit-Based Scholarships*

Returning students are considered and invited to apply for the following merit-based scholarships:

*Presidential Scholarship*

*The Prudence G. Bowen '31 Scholarship*

*The Charlotte Killmon Wright Brown '22 Scholarships*

*The Dance Gala Scholarship*

*The Grace T. Lewis '13 Scholarships in the Sciences*

*The Henry and Ruth Blaustein Rosenberg '21 Scholarships*

*The Marjorie Cooke Scholarship*

*The Constance R. Caplan '57 Scholarship*

*The Leslie Nelson Savage Mahoney '12 Scholarship*

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## 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

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 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 donor/s or their families in order to express appreciation for these funds. In most cases, endowed funds underwrite existing Goucher need-based grants awarded.

- The Abshire Scholarship*  
*The Eli Edward Adelman and Anne Adelman Goodwin Scholarship*  
*The George I. Alden Trust Scholarship*  
*The John and Josephine Webb Alexander '30 Memorial Scholarship*  
*The Marie Alleman '19 Scholarship*  
*The Margaret Mary Allgeier Memorial Scholarship*  
*The Mary Niven Alston EOP Scholarship Fund*  
*The Corene Amoss Memorial Fund*  
*The Agnes and Herman Asendorf International Studies Scholarship*  
*The Clara and Agnes Bacon Fund*  
*The Jane Maria Baldwin Scholarship*  
*The Keturah Baldwin '06 Scholarship*  
*The Rosa Baldwin 1896 Scholarship*  
*The Elizabeth Bansemer Scholarship*  
*The Vola P. Barton '15 Physics Scholarship*  
*The George Beadenkopf Fund*  
*The Mary J. Beall Memorial Scholarship*  
*The Edith A. Beck '04 Scholarship*  
*The Clarissa Beerbower '35 Scholarship*  
*The Bessie A. Bell Memorial Scholarship*  
*The Elizabeth Harwood Bennett '31 Memorial Scholarship*  
*The Margaret J. Bennett Scholarship*  
*The Lucinda M.B. Benton Scholarship*  
*The Arthur and Ruthella Bibbins 1897 Scholarship*  
*The Eleanor Watts Black Memorial Scholarship*  
*The Donna R. Blaustein '64 and Arnold S. Blaustein Endowed Scholarship*  
*The Margaret Mack Blizzard 76 Memorial Scholarship*  
*The Frances Grant Brady '50 Memorial Scholarship*  
*The Dorothy Berry Bragonier and the Winifred Berry Cassard '18 Scholarship*  
*The Marjory Gaylord Brink Endowed Scholarship*  
*The Audrey Wicker Brownley '36 Scholarship*  
*The Audrey Wicker Brownley Scholarship Fund for Goucher College through the Community Foundation for the National Capital Region*  
*The Caroline Doebler Bruckerl '25 Scholarship*  
*The Louisa Whildin Buchmer '26 Scholarship*  
*An Anonymous Endowed Merit Scholarship in History*  
*The Gertrude Carman Bussey Scholarship*  
*The Constance R. Caplan '57 Scholarship*  
*The Margaret and Charles Carmine Memorial Scholarship*  
*The Mollie Rae Carroll Scholarship*  
*The Alicia Carter '84 Memorial Scholarship*  
*The Roberta Chesney '10 Scholarship*  
*The Citicorp Scholarship*  
*The Clara W. Claasen '25 Scholarship*  
*The Mary Lu Clark Endowed Scholarship*  
*The Class of 1904 Scholarship*  
*The Class of 1907 Scholarship*  
*The Class of 1909 Scholarship*  
*The Class of 1910 Scholarship*  
*The Michele and Marty Cohen Scholarship Fund*  
*The Rosa and Herman Cohen Scholarship*  
*The College Bowl Scholarship*  
*The Ruth Wurzel Collins '31 Scholarship*  
*The Rachel Colvin Scholarship*  
*The Gertrude Cordish Scholarship*  
*The Florence Thomas Courvoisier 1896 Scholarship*  
*The Mildred Covey Scholarship*  
*The Susan Wintringham Crosby '59 Scholarship*  
*The Timothy Mark D'Arcangelo Scholarship*  
*The Annie Swindell Davis Scholarship*  
*The Dorothy Geib Deitrick '29 Scholarship*  
*The Margaret Crawford Demeré '52 Scholarship*  
*The Johanna Weber DeMuth Scholarship*  
*The Elizabeth De Vinney Scholarship*  
*The Disadvantaged Students Scholarship*  
*The Mercantile Douglas Dodge Scholarship*  
*The Dorothy L. Dorman '63 Memorial Scholarship*  
*The Hedwig and Thomas Dorsey Scholarship*  
*The Rhoda M. Dorsey Scholarship*  
*The Lois H. Douglass '11 Scholarship*  
*The Mabel Haywood Dye '10 Memorial Scholarship*  
*The Emily Gibson Dyke '44 Scholarship*  
*The Eagle Scout Scholarship*  
*The Emily Newcomer Eby '24 Scholarship*  
*The Essey Scholarship*  
*The Lucia Blackwelder Findley '64 Scholarship Fund*  
*The Margaret Elizabeth Fisher '75 Scholarship*  
*The Foreign Student Scholarship*  
*The Nettie R. Fox '32 Scholarship*  
*The Virginia L. Fox '28 Scholarship*  
*The Elaine K. Freeman '58 Endowed Scholarship*  
*The Katherine Jeanne Gallagher Memorial Scholarship*

*The James N. Gamble Scholarship*  
*The Eric J. Gelman '95 Memorial Scholarship*  
*The Rita Specter Gelman '54 Scholarship*  
*The Mr. and Mrs. William Gherky Memorial Scholarship*  
*The Gertrude Levy Giavani '18 Scholarship*  
*The Given Foundation Scholarship*  
*The Goldsmith Family Foundation Scholarship*  
*The Amy Behrend Goldstein '33 Dance Scholarship*  
*The Catharine E. Good '24 Scholarship in English*  
*The Pauline K. Goodman '76 Scholarship*  
*The Douglas and Hilda Perl Goodwin '43 Scholarship*  
*The Goucher II Scholarship*  
*The Ann S. Griffiths '90 Endowed Scholarship*  
*The Elizabeth Louise Grover '29 Scholarship*  
*The William Westley Guth Scholarship*  
*The Elaine Binswanger Gutman '39 Scholarship for Returning Students*  
*The Willard and Lillian Hackerman Scholarship*  
*The Harriet L. Haile '79 Memorial Scholarship*  
*The Julia Sprengel Hall '22 Scholarship in Mathematics*  
*The Edith Lynn Halverson '39 Scholarship*  
*The Katherine McCampbell Hardiman '63 Scholarship*  
*The Charles D. and Janet Harris '30 Scholarship*  
*The Isabel Hart Scholarship*  
*The Auxiliary to the Health Center Scholarship*  
*The Hearst Foundation Scholarship*  
*The Catharine Straus Hecht '37 and Isaac Hecht Scholarship*  
*The Mary Taylor Hesky Scholarship*  
*The Emmert Hobbs Endowed Scholarship*  
*The Esther M. Hollander '19 Scholarship*  
*The Grace Hooper Scholarship*  
*The Ono Mary Hooper '23 Scholarship*  
*The Marjorie Grootenius Horning '38 Science Scholarship*  
*The Virdo Snider Horst 1899 Scholarship*  
*The Anna and Ferdinand Hosp Scholarship*  
*The Anne S. Hummert '25 Scholarship*  
*The Margaret Smith Hunter Scholarship*  
*The Lillia Babbitt Hyde Scholarship*  
*The Sigmund M. and Mary B. Hyman '71 Merit Scholarship in Science*  
*The Anne Elizabeth Sturmfels Iber '47 Scholarship Fund*  
*The Matilda Robinson James '16 Scholarship*  
*The Edith M. Johnson, M.D., '13 Memorial Scholarship for Older Women*  
*The Mary Philips Jones Scholarship*  
*The Miriam Kahn '61 Memorial Scholarship*  
*The Etta Ingalls Kelley Scholarship*  
*The Kellicott-Graves Scholarship*  
*The Patricia "Kinsey" Olson Memorial Scholarship*  
*The Claire Krantz Scholars in the Five-Year Education Programs*  
*The Joel Krusch Scholarship*  
*The Alice and Walter Kohn Scholarship*  
*The Margaret Strauss-Kramer '30 Scholarship in Chemistry*  
*The Messmer L. and Gertrude B. Lafferty Scholarship*  
*The Martha Schulman Lapovsky Scholarship in Music*  
*The Lark Memorial Scholarship*  
*The Nancy Nulton Larrick '03 Scholarship*  
*The Cora O. Latzer '15 Scholarship*  
*The John J. Leidy Foundation Scholarship*  
*The Edward Clyde Leslie Memorial Scholarship*  
*The Charlotte R. Lewis '26 Scholarship*  
*An Anonymous Endowed Scholarship Fund*  
*The Mt. Holly Lions Scholarship*  
*The Frances Pendleton London '33 Scholarship*  
*The Robert Adams Love Scholarship*  
*The Sarah Lowrie Love '16 Memorial Scholarship*  
*The Joyce Tseng '55 and Anna Tseng Lum '62 Scholarship*  
*The Alice E. Maginnis '21 Scholarship*  
*The Leslie Nelson Savage Mahoney '12 Scholarship*  
*The Eva F. Manos Scholarship*  
*The Dr. & Mrs. N. Gardner Mathieson Scholarship*  
*The Anna Glover Matson Scholarship*  
*The Harriet Floyd McCaskey '33 Scholarship*  
*The Edna S. McNinch '12 Scholarship in the Sciences*  
*The Louise Lathrop McSpadden '35 Scholarship*  
*The William E. and Elda Mack Meiers '51 Scholarship*  
*The Joseph Meyerhoff Family Scholarship*  
*The Hajime Mitarai Memorial Fund for Study Abroad*  
*The Walter M. Morris Scholarship*  
*The Shirley K. Morse '30 Scholarship*  
*The Helene Lobe Moses '24 Memorial Scholarship*  
*The Hilda W. Moses Scholarship*  
*The Helen Brevoort Mutch '29 Scholarship*  
*The Nabers-Somerville Scholarship*  
*The Dorothy Hamburger Needle '34 Scholarship*  
*The Florence Burgunder Oppenheim '02 Scholarship*  
*The Virginia Parker '28 and Monroe H. Martin Scholarship Fund for Study of Biological or Cultural Conservation*  
*The Fanny Jonas and Harry J. Patz Scholarship*  
*The Maryland Young Pennell Scholarship*  
*The Mammie Emory Phillips and Marian Kuethe Wilson Scholarship*  
*The Howard and Geraldine Polinger Scholarship in the Visual and Performing Arts*  
*The Anne Margaret Potts Scholarship*  
*The Helen Pracht Memorial Scholarship*  
*The Gertrude Sherby Rand '33 Scholarship*  
*The Reader's Digest Foundation Scholarship*  
*The Lizette Woodward Reese Scholarship*  
*The Blanche Genevieve Reisinger Scholarship*  
*The Amy E. Reno '05 Scholarship*  
*The Bertha Bray Richards '25 Scholarship*  
*The Emma Robertson Richardson '34 Scholarship*  
*The Milton Roberts Memorial Scholarship*  
*The Esther Katz Rosen '16 Scholarship*  
*The Anne L. Rosenberg '77 Endowed Scholarship*  
*The Henry and Ruth Blaustein Rosenberg Scholarships in Music, Visual Arts, and Dance*  
*The Ellen Russell '35 Scholarship Fund*  
*The Mary Hudson Scarborough 1897 Scholarship*  
*The Phyllis Kolker Schreter '43 for Study Abroad Fund*  
*The Helen Hosp Seamans '23 Scholarship*  
*The Selz Foundation Scholarship Fund*  
*The Annie Shelley Memorial Scholarship*  
*The W. H. Shelley Scholarship*  
*The Frankie J. Sherwood '69 Scholarship*

*The Dorothy Axford Shields '31 Scholarship*  
*The Mary Brillinger Shumaker '29 Scholarship*  
*The Anna May Slease '03 Scholarship*  
*The Laetitia M. Snow 1895 Memorial Scholarship*  
*The Florence Walther Solter '04 Memorial Scholarship*  
*The Marcia Ryan Spaeth '46 Memorial Scholarship*  
*The James W. and Sallie E. Spencer Memorial  
 Scholarship*  
*The Susie Brown Sweet 1897 Scholarship*  
*The Beulah Tatum Memorial Scholarship*  
*The Tau Kappa Pi Fraternity Scholarship*  
*The Margaret Taylor '31 Scholarship in Mathematics*  
*The Catharine Long TeLinde '21 Scholarship*  
*The Sarah Lark Twiggar '30 Endowed Scholarship Fund*  
*The Eli Velder Book Scholarship Fund*  
*The Ellen Fraites Wagner '72 Scholarship*  
*The Leah W. Waitzer '57 and Richard M. Waitzer  
 Endowed Scholarship Fund*  
*The Carol Fain Walters '57 Scholarship*  
*The Jeanne H. Ward '46 Scholarship*  
*The Margie Black Warres '40 Fund for Students  
 with Special Needs*  
*The David and Marilyn Southard Warshawsky '68  
 Scholarship*  
*The Josepha Crist Weaver '33 Scholarship in Science*  
*The Edith R. Weinberg '24 Scholarship*  
*The Dorothy Sweet Welchli '21 Scholarship*  
*The Carrie Burgunder Westheimer '08 Scholarship*  
*The Mary Wilhelmine Williams Scholarship*  
*The Eva Orrick Bandel Wilson 1897 Scholarship*  
*The Older Women Scholarship*  
*The Katherine Greer Woods '22 Memorial Scholarship*  
*The Madge M. Young '05 Scholarship*  
*The Norma D. Young '30 Scholarship*  
*The Virginia Howe Young '28 Scholarship*  
*The Kleofota Zavalakes Scholarship*

# College Policies

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## 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.

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## 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 programs and activities. The college has adopted a Nondiscrimination Policy and Grievance Procedure that is available online at [www.goucher.edu/documents/legal/goucher\\_nondiscrimination.pdf](http://www.goucher.edu/documents/legal/goucher_nondiscrimination.pdf).

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## SEXUAL MISCONDUCT

Goucher College has a comprehensive policy on sexual misconduct, including sexual harassment and assault, which 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](http://www.goucher.edu/handbook).

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## DISABILITY SUPPORT SERVICES FOR STUDENTS

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, academic skills mentoring and wellness programs through Reiki, yoga, and meditation. 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.

Reasonable academic adjustments and/or auxiliary aids for students with disabilities are provided on an individual basis as required by federal law. 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>. Students who believe that they need classes scheduled in an accessible classroom should register as usual, then notify the Registrar's Office in Student Administrative Services of their need(s). Students who believe they have special housing needs should contact the Office of Community Living and complete a Request for Special Housing. Verifying documentation will be assessed by the disabilities specialist and/or the director of Student Health and Counseling Services.

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## INTERNATIONAL STUDENTS

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

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## 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.

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## 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 have been developed in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities. Students should consult the Veterans' Readmission Policy for more information: [www.goucher.edu/documents/Records/Veterans%27\\_Readmission\\_Policy.pdf](http://www.goucher.edu/documents/Records/Veterans%27_Readmission_Policy.pdf).

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## 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 dean of students, 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 20202-5920.
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, research, or support staff position, including the Office of Public Safety and Health Center staff;
  - A contractor, consultant, volunteer or other party to whom the college has outsourced an institutional service or function which the college would otherwise use employees to perform (e.g. an attorney or auditor, a collection agency, the National Student Clearinghouse), provided that party is under the direct control of the college with respect to the use and maintenance of education records;
  - Individuals serving on the Board of Trustees;
  - Students serving on official boards or committees such as the Academic Honor Board, the Student Judicial Board, or a 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

- Name
- Local address, telephone number and campus e-mail address
- Home address and telephone number
- Date and place of birth
- Photograph
- Participation in officially recognized activities and sports
- Height and weight of members of athletic teams
- Dates of attendance
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- Graduation date and anticipated date of graduation
- Degree(s) conferred
- Major and minor field of study
- Awards and honors (e.g., Dean's List)
- Previous institution(s) attended
- Class (e.g., sophomore)

A student may request that all of this information not be released by filing a written request to that effect with the Registrar's Office 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. 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. Further information about FERPA can be found on the Web at [www.goucher.edu/x1889.xml](http://www.goucher.edu/x1889.xml).

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## STUDENT GRIEVANCE PROCEDURE

Goucher has established a process for students to express and resolve misunderstandings, concerns, or grievances that they have with any college employee in a prompt, fair, and equitable manner. This procedure emphasizes informal resolution. The Student Grievance Procedure is available online at [www.goucher.edu/documents/Legal/student\\_grievance.pdf](http://www.goucher.edu/documents/Legal/student_grievance.pdf).

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## LOSS OF STUDENT ELIGIBILITY FOR FEDERAL AID DUE TO DRUG-RELATED OFFENSES

A student who has been convicted of any offense under any federal or state law involving the possession or sale of a controlled substance for conduct that occurred during a period of enrollment in which federal student aid was received shall not be eligible to receive federal student aid (including any grant, loan, or work assistance) during the period beginning on the date of such conviction and ending after the interval specified in the following table:

Convicted offense	Ineligibility period
Possession of a controlled substance	First offense: 1 year
	Second offense: 2 years
	Third offense: indefinite
Sale of a controlled substance	First offense: 2 years
	Second offense: indefinite

### **Rehabilitation**

A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period if the student satisfactorily completes a drug rehabilitation program that is approved by the U.S. Secretary of Education.

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## OTHER POLICIES

College rules and policies regarding other matters, such as computer use, withdrawal and leave-of-absence procedures, as well as the Student Judicial Code and the Academic Honor Code, can be found in the *Campus Handbook*. The college's Policy on Alcohol, Tobacco and Other Drugs, as well as 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 <http://www.goucher.edu/x1303.xml>. Goucher's Fire Safety Report on Student Housing is also available online at <http://www.goucher.edu/x31889.xml>.



**ACADEMIC  
INFORMATION —**

# General Academic Information

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## ORGANIZATION OF THE CURRICULUM

### Humanities Division

Communication  
and Media Studies  
English  
Hispanic Languages,  
Literatures, and Cultures  
History and Historic  
Preservation  
Modern Languages, Literatures,  
and Cultures  
Philosophy and Religion  
World Literature

### Social Sciences Division

Business Management  
Economics  
Education  
Political Science and  
International Relations  
Prelaw Studies

Sociology and Anthropology  
Special Education  
Women's Studies

### Natural Sciences and Mathematics Division

Biological Sciences  
Chemistry  
Mathematics and  
Computer Science  
Physics and Astronomy  
Premedical Studies  
Psychology

### Arts Division

Art and Art History  
Arts Administration  
Dance  
Music  
Theatre

### Interdisciplinary Studies Division

Africana Studies  
American Studies  
Cognitive Studies  
Environmental Studies  
Program  
European Studies  
Individualized  
Interdisciplinary Major  
Judaic Studies  
Peace Studies  
Theory, Culture, and  
Interpretation Minors

### Interinstitutional Program

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

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## REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

One hundred twenty (120) credit hours are required for the degree. A student must achieve a of minimum 2.0 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.

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## RESIDENCY REQUIREMENT

Ordinarily, 12 of the last 24 credit hours should be completed at Goucher. Exceptions to this rule may be granted for approved summer courses and study-abroad programs or other programs with the approval of the major department and the associate dean for undergraduate studies. These approved non-Goucher credits shall ordinarily be completed within two semesters following the petition date to avoid withdraw from the college.

Contact the Registrar's Office for approval of specific non-Goucher courses.

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## GENERAL EDUCATION REQUIREMENTS

All students will be subject to the general education requirements listed below, with the following exceptions. Students admitted in 2006-07 as first year students or transfers with fewer than 27 credits need not complete GEN. ED. #11. Students admitted prior to Fall 2006 and transfer students entering in 2006-07 with at least 27 credits may complete the general education requirements in effect during the 2005-06 academic year instead of those listed below. Reinstated students should consult the information on page 17 to determine which requirements they will fulfill.

One course may satisfy no more than two of these requirements. Each student must take at least one course in each of the following divisions listed below but it need not be a course that satisfies a General Education requirement. Note: English composition courses and courses used to attain foreign language proficiency may not be counted as fulfilling the required Humanities division course.

Division I: The Humanities

Division II: The Social Sciences

Division III: The Natural Sciences and Mathematics

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 of this catalogue.) 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 of this catalogue.)

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

**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 of this catalogue.)

ART 272G	AST 110G	BIO 272G	CHE 272Y	COM 272G
COM 272Y	DAN 272Y	ED 272Y	ENG 272G	ENG 272Y
FR 272G	FR 272Y	GER 130G	GER 230	GER 272G
GER 272Y	HIS 272G	HIS 272Y	IT 110G	IT 120G
IT 130G	IT 272G	IT 272Y	JS 272G	JS 272Y
LAM 272G	LAM 272Y	MGT 272G	MUS 272G	MUS 272Y
PCE 272Y	PHL 272G	PHL 272Y	PSC 272Y	RLG 272G
RLG 272Y	RUS 272G	SOC 272Y	SP 120C	SP 120G
SP 130C	SP 130G	SP 220G	SP 229CR	SP 230CR
SP 238G	SP 272Y	THE 272G	THE 272Y	WS 272G
WS 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.

ANT 238/HIS 227	ART 103	ART 260	ART 266	ART 268	ART 273
ART 276	ART 277	ART 278/HIS 278	ART 280	ART 281	ART 284
COM 219	COM 239	COM 245	DAN 131/with 231	DAN 251	DAN 255
ENG 211	ENG 212	ENG 230	ENG 232	ENG 240	ENG 241
ENG 246	ENG 249	ENG 254	ENG 257	ENG 259	ENG 260
ENG 264	ENG 275	ENG 276	ENG 330	ENG 350	FR 258
GER 233/HIS 233	GER 259/HIS 237/JS 259		GER/HIS/JS 251	HIS 110	HIS 111
HIS 113	HIS 116	HIS 117	HIS 120	HIS 259	
HIS/LAM 268	HP 110	ISP 110	ISP 110Y	JS/RLG 205	
JS/RLG 242	JS/RLG 247	LAM 105	MA 260	MUS 108	MUS 109
MUS 115	MUS 117	MUS 249	MUS 260	MUS 360	
PCE 257/HIS 257	PCE 262/HIS 262/SOC 262		PHL 157	PHL 216	PHL 218
PHL 219	PHL 224/THE 202		PHL 226/RLG 226	PHL 260	
PHL 268/RLG 268	PSC 203	RLG 200	RLG 206	RLG 225	
SOC 271	SP 350	WS 225	WS 300		

**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.

CS 105	CS 116	EC 206	MA 100	MA 110	MA 113
MA 140(105)	MA 141	MA 155	MA 160(114)	MA 170(117)	MA 171
MA 180(118)	MA 190(125)	MA 216	MA 221	MA 222	MA 240
PHL 176	PHY 280	PSY 200	MA 141		

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

AST 110	AST 110G	BIO 104	BIO 105	BIO 107	BIO 111
BIO 140	BIO 170	BIO 210/with 214	BIO 220/with 224	BIO 240/with 241	BIO 260
BIO 261	BIO 324/with 324L	BIO 327/with 328	BIO 333/with 334	BIO 343/with 343L	
BIO 354/with 354L	BIO 362/with 363	BIO 378/with 378L	CHE 105/with 106L		CHE 107
CHE 111/with 112 or 112H		CHE 294	CHE 395Y	COG 110	ES 100
PHY 115	PHY 116	PHY 125	PHY 126	PHY 220/with 230	
PSY 111/with 112					

NOTE: Prior to 09/FA the following fulfilled GEN.ED. #6: CHE 106, PHY 115/with 115L, PHY 116/with 116L

**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	AST 395	BIO 324	BIO 355	BIO 374	BIO 379
BIO 382	BIO 384	BIO 387	CHE 294	CHE 295	CHE 330
CHE 395Y	COM 262	CS 320	CS 325	CS 340	EC 396
EC 397	ENG 200	ENG 241	ENG 340	ENG 361	HIS 305

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/RLG 235	PHL 275/COG 275	PHY 220/with 280	PHY 395	PSC 241/HIS 241	PSY 252
PSY 255	RLG 331	RLG 355	WS 252	WS/PSC 260	WS 320

NOTE: Prior to 09/FA the following fulfilled GEN.ED. #7: WS 230, WS 225, WS 250

**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 127	ART 137	ART 201/COM 202	
ART 203/COM 203		ART 204	ART 206	ART 213	ART 225
ART 229	ART 230	ART 238	ART 310	ART 312	ART 331
ART 380	COM 132	COM 189	COM 207/THE 207		COM 233
COM 286	DAN 250	DAN 260 (252)	ENG 120	ENG 202	
ENG 205	ENG 226	ENG 305	ENG 307	FR/THE 272Y	MUS 101
MUS 104	MUS 105	MUS 106	MUS 121	MUS 152	MUS 153
MUS 205	MUS 206	MUS 210	MUS 305	MUS 306	
PCE 131/THE 131	PCE 242	THE 120	THE 140/with 140L		THE 205
THE 220	THE 231	THE 272 (if topic appropriate)			

**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 103	ART 260	ART 262	ART 266	ART 268
ART 273	ART 276	ART 277	ART 278/HIS 278	ART 280	ART 281
ART 284	ART 286	ART 310	ART 331	COM 219	COM 234
COM 237	COM 239	COM 245	COM 256	COM 257	
DAN 114, 115, 217, 218, 219/with 120,		121, 220, 221, 222, 321, 322, 323		DAN 131/231	
DAN 190(103)	DAN 250	DAN 251	DAN 255	ENG 111	ENG 211
ENG 212	ENG 215	ENG 222/WS 222	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	FR 351	GER 250/WL 250	GER 260/HIS 229/JS 246		
HIS 282/WS 282	JS/RLG 205	JS/RLG 242	JS/RLG 247	LAM 280	MGT 221
MGT 229	MGT 231	MUS 100	MUS 101	MUS 104	MUS 106
MUS 108	MUS 115	MUS 117	MUS 152	MUS 153	MUS 203
MUS 205	MUS 206	MUS 249	MUS 260	MUS 305	MUS 360
PCE 124	PCE 231	PHL 120	PHL 212/ART 207	RLG 130	RLG 153
RLG 200	RLG 207	RLG 209	RUS 251	RUS 395	RUS 396
RUS/WL 254	RUS/WL 259	SOC 106	SP 254	SP 294	THE 103
THE 200	THE 204	THE 211	THE 220	THE 231	WL 210
WL 230	WL/RUS 269	WS 100	WS 150	WS 217/LAM 217	WS 224
WS 231	WS/HIS 282				

NOTE: Prior to 09/FA the following fulfilled GEN.ED. #9: DAN 114/with 124, DAN 115/with 125, DAN 116/with 126, DAN 117/with 127, DAN 118/with 128

**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	AMS 238	ANT 107	ANT 238/HIS 227	COM 213	COM 237
COM 257	EC 100	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 275	ENG 285	ENG 392
FR 258	FR 295	FR 351	GER 250/WL 250	GER 259/HIS 237/JS 259	
HIS 110	HIS 111	HIS 113	HIS 116	HIS 117	HIS 120
HIS 259	HIS/LAM 268	ISP 110Y	JS/RLG 247	LAM 105	
LAM 217/WS 217	LAM/WS 226	LAM 280	MGT 221	MGT 231	MGT 245
MGT 331	MUS 109	PCE 120	PCE 124	PCE 148	PCE 205
PCE 231	PCE 242	PCE 325	PCE/THE 131	PHL 105	PHL 201
PHL 217	PHL 231	PHL 243	PHL 245	PHL 254	
PHL 276/WS 276	PHL 280	PSY 226	PSY 230	RLG 236/WS 236	
RLG 238/AMS 238	RLG 239/PSC 239	RLG 273	RLG 274	RLG 315	RLG 355
SOC 106	SP 320	WL 210	WL 230	WS 100	WS 150
WS 222/ENG 222	WS 224	WS 225	WS 230	WS 231	WS 250

WS 265	WS 276	WS 282/HIS 282	WS 300	WS 320
WS/LAM 226	WS/PSC 260			

**11. Students must explore ecological, policy, social, cultural, and/or historical dimensions of human relationship to the environment.** This may include but need not be limited to themes of sustainability and the nature of the environment systems, their change, and threats to their continued function as a result of human activity. This general education requirements begin with students entering Fall 2007.

AMS 210	ART 262	BIO 170	BIO 204	BIO 238	BIO 240
BIO 243(Costa Rica)		BIO 244 (Costa Rica)		BIO 333	BIO 343
CHE 106	CHE 270	CHE 295E	COM 225	EC 225	
ENV/PSC 140	ES 100	ES 200	ES 238	MA 141	MA 155
MA 171	MA 216E	MGT 141	PHL 205	PHY 250	PSC 285

Advanced Placement in Environmental Science with a score of 4 or 5.

Courses that may fulfill a general education requirement pending the topic given in a semester are: BIO 272G (#11), FR 272G (#9), FR 330 (#8), FR 333 (#11), LAM 272Y (#10), RUS 272G (#9), and THE 272Y (#9). If the topic allows the course to fulfill the requirement, it will be posted in the course selection booklet.

### **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 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 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.

As of September 2009, seniors may no longer submit portfolios to demonstrate CWP after they have begun classes with senior standing. Students who will begin taking their senior year classes in Fall Semester must submit portfolios by the previous August 1, and students who will begin taking their senior year classes in Spring Semester must submit their portfolios by the previous December 15. Otherwise, these students must register for English 106 or, if appropriate, for a WAC course whose instructor explicitly agrees in writing to evaluate their work for CWP. Failure to deal with this fundamental general education requirement will prevent students from graduating.

### **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 will be required to substitute an off-campus experience to satisfy this requirement. All transfer students who have studied abroad (for which at least three credits are accepted by Goucher) will have satisfied the study-abroad requirement upon enrollment. Thus, 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. The registrar will also confirm whether the work approved for credit at Goucher satisfies any academic requirements, including the study-abroad requirement.

Students may study abroad on Goucher ICAs (intensive courses abroad), Goucher short-term or non-Goucher short-term programs at any time during their undergraduate experience, provided that they obtain approval from their advisors and the OIS. Students pursuing semester or yearlong study-abroad programs must have spent at least three semesters in residence at an accredited college or university.

Students may fulfill the study abroad requirement by pursuing an international internship for at least three credits. Students choosing to fulfill the requirement with an internship must work with the CDO, their advisors, and the OIS.

Students can carry their institutional financial aid abroad on Goucher semester programs for only one semester, except in the cases of reciprocal exchange programs, the Goucher MVI Costa Rica Program, or the Goucher Oxford Program. Students cannot carry their institutional financial aid on any non-Goucher semester-abroad programs, but can carry any federal aid such as Pell Grants or Stafford Loans.

### ***Study Abroad Policy for International Students***

All students are expected to make a good-faith effort to complete the study-abroad requirement. However, students who are citizens of a country other than the United States and whose primary residence is in that country may petition the associate dean for international studies for an exemption from the requirement.

### ***Financial Aid for International Study***

Students enrolled in a study-abroad program may apply for a Goucher loan up to a maximum of \$2000 and are subject to the terms of this agreement. Federal financial aid does not apply to summer or January intersession study-abroad programs. However, students may use their study-abroad vouchers to help finance these Goucher or approved non-Goucher experiences.

### ***Scholarships for International Study***

Scholarships for study abroad 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 Michele and Marty Cohen Scholarship Fund*

*The Josephine Levy Kohn '36 Scholarship Fund*

*The Hajime Mitarai Memorial Fund*



*The Katherine Manning-Munce '19 Scholarship Fund*  
*The Doris S. Newman Scholarship for International Studies*  
*The Phyllis Kolker Schreter '43 Fund for Study Abroad*  
*The Selz Foundation Scholarship Fund*  
*The Louise Scholl Tuttle '36 Scholarship Fund*  
*Carol Fain Walters '57 Scholarship*  
*David and Marilyn Southard Warshawsky '68 Scholarship*  
*The Margaret Messler Winslow '69 Fund for International Education*

Scholarships for summer international internships are available from the Career Development Office (CDO).

### **Study-Abroad Deposits**

Students studying abroad on Goucher semester programs must submit a non-refundable deposit. The amount of this deposit varies by program, so please consult the OIS to learn about specific program deposit amount and deadline dates.

Students participating in ICAs must pay a \$50 application fee and a non-refundable \$250 program deposit. Specific program deadlines are set each semester by the Office of International Studies.

### **Refunds**

If for any reason, a student withdraws from a Goucher semester or short-term program after the deposit deadline, he or she will not be entitled to a refund of any fees paid to Goucher, including program deposit, tuition fees, travel fees, program fees, or any other fees incurred in connection with the program.

If, due to any unforeseen circumstances or other circumstances beyond the control of the college, a semester or short-term Goucher program is cancelled, either prior to departure or during the course of the program, the student will not be guaranteed a refund of any fees paid to Goucher, including program deposit, tuition fees, travel fees, program fees, or any other fees incurred in connection with the program. In most cases, the college forwards program fees to vendors in foreign countries, making it very difficult to recover such fees due to a program cancellation. In such cases, 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 guarantees regarding the recovery of fees and is not liable for any fees that it is unable to recover.

### **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 the following:

- 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. All incoming first-year students are required to pass Frontiers or ISP 110 or ISP 110Y to be eligible for graduation.

### **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 students, 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 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. All students will be subject to the new general education requirements with the following exceptions. Students admitted prior to Fall 2006 and transfer students entering in 2006-07 with at least 27 credits may complete the general education requirements in effect during the 2005-06 academic year, in which an off-campus experience is required. The off-campus 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. Academic credit for internships will remain an important and valuable opportunity for all students and is required for some majors.

Reinstated students should consult the information on page 17 to determine which requirements they are to fulfill.

#### **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, the 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/](http://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.

These 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.

### ***International Internships***

Students may expand their knowledge and understanding of unique cultures and people by completing an international internship. Students must contact the offices of International Studies and Career Development to receive specific information on securing international internships. There are three options for international academic internships:

1. Academic internships embedded in Goucher sponsored study-abroad programs (see the Office of International Studies for more information on Goucher-sponsored programs).
2. Academic internships embedded in approved non-Goucher study-abroad programs (see the Office of International Studies for more information on approved non-Goucher programs).
3. Independent international academic internships—a student can create his/her own internships in the country of choice based on interests and areas of study provided the following conditions are met:
  - Students must have previous study or work experience abroad that has prepared them to live independently in another country.
  - Prior to departure, students must sign a waiver of liability provided by the CDO.
  - Internships must be arranged and students should contact OIS and the CDO by specific deadlines. Students should contact the offices for specific deadlines.
  - Students must comply with all policies governing internship credit, and must complete and submit to the CDO an Internship Learning Agreement (ILA).
  - Students must attend a mandatory pre-departure orientation conducted by an OIS staff member. OIS must sign the ILA prior to the internship being approved for academic credit.
  - Students must be enrolled full-time during the previous semester.
  - Students must first speak with OIS, then their academic adviser, then the CDO for final approval. Students must check with the CDO and OIS for applicable deadlines.

### **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 of the study-abroad requirement (as stipulated by the terms of their enrollment) by submitting a petition to the associate dean for international studies.

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## 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 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. Ordinarily, 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. Under certain circumstances a student may begin the senior thesis before completion of 87 semester hours. The complete policy can be found at the following website: [www.goucher.edu/x1893.xml](http://www.goucher.edu/x1893.xml). To qualify for senior thesis registration, students must ordinarily have a minimum GPA of 3.5 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*

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.

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.

### *Semester in Washington at American University*

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 American University 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 GPA, 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 GPA. 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 Baltimore Student Exchange Program that includes 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 Stevenson University 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 or on the web at: [www.goucher.edu/x16965.xml](http://www.goucher.edu/x16965.xml). 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, and the course is not similar in context to a listed Goucher course the approval 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 (or "C" or higher if completed prior to June 2010).

### ***Air Force ROTC***

Air Force Reserve Officer Training Corps (AFROTC) is available to Goucher students through a (crosstown agreement) agreement with the University of Maryland College Park (UMCP). AFROTC courses are scheduled so students from Goucher may complete all AFROTC requirements during one morning (Thursday) per week at the College Park campus. In addition, students are eligible to compete for all AFROTC scholarship programs. The three-year and two-year scholarships pay tuition, books, and a monthly stipend while in school. Students must maintain a 2.0 GPA to participate in the program and a 2.5 GPA if on ROTC scholarship. You must have at least 5 semesters of college remaining and must be under age 31 when you commission. After graduation and successful completion of AFROTC requirements, students are commissioned as second lieutenants in the Air Force. Students interested in AFROTC should visit the detachment website: (<http://www.afrotc.umd.edu/>), call at 301-314-3242, or visit in person at

AFROTC Detachment 330  
University of Maryland  
Cole Field House  
2126 Campus Drive  
College Park, MD 20742-4321

### ***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 Daniel Wall at Loyola at 410-617-2387.

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## **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 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. Ultimately, it is the students' responsibility to monitor their progress toward the fulfillment of degree requirements. Students can track completion of their general education requirements by viewing their Academic Plan on MyGoucher.

### ***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.

### ***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. A student who is in good academic standing (cumulative GPA of at least 2.0) and is within four credits of completing graduation requirements may participate in commencement exercises only if documentation demonstrates that the remaining credits will be completed by August 31 of that year. Permission to participate in Commencement must be granted by the associate dean for undergraduate studies. Students must submit their requests, with documentation, to the associate dean at least three weeks prior to Commencement. The commencement program will list all such students as completing degree requirements by August 31 of that year.

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. Students completing graduation requirements in the summer will be awarded their degree in late August, and students completing requirements in the Fall will be awarded their degree in January.

Exceptions to the commencement policy can only be made by the provost 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 participation in commencement exercises, 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 provost three weeks prior to Commencement, and must be accompanied by an endorsement from one or more of the student's faculty members or advisors.

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.

### ***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 of at least 3.0 may take up to 18 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.
- Students taking more than 18 credits per semester will be charged the part-time tuition rate for additional credits. Goucher credits taken over the summer and/or winter terms will not count toward the semester credit limit.

### ***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. Faculty may request a student's withdrawal from an audit if the audit requirements were not met.

### ***Withdrawals from Courses***

A student may drop a semester course without a withdrawal appearing on the transcript until 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
Sophomore:	27-56.99 credit hours
Junior:	57-86.99 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+, and 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. Students who wish to switch from pass/no pass to graded status may do so up until week 10 of the semester (week three of seven-week courses). After that the choice is irrevocable.

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). If a major requirement is taken pass/no pass, the department must require that the course be re-taken for a regular grade or identify an appropriate substitute.

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

#### **Grounds for Appeal**

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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.



If a student repeats a course in which a failing grade was received, the initial failing grade and the new grade will both be averaged into the student's 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 that 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 GPA for the semester.

The cumulative GPA is the cumulative total of the quality points earned in all courses divided by the total number of graded credit hours attempted. The semester GPAs 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 GPA:

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. GPAs 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	2.0*	2.0	2.0
Minimum GPA to remain at Goucher	1.6	1.7	1.8

\*For first-semester first-year students only, the GPA to remain in good standing is 1.8

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 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. The deadline for leave during the spring semester is November 1.

#### **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.

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### **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:	3.5
Sophomores:	3.7
Juniors:	3.75
Seniors:	3.8

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 3.9,
- *magna cum laude* with a grade point average of 3.7 to 3.89, or
- *cum laude* with a grade point average of 3.5 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 3.5; 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 ordinarily requires a student to complete courses in each of the five divisions beyond those taken to satisfy the general education requirements.

## Annual Prizes and Awards

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

*The Alumnae/i Prize for Service in Physics* is awarded each year to a student who has distinguished him or herself by exemplary service to the Physics program and greater community, both inside and beyond Goucher's borders.

*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 Athletic Academic Achievement Award* is presented annually to the team whose members achieved the highest grade point average over the previous two semesters.

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

*The Borden-Gladding International Management Award* is awarded to a rising junior International Business and/or Management student to supplement his or her expenses while they participate in an international internship, study abroad and/or experiential research project to enhance their career commitment to international business.

*The Mary Hortop Bready '46 Prize for Social Service to Baltimore* is awarded each year to a student that shows dedication and service to the Baltimore community.

*The Dorothy E. Brody '35 Internship in Women's Issues* is awarded to a sophomore, junior or senior to help underwrite or offset the cost of an internship consisting of community service in an organization dedicated to improving the status and/or condition of women.

*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 Eleanor Denoon Poetry Prize* is sponsored by the Kratz Center for Creative Writing in memory of its founding donor, Eleanor Denoon. It is given to Goucher undergraduates "for serious, sustained work in poetry."

*The Gladys M. Dorsey '26 Memorial Award* is given annually to a senior foreign language major who has demonstrated proficiency in one or more for-

eign languages and has made a contribution of time and talent to Goucher College. Preference will be given to French majors.

*The Rhoda M. Dorsey Award* is presented to a student who represents sustained leadership, commitment, teamwork, ingenuity, and an ability to work with fellow students, staff and administration.

*The George Brendan 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 Excellence Award in Economics from the Baltimore Branch of the Federal Reserve Bank of Richmond* is awarded to a graduating student to recognize outstanding achievement in the study of economics.

*The Erin Felarca Memorial Academic Achievement Award* is awarded to a graduating senior from the Communication and Media Studies Department who has demonstrated excellence in academics and a commitment to issues of diversity.

*The Erin Felarca Memorial Award for Travel Abroad* based on both financial need and merit, is awarded to a student majoring in Communication in his/her sophomore year who is planning a study abroad trip for the following (junior) academic year. The award will help finance an ICA or a semester abroad.

*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.

*Goucher Achievement Award* is a new honor established especially for sophomores as a way to recognize extraordinary service contributions, significant academic improvement, or sustained academic success during their first year at Goucher

*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 Evenden Daley Herman '37 Endowed Prize Fund* is awarded to a Goucher College full-time international or immigrant student who has demonstrated leadership and service in college and/or community activities and who promotes understanding among people of different nations.

*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 Goucher College Library.

*The David Horn Prize in Organic Chemistry* is awarded to a senior chemistry major for outstanding achievement in organic chemistry classes and research.

*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 Elizabeth Deale Lawrence '66 and Bryan Huntington Lawrence Prize for Innovative Teaching* is awarded annually to either graduating seniors, in good academic and disciplinary standing at the college, who have been accepted by and are entering service in Teach for America; or recent alumnae/i who have graduated from Goucher in good academic and disciplinary standing and are currently serving in Teach for America.

*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 Robert Hall Lewis Prize* is awarded to one or more students for extraordinary achievement in music.

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

*The MACPA Outstanding Student Award* is presented annually by the Maryland Association of Certified Public Accountants to a Management student who is outstanding in academic as well as extracurricular activities. In addition to a 3.0 overall GPA, with a minimum of 3.25 in accounting, the winner must demonstrate leadership skills and involvement in campus and community activities. They must also demonstrate their commitment to accounting by becoming a member of MACPA's Tomorrow CPA Program.

*The Jennifer Margolis Marquez '01 Prize in Environmental Sustainability* is awarded annually to recognize students who demonstrate outstanding innovation and creativity in developing practical applications to environmental/ecological sustainability that have been implemented at Goucher College.

*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 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 Joe Morton Award for Outstanding Achievement in Peace Studies* is awarded to students who actualize their values as demonstrated by academic excellence, by commitment to and partnerships within the College and the Baltimore community, and by integrity in their personal conduct.

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

*The Elizabeth Nuss Emerging Leader Award* is presented to a first or second year student who has contributed significantly to the Goucher community through his/her involvement in a campus organization or community service program, and who show significant potential for continued leadership and civic engagement.

*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 Presidential Scholarship* is awarded to sophomores who have demonstrated a very high level of academic achievement and whose commitment to experiential learning is effected in their research or special project proposal.

*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 Julia Rogers Research Prize* sponsored by the Friends of the Goucher College Library, for outstanding research by Goucher students using library resources.

*The Mary Carmen Rose Prize in Philosophy supported by the Ruth A. Katz Fund* is awarded annually to a senior who has demonstrated outstanding work and shows unusual promise in philosophy.

*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 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 Shirley C. Seagren '53 Prize for International Studies* is awarded to a Goucher College junior who has demonstrated meritorious academic achievement in the exploration of international issues, languages, and cultures and has participated in a Goucher College sponsored study abroad program.

*Senior Leadership Awards* honor those seniors whose contributions to campus life have been especially significant.

*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 Tillie Snyder Schonfield '36 Prize in Biology* is awarded annually to a graduating senior or seniors enrolled in good standing in the undergraduate program at Goucher College who has done outstanding work in the field of biology. Biology majors who plan to enter the field of teaching will be given preference.

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

*The Ariel Singer Prize* has been established to recognize achievements and/or contributions in one or more of the following areas: the environment, ethics, and/or human rights.

*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 deter-

mined by a competitive application process that assesses the merits of the research project.

*The Student Employee of the Year Award* is presented annually to a student who has contributed significantly to the Goucher community through his/her employment in a campus department. The award is based on a student's reliability, contribution, quality of work, disposition, and initiative.

*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 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 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 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 Mary Derrickson McCurdy '30 Fellowship* is awarded to provide support for students to do research or advanced course work at a marine biology laboratory.

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

*Florence B. & Mabel V. Seibert Fellowship* is used for fellowships or activities in the field of bio-chemistry.

*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 Fellowship* 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

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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 Spires; 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, or at the University of Salamanca in Spain. 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 Goucher College 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 science division includes 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 in the social sciences 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, DC, Annapolis (the Maryland state capital), and Baltimore, as well as international internships, provide excellent settings for applying the theories and methods learned in the social sciences. Students are exposed to business, government, professional, and social service organizations through guest lectures, mentors, internships, and other contacts. As a result, students develop an awareness of the diversity of experiences they will encounter as they pursue careers or graduate work in their chosen fields. For example, 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, and the Barack Obama Presidential Campaign. The Hughes Center also sponsors public affairs programming and brings prominent political figures to campus. Recent speakers have been David Plouffe, Janisse Ray, 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 Psychology, Biological Sciences, Chemistry, Physics, and Mathematics and Computer Science departments 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 Biological Sciences Department labs support work in molecular biology and bioinformatics, computer data acquisition on organismal biology, and field work in ecology. A new phosphorimager adds to laboratory capabilities. In Chemistry, a Fourier transform-infrared spectrometer, and high-pressure liquid chromatograph are recent additions to the department's instrumentation. The Department of Physics and Astronomy has a new machine shop, in addition to an observatory housing a radio telescope and a permanently mounted 14" Meade Schmidt-Cassegrain telescope that can be equipped with a CCD camera for deep-sky imaging. The Mathematics and Computer Science Department has a robotic arm, capable of performing a number of programmed tasks, as well as two mobile robots and numerous Linux/Windows workstations.

### ***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 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.

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## **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 designate 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 in all cases, is also offered as a minor. Sometimes a department includes several distinct but closely related disciplines; 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. Program may offer both majors and minors.

#### **Concentration**

Departments or program 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. Interdisciplinary 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 in this catalogue under the heading Requirements for the Degree of Bachelor of Arts.

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	Jamie Mullaney
Art	Yes	Yes	Arts Administration Studio Art Studio Art with Certification in Secondary Education	Art and Art History Business Management Art and Art History Education	Allyn Massey Alison Lohr Allyn Massey LaJerne Cornish
Astronomy/Physics	No	Yes		Physics and Astronomy	Ali Bakhshai
Biological Sciences	Yes	Yes	Biological Sciences with Certification in Secondary Education Dance Science Environmental Science Molecular Biology	Biological Sciences Education Biological Sciences Environmental Studies Biological Sciences	George Delahunty LaJerne Cornish George Delahunty German Mora Judy Levin
Business Management	Yes	No	International Business Arts Administration	Business Management Business Management Business Management	Janine Bowen Janine Bowen Alison Lohr
Chemistry	Yes	Yes	ACS Certification Biochemistry Chemistry with Certification in Secondary Education	Chemistry Chemistry Chemistry Education	Esther Gibbs George Greco Judy Levin LaJerne Cornish
Cognitive Studies	No	Yes		Cognitive Studies	Charles Seltzer
Communication	Yes	Yes	Prelaw Studies	Communication and Media Studies Prelaw Studies	Daniel Marcus Jack Carter
Computer Science	Yes	Yes		Mathematics and Computer Science	TBA
Dance	Yes	Yes	Dance with Certification in Secondary Education	Dance Education	Elizabeth Ahearn LaJerne Cornish
Economics	Yes	Yes	Prelaw Studies	Economics Prelaw Studies	Lydia Harris Jack Carter
Education	Yes	Yes		Education	LaJerne Cornish
English	Yes	Yes	English with Certification in Secondary Education Literature Prelaw Studies Writing	English Education English Prelaw Studies English	Angelo Robinson LaJerne Cornish Michelle Tokarczyk Jack Carter Arnie Sanders
Environmental Studies	Yes	Yes		Environmental Studies	German Mora
European Studies	No	Yes		European Studies	Marianne Githens
French	Yes	Yes	French with Certification in Secondary Education	Modern Languages, Literatures, and Cultures Education	Mark Ingram LaJerne Cornish
German	No	Yes		Modern Languages, Literatures, and Cultures	Uta Larkey
Historic Preservation	No	Yes		History and Historic Preservation	Kaushik Bagchi
History	Yes	Yes	History with Certification in Secondary Education Prelaw Studies Social Science with Certification in Secondary Education	History and Historic Preservation Education Education	Kaushik Bagchi LaJerne Cornish Jack Carter LaJerne Cornish

<b>Area of Study</b>	<b>Major</b>	<b>Minor</b>	<b>Concentration</b>	<b>Primary Listing</b> (by department/program)	<b>Principal Adviser</b>
Individualized Interdisciplinary Major	Yes	No		Interdisciplinary Studies	Mary Marchand
International Business	No	Yes		Business Management	Janine Bowen
International Relations	Yes	Yes		Political Science and International Relations	Eric Singer
Judaic Studies	No	Yes		Judaic Studies	Jerome Copulsky
Latin American Studies	No	Yes		Hispanic Languages, Literatures, and Cultures	Jeanie Murphy
Mathematics	Yes	Yes	Mathematics with Certification in Secondary Education	Mathematics and Computer Science Education	TBA LaJerne Cornish
Music	Yes	Yes	Arts Administration Computer Music Jazz Studies Music History Music and Theatre Performance Theory and Composition	Music Economics Music Music Music Music Music Music	Kendall Kennison Alison Lohr Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison Kendall Kennison
Peace Studies	Yes	Yes		Peace Studies	Seble Dawit
Philosophy	Yes	Yes		Philosophy and Religion	Steve DeCaroli
Physics	Yes	Yes	Astronomy Materials Science Pre-engineering Premedical Studies	Physics and Astronomy Physics and Astronomy Physics and Astronomy Physics and Astronomy	Ali Bakhshai Ali Bakhshai Ali Bakhshai Ali Bakhshai Ali Bakhshai
Political Science	Yes	Yes		Political Science and International Relations Prelaw Studies	Eric Singer Jack Carter
Psychology	Yes	Yes		Psychology	Brian Patrick
Religion	Yes	Yes		Philosophy and Religion	Kelly Brown Douglas
Russian	Yes	Yes	Modern Languages and Literatures Russian with Certification in Secondary Education	Education	Olya Samilenko LaJerne Cornish
Sociology	Yes	Yes	Medical Sociology Social Justice	Sociology and Anthropology Sociology and Anthropology Sociology and Anthropology	Jamie Mullaney Jamie Mullaney Jamie Mullaney
Spanish	Yes	Yes		Hispanic Languages, Literatures, and Cultures Education	Isabel Moreno-Lopez LaJerne Cornish
Spanish with Certification in Secondary Education					
Special Education	Yes	No		Education	Ann Marie Longo
Theatre	Yes	Yes	Arts Administration	Theatre Business Management	Allison Campbell Alison Lohr
Women's Studies	Yes	Yes		Women's Studies	Irline François



# Africana Studies

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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 the following 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.

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## **PRINCIPAL ADVISORS**

### ***Professors***

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

### ***Associate Professors***

Irlene François (women's studies), Angelo Robinson (English), Janet H. Shope (sociology), Eric Singer (political science and international relations)

### ***Assistant Professors***

Seble Dawit (peace studies), Johnny Turtle (English)

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## **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.  
*Spring semester.*

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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

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
PHL 201.	Aesthetics
PSC 271	Civil Rights in the American Constitutional System
RLG 207.	Islamic Thought
RLG 209.	African Religious Thought
RLG 236.	Womanist Theology
RLG 237.	Black Theology I
RLG 240.	Blues Literature: Race, Sex and God
RLG 274.	Liberation Theology
PSC 271.	Civil Rights in the American Constitutional System
SOC 220.	Comparative Race and Ethnic Relations
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

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### 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 (only when this topic is offered)
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 (only when this topic is offered)
WS 320.	International Feminist Theory and Women's Activism

## The American Studies Program

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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, and 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?

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## PROGRAM FACULTY

### *Professors*

Jean Baker (history), Chrystelle Trump Bond (dance), Kelly Brown Douglas (religion), Marianne Githens (political science and women's studies), Gail Husch, (art history), Julie Roy Jeffrey (history), Michelle Tokarczyk (English), Eli Velder (education)

### *Associate Professors*

Joan K. Burton (sociology), Penelope Cordish (English), Irline François (women's studies), Rebecca Free (theatre), Lydia P. Harris (economics), Mary Marchand, director (English), Shirley Peroutka (communications), Angelo Robinson (English), Janet H. Shope (sociology)

### *Assistant Professors*

Seble Dawit (peace studies), Matthew Hale (history), Amalia Fried Honick (political science),

### *Instructors*

Jeffrey Chappell (music)

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## 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 2010-11 and alternate years.*

### AMS 210.

#### AMERICAN PLACES WITH WILDERNESS PLACES (3) (GEN. ED. #11)

Almost no one today disputes the importance of preserving wild tracts of land. While there's disagreement about the size, location and uses of wilderness areas, it's hard to imagine anyone arguing that we should open every acre in America to development. This shared conviction that there's something valuable about wilderness is of fairly recent origin. For example, the very mountains that we celebrate for their majestic beauty were once viewed as "ugly protuberances" that defaced the natural landscape. This course will examine America's changing perceptions of wild landscapes, from the early settlers, who viewed the "howling wilderness" as the devil's den, to our own view of wilderness areas as places of recreation. This examination of how writers, visual artists, philosophers, and early environmentalists changed America's attitudes towards wild landscape offers a striking case study in how our relationship to nature is shaped by culture.

*Variable. Department.*

### AMS 290.

#### INTERNSHIP (3-4)

*Department.*

### AMS 299.

#### INDEPENDENT WORK (3-4)

*Department.*



## 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
RLG 238.	Religion and Race in America
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 131/231.	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
HIS 242.	From Puritan Diaries to Oprah's Book Club: Readers and Writers in American History
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

### 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

# Anthropology

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See Sociology and Anthropology Department

# Arabic

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See Modern Languages, Literatures, and Cultures

# The Art and Art History Department

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The Art and Art History Department offers a major in art with a required concentration in either studio art, art history, or arts administration. 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, painting, printmaking, sculpture, and photography. Digital imaging studios are housed in the library in the Athenaeum.

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 only possible at a smaller college.

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 to an accepted applicant on the basis of artistic and academic excellence. It is 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 requiring travel to complete, and can be awarded for a proposal in either art history or studio art. Rosenberg Scholarships are awarded to deserving students who have declared as art majors. Candidates are judged on the quality of their current work, citizenship in the department, 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. Exhibitions mounted

in the college's Silber Gallery are part of the department's academic program, and artists exhibiting there are invited to speak to our student in critiques, gallery talks, and slide lectures. Majors are encouraged to exhibit in the Corrin student gallery. In addition to Goucher's art collection of original art objects, books, photographs, and slides, students have easy access to the many libraries, museums, and art galleries in Baltimore, Washington, DC, 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 Wordeck (photography and media studies)

### *Associate Professor*

Allyn Massey (sculpture, installation, mixed media)

### *Assistant Professor*

Laura Burns (photography), Richard Delaney (digital media), Matthew McConville (painting, drawing, and two-dimensional design), April Oettinger (art history), Pamela Thompson (two-dimensional design)

## THE ART MAJOR

### **All art majors are required to complete:**

ART 103                      ART 102                      ART 127                      ART 204                      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, mathematics, philosophy, English, historic preservation, 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 department faculty for review.

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 art major must be earned at Goucher. When requesting transfer credit, courses taken elsewhere, if required for the major, must 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 teaching courses 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.

Students may take no more than three courses (9-12 credits) counting towards the art major at institutions other than Goucher (not including courses taken during Goucher-approved study abroad).

### ***Concentration in Studio Art***

#### **Art majors concentrating in studio art are required to complete:**

ART 103                      ART 102                      ART 114                      ART 127                      ART 201  
 ART 204                      ART 225                      ART 230                      ART 281                      ART 330

- Two 200-level courses in art history in addition to ART 103 and 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 103	ART 102	ART 127	ART 281	ART 268 or ART 273
ART 280	ART 382	ART 204	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 ART 102, ART 103, ART 127, 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 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.

Students may take no more than three courses (9-12 credits) counting towards the art minor at institutions other than Goucher (not including courses taken during Goucher-approved study abroad). At least one 300-level course counting towards the art minor must be taken at Goucher.

Courses required for the minor include:

ART 103	ART 102	ART 127
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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 102.

#### VISUAL THINKING (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.

*Fall semester, repeated spring semester. Abarbanel, Thompson, McConville.*

### ART 103.

#### INTRODUCTION TO THE HISTORY OF ART (3) (GEN. ED. #4 AND #9)

Introduces the study of Western art and the discipline of art history, its methods, terminology, and critical issues, including the problems of the canon, aesthetics, chronology, and periodization. Students will explore images and objects produced at different moments and in a variety of geographic and cultural contexts, considering throughout the ways in which art conveys meaning through visual form, the ebb and flow of various stylistic trends, the use of symbolic images in the sacred and secular realms, the persistence of major visual motifs, the role of the spectator in shaping the meaning of images and objects, and the influence of political and economic conditions on the making of art.

*Fall and spring. Husch, Oettinger.*

### 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. Guest artists, slide lectures.

*Fall semester, repeated spring semester. Department.*

- 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.  
*Fall semester, repeated in spring semester. Abarbanel, McConville.*
- ART 127. OBJECT, MEANING, CONTEXT: FUNDAMENTALS IN 3-D (4) (GEN. ED. #8)**  
 This course emphasizes fundamental ways of conceptualizing and constructing forms in space. We will investigate the underlying principles of three-dimensional design through guided problem solving that allows the exploration of a broad range of basic materials and builds a solid set of technical and constructive skills. Through hands-on studies, we examine the relationship between context and object, materials and subject, using the formal language of design to unlock the resolution of content. Museum visits, visiting artists, and slide/digital lectures.  
*Fall semester, repeated in spring semester. Massey.*
- 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; ritual object, decorative, and architectural. Museum visits, exhibitions, slide lectures, visiting artists. Prerequisite: ART 127 or sophomore standing.  
*Fall semester. 2010-2011 and alternate years. Massey.*
- ART 201. BASIC PHOTOGRAPHY (4) (COM 202) (GEN. ED. #8)**  
 This course will introduce the basic concepts of camera vision and black and white photographic materials. The chief goal of the course is to provide you with technical skills and visual theory to produce photographs that reflect both your interests and your view of the world. You will learn to operate all the major controls of the camera, expose negatives accurately, and produce a range of black and white prints. Through lectures, demonstrations, seminars and individuals discussions, you will be encouraged to pursue your own ideas and interest in response to assignments. This course is designed for students with previous experience and for beginners with no experience. Prerequisite: ART 102 or sophomore standing. Students must have their own 35mm film camera.  
*Fall semester, repeated spring semester. Wörteck, Burns, department.*
- ART 203. INTERMEDIATE PHOTOGRAPHY (4) (COM 203) (GEN. ED. #8)**  
 This course extends and deepens the skills acquired in Basic Photography. You will broaden your understanding of film exposure and printing controls, explore artificial light sources and flash, and experiment with films and papers. Projects are designed to engage with ideas about genres of photography while simultaneously increasing technical knowledge and skills. The course will include darkroom work, lectures, readings, and field trips. Students must have their own 35mm film camera. Prerequisite: ART 201 or COM 202.  
*Fall semester, repeated spring semester. Wörteck, 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. Delaney.*
- ART 206. DIGITAL DESIGN I (3) (GEN. ED. #8)**  
 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 using the computer as a production tool for graphic problem-solving. Prerequisite: ART 102. Spring semester.  
*Delaney. Offered variable semesters.*
- 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 2009-10 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. Offered 2011-12 and alternate years. Worteck.*
- 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. Offered 2010-11 and alternate years. Worteck.*
- 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, McConville.*
- 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, McConville.*
- ART 229/329. PAINTING II (4) (GEN. ED. #8)**  
 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, McConville.*
- ART 230. SCULPTURE I (4) (GEN. ED. #8)**  
 Continuation and deepening of seeing, thinking, and working in three dimensions from ART 127. Studio work in a range of materials and processes, including welding, 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 127.  
*Spring semester. Massey.*
- ART 238. CLAYWORK II (4) (GEN. ED. #8)**  
 Studio work emphasizes throwing and functional ware, exploration of glaze formulation, use of diverse clay bodies. 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. Offered variable semesters. Massey.*
- 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 103 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 planning. Prerequisite: ART 103 or permission of instructor.  
*Spring semester. Offered variable semesters. Oettinger.*
- ART 262. NATURE INTO ART: THE CULTURAL DIMENSIONS OF LANDSCAPE (3) (GEN. ED. #9 AND #11)**  
 This course explores the cultural dimensions of environmental sustainability, the complex relationship between humans and nature, and the historical roots of our ecological crisis through the lens of landscapes and gardenscapes in the visual arts over time and across cultures. Through landscape painting, gardens, and earthworks, we will address the 'legibility' and cultural construction of landscape imagery by exploring how artists have shaped, processed, and transformed nature, how humans have projected their identity, values, politics, and myths onto the land, and how visual constructions of landscapes shaped discussions and debates about the past, the present, and the future of the environment. Prerequisite: ART 103, sophomore standing, or permission of instructor.  
*Spring semester. Offered 2010-11 and alternate years. Oettinger.*
- 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 103 or permission of instructor.  
*Fall semester. Offered variable semesters. Oettinger.*
- 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 103 or permission of instructor.  
*Spring semester. Offered 2011-12 and alternate years. Oettinger.*
- ART 272G. INTENSIVE COURSE ABROAD: ART, MEMORY, AND POETICS OF PLACE (4) (GEN. ED. #3)**  
 An intensive course abroad in Rome and Prato, Italy. Students will embark on an a journey through Renaissance and Baroque Italy. As we visit the painting, sculpture, architecture, and urban environs of early modern Italy, we will consider the decoration and poetics—or making—of these spaces, with particular emphasis on how painters, sculptors, and architects embellished the environs around them to communicate a variety of messages and meanings. How do painting and sculpture interact with their physical contexts to render meaning? How did the visual arts of early modern Italy connect with their various audiences? The course will pair art history and studio components, so time will be spent studying sacred and domestic sites through lecture and through drawing and sketching on site. Prerequisites: ART 102, 103, 114, or 225.  
*Summer. Variable. Massey, Oettinger.*
- SACRED SPACE, THE FORBIDDEN FOREST, AND NATURE'S PLACE IN JAPAN (3) (GEN. ED. #3)**  
 Examining Shintoism's belief in the living spirit of trees, mountains, water, the sun, and all things. These sacred spaces were built to honor the natural realms where the spirits live, and to invoke those spirits' presence. The persistence of perfection in craft and the conscious understanding of basic design principles are in evidence everywhere in Japan. Are Shinto beliefs regarding nature still honored? Do they play a role in everyday decisions about career paths, architectural design, or etiquette aboard a crowded train? Prerequisite: Sophomore standing, completion of a 100-level art course (studio or art history), and a GPA of 3.0.  
*Summer. Alternating years. Massey.*

- ART 273. HIGH RENAISSANCE (3) (GEN. ED. #4 AND #9)**  
 This course surveys painting, sculpture, and architecture in the age of Michelangelo, Durer, 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 103 or permission of instructor.  
*Spring semester. Offered 2010-11 and alternate years. Oettinger.*
- 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 103 or permission of instructor.  
*Fall semester. Offered 2011-12 and alternate years. Oettinger.*
- 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 103 or permission of instructor.  
*Spring semester. Offered variable semesters. Oettinger.*
- 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 103 or permission of instructor.  
*Fall semester. Offered 2011-12 and alternate years. Husch.*
- 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 103 or permission of instructor.  
*Fall semester. Offered 2010-11 and alternate years. Husch.*
- 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 103 or permission of instructor.  
*Spring semester. Husch.*
- 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 103 or permission of instructor.  
*Fall semester. Offered 2010-11 and alternate years. Husch.*
- ART 285. HISTORY OF PHOTOGRAPHY (3) (COM 210)**  
 The history of photography from the earliest manifestations to the present. Prerequisite: ART 103 or permission of instructor.  
*Spring semester. Wortek.*
- 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 1970s. 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 103 or permission of instructor.  
*Fall semester. Offered 2011-12 and alternate years. Husch.*



- 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 advisor. 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 or 127 plus three studio courses (two of which should be in same medium as the independent work proposed) and a written 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. Offered 2011-12 and alternate years. Worteck.*
- ART 312. DIGITAL IMAGING II (3) (GEN. ED. #8)**  
 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. Offered 2010-11 and alternate years. Delaney.*
- 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 deepening development of personal vision begun in Sculpture I. Materials and processes to augment that goal are wide-ranging and driven by the needs of the student's research, but include time-based work, video, sound, as well as welding, stone and wood carving, use of materials such as fiberglass, rubber molds, found object, mixed mediums. 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, 210, 220, 230, and ART 278/HIS 278 or permission of the instructor.  
*Variable semesters. Department.*

- 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, 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 103, two 200-level courses in art history, and permission of 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 103, 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 380. SPECIAL TOPICS IN STUDIO ART (4) (GEN. ED. #8)**  
 A theme-based studio course will give advanced students an in-depth understanding of a particular topic in the studio arts. Techniques and ideas appropriate to the topic will be explored through assignments, readings, writings, and critiques. Students will be encouraged to develop their individual interpretation and understanding of the topic within the theoretical and conceptual framework of course discussion and studio work. This course is open to students concentrating in any area of studio art. Repeatable if topic is different. Prerequisite: two 200-level courses in studio art or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. Department.*
- 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, junior standing, or permission of the instructor. Topic, Fall 2009: Visual Remedies and the Consolation of Philosophy: Topics in Early Modern Art.  
*Fall semester Oettinger. Spring semester. Husch.*
- 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, junior standing, or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. Husch.*
- 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.*

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## Arts Administration Concentration

See Business Management Department

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## Astronomy

See Physics and Astronomy Department

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# The Biological Sciences Department

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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 bio-molecular 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.

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## DEPARTMENT FACULTY

### *Professors*

George Delahunty, chair (physiology and endocrinology), Judith Levin (biochemistry and molecular biology), Janet Shambaugh (cellular and developmental biology), Robert Slocum (plant physiology, biochemistry, and molecular biology)

### *Associate Professor*

Mark Hiller (genetics and molecular biology)

### *Assistant Professors*

Cynthia Kicklighter (ecology and marine biology), Birthe Kjellerup (microbiology)

### *Senior Laboratory Lecturer and Adjunct Assistant Professor*

Harry Rattie III

### *Lecturer*

William Hilgartner

### *Senior Laboratory Instructors*

Jacqueline Andrews, Theresa Hodge

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## 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 14 300-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 or 171 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 principles of 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 proficiency and writing proficiency in the major are required. Laboratory reports and papers in BIO 214, 224, 240, and 260 are used to evaluate writing proficiency in the major. Laboratory proficiency is determined in BIO 224 and upper level labs.

### ***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 BIO 354/354L. Additional requirements for a biological sciences major with a concentration in environmental science are:

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

### ***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 218(117)/DAN221(127)              DAN 260(252)              DAN 393(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.

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## **DUAL-DEGREE PROGRAMS IN BIOMEDICAL, CHEMICAL AND BIO-MOLECULAR, 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 chemical and bio-molecular 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 of this catalogue. Consult program director Ali Bakhshai for additional information.

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## **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 this catalogue.

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

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## **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 required.

## COURSE DESCRIPTIONS

- BIO 104. BIOLOGICAL DIVERSITY I: KINGDOMS OF ORGANISMS** (4) (GEN. ED. #6)  
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. BIO 104 is required for biology majors and highly recommended for students who will take additional courses in biology. Students considering electing BIO 104 to fulfill the general education requirement are encouraged to consult with an instructor or departmental chair.  
*Fall semester. Hiller, 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. Ratrie, 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. Ratrie, Hodge.*
- BIO 107. NUTRITION** (4) (CHE 107) (GEN. ED. #6)  
Introduction to the chemical and biological aspects of nutrition, 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. Three hours lecture and three hours laboratory. Prerequisite: one first-level natural science course or high school or college chemistry course.  
*Spring Semester. Delahunty. Offered 2010-2011 and alternate years.*
- 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. Offered 2010-11 and alternate years. Hiller.*
- BIO 170. ENVIRONMENTAL ALTERNATIVES** (3.5) (GEN. ED. #6 AND #11)  
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.  
*Fall semester. Repeated spring semester. Kicklighter, Kjellerup.*
- BIO 204. ENVIRONMENTAL ENGINEERING** (3) (GEN. ED. #11)  
Critical examination of current problems related to environmental engineering approaches applied to protect resources, human health, and the environmental quality. Topics include: Environmental Health Microbiology (drinking water, sewer processes and wastewater), Xenobiotics (Man-made toxic compounds), Sustainable Waste Technology and Life Cycle Assessment (evaluation of products from “Cradle-to-Grave”). Emphasis is on the environmental impacts of the Greater Baltimore area and the Chesapeake Bay including water sheds and on the protection of resources. Lectures, student presentations & discussion, guest lectures and field trips to facilities such treatment plants for drinking water and wastewater. Prerequisites: Bio104.  
*Spring Semester. Offered 2011 and alternate years, Kjellerup.*

- 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, extra-nuclear 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 238. ECOLOGY (3)**  
 An introduction to the diverse terrestrial, marine, and aquatic habitats of the Earth and how the organisms found these habitats interact with their biotic and abiotic environment. Individual, population, community, and ecosystem levels of ecology will be discussed, with an emphasis on environmental sustainability and how climate change and other human induced activities may impact the ecology of organisms. Lecture, discussion, and some fieldwork. Course not open to students enrolled in BIO 240 or biological science majors or minors.  
*Spring semester. Offered 2010-2011 and alternate years. Kicklighter.*
- BIO 240. ECOLOGY AND EVOLUTION (3)** (GEN. ED. #6 WITH BIO 241, AND #11)  
 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. Offered 2011-12 and alternate years. Kicklighter.*
- BIO 260. PRINCIPLES OF PHYSIOLOGY (4)** (GEN. ED. #6)  
 Systems approach to the physiological processes of the body, emphasizing humans, including nerve, muscle, circulation, respiration, osmoregulation, endocrine, acid-base balance, and metabolism. 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 210 and 214.  
*Fall semester. Delahunty, Andrews.*

- BIO 261. HUMAN ANATOMY (4) (GEN. ED. #6)**  
 An introductory human anatomy course that emphasizes the relationship between form and function. A combined approach of lecture, laboratory and interactive learning technologies will be employed to demonstrate normal function and clinical variation. A systems approach including musculoskeletal, digestive, cardiovascular, respiratory, urinary, endocrine, reproductive, and integumentary systems will be used. Early development stages and organization at the cellular, tissue and anatomical region levels will be integrated into the systems approach. Students will acquire the fundamentals of human anatomy relevant for clinical application. Students will be required to work with preserved bones, organs and specimens for dissection. Three hours lecture, three hours laboratory. Prerequisite: one college Biology course.  
*Spring Semester and occasional summer. Offered 2012 and Alternate years. Ratric*
- BIO 272G. INTENSIVE COURSE ABROAD (GEN. ED. #3 AND #11)**  
 This course requires a three-week intensive course abroad in the fall or spring semester.  
**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, 105, or permission of the instructor. Scuba certification strongly recommended.  
*January intersession. Offered 2011 and alternate years. Hodge, Kicklighter.*
- BIO 280-289. DIRECTED READING IN BIOLOGICAL SCIENCES (1-3)**  
 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.*
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| 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 Physiology          |
| BIO 287. | Directed Reading in Animal 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 105 and appropriate 200-level courses. Graded pass/no pass only.  
*Variable semesters. 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. #6 WITH BIO 324L AND GEN. ED. #7)  
 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. Offered 2011. 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. Offered 2010-2011 and alternate years. Slocum.*
- 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. Offered 2011-12 and alternate years. Hiller.*
- 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. Offered 2011-12 and alternate years. Hiller.*
- BIO 333.       PLANT PHYSIOLOGY** (3) (GEN. ED. #11 AND GEN. ED. #11 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 214 and 220.  
*Spring semester. Offered 2010-2011. 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 214. Co-requisite: BIO 333.  
*Spring semester. Offered 2011-2012 and alternate years. Slocum.*
- BIO 343.       CHEMICAL ECOLOGY** (3) (GEN. ED. #6 AND #11 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. Offered 2011-12 and alternate years. Kicklighter.*
- BIO 343L.       CHEMICAL ECOLOGY LABORATORY** (1) (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. Co-requisite: BIO 343.  
*Spring semester. Offered 2011-12 and alternate years. Kicklighter.*



- 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, 224 and CHE 230.  
*Fall semester. Kjellerup.*
- 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. Prerequisite: BIO 224.  
*Fall semester. Kjellerup.*
- BIO 355. SEMINAR IN MICROBIOLOGY – BIOFILMS (3)** (GEN. ED. #7)  
 Critical examination of current research problems and findings as well as the synthesis of primary literature in microbiology. Emphasis is on the different ways that communities of microorganisms (also referred to as biofilms) influence human health and activities. In addition, environmental biofilms and beneficial biofilms involved in bioremediation and waste water treatment will also be emphasized. Also included are molecular techniques to study and survey biofilms, biofilm structural analyses, industrial applications, host-pathogen interactions in biofilm infections, extreme environmental biofilms, biofilm elimination and growth strategies. Emphasis on primary literature. Lecture, discussion, student presentations. Prerequisites: BIO 210 and 220.  
*Spring Semester. Offered 2011. Kjellerup.*
- BIO 362. ENDOCRINOLOGY (3)** (GEN. ED. #6 WITH BIO 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. Offered 2010-11 and alternate years. Delahunty.*
- 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. Co-requisite: BIO 362.  
*Spring semester. Offered 2012-13 and alternate years. Delahunty.*
- 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. Offered 2010-11 and alternate years. Levin.*
- BIO 376. DEVELOPMENTAL BIOLOGY (4)**  
 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. Histological study of embryo anatomy and experience with cell culture are included. Four hours lecture. Prerequisites: BIO 210, 220, and 224.  
*Spring semester. Shambaugh.*
- 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. Co-requisite: 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. Offered 2011-12 and alternate years. Department.*
- 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 AND HUMAN DISEASE (3)** (GEN. ED. #7)  
The seminar will examine cell signaling pathways that function during animal development and are implicated in cancer and other human diseases. Classical and molecular genetic analysis of human disease and model genetic systems will be emphasized. Attention will focus on how the study of human disease can shed light on basic biological function. Primary literature, discussions and student presentations. Prerequisite: BIO 220 and 224.  
*Fall semester. Offered 2010-11 and alternate years. Hiller.*
- 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. Offered 2010-11 and alternate years. Kicklighter.*
- 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. Offered 2011-12 and alternate years. Slocum.*
- 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.*
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|-----------|--------------------------------------|
| 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            |

## COSTA RICAN EXPERIENCE

This is a 15-week interdisciplinary program consisting of four 4-credit courses, including three core courses: Spanish Language and Culture, Environmental Sustainability, and Development and Social Change in Costa Rica. Students can choose between Field Methods in Tropical Ecology and Topics in Social Sciences for the fourth course. Courses are taught by Monteverde Institute faculty and are conducted in English except for Spanish Language and Culture.

## COURSE DESCRIPTIONS

### BIO 243.

#### **FIELD METHODS IN TROPICAL ECOLOGY (4) (GEN. ED. #6 AND #11)**

Targeting natural/biological science majors, this course will explore topics of tropical ecology (biodiversity, cloud forest ecosystems, and others in greater depth, with emphasis placed on learning research methodologies that can be used in field-based or laboratory research.

### BIO 244.

#### **ENVIRONMENTAL SUSTAINABILITY (4) (GEN. ED. #11)**

Students examine and analyze concepts of sustainability and their global and local interpretations and meanings as framed by global-local issues: climate change, ecotourism and economic development, environmentalism, human health, conservation, and biodiversity. Emphasis is placed on contextualized examples of environmental, economic, social, political, and cultural tensions related to sustainability. Includes field trips, exercises, and guest lectures by local scientists and activists. This course will not count toward the major. Credit will be awarded only one time—for Goucher's BIO 170 or this course (BIO 244).

# Business Management Department

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The Business Management Department offers both a major and minor in business management. An optional concentration in international business is available to students who major in business management. International business is also available as a minor to non-business management students. The business management major trains students in the development of analytical and effective communication skills within the framework of a strong liberal arts curriculum. Business Management is the application of tools that are useful in executing 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. Business Management skills are used in for-profit ventures, not-for-profit organizations, foundations, institutions, educational institutions, and at all levels of government.

Upon successful completion of the major, students are able to do the following:

- Acquire, interpret, and analyze information concerning business management issues using logic, quantitative and qualitative analysis, and critical-thinking skills
- Interpret business management information and demonstrate abilities to plan, organize, lead, motivate, and complete individual and group projects in a timely manner
- 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.

### ***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 business 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 the Department***

1. Each student must receive at least a C- in every required course, including MA 160 (114).
2. Each student who receives lower than 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, chair (international business), Debra Sherwin (accounting)

### *Assistant Professors*

Nancy Hubbard (human resources, OB, ethics, environmental business)

### *Lecturer*

Alison Cahen Lohr (arts administration)

## THE BUSINESS 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

Nine additional semester hours of electives at the 200 level or above, 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.

Study-abroad course work for the purpose of receiving credit toward the management major must be pre-approved by the Business Management Department. In the event that a student wishes to reclassify a course taken abroad from a 200-level business management elective to a 300-level business management elective after the course has been completed, it will be necessary to submit (1) all available course materials concerning the content and schedule of the course, including at minimum a comprehensive published syllabus, and (2) a substantial portion of the student's completed work as returned by the instructor, with all comments and grading. All course pre-approvals and reclassifications are at the discretion of the Business Management Department subject to its review of these materials.

### *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 business 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 270	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.

To complete the IB concentration, students take the same courses required of the business 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 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, DC. Students are advised to speak with the director of International Business Programs as soon as possible to discuss alternatives that best meet their 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 earlier can be completed while abroad.

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### **THE BUSINESS 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 business management

One 300-level elective in business management, not including MGT 370 or 375

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### **THE INTERNATIONAL BUSINESS MINOR**

This minor is not available to business 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 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 BUSINESS MANAGEMENT (1)**

Introduction to Business 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 first-year students and sophomores who have not declared a major or minor in business management. It will count for elective credit (not business management credit) and is not required for the business management major or minor.

*Variable semesters. Department.*

#### **MGT 110.**

#### **PRINCIPLES OF ACCOUNTING I (3)**

Fundamental principles and concepts of accounting and their application to sole proprietorships. Emphasis on cash flow considerations and control aspects of accounting rather than a purely bookkeeping approach.

*Fall semester, repeated spring semester. Sherwin.*

- 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: MGT 110. Pre/corequisite: MA 160 (114) or math placement test results of MA 170 (117) or higher.  
*Fall semester, repeated spring semester. Sherwin.*
- MGT 141. INTRODUCTION TO ENVIRONMENTAL MANAGEMENT (3) (GEN ED. #11)**  
 This course will examine the objectives and best sustainability practices of leading nonprofit and for-profit companies. In addition, the course will look at “green” initiatives at Goucher College and at business throughout the world. Environmental topics discussed will include renewable energy sources, recycling, ecotourism, sustainable fishing, toxic site remediation, urban planning, and hotel and construction green practices. Students will learn from participating in group projects, activities on campus, and listening to green practitioners visiting class.  
*Fall semester. Hubbard.*
- MGT 160. PERSONAL FINANCIAL PLANNING (3)**  
 This course addresses each of the major financial challenges facing individuals and families, e.g., financial planning and budgeting, managing assets, credit decisions, insurance, investments, and retirement and estate planning. In addition to class discussion and writing exercises, students will use financial planning models and techniques to solve actual or simulated real-life financial problems. Prerequisites: basic understanding of Excel, or permission of instructor.  
*Variable semesters. Department.*
- 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 and capital budgeting. 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. Prerequisite: MGT 120, EC 101 or EC 102 (preferably both). Pre/corequisite: EC 206 or MA 140 (MA 105).  
*Fall semester, repeated spring semester. Department.*
- 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.  
*Fall semester. Department.*
- MGT 229. MARKETING MANAGEMENT (3) (GEN. ED. #9)**  
 A review of the basic concepts and practice in modern marketing. Course demonstrates marketing principles through and projects related to 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 analysis of real-world marketing problems and situations. Prerequisite: sophomore standing or permission of instructor.  
*Fall semester, repeated spring semester. Department.*
- 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. Department.*
- 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, repeated spring semester. Hubbard.*
- MGT 247. INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (3)**  
 This course will examine how businesses utilize their people to the mutual advantage of both. Topics include human resource management versus personnel; pay and benefits; motivation; employee training; employee retention; group structures; and managing trade unions, service organizations, and international employees. Students will work in groups on various topics. Pre- or corequisite: MGT 245.  
*Fall semester. Hubbard.*

- MGT 260. SPECIAL TOPICS IN BUSINESS 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 270. CASE STUDIES IN ARTS ADMINISTRATION (3)**  
What are the qualifications of a good arts administrator? This course centers on case studies of real arts organizations to present issues and solve management problems. Topics include: artistic content, leadership, fundraising and developing financial resources, community development and educational outreach, audience development, marketing, and crisis communications, technology and cultural facilities. Guest speakers from area organizations are featured.  
Prerequisite: MGT 170.  
*Fall semester. Lohr.*
- 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 and performers understand the administrative aspects of a nonprofit arts organization. Topics include organizational purpose and management 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.  
*Spring semester. Lohr.*
- MGT 290. INTERNSHIP IN BUSINESS 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 business management or a concentration in arts administration. Graded pass/no pass only.  
*Variable semesters. Department.*
- MGT 299. INDEPENDENT WORK IN BUSINESS 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 course 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.  
*Variable semesters. Sherwin.*
- MGT 331. CASE STUDIES IN INTERNATIONAL BUSINESS (3) (GEN. ED. #7 AND #10)**  
This course examines a broad array of business issues in an international context using a case study approach. By the end of the semester, students will have gained a deeper understanding of important international business issues and sharpened their analytical skill by studying business cases in areas of emerging international trends and markets, ethics, marketing, organizational behavior, communications & culture, financial analysis & forecasting, currency risk management, capital budgeting, valuation, and sustainable business practices. Prerequisite: MGT 210 or permission of the instructor.  
*Variable semesters. Department.*
- 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 the topic is different.  
*Variable semesters. Department.*
- MGT 355. ADVANCED FINANCE (3)**  
Selected topics in corporate finance are investigated in depth both from a theoretical and practical perspective. Case analysis supplements class discussion. In addition financial modeling techniques are developed using Excel. Prerequisite: MGT 210.  
*Variable semesters. Department.*
- MGT 360. SPECIAL TOPICS IN BUSINESS 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.  
*Variable semesters. Department.*

- MGT 375. STRATEGIC LEADERSHIP FOR THE ARTS ADMINISTRATOR (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, 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 270.  
*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 individual and group cases. Prerequisites: MGT 210, 229, 245, and senior standing, or permission of the instructor.  
*Spring semester. Department.*
- MGT 400. INDEPENDENT WORK IN BUSINESS MANAGEMENT (1.5-4)**  
*Fall and spring semesters; summer. Department.*

## 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 (with Johns Hopkins University) in 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

#### *Professors*

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

#### *Associate Professors*

George E. Greco, chair (organic/organometallic/inorganic chemistry), Scott P. Sibley, (physical/inorganic chemistry)

#### *Visiting Associate Professor*

Ruquia B. Ahmed-Schofield (organic chemistry)

#### *Visiting Assistant Professor*

Kevin P. Schultz (organic 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 or 266	CHE 265L or 266L
CHE 355			

and additional 13 credits from the following courses, at least two credits of which must come from CHE 342, 356, or 373:



CHE 265L	CHE 266	CHE 266L	CHE 270	CHE 330
CHE 341	CHE 342	CHE 356	CHE 372	CHE 373
CHE 380	CHE 391H	CHE 392H	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 266L	CHE 342	CHE 346	CHE 356
CHE 373	CHE 395Y			

### ***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 266	CHE 341
CHE 355	CHE 356	CHE 372	CHE 395Y	

Three of the following four courses:

CHE 265L	CHE 266L	CHE 342	CHE 373
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and two other 300-level chemistry courses

Note that MA 170 and MA 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 341	CHE 342	CHE 345	CHE 346

Two of the following: CHE 265, CHE 266, CHE 265L, and CHE 266L

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 chemical, biomolecular, environmental, 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 of this catalogue. Consult the program director 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 this 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 CHEMISTRY MINOR**

**Courses required for the chemistry minor are:**

CHE 230

One of the following:

CHE 265	CHE 266	CHE 355
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And an additional five credits from the following courses:

CHE 265	CHE 266	CHE 355	CHE 330	CHE 265L
CHE 270	CHE 266L	CHE 341	CHE 342	CHE 345
CHE 346	CHE 356	CHE 372	CHE 373	CHE 380
CHE 391H	CHE 392H	CHE 393H		

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## HONORS IN THE MAJOR

Students must complete an ACS certified major with a minimum GPA of 3.5 in courses in chemistry, mathematics, and physics required for the major. Students must also receive a grade of A or A- in CHE 295Y.

## COURSE DESCRIPTIONS

- CHE 105. THE ENVIRONMENT AND ITS CHEMISTRY: LABORATORY (1)** (GEN. ED. #6 WITH CHE 106)  
Laboratory experiments that illustrate topics covered in CHE 106. Three hours laboratory.  
Not open to students who have completed CHE 112. Prerequisite or co-requisite: CHE 106.  
Three hours lab  
*Fall Semester, except Spring 2009-2010. Douglass.*
- CHE 106. THE ENVIRONMENT AND ITS CHEMISTRY (3)** (GEN. ED. #11; GEN. ED. #6 WITH CHE 105)  
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. Not open to students who have completed CHE 111.  
*Fall semester, except Spring 2009-10. Douglass.*
- 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. Three hours lecture, three hours lab.  
*Spring semester. Offered 2010-2011 and alternate years. 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, relationship of electronic structure to the properties of elements and simple compounds, properties of solutions, acid-base and redox reactions in solution. Corequisite: CHE 112 (or 112H). Three hours lecture and 90-minute workshop.  
*Fall semester. Douglass.*
- 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. Three hours lab.  
*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. Sibley.*
- 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). Three hours lecture and 90-minute workshop.  
*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. Three hours laboratory 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. A multi-week independent project is also completed. One hour lecture, three hours laboratory. Placement by department only. Corequisite: CHE 151 or permission of the instructor.  
*Spring semester. Sibley.*
- 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. Ahmed-Schofield, Greco, Schultz.*
- CHE 235. ORGANIC CHEMISTRY II (4)**  
Continuation of CHE 230. Three hours lecture, three hours laboratory. Prerequisite: CHE 230 with a grade of C- or better.  
*Spring semester. Greco, Schultz, Ahmed-Schofield.*
- 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. Not offered 2009-10. Sibley.*
- CHE 265L. PHYSICAL CHEMISTRY FUNDAMENTALS I: LABORATORY (2)**  
Laboratory for topics covered in CHE 265. Experiments will focus on spectroscopy, molecular structure, and computation. Pre- or corequisite: CHE 265. One hour lecture, three hours laboratory.  
*Fall semester. Offered 2010-11 and alternate years. Douglass.*
- 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 (2)**  
Laboratory for topics covered in CHE 266. Laboratory experiments are directed projects involving surface chemistry, statistical mechanics, and thermochemistry. Pre- or corequisite: CHE 266. One hour lecture, three hours laboratory.  
*Spring semester. Offered 2009-10 and alternate years. Sibley*
- CHE 270. ENVIRONMENTAL AND GREEN CHEMISTRY (3) (GEN. ED. #11)**  
Exploration of the chemistry of the environment including the atmosphere, soil, water, and energy sources. Emphasis will be placed on perturbations of natural processes as a result of human activity and on the principles of green chemistry, through which chemists could reduce their footprint on the environment. Three hour lecture. Pre-requisite CHE 230.  
*Spring Semester. Offered 2009-10 and alternate years. Schultz.*
- 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 295E. DIRECTED READING IN CHEMISTRY (#11)**  
This course will fulfill general education #11 when the topic focuses on environmental chemistry and sustainability. Prerequisite: CHE 111 and/or 151.  
*Variable semesters. Douglass*
- 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. Schultz.*
- 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. Levin.*
- 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 the combination of CHE 235 and BIO 220 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. Offered 2009-2010 and alternate years. Levin.*
- 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. Department.*
- 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. Offered 2010-2011 and alternate years. Department.*
- 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. Offered 2010-2011 and alternate years. Greco.*
- CHE 380. MEDICINAL CHEMISTRY (3)**  
An interdisciplinary capstone course about the chemistry of drugs. Topics include therapeutic targets of pharmaceuticals, the drug discovery process including quantitative structure-activity relationships, the fate of a drug in the body from administration to removal, and the detailed mechanism of action of selected drugs. Prerequisites: CHE 235 and either BIO 210 or CHE 341.  
*Variable semesters. Offered 2010-2011 and alternate years. Greco.*
- 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), 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, electronic portfolio, and presentation of research findings in a departmental seminar and attendance at designated campus events and seminars 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

### *Professor*

Carol Mills, professor emerita (cognitive psychology, cognitive neuropsychology, language)

### *Assistant Professor*

Charles Seltzer, director (neuropsychology, physiological psychology),

### *Senior Lecturer*

Robert Welch (epistemology)

### *Lecturer*

Edith Boteler (cognitive disorders and reading comprehension)

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## 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

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. Offered 2010-11 and alternate years. Welch.*

### **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. Offered 2009-10 and alternate years. Welch.*

### **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, and 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.

*Fall semester. Mills.*

## 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	PHL 235. 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, and 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), Sanford J. Ungar, Edward Worteck (landscape photography, documentary portraiture, curatorial practices, and contemporary photo criticism),

### *Associate Professors*

Rebecca Free (voice and performance), Daniel Marcus, chair (media criticism, cultural studies, documentary film, and video production), Shirley Peroutka (cultural studies, cinema and television studies, screenwriting, gender studies, international broadcasting, environmental studies)

### ***Assistant Professors***

Nsenga Burton (film and media studies; race, class, gender, sexuality and ethnicity in the media), John Turner (film and popular culture studies, research methods), David Zurawik (media and popular culture criticism, children and television, ethics, journalism)

### ***Instructor***

Randy Rohrbaugh (audio production, video production)

### ***Lecturers***

Gayle Economos (media management, public relations and advertising), Guy Raymond (TV studio and field production), Christina Stoehr (writing for the media), Christine Coleman Taylor (writing for broadcast news)

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## **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)
- COM 132
- 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 225	COM 234	COM 237
COM 239	COM 245	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. At least one of these 300-level courses must center on critical/theoretical or historical issues (can be taken only after achieving departmental writing proficiency and meeting 200-level prerequisites)
- An off-campus 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)

With the approval of the major adviser, each student may take up to two 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 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 132 and COM 262 and achieve a grade of B- or better in COM 262 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.

### ***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 many full- and half-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.

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## 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 225      COM 234      COM 237  
COM 239      COM 245      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 *The Boys of Baraka*. Students will explore questions of realism, authorship, and issues of representation, including race, power, and class. Meets two Saturday afternoons for museum visits.  
*Variable. Burton.*
- 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.  
*Fall semester; repeated spring semester. Burton, Turner, Marcus, Zurawik.*
- COM 132. 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; repeated spring semester. Stoehr.*
- 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.  
*Fall semester; repeated spring semester. Rohrbaugh.*
- 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.  
*Spring semester. Raymond, Rohrbaugh.*
- 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) (GEN. ED. #8)**  
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. Offered 2009-10 and alternate years. Department.*
- 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. Offered 2009-10 and alternate years. Wordeck.*
- 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. Offered 2008-09 and alternate years. Wordeck.*
- COM 210. HISTORY OF PHOTOGRAPHY (3) (ART 285)**  
 The history of photography from the earliest manifestations to the present. Prerequisite: ART 100, ART 101, or permission of instructor.  
*Spring semester. Offered 2010-11 and alternate years. Wordeck.*
- 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 (4) (GEN. ED. #4 AND #9)**  
 An examination of the historical evolution of electronic media in the United States and other countries. Radio, television, and new media technologies are investigated from a number of perspectives, including technology, business and industry, programming, law, and society and culture. Prerequisites: COM 105 and college writing proficiency or permission of the instructor.  
*Spring. Offered 2009-10 and alternate years. Marcus.*
- COM 225. CONSUMERISM, THE MEDIA, POPULAR CULTURE AND THE ENVIRONMENT (4) (GEN. ED. #11)**  
 This course will examine the relationship between culture and environment. We will focus on how the mass media and popular culture create and perpetuate the mythology of the American Dream and the "good life"—with all its material abundance and consequent wastefulness. How does our culture talk about various forms of consumption? What is the relationship between the media, cultural and political elites, corporate entities, and the consumer? How do we, as an audience, receive, internalize, and operationalize these messages? And how can we escape the mantra of "more is better"? The course will include a strong experiential component meant to encourage students to live in more sustainable ways.  
*Spring 2010, repeated Fall 2010. Peroutka*
- 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. Offered 2009-10 and alternate years. Free.*

- 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.  
*Variable semesters. Zurawik.*
- 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, Burton.*
- 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. Economos.*
- COM 239. FILM THEORY AND HISTORY I (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 inception of the film industry to 1950. Prerequisites: COM 105, 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 1940s through the 1990s. Prerequisites: COM 105, COM 239, sophomore status, and college writing proficiency or permission of instructor.  
*Spring semester. Turner, Peroutka.*
- 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. Burton.*

- 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.*
- COM 272G. INTENSIVE COURSE ABROAD: FILM IN BERLIN (4) (GER 272G) (GEN. ED. #3)**  
 This course will take students “on location” to Berlin. It will not only provide an overview of Berlin as a historic and modern city of film, but will also explore significant aspects of the contemporary film industry at the sites in Berlin. Students will discuss and write about Berlin film. They will also have opportunities to meet with representatives of film production and marketing companies, film schools, film festivals, and the Film Commissions. Prerequisite: GER 129 or permission of instructor.  
*Variable semester. Larkey.*
- ALTERNATIVE MEDIA AND CULTURE IN THE BALKANS (3) (GEN. ED. #3)**  
 This course provides an international field experience in the arts, culture, and social activism in the recently-independent nations of the former Yugoslavia. The program will be centered in Ljubljana, the capital of Slovenia, and the cultural projects in the city that have challenged the political and social status quo, and will include visits to Zagreb and Sarajevo. Students will meet internet activists, filmmakers, event organizers, radio producers, and others exploring innovative approaches to media. The course will explore the dynamics of alternative media and cultural production.  
*Summer. Marcus, Burns.*
- COM 272Y. INTENSIVE COURSE ABROAD: TOWNSHIP AND RURAL EDUCATION IN SOUTH AFRICA (3-3) (ED 272Y) (GEN. ED. #3)**  
 This intensive service course abroad consists of two components: a semester course of study in 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. 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. Non-majors selecting this internship will be paired with education majors for all classroom experiences. Prerequisites: ED 101 or ED 103, SPE 100, COM 105, COM 257, or ED 207, or permission of instructor.  
*Spring/summer semester. Cornish, Burton.*
- 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 (focus: commercial practices) Marcus (focus: non-commercial practices).*

- 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.  
*Variable semesters. Peroutka, Zurawik, Turner, Marcus, Burton.*
- 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; 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 307. SPECIAL TOPICS IN WORLD CINEMA (4)**  
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/or 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, Burton.*
- 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: completion of two of the four required 200 level theory/criticism and history courses, departmental and college writing proficiency, junior or senior status, or permission of the instructor. Repeatable if topic is different.  
*Fall semester, repeated spring semester. Marcus, Peroutka, Raymond, Zurawik, Taylor.*
- COM 315. SCREENWRITING (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 132, and sophomore standing or permission of instructor.  
*Spring semester. Peroutka, Marcus.*
- COM 317. THE DOCUMENTARY TRADITION (4)**  
An in-depth investigation of the history and theory of the documentary tradition in film and television. 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: two of the four required 200-level theory/criticism and history courses; departmental and college writing proficiency; junior or senior status; or permission of the instructor.  
*Fall semester. Offered 2010-11 and alternate years. Marcus, Turner.*

- 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, or permission of the instructor.  
*Spring semester. Offered 2009-10 and alternate years. Zurawik.*
- 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. Offered 2011 and alternate years. Peroutka.*
- 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 society. 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. Offered 2009-10 and alternate years. Marcus.*
- 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 (4)**  
 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. Economos.*
- COM 400. INDEPENDENT STUDY (2-4)**  
 Independent study of the student's choice. To qualify for an independent study the student must be in good academic standing and have achieved an overall GPA of at least 3.0, have acquired both college and departmental writing proficiency, be a junior or a senior, have completed the 200-level theory requirement, and 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.  
*Variable semesters. Peroutka, Marcus, Turner, Zurawik, Burton.*

# Community-Based Learning

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Community-based learning, or service learning, is a way for students to actively connect their academic work with direct experience in the community. By combining hands-on work in the community with the academic framework provided by course work across the curriculum, students gain a rich experience of social issues. Students learn about the workings of community, encounter differences related to race, class and privilege, gain a deeper understanding about social justice, and are able to do work that is beneficial to others. They also gain a greater understanding of themselves. Community-based learning emphasizes academic rigor, reflection, and developing ongoing community partnerships. Community-based learning can be part of any discipline and any academic division: humanities, social sciences, sciences and the arts.

At Goucher, community-based learning is part of a growing number of academic courses, many of which are listed below. Many but not all of our programs are connected to central Baltimore, the historic home of Goucher College, and new partnerships are being created locally in Baltimore County.

## *Professors*

Michael Curry, France-Merrick Professor in Service Learning

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## **SERVICE LEARNING COURSES AT GOUCHER.**

ED 103.	Adolescent Development (3-4) (GEN. ED. #10)
ENG 104.	Academic Writing I (3)
ENG 226.	Creative Nonfiction I (3) (GEN. ED. #8)
FRO 100	Frontiers: Theatre for Social Justice (4)
FRO 140	Frontiers in Spanish (4) (GEN. ED. #2)
GER 259/JS 259.	Oral Histories of Holocaust Survivors (3) (HIS 237) (JS 259) (GEN. ED. #4 and #10)
PCE 120.	Community Service Agencies: Building a Just and Peaceful World (4) (GEN. ED. #10)
PCE 148.	Nonviolence in America (4)
PSY 226.	Topics in Relational Psychology (3)(GEN. ED. #10)
SP 130.	Intermediate Spanish (4)
SP 230.	Intermediate Conversations and Composition (4)
SP 263.	Spanish in the Workplace: Language and Culture (3)
THE 132.	Theatre in the Community (1.5)

## **COURSE DESCRIPTIONS**

### **CBL 115.**

#### **GATEWAY TO SERVICE (2)**

This course will introduce students to the philosophy, theory, and best practices of academically based community service work. Working with faculty and concepts from a wide range of academic disciplines, students will gain knowledge about community action and community service, while developing first-hand practical skills and applications for effective work in Baltimore City. Topics and skills to be learned include community building, effective mentoring, developing community partnerships, perspectives on learning development, and others. One hour lecture and two hours community service required per week. Graded pass/no pass.

*Fall, spring. Curry.*

### **CBL 299.**

#### **INDEPENDENT WORK (1.5)**

Building on community-based learning experiences in other courses, the independent study is designed to give students the chance to further explore working in the community. The student will be supervised by a faculty member and will complete a Community Learning Agreement before starting work. May not be repeated for credit. Graded pass/no pass.

# Computer Science

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See Mathematics and Computer Science Department

# The Dance Department

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Established over 35 years ago, the Dance Department offers a rigorous and comprehensive B.A. major in dance, as well as a minor in dance. Highly developed/advanced and specialized courses allow students to pursue areas of interest that emphasize independence and initiative with an emphasis on the tradition of a liberal arts education.

The Dance Department offers several areas of study. The performance and dance education tracks require an audition and the tracks in choreography, dance therapy, dance and theatre, dance history and criticism, dance administration, and dance science do not require an audition. Each specialized area has a recommended course of study to prepare a student for a career in dance or graduate school. The dance major requirements accommodate the interests of both the serious performer as well as students with choreographic, scholarly, or interdisciplinary interests. The Dance Department encourages crosscurricular pursuits through double majors (within or beyond the Dance Department) or minors in other areas of study.

Our studio curriculum challenges performing artists in both classical ballet and modern dance and is augmented by courses in musical theatre and jazz. Dance technique classes engage the students in various modes of scholarly inquiry including critical thinking, writing, and insightful dialogue. The technical level of every student is determined by a mandatory class placement audition in June or August of each academic year. Yearly dance major juries monitor student progress through the major and students advance at the discretion of the dance faculty. In addition to daily technique classes taught by dance department faculty, our guest artists-in-residence program allows students to interface each semester with professionals beyond the Goucher community. Our roster of past distinguished artists, teachers, and choreographers includes: William Whitener, Seán Curran, Alan Hineline, Andrea Woods, Robert Weiss, Michael Vernon, Gabriel Masson, Jessica Lang, Larry Keigwin, Gen Horiuchi, Rachel Berman, Kevin Iega Jeff, Thaddeus Davis, Armando Luna, Roger C. Jeffrey, Heidi Henderson, and Dermot Burke.

The Dance Department has a reputation for consistently producing new choreography as well as reconstructing works from the past. Our repertory ranges from traditional classical choreography to contemporary new works commissioned specifically for our dancers. Formal and informal studio performances give students opportunities to choreograph and perform throughout the year. Dance courses, including performing and choreographic opportunities, are open to all students who have completed the appropriate prerequisites. Performance opportunities are by audition.

In addition to offering intensive studio training in the performing arts, the Dance Department offers theory courses exploring dance from choreographic, aesthetic, historical, anatomical, cultural, analytical, educational, and therapeutic perspectives. Through our dance curriculum, students learn to observe, analyze, document, synthesize, and integrate both theoretical and applied knowledge in order to prepare graduates for leadership in the multifaceted world of dance.

Students are encouraged to pursue their individual interests through completion of independent studies, community outreach programs, senior thesis research, and performances, as well as outside the department through interdisciplinary projects, internships, and participation in a variety of abroad experiences. The Dance Department offers several opportunities to study abroad, including semester-long study in Italy and England and intensive courses abroad in West Africa, Brazil, and England. Since career development is an integral part of the college experience, students can 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, the Edinburgh Festival, National Dance Education Organization, National Dance Association, Dance USA, Union Memorial Hospital, Venue C in London and Edinburgh, Dance Magazine, Broadway Dance Center, Peridance Center, Bates Dance Festival, American Dance Festival, Ad Deum Christian Dance Company, Maryland School for the Blind, Wolf Trap Performing Arts Center, Baltimore newspapers, and the Maryland State Arts Council.

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## DEPARTMENT FACULTY

### *Professors*

Chrystelle Trump Bond (dance history, theory, philosophy, criticism, choreography, anatomy and kinesiology for dance, and Chorégraphie Antique), Amanda Thom Woodson (Labanotation)

### *Associate Professors*

Elizabeth Lowe Ahearn, chair (Pilates, dance composition, repertory, modern dance technique, ballet technique, and pointe), Juliet Forrest (modern dance technique, dance composition, performance, improvisation, repertory, and dance anthropology)

### *Assistant Professors*

Michael Thomas (modern dance technique, dance composition, and London ICA)

### *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), Christopher Fleming (ballet technique, men's technique, and partnering), Linda Garofalo (ballet technique, modern dance technique, and outreach seminar), Karissa Horowicz (ballet technique and pointe), Stephanie Powell (modern technique), Christian Richards (ballet technique)

**Lecturers**

Jerome Herskovitz (music for dance), Lester Holmes (jazz and musical theater jazz), Todd Mion (dance production and lighting, and London ICA), Bonnie Schulman (physical therapist), Sara Thomson, 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 191	DAN 250, 251, or 255	DAN 260	
DAN 261 and 262, in succession	DAN 291	DAN 292	DAN 298
DAN 390	DAN 393		

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. Prerequisites must be obtained in order to present choreography.

**SPECIALIZED AREAS OF STUDY**

**Performance Track – Audition required**

Students wishing to major in dance with a track in performance must audition for acceptance and fulfill the following requirements:

- A total of 43.5 credits within the major
- Completion of core courses listed above for the dance major
- A minimum of 12 credits of dance technique (modern, ballet, pointe, jazz, musical theatre). It is suggested that dance majors take a minimum of two technique classes per semester.
- Completion of DAN 311 and 321 for credit
- Completion of DAN 295 for credit

**Dance Education Track – Audition required**

Students wishing to major in dance with a track in dance education must audition for acceptance and fulfill the following requirements:

- A total of 43.5 credits within the major
- Completion of core courses listed above for the dance major
- A minimum of 12 credits of dance technique (modern, ballet, pointe, jazz, musical theatre). It is suggested that dance majors take a minimum of two technique classes per semester.
- Completion of DAN 311 and 321 for credit
- Completion of DAN 295 for credit

Due to state requirements, in addition to the core courses listed above, the following courses are required for dance education with certification:

DAN 131	DAN 140	DAN 190	DAN 293	DAN 294	DAN 361
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For the education courses required, refer to the Education Department section of this catalogue.

**Dance Administration, Choreography, Dance History and Criticism, Dance Science, Dance and Theatre, and Dance Therapy Tracks – No audition required**

All students majoring in dance with a track in *Dance Administration, Choreography, Dance History and Criticism, Dance Science, Dance and Theatre, or Dance Therapy* must fulfill the following requirements:

- A total of 40 credits within the major
- DAN 218 and 221 or higher for credit
- Completion of core courses listed above for the dance major
- A minimum of six credits of dance technique. It is suggested that dance majors take a minimum of two technique classes per semester.
- Six credits in one of the areas of study listed next

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 Track – No audition required**

Students must select six credits from the following courses:

DAN 361                      DAN 384 or DAN 450 in choreography

### **Dance History and Criticism – No audition required**

Students must select six credits from the following, excluding the dance history course taken as part of the major requirement:

DAN 131 and 231    DAN 250                      DAN 251                      DAN 255  
ENG 203                      ENG 208                      PHL 201

### **Dance Therapy – No audition required**

Students must select six credits from the following courses:

DAN 296                      DAN 297

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 Association.

### **Dance Administration – No audition required**

Students must select six credits from the following courses:

MGT 170                      MGT 270 (formerly MGT 370)                      MGT 375

Students wishing to pursue the Arts Administration concentration should refer to the Business Management Department for the required course of study.

### **Dance Science – No audition required**

Students must select six credits from the following courses:

BIO 104                      BIO 105                      BIO 210                      BIO 214                      BIO 260  
CHEM 107                      CHEM 111 and 112                      CHEM 151 and 152  
CHEM 341                      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 – No audition required**

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 of creative work that includes substantial written documentation. The Dance Department offers several options for achieving honors in the major, including the completion of a senior thesis (DAN 450). Students should contact the department chairperson early in their junior year to discuss options and to assure meeting appropriate requirements and deadlines. Refer to the dance website, [www.goucher.edu/dance](http://www.goucher.edu/dance).

### ***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.

### ***Placement***

All students are placed in technique levels by audition or evaluation.

### **Dance Major and Minor Review**

Each year prospective and declared dance majors 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

DAN 146

The following courses are repeatable up to six credits:

DAN 131

DAN 231

DAN 295

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## **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 219

DAN 222

DAN 260

DAN 261 and 262, in succession

DAN 298

DAN 390 or 393

One course in dance history. Six credits of technique (modern, ballet, pointe, jazz, musical theatre)

## **COURSE DESCRIPTIONS**

### **DAN 101.**

#### **POINTE I (FORMERLY DAN 111) (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 220.

*Fall semester, repeated spring semester. Ferguson, Horowicz.*

### **DAN 102.**

#### **PILATES METHOD OF BODY CONDITIONING I (FORMERLY DAN 008) (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. Abearn, Clime.*

### **DAN 104.**

#### **IMPROVISATION (1.5)**

This course is designed to introduce dancers to the art of dance improvisation. Improvisation teaches dancers to explore movement for a variety of outcomes without predetermined actions. It develops speed and spontaneity in the creation of original movement and allows dancers to take risks. Prerequisites: DAN 115 and 121 or concurrent enrollment in these levels or above with permission of instructor.

*Variable semesters. Forrest and Department.*

### **DAN 105.**

#### **MEN'S TECHNIQUE (1.5)**

This course will expand upon the classical foundation and vocabulary of the student with special attention to movements most often executed by the male dancer. Prerequisite: DAN 220 or above or permission of instructor.

*Variable semesters. Fleming.*

### **DAN 114.**

#### **ELEMENTARY DANCE TECHNIQUE I: MODERN (1.5) (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)**

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. Forrest, Thomas.*

- DAN 115. ELEMENTARY DANCE TECHNIQUE II: MODERN** (1.5) (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)  
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. Garofalo.*
- DAN 120. ELEMENTARY DANCE TECHNIQUE I: BALLET** (FORMERLY DAN 124) (1.5) (GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
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 121. ELEMENTARY DANCE TECHNIQUE II: BALLET** (FORMERLY DAN 125) (1.5) (GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
Builds upon the knowledge and technical skills acquired in DAN 120. 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. Dolid, Ferguson.*
- DAN 131. CHORÉGRAPHIE ANTIQUE** (FORMERLY DAN 195) (1.5) (GEN. ED. #4 AND #9 WITH DAN 231)  
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 140. JAZZ DANCE TECHNIQUE I** (1.5)  
Students will develop fundamental jazz dance technique incorporating isolations, stretches, centering and alignment. The focus of the class will be on skill acquisition and vocabulary.  
*Fall semester. Holmes.*
- DAN 141. JAZZ DANCE TECHNIQUE II** (1.5)  
Students will build upon skills of jazz dance technique with more complex sequencing and movement skills. The focus of the class will be on developing artistry of jazz dance as well as continuing to build skill acquisition and vocabulary. Prerequisite: DAN 140 or permission of instructor.  
*Spring semester. Holmes.*
- DAN 142. MUSICAL THEATER JAZZ/JAZZ REPERTORY I** (FORMERLY DAN 147) (1.5)  
Students will learn various styles and genres of jazz dance prevalent during the 1920s to the 1960s. They will experience and recreate the works of many accomplished and famous choreographers of the stage and screen.  
*Spring semester. Holmes.*
- DAN 143. MUSICAL THEATER JAZZ/JAZZ REPERTORY II** (FORMERLY DAN 148) (1.5)  
Students will experience various styles and genres of jazz dance prevalent from the 1970s to the present day. They will experience and recreate the works of renowned choreographers of stage and screen during this time period.  
*Fall 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 190. MOVEMENT FORMS: A CROSS-CULTURAL PERSPECTIVE** (FORMERLY DAN 103) (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. Offered 2010-11 and alternate years. Forrest and dance artists.*

- DAN 191. MUSIC FOR DANCE (FORMERLY DAN 230) (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 201. POINTE II (FORMERLY DAN 112) (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 221 and 222.  
*Fall semester, repeated spring semester. Ferguson, Horowicz.*
- DAN 202. PILATES METHOD OF BODY CONDITIONING II (FORMERLY DAN 009) (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 102.  
*Variable. Ahearn.*
- DAN 203. VARIATIONS/SOLO REPERTORY (1.5)**  
 This course will explore historical variations from the romantic, classical and neo-classical eras or excerpts from modern dance repertory at the discretion of the instructor. Emphasis on artistry sur les pointes (if applicable) and continued development on greater physical strength and stamina as well as complex movement vocabulary will be explored in order to perform chosen repertory at a pre-professional level. Prerequisites: concurrent enrollment in DAN 201 or 302 and DAN 221/218 or higher or permission of instructor.  
*Variable semesters. Department.*
- DAN 204. PARTNERING (1.5)**  
 This course provides study of both classical and contemporary partnering techniques, providing practice and/or performance of supported roles from classical and contemporary choreography. Students will learn and apply principles of partnered movement, focusing on balance, trust, and kinetic relationships. Pre-requisites: DAN 218/221 or permission of instructor.  
*Variable semesters. Fleming.*
- DAN 217. INTERMEDIATE DANCE TECHNIQUE I: MODERN (FORMERLY DAN 116) (1.5)**  
 (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)  
 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, Powell, Thomas.*
- DAN 218. INTERMEDIATE DANCE TECHNIQUE II: MODERN (FORMERLY DAN 117) (2)**  
 (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)  
 Builds upon the knowledge and technical skills acquired in DAN 217. 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 219. INTERMEDIATE DANCE TECHNIQUE III: MODERN (FORMERLY DAN 118) (2)**  
 (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)  
 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. Garofalo, Thomas, Department.*

- DAN 220. INTERMEDIATE DANCE TECHNIQUE I: BALLET** (FORMERLY DAN 126) (1.5)  
(GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
An intermediate course in ballet technique to continue developing technical skills while simultaneously expanding a student's appreciation and aesthetic criteria for ballet. Prerequisite: placement or permission of instructor.  
*Fall semester; repeated spring semester. Horowicz, Richards.*
- DAN 221. INTERMEDIATE DANCE TECHNIQUE II: BALLET** (FORMERLY DAN 127) (2)  
(GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
Develops upon the knowledge and technical skills acquired in DAN 220. 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. Ahearn, Dolid, Ferguson, Fleming.*
- DAN 222. INTERMEDIATE DANCE TECHNIQUE III: BALLET** (FORMERLY DAN 128) (2)  
(GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
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. Ahearn, Fleming.*
- DAN 231. CHORÉGRAPHIE ANTIQUE II** (FORMERLY DAN 196) (1.5) (GEN. ED. #4 WITH DAN 131)  
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 250. TWENTIETH-CENTURY AMERICAN DANCE AND ITS RELATION TO OTHER MODERN ARTS** (3) (GEN. ED. #8 AND #9)  
Development of 20th-century American dance, from Isadora Duncan to avant-garde dancers of the 1990s, 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 120, previous experience in dance at the elementary level, or permission of the instructor.  
*Spring semester. Offered 2011-12 and every third year. Bond.*
- DAN 251. GREAT CHOREOGRAPHERS AND DANCERS** (3) (GEN. ED. #4 AND #9)  
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 120, previous experience in dance at the elementary level, or permission of the instructor.  
*Spring semester. Offered 2012-13 and every third year. Bond.*
- DAN 255. AMERICAN DANCE TRADITIONS** (3) (GEN. ED. #4 AND #9)  
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 120, some previous experience in dance at the elementary level, or permission of the instructor.  
*Spring semester. Offered 2010-11 and every third year. Bond.*
- DAN 260. COMPOSITION: DANCE EXPLORATION** (FORMERLY DAN 252) (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 217 and 220, or permission of the instructor. Corequisite: DAN 217 or above.  
*Fall semester; repeated spring semester. Ahearn.*
- DAN 261. INTERMEDIATE DANCE COMPOSITION I** (FORMERLY DAN 253) (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 260 or permission of the instructor by audition. Corequisite: DAN 217 or above.  
*Fall semester. Forrest, Department.*
- DAN 262. INTERMEDIATE DANCE COMPOSITION II** (FORMERLY DAN 256) (2)  
This course is a continuation of DAN 261 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 261. Corequisite: DAN 217 or above.  
*Spring semester. Blessing, Forrest.*

**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, THEATRE, AND PRODUCTION IN THE OLD WORLD (1.5-3) (THE 272Y)**

An exploration of contemporary performing arts and technology in the 21st century, this stud trip offers a three-week intensive exploration of dance, theatre (and aspects of both), in London (3 credits). This course will present a brief history of dance and theatre in London as a venture point for experiencing a contemporary movement scene. Students may participate in studio dance classes, theatre workshops and explore aspects of production technology in a diverse variety of formats and venues. Students enroll in a 1.5-credit, preparatory course (Fall 2009), which includes pre-trip readings and orientation lectures by the program directors.

*January intersession. Offered 2012 and alternate years. Mion, Thomas.*

**HISTORY, SOCIETY, 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 2010 (1.5 credits); three-week intensive course in January 2011 (3 credits); first seven-week, post-departure course in Spring 2011 (1.5 credits).

*January intersession. Offered 2010-2011 and alternate years. Bagchi.*

**DAN 290/309.****INTERNSHIP IN DANCE (3- 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 293 and/or 294 (dance education); DAN 297 (dance therapy); DAN 361 (performance and choreography); DAN 393 (dance science); DAN 250, 251 or 255 (dance history and criticism); MGT 170 (dance and arts administration); or DAN 361 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 291.****LIGHT DESIGN FOR DANCE (FORMERLY DAN 230) (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 292.****TECHNICAL APPLICATION FOR THE STAGE (FORMERLY DAN 236) (1.5)**

This course is designed to put into practice all the technical and theoretical applications learned in DAN 291. 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 291 (or concurrent registration).

*Fall semester, repeated spring semester. Mion.*

**DAN 293.****DANCE EDUCATION-ELEMENTARY LEVEL (FORMERLY DAN 215) (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 261 and ED 207 (or concurrent registration) or permission of instructor.

*Fall semester. Offered 2010-11 and alternate years. Department.*

**DAN 294.****DANCE EDUCATION II-SECONDARY LEVEL (FORMERLY DAN 216) (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 261 and ED 207 (or concurrent registration) or permission of instructor.

*Spring semester. Offered 2010-11 and alternate years. Department.*

- DAN 295. GOUCHER REPERTORY DANCE ENSEMBLE (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. Ahearn.*
- DAN 296. DANCE THERAPY I (FORMERLY DAN 240) (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 260, PSY 114, 220, and 271.  
*Fall semester. Offered 2011-12 and alternate years. Workeneh.*
- DAN 297. DANCE THERAPY II (FORMERLY DAN 241) (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 296.  
*Fall semester. Offered 2010-11 and alternate years. Workeneh.*
- DAN 298. LABANOTATION (FORMERLY DAN 265) (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 217 or 220.  
*Fall semester, repeated spring semester. Thom Woodson.*
- DAN 302. POINTE III (FORMERLY DAN 113) (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 222 and 321-324.  
*Fall semester, repeated spring semester. Dolid, Horowicz.*
- DAN 311/312/313. ADVANCED MODERN TECHNIQUE I, II, III (FORMERLY DAN 205, 206, 207) (1.5-3 EACH) (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)**  
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 311, 312, and 313 are to be elected in sequence.  
*Fall semester, repeated spring semester. Garofalo, Thomas, Department.*
- DAN 314/315. ADVANCED MODERN TECHNIQUE III, IV (FORMERLY DAN 208, 209) (1.5-3 EACH) (GEN. ED. #9 WITH ANY OTHER BALLET TECHNIQUE COURSE)**  
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 313.  
*Fall semester, repeated spring semester. Garofalo, Thomas, Department.*
- DAN 321/322/323. ADVANCED BALLET TECHNIQUE I, II, III (FORMERLY DAN 210, 211, 212) (1.5 OR 3) (GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)**  
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 class work, required reading, observation, written assignment, and attendance at dance concerts. Prerequisite: placement or permission of instructor. DAN 321, 322, and 323 are to be elected in sequence.  
*Fall semester, repeated spring semester. Ahearn, Dolid, Fleming.*



- DAN 324/325. ADVANCED BALLET TECHNIQUE III, IV (FORMERLY DAN 213, 214) (1.5 OR 3)**  
(GEN. ED. #9 WITH ANY OTHER MODERN TECHNIQUE COURSE)  
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 323.  
*Fall semester, repeated spring semester. Ahearn, Dolid, Fleming.*
- DAN 361. ADVANCED CHOREOGRAPHY AND PRODUCTION (FORMERLY DAN 254) (4)**  
Theory and applied work in choreography and production that expands choreographic sensibilities, increases performance and compositional awareness, and enhances critical skills. Prerequisite: DAN 261/262. Corequisite: DAN 218 or above or permission of instructor.  
*Fall semester, repeated spring semester. Thomas.*
- DAN 381. INDEPENDENT WORK IN DANCE PERFORMANCE (FORMERLY DAN 299) (3-4)**  
Directed work in the field of dance technique focusing on performance skills. Prerequisite: DAN 311 or 321 or above.  
*Fall semester, repeated spring semester. Department.*
- DAN 382. INDEPENDENT WORK IN DIRECTED READINGS (FORMERLY DAN 310) (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 383. INDEPENDENT WORK IN LABANOTATION (FORMERLY DAN 320) (1.5-4)**  
Intermediate to advanced studies in Labanotation. Prerequisites: DAN 298 and permission of the instructor.  
*Fall semester, repeated spring semester. Thom Woodson.*
- DAN 384. INDEPENDENT WORK IN CHOREOGRAPHY (FORMERLY DAN 330) (2-6)**  
Advanced studies in choreography. Prerequisites: DAN 361 and permission of the instructor.  
*Fall semester, repeated spring semester. Department.*
- DAN 385. INDEPENDENT WORK IN DANCE HISTORY (FORMERLY DAN 340) (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 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 and represents a capstone course for the major. Prerequisite: junior or senior dance major.  
*Fall semester, repeated spring semester. Bond.*
- DAN 391. PROFESSIONAL OUTREACH SEMINAR (FORMERLY DAN 300) (4)**  
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 218, 221, 261.  
*Fall semester. Garofalo.*
- DAN 392. PROFESSIONAL OUTREACH WORKSHOP (FORMERLY DAN 301) (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 391. Ordinarily this course is to be taken in sequence within one academic year.  
*Spring semester. Garofalo.*
- DAN 393. ANATOMY AND KINESIOLOGY FOR DANCE (FORMERLY DAN 360) (4)**  
An analysis of human motion through a study of anatomy and principles of kinesiology in relation to dance techniques. Prerequisites: DAN 260 and junior or senior standing.  
*Fall Semester and spring semester. 2010-2011. Bond.*
- DAN 450. SENIOR THESIS (4/4)**  
*Fall semester and spring semesters. Department.*

**DANCE PROGRAM IN AREZZO, ITALY**

The program course consists of four dance courses and a course in Italian language.

*Spring semester.*

**COURSE DESCRIPTIONS**

**DAN 242.**

**DANCE TECHNIQUES, PERFORMANCE, AND CHOREOGRAPHY (2)**

This course combines daily techniques classes in modern dance and ballet. Students will be challenged by their confrontation with a European and specifically an Italian approach to special awareness, inter-personal sensitivity, and cultural references. Students will create original material for group choreographic projects, drawing on their heightened perceptions in a new and challenging cultural environment. Prerequisite: Acceptance into the program.

**DAN 243.**

**EXTENDED PERFORMANCE TOPICS (3)**

This course exposes students to specific practices and aesthetic traditions that can serve to deepen student's understanding of the aesthetic range of their art as well as specific structure of their corporal techniques. Prerequisite: Acceptance into the program.

**DAN 244.**

**THE PHILOSOPHY OF ART AND PERFORMANCE (3)**

Through an exploration of the development of mass production, the fragmentation and specialization of life and work, the development of the information age, the commodification of culture, the compression of time and space, the disassociation of the body and the aesthetic shifts that have accompanied these developments, this class will philosophically analyze the significance of each. Prerequisite: Acceptance into the program.

**DAN 245.**

**TARANTISMO AND POPULAR DANCE OF THE MEDITERRANEAN (3)**

Interdisciplinary course of dance and theatre takes its inspiration from the phenomenon of the traditional Pizzica and Tarantismo in Italy in order to introduce the popular culture of Italy and the Mediterranean and its relation to myth and history. Prerequisite: Acceptance into the program.

**IT 105.**

**ITALIAN LANGUAGE (3)**

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## The Economics Department

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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 may take ENG 206, EC 396 or EC 397 to fulfill the writing proficiency requirement in the major.

***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.

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### **DEPARTMENT FACULTY**

#### **Associate Professor**

Lydia P. Harris, chair (applied microeconomics)

#### **Assistant Professors**

Jack Carter, adviser in prelaw studies (law and economics, macroeconomics), Gina Shamshak (environmental economics, public finance)

#### **Lecturer**

Rasim Mutlu (international economics)

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### **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 not including EC 240.

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.

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### **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 (not including EC 240), EC 396 or EC 397

## COURSE DESCRIPTIONS

- EC100. INTRODUCTION TO ECONOMICS (3) (GEN. ED. #10)**  
A general introduction to the subject matter and analytical tools of economics. Intended for non-majors who would like to learn about the ways economics can be used to explain behavior and form policy. This course does not count toward the major or minor in economics. Students who have taken EC 101 and/or 102 may not take this course for credit.  
*Spring semester. Shamsbak.*
- 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, Carter.*
- 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 MA 160 (114).  
*Fall semester, repeated spring semester. Carter, Shamsbak.*
- 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: EC 101 or 102 as well as MA 160 or Mathematics placement above 160.  
*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. Carter.*
- 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. Variable years. Harris.*
- 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. Offered 2011-12 and alternate years. Carter.*
- EC 225. ENVIRONMENTAL ECONOMICS (3) (GEN. ED. #11)**  
A survey of techniques and topics in environmental economics, beginning with the theory of market failure and externalities. Examples will be drawn from the U.S. and global experience dealing with problems such as air pollution, water pollution, and solid wastes, etc. Particular emphasis will be placed on cost-benefit analysis, contingent valuation studies, statistical valuation of life, and the implementation of policies that achieve environmental goals and economic efficiency. Prerequisite EC 101.  
*Fall semester. Shamsbak.*

- 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. Variable years. Harris.*
- EC 240. FIELD WORK 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. May not be repeated for credit.  
*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 and 102.  
*Spring Semester. Shamsbak.*
- 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. Variable years. Harris.*
- EC 265. SELECTED TOPICS IN ECONOMICS (3) (GEN. ED. #10)**  
 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.  
*Variable semesters. Department.*
- 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. Muthu.*
- 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

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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. All programs incorporate an extended internship experience lasting several semesters.

The Department of Education offers a major and certification in elementary education (grades 1–6), certification in secondary education for majors in certain other departments (grades 7–12, with the exception of art and music, which are K-12 certification areas), and a major and certification in special education (grades 1–8).

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.

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## DEPARTMENT FACULTY

### *Professor*

Eli Velder, Dean Van Meter Professor (history and philosophy of education)

### *Associate Professors*

LaJerne Cornish, chair (counseling adolescent development, secondary education), Ann Marie Longo, (reading, diagnostic assessment, special education)

### *Assistant Professors*

Mary Adkins (special education), Tami Smith (child development, educational psychology),

### *Lecturer*

Frona Brown (learning disabilities and fieldwork)

### *Elementary Education Certification, Grades 1-6*

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.

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 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

**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.

**Elementary Dance Education Certification, Grades 1-6 and Middle School**

Students must double-major in elementary education and dance, including the following courses:

DAN 190(103)	DAN 140, 141, or 146	DAN 231(196)
DAN 293(215)	DAN 191(230)	DAN 291(235)
DAN 260 (252)	DAN 261(253)	DAN 294 (116)
DAN 393(360)	DAN 390	DAN 250, 251, or 255
		DAN 298(265)
		DAN 362(254)

Two credit hours of dance technique, including DAN 311(205) and 321(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.

One academic course in each of the following: U.S. history, mathematics (or placement in MA 170), and non-Western culture. For example:

ANT 107	ANT 255	DAN 190(103)	FR 351	HIS 113
HIS 286	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.

**Biological Sciences**

Requirements include a major in biological sciences and required courses in education.

**Chemistry Certification**

Requirements include a major in chemistry and required courses in education.

**Dance Certification**

Requirements include a major in dance with a performance concentration and required courses in education.

**English Certification**

Requirements include a major in English, with a concentration in literature, and required courses in education.

**French Certification**

Requirements include a major in French and required courses in education.

**History Certification**

Requirements include a major in history and required courses in education.

**Mathematics Certification**

Requirements include a major in mathematics and required courses in education.

**Russian Certification**

Requirements include a major in Russian and required courses in education.

**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	

**Spanish Certification**

Requirements include a major in Spanish and required courses in education.

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## 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                      ED 221  
SPE 100 (with fieldwork)

Summer in Denmark (Denmark International Study Program) or 300-level independent project with member of the education faculty, on 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 or SOC 231

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## 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—EDUCATION

- 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.  
*Fall semester. Smith.*
- ED 101F. CHILD DEVELOPMENT (1)**  
Field work 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.  
*Fall semester. Cornish.*
- 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.  
*Spring semester. Smith.*
- 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.  
*Spring semester. Velder.*



- 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. Longo*
- 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. Adkins.*
- 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. Adkins.*
- 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)**  
 Courses include a pre-departure or a post-departure discussion (or both) in the fall and spring and a three week intensive course abroad in the winter intersession or summer.
- 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.  
*TBA. Smith, Moreno-Lopez.*
- INTERCULTURAL COMMUNICATION/TOWNSHIP AND RURAL EDUCATION IN SOUTH AFRICA (3-3) (COM 272Y)**  
 This intensive service course abroad consists of two components, a semester course of study in 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. 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. 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, COM 105, COM 257, or permission of instructor.  
*Spring/summer semester. Cornish.*
- EDUCATION IN A MULTICULTURAL ISRAELI SOCIETY (1.5-3) (JS 272Y)**  
 This course will provide field work experience and lectures from the faculty of Ben Gurion University of Negev in Israel concerning education for Bedouin Arabs and Jewish immigrants from Ethiopia and the former Soviet Union. The pre-departure course is 1.5 credits and the three-week course is three credits. Prerequisite: Sophomore standing.  
*Variable. Velder.*
- ED 290. INTERNSHIP IN EDUCATION (3-4)**  
 This course is graded pass/no pass only.  
*Department.*
- ED 299. INDEPENDENT STUDY (3)**  
*Department.*
- 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. 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.*
- ED 400. INDEPENDENT PROJECT (1-4)**  
*Department.*

## THE SPECIAL EDUCATION MAJOR

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 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 Maryland. The state 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

### *Associate Professors*

LaJerne Cornish (secondary education, counseling), Ann Marie Longo, director (reading, diagnostic assessment, special education)

### *Assistant Professors*

Mary Adkins (special education), Frona Brown (learning disabilities)

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 246SPE 100	SPE 235
SPE 238	SPE 320			

SPE 324 or 326 or 328 (taken concurrently with SPE 350)      SPE 327

### **Electives for additional practical experience:**

SPE 224              SPE 226              SPE 228

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 324, 326, 328, 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 natural science course (need not include a lab, and 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. Offered 2010-2011 and alternate years. Adkins.*
- 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, with an 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. Offered 2011-2012 and alternate years. Adkins.*
- 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. Offered 2010-2011 and alternate years. Department.*
- 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. Offered 2011-2012 and alternate years. Adkins.*
- 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. 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. Longo, Adkins.*
- 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 a 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.*

*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.*

*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.*

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**TITLE II 2007-2008 ACADEMIC YEAR REPORT CARD  
SINGLE-ASSESSMENT PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM**

According to Section 207 of the Title II of the federal Higher Education Act, each Institution of Higher Education is required to publish students' results on the teacher licensing examination, know as Praxis. The following describes both undergraduate and graduate students' scores on the Praxis test(s).

Type of Assessment	Assessment Code No.	No. Taking Assessment	No. Passing Assessment	Institution Pass Rate	Statewide Pass Rate
<b>Professional Knowledge</b>					
Elem Ed Content Area Exercises	012	13	13	100%	99%
Eng Lang Lit Comp Pedagogy	043	2*	–	–	97%
Mathematics Pedagogy	065	1*	–	–	96%
Social Studies: Pedagogy	084	3*	–	–	99%
Life Science: Pedagogy	234	1*	–	–	100%
<b>Academic Content Areas</b>					
Elementary Ed Content Knowledge	014	14	14	100%	100%
Eng Lang Lit Comp Content Knowledge	041	3*	–	–	99%
Mathematics: Content Knowledge	061	1*	–	–	99%
Social Studies: Content Knowledge	081	4*	–	–	98%
Art Content Trad Critic Aesthetics	132	1*	–	–	100%
Art Content Knowledge	133	1*	–	–	100%
Biology Content Knowledge Part 1	231	1*	–	–	–
Biology Content Knowledge Part 2	232	1*	–	–	–
Biology Content Knowledge	235	1*	–	–	98
<b>Teaching Special Populations</b>					
SE Knowledge-Based Core Principles	351	7*	–	–	91%
SE Applic of Core Principles Across	352	16	15	94%	75%
Educ Exceptional Students: CK	353	8*	–	–	100%

\*If there are fewer than 10 test-takers on any assessment, their scores are not analyzed by ETS.

Number of program completers: 41 submitted, 41 found and used in passing rate calculation

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**CONTEXTUAL INFORMATION****Section 1B Program Enrollment**

Total number of students, enrolled in 2008-09

122 MAT and Undergraduate

**Section 1C Supervised Experience**

Average number of clock hours required prior to student teaching	90
Average number of clock hours required for student teaching	650
Number of full-time equivalent faculty in supervised clinical experience during this academic year	24
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10.5
Number of students in supervised clinical experience during this academic year	42

The number of full-time equivalent faculty in supervised clinical experience includes the 21 mentor teachers who are compensated for working with the interns as well as the three full-time IHE faculty members who serve as supervisors to the undergraduate interns.

Goucher College has not been designated as low-performing by the state of Maryland and is scheduled for its next program approval site visit in 2013.

All students in the Education Program, regardless of certification area, are required to take SPE 100–Special Education: Historical, Philosophical, and Legal Foundations (4 credits).

All students in the Education Program are required to meet a set of state-approved technology

# Engineering

See description under Science and Engineering

## 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 (American literature, American studies, literary theory), Jeffrey Myers (Shakespeare, Renaissance English literature), Antje Rauwerda (British literature, postcolonial studies), Angelo Robinson, chair (American literature, African American literature, American studies), Arnold Sanders (Medieval English literature, expository writing, literary theory), Fred H. White (18th- and 19th-century English literature)

#### *Assistant Professors*

Jennifer Bess (expository writing), Johnny Turtle (creative and critical writing, African American literature, Africana studies), Kathy Flann (creative writing), Carol Pippen (expository writing), Barbara Roswell (expository writing), Bill U'Ren (creative writing)

#### *Visiting Assistant Professor*

Jessica Anya Blau (creative writing)

#### *Lecturers*

Mindy Jaffee, (expository writing), Bernadette Parrish (expository writing), Linell Smith (journalism), Charlee Sterling (expository writing), Mary Jo Wiese (expository writing),

#### *Writing Fellows*

Mina Brunyate (expository writing), Susan Garrett (expository writing, linguistics), Laura Orem (expository writing), Kate Luse (expository writing), Phaye Poliakoff-Chen (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 should be taken as soon as students have completed college writing proficiency and no later than the end of 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. Note: starting in 2009-10, students who concentrate in writing are required to take one course in American literature (ENG 250 or ENG 254)

At least three of the following:

ENG 202            ENG 203            ENG 204            ENG 205            ENG 206

ENG 208            ENG 221            ENG 226            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

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 elect the literature concentration. 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.

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## THE ENGLISH MINOR

The minor in English consists of 24 credits as follows:

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.

#### THE COLLEGE ESSAY (3)

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.

*Fall semester. Department.*

### ENG 104.

#### ACADEMIC WRITING I (3)

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.

*Fall semester, repeated spring semester. Department.*

### ENG 105.

#### ACADEMIC WRITING II (3) (GEN. ED. #1)

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: ENG 104 or permission of the Writing Program.

*Fall semester, repeated spring semester. Department.*

- ENG 106. ACADEMIC WRITING III (3)** (GEN. ED. #1)  
 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.  
*Fall semester, repeated spring semester. Department.*
- ENG 111. MASTERPIECES OF ENGLISH AND AMERICAN LITERATURE (3)** (GEN. ED. #9)  
 An introduction to college-level analysis of major works of literature in various genres. Texts and emphases will vary with the instructor.  
*Fall semester, repeated spring semester. Department.*
- ENG 120. INTRODUCTION TO FICTION WRITING (3)** (GEN. ED. #8)  
 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.  
*Fall semester, repeated spring semester. Turtle, Flann, U'Ren.*
- ENG 200. CLOSE READING, CRITICAL WRITING (3)** (GEN. ED. #7)  
 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 literary research. Overall, this course intends to provide a strong foundation to make future encounters with literature more meaningful and rewarding. Students can obtain writing proficiency in the major in this course. Prerequisite: limited to students who have completed their college writing proficiency and are considering a major or minor in English. May confer writing proficiency in the major.  
*Fall semester, repeated spring semester. Department.*
- ENG 202. SHORT-STORY WRITING (3)** (GEN. ED. #8)  
 Fiction 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, repeated spring semester. U'Ren, Flann, Turtle.*
- 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. Smith.*
- 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. Turtle.*
- 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.*
- 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. Smith.*

- 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: college writing proficiency 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 200 (or concurrent enrollment).  
*Spring semester. White, Rauwerda.*
- ENG 215. LITERARY THEORY: EIGHT WAYS OF LOOKING AT A TEXT (3)** (GEN. ED. #9)  
This course explores why we do what we do. Prerequisite: English 200 or permission of instructor.  
*Fall semester, repeated 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. Offered 2010-11 and alternate years. 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 and instructor's review of college transcript, a writing sample, and an interview.  
*Fall semester. Sanders.*
- ENG 222. WOMEN AND LITERATURE (3)** (WS 222) (GEN. ED. #9 AND #10)  
Topic will be posted in the course registration booklet.  
*Spring semester. Department.*
- 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, repeated spring semester. Tokarczyk, Flann.*
- 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.  
*Spring semester. Offered 2010-2011. 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 and cultural study of Medieval English verse and prose to rediscover pre-Modern cultural values. Emphasis on oral performance in pre-literate communities, manuscript construction and circulation, and the fifteenth-century transition to moveable type printed editions, using digital voice boards, original manuscripts and early print editions from Goucher's Special Collections and the instructor's collection, and in facsimile. Chaucer, the anonymous "Gawain" (or "Pearl") poet, Malory, and other anonymous romancers, lyric poets, and dramatists. Prerequisite: ENG 211 or permission of instructor.  
*Spring semester. Offered 2011-12 and alternate years. Sanders.*

- ENG 241. ARCHEOLOGY OF TEXT (3)** (GEN. ED. #4 AND 7)  
 This interdisciplinary English course uses hands-on “laboratory” methods to introduce students to archival research using Goucher’s Rare Book Collection and online digital archives. Working backward in time, from the present to the Early Modern and Medieval periods, the course will survey ways people have packaged and used written/visual information, from digital media to early printed books to manuscripts. After training in codicology (rare book and document analysis), iconography (study of visual design), and paleography (study of old handwriting) students will conduct independent research using materials from Special Collections and Archives. Field trips to the Garrett Library (Johns Hopkins), the Library of Congress Rare Book Collection, and the Folger Shakespeare Library. Students who have completed the course will be equipped to do additional archival research in 200- and 300-level courses, and for continued work in Special Collections and Archives and internships at Johns Hopkins, LC and the Folger. Prerequisite: college writing proficiency or permission of instructor.  
*Fall semester. Offered 2011-12 and alternate years. Sanders.*
- 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.  
*Variable semesters. White.*
- 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.  
*Variable semester. Robinson.*
- ENG 250. AMERICAN LITERATURE I (3)**  
 This course explores issues of nationality, spirituality, race, gender and sexuality from the Colonial Period to the Civil War in literary genres that include letters, journals, essays, poetry, the sermon, autobiography, short story, novel, and the slave narrative. Prerequisite: college writing proficiency.  
*Spring semester. Offered 2010-2011. Robinson.*
- ENG 254. AMERICAN LITERATURE II (3)** (GEN. ED. #4 AND #9)  
 This course traces developments in American Literature from the 1880s through the 1920s, 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 (*Daisy Miller*), Wharton (*The House of Mirth*), Chopin (*The Awakening*), Chesnutt (*The Passing of Grandison*), 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. Prerequisite: college writing proficiency.  
*Spring semester. Marchand.*
- ENG 255. THE MODERN AMERICAN NOVEL (3)** (GEN. ED. #9)  
 Studies of modern American fiction. Special topics. Announced prior to registration.  
*Variable semesters. Cordish.*
- 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 discusses theories of ethnic literature and immigrant experience. Prerequisite: college writing proficiency.  
*Variable semesters. Tokarczyk, Robinson.*
- ENG 257. ROMANTICISM (3)** (GEN. ED. #4 AND #9)  
 Topic for 2009-10: Romantic Love. Examination of seminal romantic explorations of love in the writings of Austen, Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron, as well as an ironic, postmodern perspective on the subject in Alain de Botton’s novel *On Love*. Prerequisite: ENG 212 or sophomore standing.  
*Fall semester. Alternate years. White.*

- ENG 259. THE VICTORIAN PERIOD (3) (GEN. ED. #4 AND #9)**  
 Topic: The Education of the Senses. A study of the worship of beauty in the Victorian period, including Pre-Raphaelitism in literature and painting, Aestheticism, Decadence, and the fascination with femmes fatales as "idols of perversity."  
*Fall semester. Offered 2010-11 and alternate years. White.*
- 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.  
*Variable semesters. Cordish.*
- ENG 270. MODERNISM (3) (GEN. ED. #9)**  
 Topic for Fall 2010: "Text and the City." The setting and subject of much modernist literature, 1910–1940, is urban. This course initially examines the country/city tension in Forster's *Howards End* and then explores the literary "scenes" of the great Western capitals: Dublin, London, Berlin, and Paris. Works include Joyce's *Dubliners*, Woolf's *Mrs. Dalloway*, Eliot's poetry, Isherwood's *Berlin Stories*, Auden's poems, Hemingway's *The Sun Also Rises*, Fitzgerald's "Babylon Revisited," Rhys' *Good Morning, Midnight*. Prerequisite: ENG 212 or junior standing.  
*Fall semester. Offered 2010-11 and alternate years. Cordish.*
- ENG 272G. INTENSIVE COURSE ABROAD: SHAKESPEARE: STAGE AND PAGE (3) (GEN. ED. #3)**  
 This course examines the relationship between Shakespeare as literature and Shakespeare as theatre; we examine Shakespeare's works both from a historical/critical perspective and from a performance perspective.  
*January intersession. Variable years. Curry and Myers.*
- 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.  
*Spring semester. Alternate years. Cordish.*
- 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.  
*Variable semesters. Tokarczyk.*
- 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.  
*Variable semesters. Tokarczyk.*
- ENG 280. THE NOVEL AND THE FILM (3) (GEN. ED. #9)**  
 The Films and Sources of Stanley Kubrick. This course offers a comparative study of form and theme in the novel and film versions of *Lolita*, *Dr. Strangelove*, *2001, A Clockwork Orange*, *Barry Lyndon*, *The Shining*, and *Eyes Wide Shut*. Prerequisite: one course in literature or film, or sophomore standing.  
*Spring semester. Offered 2010-11 and alternate years. White.*

- ENG 285. CONTEMPORARY LITERATURE FROM INDIA, AFRICA, AND AUSTRALIA** (3) (GEN. ED. #9 AND #10)  
How do the time you spend abroad and the time you spend on campus fit together? What is the legacy of colonialism in the modern world? This contemporary literature course may allow you to find some answers by examining works from three very different locales (India, Africa and Australia). We will pursue our literary study of novels, plays and poetry while also considering the socio-cultural contexts that produce these works and the historical events and legacies that have made them what they are. Prerequisite: Frontiers or sophomore standing.  
*Spring 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. Spires.*
- 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. Blau.*
- 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. Offered 2010-11 and alternate years. Tokarczyk.*
- ENG 315. ADVANCED SEMINAR IN CREATIVE WRITING** (3)  
An advanced workshop with sections on fiction and poetry. Written work for the seminar will be an extended project consisting of either three or four finished short stories or 10 to 15 pages of poetry. 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 Jessica Anya Blau (fiction) or Elizabeth Spires (poetry).  
*Fall semester. Blau. 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: ENG 203, 208.  
*Variable semesters. Department.*

- ENG 330. SPECIAL TOPICS IN ENGLISH LITERATURE TO 1700** (3) (GEN. ED. #4 AND #9)  
**TOPIC: CHAUCER, THE CANTERBURY TALES.**  
 A complete reading of Chaucer's *Canterbury Tales*, with attention to the critical controversies of the past five hundred years, and to the cultural context from which the tales emerged. Early Modern (1475-1700) commentaries on, and editions and translations of the tales will be consulted in Goucher's Rare Book Collection and at the Garrett Library (Johns Hopkins). May be repeated for credit with different topic. Prerequisite: ENG 211, 240, or 243, or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. Sanders.*
- ENG 340. SPECIAL TOPICS IN ENGLISH LITERATURE SINCE 1700** (3) (GEN. ED. #7 AND #9)  
 Topic for 2010-11: Byron, Romanticism's Last Stand. A study of the major works of the godfather of modern nihilism, alienation, despair, and absurdist black humor in literature and the arts. May be repeated for credit with a different topic.  
*Fall semester. White.*
- ENG 350. SEMINAR IN SHAKESPEARE** (3) (GEN. ED. #4 AND #9)  
 A close reading of Shakespearean 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. Topic: A very close reading of *King Lear* in an attempt to understand (or at least understand why we don't understand) every line in the play. We will also examine the quarto and folio texts, supplemented by important secondary material on the play. Prerequisite: ENG 211 or 232.  
*Fall semester. Offered 2010-11. Myers.*
- ENG 361. STUDIES IN FICTION** (3) (GEN. ED. #7 AND #9)  
 Topic for 2011-12: Readings and Rereadings: Contemporary Intertextuality. Although early in the 20th century Ezra Pound famously urged moderns to "make it new," postmodern writers and filmmakers frequently prefer to re-read or re-envision older literary classics. This seminar explores such revisionists' texts and their varied responses to their predecessors. Works include comparisons such as Bronte's *Jane Eyre* and Rhys' *Wide Sargasso Sea*; Woolf's *Mrs. Dalloway* and Cunningsham's *The Hours*; Melville's *Bartley the Scrivener* and Vila-Matas' *Bartleby & Co.*; films such as *Adaptation*, etc.  
*Spring. Offered 2010-11. Cordish.*
- ENG 371. SEMINAR IN AMERICAN LITERATURE** (3)  
 Topic for 2010-2011: Herman Melville's *Moby-Dick*  
*Fall semester. Marchand.*
- ENG 372. SEMINAR IN AFRICAN AMERICAN LITERATURE** (3)  
 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. Prerequisite: ENG 215.  
*Spring semester. Alternate years. Rauwerda.*
- 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 Program

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Humans are changing the biosphere in unprecedented ways, leading to two of the greatest challenges humanity has ever faced: meeting the needs of people today and in the future, and sustaining the life support systems on the planet. Transitioning to a sustainable biosphere requires that we cultivate integrative, global thinking while marshalling new knowledge, tools, and approaches. Answering current problems require scientific and social expertise, as well as the ability to understand complex socio-environmental interactions and to integrate seemingly disparate forms of knowledge.

As a field, environmental studies seeks to understand natural phenomena and human social institutional beliefs and practices and their interrelationships. To do this, it must engage in the scholarship of particular disciplines, as well as in the scholarship of integration. Goucher's Environmental Studies Program is designed to encourage thinking across disciplinary boundaries in order to prepare students for meaningful engagement with the central environmental questions and challenges that face our societies today and for their role as stewards of the global environment. The program offers students a major and a minor designed to encourage thinking across disciplinary boundaries, with a curriculum that bridges the humanities, social sciences, and natural sciences. Students learn to understand the premises of diverse disciplines while developing skills such as systems thinking—the ability to think systematically about complex problems.

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## PROGRAM FACULTY

### *Associate Professor*

Germán Mora, director and Meyerhoff professor

### *Assistant Professor*

Nathan Dinneen

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## AFFILIATED FACULTY

### *Associate Professors*

Sasha Dukan (physics), Shirley Peroutka (communications and media studies)

### *Assistant Professors*

Birthe Kejellerup (biology), Cynthia Kicklighter (biology), April Oettinger (art history), Gina Shamshak (economics)

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## THE ENVIRONMENTAL STUDIES MAJOR:

Upon declaring an environmental studies major, students choose one of two concentrations: environmental science (ESCI) or environment and society (ESOC). Students complete all required courses within their chosen concentration as well as a set of required courses designed to cultivate breadth. All environmental studies students complete the environmental studies core curriculum consisting of introductory, mid-level, and capstone courses. At the introductory level, all students (majors and minors) take courses spanning the natural and social sciences, in addition to statistics. Introductory courses in environmental science and environmental studies are designed to introduce students to the biological, physical, and chemical science of environmental change, as well as the human dimensions (social/political/cultural/economic) of such change.

Students choosing the ESOC concentration begin coursework in economics, political science, and/or anthropology-sociology, while students choosing the ESCI concentration complete an introductory biology and chemistry sequence.

At the 200 level, all environmental studies majors complete the core course Biosphere and Society, which draws from and integrates a range of disciplines to help students master a set of key concepts and analytical methods fundamental to environmental studies. In the capstone course, students actively integrate the approaches and methodologies they have practiced and experimented with at the 100 and 200 levels toward further research on particular problem, issue, or theme of their choosing, based on their research and future career interests. Service-learning opportunities are embedded within the core courses, as well as within several elective courses. Completing an internship is encouraged, but not required.

Please note that as of the printing of this catalogue, some courses in the program had not received final approval. Check the Environmental Studies Program website or the myGoucher Course Catalog for updated course numbers.

### **All majors must complete the Environmental Studies core sequence, as follows:**

ES 100.	Introduction to Environmental Science (4)
ES/PSC 140.	Introduction to Environmental Studies (3)
ES 2XX.	Biosphere and Society, (prerequisites: ES 100 and ES/PSC 140)
ES 3XX.	A Capstone Experience

Writing proficiency in the major is fulfilled in the Biosphere and Society core course.



Majors choose a concentration in either Environment and Society (ESOC) or Environmental Science (ESCI) and complete required courses and breadth requirements.

### ***ESOC Concentration***

#### **Required courses:**

EC 101  
PSC 111  
ANT 107 or SOC 106  
EC 225  
PSC 285  
ES 2XX. Environment, Development, and Sustainability

#### *Social Science Research Methods*

PSC 211 or SOC 217

#### *Choose one or more 200-level course:*

PHL 205  
ART 262  
COM 225  
ES 2XX. Food, Agriculture, and Society  
ES 2XX. Political Ecology  
ES 2XX. Politics of Environment in Latin America

#### *Choose two 300-level courses:*

ES 3XX. Advanced Topics in Environmental Economics  
ES 3XX. Advanced Topics in Environmental Studies  
ES 3XX. Environmental Justice and New Social Movements  
ES 3XX. Political Economies of Food and Agriculture  
ES 3XX. Violent Environments and Green Security: Understanding Environmental Violence and Conflict

#### *Breadth for ESOC:*

##### *Choose one:*

BIO 104  
CHE 111  
CHE 106

##### *Choose one:*

MA 140  
MA 141  
EC 206  
BIO 238  
ES 200

*(Note: BIO 104 is prerequisite for BIO 238.)*

### ***ESCI Concentration***

#### **Required courses:**

BIO 104  
CHE 111/112  
CHE 151/152  
CHE 230

#### *Choose Life Science or Physical Science Focus:*

##### ***Life Science:***

BIO 210  
BIO 214  
BIO 220  
BIO 240

##### *Two 300-level courses:*

BIO 333  
BIO 343  
BIO 354  
BIO 355  
BIO 384  
BIO 387

*(Note: only one seminar course may be used to meet the 300-level credit requirement in the life sciences concentration. Laboratories for BIO 333, 343, 354 are strongly recommended but not required. Refer to Biology Department listings for additional prerequisites for laboratories.)*

**Physical Science:**

ES 2XX. Environmental Geology or BIO 238

PHY 115 (or PHY 125)

PHY 250

*Two 300-level courses:*

CHE 355 (pre- or co-requisite: PHY 116/116L or permission of instructor. Refer to Chemistry Department listing for additional course information.)

ES 3XX. The Science of Climate Change

ES 3XX. Terrestrial Biogeochemistry

*Breadth for ESCI:*

*Choose one:*

MA 140 or

MA 141 or

EC 206

*Choose one:*

PSC 111 or

PSC112 or

ANT 107 or

SOC 106

EC 101

EC 225

ES/PSC 285 or ES 2XX. Environment, Development, and Sustainability

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## THE ENVIRONMENTAL STUDIES MINOR

**The minor requires 26 credit hours, including the following courses:**

ES/PSC 140

BIO 170 or ES 100

CHE 106

EC 225

PSC 285 or ES 2XX. Environment, Development, and Sustainability

(IDS/PSC 290 (internship) or Antioch Brazil Field Internship)

**Elective Courses:**

PHL 205

ART 262

COM 225

**Selected Goucher study-abroad courses:**

Monteverde Institute Costa Rica

Brazilian Ecosystems

Students may substitute courses from other institutions and/or as part of study-abroad programs with permission of the program director.

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## GOUCHER SEMESTER-ABROAD PROGRAM AT THE MONTEVERDE INSTITUTE IN COSTA RICA

**BIO 243.**

**FIELD METHODS IN TROPICAL ECOLOGY (4)**

Targeting natural/biological science majors, this course will explore topics of tropical ecology (biodiversity, cloud forest ecosystems, and others in greater depth, with emphasis placed on learning research methodologies that can be used in field based or laboratory research).

**BIO 244.**

**ENVIRONMENTAL SUSTAINABILITY (4)**

Students examine and analyze concepts of sustainability and their global and local interpretations and meaning as framed by global-local issues: Climate change, ecotourism and economic development, environmentalism, human health, conservation, and biodiversity. Emphasis is placed on contextualized examples of environmental, economic, social, political, and cultural tensions related to sustainability. Includes field trips, exercises and guest lectures by local scientists and activists.

## GOUCHER/ANTIOCH SEMESTER-ABROAD PROGRAM IN BRAZILIAN ECOSYSTEMS (12 TOTAL CREDITS)

### **ECOLOGY AND BIODIVERSITY OF BRAZIL (4)**

This course focuses on the value of biodiversity, the causes and patterns of biodiversity loss, the ecological significance of anthropogenic disturbances, and methods of hypothesis testing in the field of conservation biology. Students review the theoretical principles involving these topics during the pre-program orientation lectures and through assigned readings. Throughout the program the class examines species and habitat diversity characteristic of several Brazilian biomes. In addition to lecturing on ecology and serving as natural history guides, Brazilian botanists, zoologists, and ecologists work with students on field problems designed to illustrate the relationship between biodiversity and ecosystem function. These field problems are exercises that follow the scientific method from hypothesis formulation through statistical analysis and interpretation of data collected. The impact of human activities on biodiversity and ecosystem function are also directly observed and discussed throughout the course.

### **BRAZILIAN NATURAL RESOURCE MANAGEMENT (4)**

This course introduces the need for sustainable management of resources in terms of the value of ecosystem goods and services. Students will examine the application of sustainable management practices in agriculture, forestry, and park management. The role of environmental policy and the influence of nongovernmental organizations in affecting environmental stewardship are also examined. This topic further includes consideration of local cultural attitudes in policy development and implementation. Meetings with land managers and environmental groups are followed with structured group discussions that focus on evaluation (a) the sustainability of observed land use practices, (b) resource use policies in terms of scientific rigor and accuracy, and (c) the agencies seeking to modify existing policy or establish new policies.

### **FIELD INTERNSHIP (4)**

The final four weeks of the program are devoted to a science internship, working with a faculty supervisor on-site. Internships involve participating in a research team project, assisting in an educational program, or volunteering with an environmental agency project.

Course objectives:

- To understand the perspectives of Brazilian scientists, conservationists and government officials through direct involvement and interaction
- To gain knowledge and understanding of one focused area of scientific research and/or environmental concern
- To develop a comprehensive understanding of a particular environmental issue from social and biological science perspectives
- To work independently with Brazilian scientists and/or community members in a constructive research or field project

## **COURSE DESCRIPTIONS**

### **ES 100/PSC 140.**

#### **INTRODUCTION TO ENVIRONMENTAL STUDIES (3)**

An introductory course intended to broaden and deepen understanding of the environmental issues facing humanity today. The course focuses on how human institutions and ways of living create—as well as offer resources for solving—the problems that we face. We examine a selection of topics that have become central environmental issues of our time: climate change, biodiversity loss and conservation, food production, energy and sustainable development. We then consider how contemporary social activists and thinkers are defining central problems and questions. Finally we investigate our role in creating humanity's collective social-environmental future.

*Fall and spring semesters. Program.*

APPROVAL  
PENDING

#### **INTRODUCTION TO ENVIRONMENTAL SCIENCE (4)**

This course explores current environmental issues with the goal of evaluating how the integration of biological, chemical, geological, and physical principles is vital for identifying and understanding environmental problems and for shaping policies for effective solutions. The laboratory centers on the application of scientific principles and protocols to investigate both natural and urban environments. Discussions will focus on global environmental issues, including global warming, water and air quality, urbanization, biodiversity, human population growth, and food production. This course involves required field trips. Four hours lecture/laboratory.

*Fall and spring semesters. Mora.*

APPROVAL  
PENDING

#### **BIOSPHERE AND SOCIETY (ES CORE COURSE) (3)**

This course employs interdisciplinary inquiry and mixed methodological approaches towards understanding current environmental issues. Built around critical evaluation and analysis of cur-

rent scientific reports and other primary materials, the course focuses on topical issues at the intersection of ecological questions and social institutions. Texts such as the Millennium Ecosystem Assessment, the Intergovernmental Panel on Climate Change (IPCC) 4th Assessment Report, the Stern Review on the Economics of Climate Change, and/or other recent climate change agreements such as Copenhagen Conference of Parties (COP-15) will be used to investigate and analyze both natural and social dimensions of current processes of environmental change. Emphasis is placed on cultivating the ability to understand disciplinary abstraction and apply such knowledge to context-dependent explanations of environmental challenges. The course is intended to support development of key intellectual and practical tools for upper division work and future careers in environmental studies. Satisfies requirement for writing proficiency in the major. Enrollment restricted to Environmental Studies majors and minors. Prerequisites: Completion of 100-level sequence of ES major breadth and concentration requirements.

*Offered beginning Fall semester 2011. Team-taught, Program.*

**ES 200. ENVIRONMENTAL GEOLOGY (3)**

This course examines the interconnectivity of geologic processes, climate change, and life on Earth. Topics include rock formation, soils, earthquakes, volcanoes, landslides, floods, and river and groundwater pollution. Emphasis will be placed on the application of geologic principles to solve some environmental problems.

*Fall semester. Mora.*

**ES 238/BIO 238. ECOLOGY (3)**

An introduction to the diverse terrestrial, marine, and aquatic habitats of the Earth and how the organisms found there interact with their biotic and abiotic environment. Individual, population, community, and ecosystem levels of ecology will be discussed, with an emphasis on environmental sustainability and how climate change and other human induced activities may impact the ecology of organisms. Lecture, discussion, and some fieldwork. Course not open to students enrolled in BIO 240 or biological science majors or minors.

*Spring semester. Offered 2010-2011 and alternate years. Kicklighter.*

APPROVAL  
PENDING

**ENVIRONMENTAL STUDIES SENIOR CAPSTONE (3)**

This capstone course for majors and minors is a synthetic course intended to provide opportunities for students to synthesize knowledge and skills they have gained throughout their study in the major. The course will use individual and group projects to further their understanding of a particular environmental problem, issue, or subject area of their choosing based on their research and future career interests. The central activities of the course are a semester-long project designed to further integrative thinking in the student's own areas of interest and series of exercises designed to hone students' preparedness for careers and/or further studies in the environmental field. Students will have the option to embed service-learning opportunities into their semester project. Prerequisites: Senior environmental studies major or minor.

*Spring semester. Program.*

APPROVAL  
PENDING

**ENVIRONMENT, DEVELOPMENT, AND SUSTAINABILITY**

The new world order that emerged in the aftermath of World War II began with the assumption that the majority of its inhabitants existed in a condition of "underdevelopment." Western ideals of progress and prosperity were central to this new notion of development. More than 50 years later, viewed by critics as one of the biggest failures of our time, "development" remains at the center of strategies for addressing the world's social and environmental ills. Meanwhile, wide adoption of the concept of sustainable development introduced by the Brundtland Commission in 1987 came to mean that newer forms of development were improvements on those of the past. This class examines the ideas, practices, and assumptions associated with concepts of development and sustainability and considers how these have shaped our understanding of environmental change. Development is studied as a political project as well as a historical process. The course employs an interdisciplinary lens to consider political economy, landscape transformation, and cultural specificity to think about multiple meanings of development and sustainability and the social and ecological stakes associated with different approaches to development. Prerequisites: PSC 140, one 100-level social science course, or permission of instructor.

*Spring semester. Program.*

**PSC 285. U.S. ENVIRONMENTAL POLICY**

The U.S. has dramatically transformed its institutions for environmental governance over the last three decades yet many challenges continue to confront lasting environmental protection and management. This course examines the institutions, actors, and processes mediating environmental policy outcomes. What are some of the key environmental problems that we face as

individuals, as citizens of the United States, and of humanity more generally? How are these problems defined and how do they become a part of the public agenda? How are policy alternatives chosen and implemented? Whose interests are served? This course is intended to broaden and deepen our understanding of environmental politics through exploration of the U.S. experience. Thematic and case study approaches will be employed to consider the history and current state of our national political and institutional capacity to govern for environmental protection as well as the U.S. role in international environmental governance efforts. Prerequisites: PSC 111,112,113, or 114.

*Fall semester. Program.*

APPROVAL  
PENDING

**POLITICAL ECOLOGY: CULTURE, POLITICS, AND ENVIRONMENTAL CHANGE**

How do culture, the natural environment, and politics interact to shape and re-shape global and local environments? How do global political and economic processes connect to local environmental conflicts and livelihood struggles? This course employs the analytical tools of political ecology, a rapidly growing field of study that seeks to unravel the political forces at work in processes of environmental access, management and transformation. After a general introduction situating political ecology's intellectual roots and main theses, readings in the field of political ecology will explore such themes as population and the environment, famine, gendered environments, the politics of conservation, environmental knowledges and imaginaries. We will take time to uncover and examine the cultural, political, and social dimensions that underlie environmental alternatives and responses to environmental problems. Prerequisites: PSC 140, SOC 106, or ANT 107.

*Offered beginning in 2011-12 academic year. Program.*

APPROVAL  
PENDING

**ADVANCED TOPICS IN ENVIRONMENTAL STUDIES**

This course is an advanced in-depth thematic symposium with changing topical focus. Examples of topics to be addressed may include such contemporary environmental concerns as energy use, human dimensions of climate change, land-use and transformation, biodiversity conservation and policy. Course themes change yearly. Check current schedule of courses for current topics. Prerequisites: ES core course or permission of instructor.

*Offered beginning in 2011-12 academic year. Program.*

APPROVAL  
PENDING

**POLITICAL ECONOMIES OF FOOD AND AGRICULTURE**

This is an advanced seminar designed to deepen understanding of political economies of agri-food systems including the production, distribution, preparation, and consumption of food. (Course description in development.) Course is intended to further the understanding of topics covered in 200-level ES/SOC Agriculture, Food and Society course.

*Offered beginning in 2011-12 academic year. Program.*

APPROVAL  
PENDING

**VIOLENT ENVIRONMENTS AND GREEN SECURITY: UNDERSTANDING ENVIRONMENTAL VIOLENCE AND CONFLICT**

*Offered beginning in 2011-12 academic year. Program.*

APPROVAL  
PENDING

**FOOD, AGRICULTURE, AND SOCIETY**

*Offered beginning in 2011-12 academic year. Program.*

APPROVAL  
PENDING

**THE SCIENCE OF CLIMATE CHANGE**

APPROVAL  
PENDING

**TERRESTRIAL BIOGEOCHEMISTRY**

## European Studies Program

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 comprises 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

**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			
<b>Two courses are required at the 300 level (six credits):</b>				
FR 330	FR 333	GR 395 or an approved 300-level German course		
HIS 338	PSC 321	PSC 323	PSC 350	RUS 335
SP 332				

## PRINCIPAL ADVISORS

### *Professors*

Marianne Githens, director (political science and women's studies)

## French

See Modern Languages, Literatures, and Cultures Department

## 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*.

## German

See Modern Languages, Literatures, and Cultures Department

## The Hispanic Languages, Literatures, and Cultures Department

Spanish is the third most spoken language in the world and the second in the United States. It is the native tongue of approximately 388 million people in 21 countries, and it is widely spoken in many more countries where it is not an official language. It is also one of the official languages in the United Nations and the European Union. The 39 million Hispanics currently living in the United States make up 12.5 percent of the total population, and by the year 2050, the number is expected to grow to over 100 million, approximately one quarter of the total U.S. population. Spanish is also the most widely taught foreign language in this country.

As the importance of the Spanish language continues to grow worldwide, the Department of Hispanic Languages, Literatures, and Cultures challenges students to go beyond the basic language skills to fulfill a college requirement. Our mission is to engage students in understanding the richness and diversity of Hispanic cultures and their continuing impact on the U.S. and the world. We recognize language variations within the Spanish-speaking world as an expression of distinguishing cultural, historical, and political experiences. Our courses examine these experiences as they have manifested themselves in a complex tradition of literary production, from pre-Hispanic poetry and the origins of the modern novel to the magic realism of the Boom and the contemporary literary movements. Our curriculum is broad and diverse, with courses in a variety of topics, including: Spanish and Latin American media and press, narratives of the Spanish Civil War, crime and punishment in Latin American cinema, Spanish-speaking cultures and language varieties, and the Latino presence in the U.S. We offer courses cross-listed with departments and programs such as History, Women's Studies, Sociology, Education, and World Literature.

### **General Education Requirement**

The study of a foreign language is an essential part of a general education requirement at any liberal arts college. At Goucher, all students are required to complete the 100-level language sequence through the last semester of the intermediate level (SP 130, 130C, 130G, 130S, or 130V). We offer students the opportunity to fulfill the requirement abroad through intensive programs in Cuernavaca, Mexico, and Granada, Spain.

Students must complete a placement test before enrolling in a language class or taking language courses abroad. On the basis of a placement test and interview, students may be exempt, but not receive credit for certain courses and enter the language sequence at a higher level. Transfer credits are awarded pending placement test results. These results have an expiration date of one year—i.e., students need to retake their placement test after two or more semesters if they have not taken the language course in which they were placed, unless they have opted to satisfy their language requirement with the study of another language altogether.

### **The Language House and the Thormann International Center**

Outside the classroom, opportunities to practice Spanish and attend international cultural events are provided through the language house program. The language house, located in Katharine and Jane Welsh Hall, is staffed by native speakers, and aims at promoting the daily practice of foreign languages outside the classroom by organizing a variety of events throughout the semester, such as plays, a weekly language table, teas, colloquia, film series, and guest speakers. To further enrich students' awareness of the Spanish-speaking cultures, the language house and the department sponsor an annual celebration of Hispanic Heritage Month. These events often take place in the Thormann International Center, a space dedicated to the promotion of international cultural awareness. For information about the language house, contact María Teresa Gomis-Quinto, coordinator of the Spanish floor.

### **Study-Abroad Programs**

To provide students an experience of immersion in the language, the department offers a variety of ICAs in different countries, such as Costa Rica, Mexico, and Spain. Spanish majors are required to spend a semester in one of the department-approved study-abroad programs in Argentina or Spain.

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## **DEPARTMENT FACULTY**

### **Associate Professor**

Isabel Moreno López, chair (critical pedagogy, literature), Jeanie Murphy, director of Latin American Studies (Latin American literature)

### **Assistant Professors**

Florencia Cortés-Conde (study-abroad director, sociolinguistics, Latin American media), Aida Ramos-Sellman (community-based learning, language, and culture), Alison Tatum-Davis (Spanish peninsular literature), Viki Zavales Eggert (Spanish peninsular literature)

### **Instructors**

María Teresa Gomis-Quinto (language and culture, language house coordinator), Citlali Miranda-Aldaco (language, culture and technology), Frances Ramos-Valdez (language and culture, community-based learning coordinator)

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## **THE SPANISH MAJOR**

Students majoring in Spanish must accumulate a minimum of 30 credits at the 200 and 300-levels. Students must take SP 230, SP 235, three 200-level electives (not including SP 229), SP 254, SP 294, and three courses at the 300 level, as a minimum. Special topics courses may be repeated for credit if the topic is different. To complete the Spanish major, students must spend at least one semester abroad in one of the Department approved programs in Spain or Argentina to perfect language skills and increase knowledge of Hispanic culture. While abroad, students will complete 15 credits toward the major (all the 200-level electives, SP 254 or 294 and, in some cases, a 300-level course).

### **Writing Proficiency in the Major**

Majors in Spanish who successfully complete any 300-level course in their major will have fulfilled the writing proficiency in the major requirement.

### **Concentration in Secondary Education with Certification in Spanish**

Students seeking certification as Spanish teachers at the secondary level should make their intention clear to the chair of the Department of Hispanic Languages, Literatures, and Cultures as early as possible, and no later than the time they declare their major. Certification requirements are listed under the Education Department.

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## **THE SPANISH MINOR**

Students minoring in Spanish must accumulate a minimum of 18 credits at the 200 and 300 levels, with at least one course at the 300 level. Students are encouraged to participate in one of the Goucher-sponsored study abroad programs in a Spanish-speaking country. To complete the Spanish minor, students must take SP 230, SP 235, one 200-level elective (not including SP 229), SP 254, SP 294, and one course at the 300 level, as a minimum.

## THE LATIN AMERICAN STUDIES MINOR

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. They must take LAM 105, LAM 268, and four elective courses from the list, with at least one at the 300-level:

LAM 217	LAM 280	WS 224	WS 226	PSC 264	RLG 274
SP 294	HIS 321	SP 328	SP 350	SP 345	

Other applicable courses offered through the cooperative interinstitutional will be considered for LAM credit. Only one course taken through an approved study-abroad program may be applied toward the minor. Permission of the Latin American studies coordinator is required.

There is a mandatory language requirement to complete up to SP 235. Students with Portuguese or French background, please contact the director.

## COURSE DESCRIPTIONS

- SP 110. 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 Hispanic cultures. Four contact hours. Prerequisite: Completion of placement exam.  
*Fall semester; repeated spring semester. Department.*
- SP 110V. ELEMENTS OF SPANISH I (4)**  
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. Intended for students with little or no knowledge of Spanish. Students will develop communicative skills (listening, speaking, reading, and writing) and understanding of Hispanic cultures.  
*Variable semesters. Moreno-López, Miranda-Aldaco.*
- SP 119. GATEWAY TO MEXICO (1)**  
An introduction to Mexican history and culture. 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 cultures. Four contact hours. Prerequisite: SP 110 or SP 110V with a minimum grade of C- or placement.  
*Fall semester; repeated spring semester. Department.*
- SP 120C. SPANISH REQUIREMENT IN CUERNAVACA (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. Prerequisites: placement test or SP 110 or SP 110V with a minimum grade of C-. Enrollment in SP 119 during second seven weeks of the fall semester prior to the trip.  
*January intersession. Department.*
- SP 120V. ELEMENTS OF SPANISH II (4)**  
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. Continued development of the four basic language skills—listening comprehension, speaking, reading, and writing—within the context of Hispanic cultures. Prerequisite: SP 110 or SP 110V with a minimum grade of C- or placement.  
*Fall semester; repeated spring semester. Moreno-López, Miranda-Aldaco.*
- SP 130. 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 of the lower-division language sequence. Satisfactory completion of the course fulfills the foreign language requirement. Four contact hours. Prerequisite: SP 120, 120C, or SP 120V, with a minimum grade of C- or placement.  
*Fall semester; repeated spring semester. Department.*



- SP 130C. SPANISH REQUIREMENT IN CUERNAVACA (4) (GEN. ED. #3)**  
 Special section of SP 130. 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. Satisfactory completion of SP 130 in Cuernavaca fulfills the foreign language requirement. Prerequisites: SP 120, 120C, or 120V, with a minimum grade of C- or placement. Enrollment in SP 119 during second seven weeks of the fall semester prior to the trip is required.  
*January intersession. Department.*
- SP 130G. SPANISH/ASTRONOMY IN GRANADA (8) (AST 110G) (GEN. ED. #2, #3, AND AST 110G #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, and its multi-ethnic environment. Credits will be distributed as follows: 2.5 astronomy and one Spanish credit in the spring, and 1.5 astronomy and three Spanish credits in the summer. Prerequisite: SP 120, SP 120C, SP 120V, with a minimum grade of C- or placement.  
*Spring/summer. Offered 2010-11 and alternate years. Miranda-Aldaco and Sugerman.*
- SP 130S. INTERMEDIATE SPANISH WITH COMMUNITY-BASED LEARNING (4) (GEN. ED. # 2)**  
 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. 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. Prerequisite: SP 120, SP 120C, SP 120V, with a minimum grade of C- or placement.  
*Fall semester; repeated spring semester. Department*
- SP 130V. INTERMEDIATE SPANISH (4) (GEN. ED. #2)**  
 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. 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. Prerequisite: SP 120, SP 120C, SP 120V, with a minimum grade of C- or placement.  
*Fall semester; repeated spring semester. Moreno-López, Miranda-Aldaco.*
- SP 205. GATEWAY TO COSTA RICA (1)**  
 Gateway to Costa Rica is a seven-week introductory course focusing on Costa Rican history and culture. Students will continue to develop the four language skills, with an emphasis in writing. This course is a required precursor course for students participating in the Costa Rica program in May/June 2010. This course is pass/no pass only. Prerequisite: satisfactory completion of the foreign language requirement in Spanish. Prerequisite: SP 130, SP 130C, SP 130G, SP 130S, SP 130V with a minimum grade of C- or placement.  
*Spring semester. Offered 2011-12 and alternate years. Department.*
- 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 a review of the fundamentals of grammar in the context of the readings. Course does not count toward the Spanish major or minor. Prerequisite: satisfactory completion of foreign language requirement.  
*Fall semester; repeated spring semester. Department.*
- SP 229CR. INTERMEDIATE SPANISH IN COSTA RICA (4) (GEN. ED. #3)**  
 Special section of SP 229. Continued study and development of the four basic language skills, listening, speaking, reading, and writing, with emphasis on reading and writing skills through cultural and literary texts. Three weeks of intensive language study are complemented by cultural excursions, academic talks and homestays. Prerequisites: Satisfactory completion of foreign language requirement in Spanish or placement; enrollment in the Gateway to Costa Rica course during second seven weeks of the spring semester prior to the trip is required.  
*Summer. Offered 2011-12 and alternate years. 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. Prerequisite: SP 229 or placement.  
*Fall semester, repeated spring semester. Department.*
- SP 230CR. INTERMEDIATE SPANISH IN COSTA RICA (4) (GEN. ED. #3)**  
 Special section of SP 230. With an emphasis on writing and conversation, language skills are enhanced through the study and discussion of cultural and literary texts. Special attention is given to the acquisition and active use of everyday vocabulary within the Costa Rican culture. Three weeks of intensive language study are complemented by cultural excursions, academic talks and homestays. Prerequisites: SP 229 or placement; enrollment in the Gateway to Costa Rica course during second seven weeks of the spring semester prior to the trip is required.  
*Summer. Offered 2011-12 and alternate years. 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 placement.  
*Fall semester, repeated spring semester. Department.*
- SP 238G/ AST 110G. SPANISH/ASTRONOMY IN GRANADA (8) (GEN ED #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, and its multi-ethnic environment. Credits will be distributed as follows: 2.5 Astronomy and 1 Spanish credit in the spring and 1.5 Astronomy and 3 Spanish credits in the summer. Prerequisite: SP 130, SP 130C, SP 130V, with a minimum grade of C- or placement.  
*Spring semester. Offered 2010-11 and alternate years. Miranda-Aldaco and Sugerman.*
- 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.  
*Fall semester. Offered 2010-11 and alternate years. Moreno-López.*
- 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.  
*Variable semesters. Department.*
- 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.  
*Fall semester, repeated spring semester. Moreno-López, Tatum-Davis, Zavales Eggert.*
- SP 260. SPANISH IN THE MEDIA (4)**  
 The media and the press are said to be shaping not only language use, but identity formation among Spanish-speakers in Latin America and the United States. With this in mind, the goal of this course is to explore the emergence of a universal or transnational Spanish that seeks to generate a Pan-Hispanic identity while respecting multicultural perspectives. The course will refine oral and written language skills while viewing diverse media formats: print media, podcasting, blogging, talk radio, and the 30 minute news broadcast. Prerequisite: SP 235  
*Spring semester. Offered 2011-12 and alternate semesters. Cortés-Conde.*
- 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 in the United States. Course includes a 12-hour service learning component. Prerequisite: SP 235  
*Spring semester. Offered 2010-11 and alternate years. Ramos-Sellman.*

- SP 272Y. INTENSIVE COURSES ABROAD: MULTICULTURAL EDUCATION IN COSTA RICA** (8) (ED. 272Y) (GEN. ED. #3)  
 This interdisciplinary course builds Spanish language skills into the curriculum of education through a seven-week pre-program course in the fall (two credits), a three-week immersion experience in Costa Rica in January (four credits), and a seven-week post-program course in the spring (two 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, and the final seven weeks will be conducted in Spanish. Prerequisites: SP 230 or permission of the instructor.  
*Variable semesters. Moreno-López and Smith.*
- SP 290. INTERNSHIP IN SPANISH (VARIABLE)** (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.  
*Variable semesters. Department.*
- SP 294. SURVEY OF LATIN AMERICAN LITERATURE** (3) (GEN. ED. #9)  
 Main currents and genres in Spanish-American literature from pre-Colombian times to the early 20th century. Prerequisite: SP 235.  
*Fall semester, repeated spring semester. Department.*
- SP 296. LATIN AMERICAN STUDIES** (WITH LAM 105 OR HIS/LAM 268) (1)  
 This course is an option for students who are proficient in Spanish and who are concurrently enrolled in either Introduction to LAM 105–Latin American Studies or HIS/LAM 268–Latin American History: Pre-Columbian to Present. Students and the instructor meet on a regular basis to discuss, in Spanish, the same themes, events, and concepts presented in the companion course. Students enrolled in SP 296 write their exams and assignments in Spanish as well. This course may be taken with either one or both Latin American studies courses, but it may not be taken separately or as a stand-alone course. This one-credit course may be taken with more than one course. Corequisite: LAM 105 and/or HIS/LAM 268. Prerequisite: permission of the Latin-American studies director.  
*Fall semester, repeated spring semester. Murphy.*
- SP 299. INDEPENDENT WORK** (1-4)  
*Variable semesters. Department.*
- SP 320. FABLE, FANTASY, AND FRANCOISM: NARRATIVES OF THE SPANISH CIVIL WAR** (3)  
 This course examines the representation of the Spanish Civil War and its aftermath in both film and fiction. Students will study and analyze a variety of narratives, some fictional and some historical, about the Spanish Civil War and the Post-Civil War era. We will also analyze a number of films that emphasize the effects of the war on cultural and personal liberties. Special emphasis will be given to the experience of marginalized groups, such as women, children, gays, and lesbians. Prerequisites: SP 254 or 294.  
*Variable semesters. Zavales Eggert.*
- SP 328. CRIME AND PUNISHMENT IN LATIN AMERICAN CINEMA** (3)  
 The objective of this seminar is to explore film narratives and examine the world-view represented in them. In order to understand different world-views one must compare them; thus, the overall objective is to explore the representation of crime in Latin American cinema and compare it with that of U.S. filmmakers. This course will utilize film studies as a backdrop to discuss and explore cultural differences in the understanding of crime, responsibility, and punishment. Prerequisites: SP 254 or 294.  
*Variable semesters. Cortés-Conde.*
- 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 and may include Spanish peninsular short story, theatre, or novel. May be repeated for credit if topic is different. Prerequisites: SP 254 or 294.  
*Variable semesters. Moreno-López, Zavales Eggert.*
- SP 340. SOCIAL CRITICISM THROUGH WRITTEN AND VISUAL TEXTS** (3)  
 Students will explore social issues from the different periods of Spanish history through the study and critical analysis of three literary works and their representation in films. The first, *El perro del hortelano*, a baroque play of the Spanish Golden Age, sheds a critical light on social classism through a comedy that focuses on love and jealousy. The second, the novel and film

*Crónica del rey pasmado*, narrates the story of a young king living in the Spanish Golden Age, who is torn by the attraction he feels towards his wife and the precepts of the Catholic Church. Finally, we will examine *La familia de Pascual Duarte*, the founding novel of the genre known as tremendismo. Prerequisites: SP 254 or 294.

*Variable semesters. 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. Topics may include the Latin American short story, theatre, or novel. Prerequisites: SP 254 or 294.

*Variable semesters. Murphy, Zavales Eggert.*

**SP 350. SPANISH-SPEAKING CULTURES AND LANGUAGE VARIETIES (3)**

This course proposes to examine registers (formal and informal use of language) and dialects (Chilean, Puerto Rican, Mexican, Afro-Hispanic varieties, creoles) of the Spanish language. We will take into account the difference in culture and history that gave rise to these varieties. We will discuss two of the controversial issues in the area: (1) literacy and language loss in indigenous communities, and (2) the emergence and acceptance of “Spanglish” as proposed by the U.S.- Spanish media vs. the variety as an ethnic marker. To achieve a better understanding of the Spanish language varieties, we will have to resort to a theoretical understanding of the different language components: phonetics, phonology, morphology, syntax, and pragmatics. Prerequisites: SP 254 or 294.

*Variable semesters. Cortés-Conde.*

**SP 400. INDEPENDENT WORK (1.5-4)**

*Variable semesters. Department.*

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**STUDY ABROAD IN SPAIN AND ARGENTINA—PROGRAM OBJECTIVES AND DESCRIPTION**

The objective of the study-abroad semester is to provide Spanish majors an opportunity to advance their knowledge of the Spanish language and to pursue their specialized fields of academic interest while developing cross-cultural competency. High-quality instruction by distinguished local professors is combined with immersion in Spanish speaking societies with the goals of improving understanding of a variety of cultures and allowing students to explore the world from more than one perspective. Students majoring in Spanish must spend at least one semester abroad in Spain, or Argentina, where they will live with local families. Eligibility: Students must have completed SP 235 or its equivalent to go to Spain. To go to Argentina, students must have completed SP 254 or 294.

If students wish to spend a semester in one of the department approved semester-long programs in Latin America, they should speak to Dr. Cortés-Conde, director of study of abroad.

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**COURSE LOAD AND CREDITS IN SALAMANCA, SPAIN**

Students will attend the University of Salamanca taking tailor-made courses taught entirely in Spanish by accomplished local university professors. They will complete all the 200 electives required for the major in addition to SP 254 (if they go in the fall), or SP 294 (if they go in the spring). In the fall program, students take a three-week introductory Spanish language class starting at the end of August. This introductory class is followed by a break, after which the regular semester classes begin during the first week of October. From October through mid-December, students take Spanish language two hours daily. In addition, students must take three to four classes from among the following:

Spanish Culture  
Survey of Spanish Literature (SP 254)  
History of Spanish Art  
Contemporary Spanish  
Oral Practice of the Spanish Language  
Business Spanish  
Women in Spanish History  
Spanish and Latin-American cinema

Upon satisfactory completion of the Salamanca Program, students will return to Goucher College having earned 15 200-level credits.

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**COURSE LOAD AND CREDITS IN BUENOS AIRES, ARGENTINA**

Students will take one course designed for non-Argentinean students (Lengua española), two elective courses with other Argentinean students, one course comprised mostly by foreign students (SP 294: Latin American Literature) and a three-credit writing seminar (SP 370). In the writing seminar, students will meet with the site coordinator to write three research papers throughout the semester. Each paper must relate to one of the content based courses,

must be four to six pages long (not including cover and reference pages), and must include three to five well-referenced academic sources to prove the arguable thesis or research hypothesis.

Among the elective courses, students can choose from a wide variety of courses such as:

SP 370 Writing Seminar

Latin America in the 20th Century (History Department)

Latin American Culture and Society (Sociology and Anthropology Department)

Evolution of the Argentinean Society (Latin American Studies Department)

Upon satisfactory completion of the Buenos Aires Program, students will return to Goucher College having earned 12 200-level credits and three 300-level credits.

## 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 as laid out in the program description, 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 105. INTRODUCTION TO LATIN AMERICAN STUDIES (3) (GEN. ED. #4 AND #10)**

This course will introduce students to many cultural, social, and political aspects of the region of the world known as Latin America. Beginning with the various views of what is meant by “Latin American,” the course will give students a more complete picture of the heterogeneous identities of the area. Taking an interdisciplinary, broad approach to regional studies, the course will explore the diverse artistic movements, social organizations, and political institutions that have shaped Latin America in the past and continue to define its present. Students with advanced Spanish-language skills are encouraged to take SP 296 along with this course.

*Fall semester. Murphy.*

**LAM 226. WOMEN, PEACE AND PROTEST: LATIN AMERICAN WOMEN AND THE SEARCH FOR SOCIAL JUSTICE (3) WS 226) (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. *Spring semester. François. Offered 2009-10 and alternate years.*

**LAM 264. LATIN AMERICAN POLITICS (3) (PSC 264)**

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.*

**LAM 268. LATIN AMERICAN HISTORY: PRE-COLUMBIAN TO THE PRESENT (4) (HIS 268) (GEN. ED. #4 AND #10)**

This course examines the history of the region from the dynamics of the pre-Columbian states through the patterns of European conquest and colonization, independence movements and the modern problems of political instability and economic development. Students with advanced Spanish-language skills are encouraged to take SP 296 along with this course.

*Spring semester. Murphy.*

**LAM 280. SELECTED TOPICS IN LATIN AMERICAN STUDIES (3) (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. Topics may include: Latino issues in the United States, Latin American cinema, or revolutionary movements in Latin America. Prerequisite: Frontiers or sophomore standing.

*Fall Semester. Department.*

**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.

*Variable semesters. Department.*

- LAM 321. ATLANTIC REVOLUTIONS (3) (HIS 321)**  
 In the late 18th and 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.  
*Variable semesters. Hale.*
- 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.  
*Variable semesters. Department.*

## 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, women's history), Julie Roy Jeffrey (history of 19th-century American women, architecture and family history, 20th-century foreign policy), Sanford J. Ungar

#### *Associate Professors*

Kaushik Bagchi (Asian history, colonialism, world history), Robert Beachy (early modern/modern European history, German history, history of sexuality, social and cultural history)

#### *Assistant Professors*

Matthew Hale (early America, Atlantic world, print culture), Erica Fraser (Russia, Eastern Europe, gender history), Tina H. Sheller (historic preservation, early America, public history)

#### *Lecturers*

Sanaullah Kirmani (Islam), Steven Klepper (American constitutional history)

### 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.

In order to graduate as history majors, seniors, during their final year, must submit a portfolio of selected work in history or write a senior thesis under the supervision of faculty from the History department. The portfolio will carry one academic credit. The portfolio or the senior thesis will constitute one measure for awarding departmental honors. Honors will be awarded to students who have a minimum GPA of 3.5 in the major and whose performance has been consistently outstanding during their studies at Goucher College.

Writing proficiency in the major can be fulfilled by obtaining a minimum grade of B- in any 300-level seminar.

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
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#### **European History**

HIS 116	HIS 117	HIS 215 or 220	HIS 222	HIS 224	HIS 338
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#### **Asian History**

HIS 113	HIS 200	HIS 238	HIS 286	HIS 288	HIS 387
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Electives that also count toward the history major include:

JS 220	JS 230	JS 252	JS 253	JS 257
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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.

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## 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.

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## 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. Required courses include:

HP 110                      HP 220                      HP 320                      ART 278

The remaining courses are to be chosen with the approval of the student's 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 semester, repeated spring semester. 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, repeated spring semester. Hale. 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. 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. 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.

*Variable semesters. Kirmani.*

**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.

*Variable semesters. Department.*

**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. Offered 2010-11 and alternate years. Bagchi.*

**HIS 214.**

**SOCIAL THEORY IN HISTORICAL CONTEXT (3)**

Understanding social theory is an important tool for the craft of history. This course focuses on the emergence of certain social theorists who have been critical to analyzing society and culture since the 18th century. Readings include Smith, Marx, Weber, Durkheim, a number of Frankfurt School figures (including Habermas), and Foucault. Prerequisite: sophomore standing or permission of instructor.

*Variable semesters. Beachy.*

**HIS 215.**

**SOCIAL HISTORY OF EUROPE: 1750-2000 (3)**

Evolution of industrial and urban society out of the peasant world. Rise of the middle class, conditions of the working class, labor movements, and social ideologies. Prerequisite: one 100-level history course or sophomore standing.

*Variable. Department.*

**HIS 220.**

**RUSSIA FROM PETER THE GREAT TO THE REVOLUTION (3)**

Beginning with the vast reforms of Peter the Great to both Russian politics and culture, this course traces Russia's search for modernity and its unique place in the world vis-à-vis both Europe and Asia. We will study the persistence of autocracy under the tsars; serfdom and emancipation; the expansion of the Russian empire; the development of socialist thought among the intelligentsia; urban migration; and the onset of violent revolution at the turn of the 20th century. Prerequisite: one 100-level history course (HIS 117 recommended) or sophomore standing.

*Fall semester. Offered 2009-10 and alternate years. Fraser.*

**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.

*Variable semesters. Beachy.*

**HIS 222.**

**RUSSIA AND THE SOVIET UNION IN THE 20TH CENTURY AND BEYOND (3)**

This course will examine the Soviet Union in the 20th century, beginning with the Bolshevik Revolution and Civil War; Stalinism in the 1930s; the collectivization of agriculture and peasant revolt; the five-year plans; shifts in gender, family, and sexuality laws; national minorities in the Soviet state; the Great Terror; World War II on the home front and in the Soviet military; the onset of the Cold War under Khrushchev; the effects of glasnost and perestroika under Gorbachev; and the path of postsocialist Russia since 1991. Prerequisite: one 100-level history course (HIS 117 recommended) or sophomore standing.

*Spring semester. Offered 2009-10 and alternate years. Fraser.*

**HIS 223.**

**RUSSIAN AND SLAVIC HISTORY FROM EARLIEST TIMES TO PETER THE GREAT (3)**

This course opens with the earliest known history of the Slavic peoples. It proceeds to examine the conversion to Orthodox Christianity; the medieval Kievan Rus' state; the Mongol conquest; the rise of Muscovy; the establishment of serfdom; the beginnings of the Romanov dynasty; and cultural changes of the seventeenth century that paved the way for a new phase of history beginning with Peter the Great. We will focus on political, ideological, cultural, and religious factors that produced a unique Russian civilization. It forms a chronological sequence with HIS 220 and 222. Prerequisite: one 100-level history course or sophomore standing.

*Variable semesters. Fraser.*



- HIS 224. EUROPE: 1914-1945 (3)**  
 This course will examine in detail the period of European history bookended by the dates of the two world wars. Focusing at various times on Britain, France, Germany, Russia/Soviet Union, Italy, and Spain, we will study the political and military situation leading up to and during World War I; the home front; the social and cultural causes of revolutions after the war; the peace treaty and Wilsonian intervention; veterans' affairs and war wounds; gender and society in the 1920s; dislocations in the European empires; the Great Depression and the rise of fascism; socialism in power and in opposition; nationalism, race, and anti-Semitism; technology; the Holocaust; and challenges for a postwar world. Prerequisite: one 100-level history course (HIS 117 recommended) and sophomore standing.  
*Variable semesters. Fraser.*
- HIS 226. WOMEN AND GENDER IN MODERN EUROPEAN HISTORY (3) (WS 246)**  
 This course examines modern Europe through the lens of women and gender, including topics such as the Enlightenment and women's rights, masculinity in revolutionary politics, Victorian domesticity, the rise of consumer cultures, discourses on sex, reproduction, and women's bodies, the effects of colonialism on gender ideology, suffrage campaigns, gender politics during and after the two world wars, and negotiating gender across the Cold War divide of eastern and western Europe. Prerequisite: HIS 117.  
*Spring semester. Offered 2009-10 and alternating years. Fraser.*
- HIS 227. CULTURES OF CONTEMPORARY EUROPE (4) (ANT 238) (GEN. ED. #4 AND #10)**  
 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. Offered 2010-11 and alternate years. Ingram.*
- HIS 229. HISTORY, LITERATURE, AND FILM ON THE HOLOCAUST (4) (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). Prerequisite: sophomore standing.  
*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 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. Offered 2009-10 and alternate years. Jeffrey. Sheller.*
- 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.  
*Variable semesters. 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 apparent confusion. Prerequisite: HIS 113 or sophomore standing.  
*Fall semester. Offered 2010-11 and alternate years. Bagchi.*

**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. Offered 2009-10 and alternate years. Bagchi.*

**HIS 241. AMERICA AND THE VIETNAM WAR: A FATEFUL ENCOUNTER**

(3) (PSC 241) (GEN. ED. #7)

An examination of the reasons for American involvement in Vietnam, with emphasis on the decisions and policies of several U.S. administrations. The course also explores the war from the Vietnamese point of view and examines Vietnamese history, culture, and politics to gain a greater understanding of this conflict. Prerequisite: sophomore standing.

*Variable semesters. Jeffrey, Honick.*

**HIS 242. FROM PURITAN DIARIES TO OPRAH'S BOOK CLUB: READERS AND WRITERS IN AMERICAN HISTORY (3)**

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.

*Variable semesters. Hale.*

**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 semester. Offered 2009-10 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 251. JEWS IN GERMANY FROM ENLIGHTENMENT TO THE RISE OF THE NAZI REGIME**

(3) (GER 251, JS 251)

This 200-level course focuses on the history of German Jews from the period of emancipation in the late eighteenth and early nineteenth century to the end of the Weimar Republic. We will examine the role of German Jews in German politics, economic life, and culture; Jewish enlightenment ("Haskalah"); the rise of anti-Semitism in the nineteenth century; the rise of the

Reform movement; Jewish assimilation and its discontents; and the Weimar Jewish Renaissance.

Prerequisite: sophomore standing.

*Fall semester. Larkey.*

**HIS 254.**

**THE JEWS OF RUSSIA UNDER TSARS, SOVIETS, AND IN THE POST-SOVIET ERA**

(3) (JS 257)

This course examines the Jewish community in Russia and its borderlands from the partitions of Poland in the late 18th century to the present day. We will look at the shifting political rights of Jews under the tsarist, Soviet, and post-Soviet governments; the intellectual community from the Jewish Enlightenment (Haskalah) to the Bolshevik revolutionaries and beyond; the themes of language, culture, family, and tradition over the centuries; the community of the Shtetl; violence and resistance; assimilation and agency; Stalinist anti-Semitism; World War II; the Cold War and emigration to Israel; and Jewish experiences in post-Soviet Russia. Prerequisite: one 100-level history course or sophomore standing.

*Variable semesters. Fraser.*

**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.

*Variable semesters. Jeffrey.*

**HIS 257.**

**GANDHI (TBD)**

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. Exploration 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: Any one of: HIS 113, HIS 117, HIS 201, HIS 272Y (West Africa ICA), PSC 114.

*Fall semester. Offered 2011-12 and alternating years. Singer.*

**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.

*Fall semester. Offered 2010-11 and alternate years. Hale.*

**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. Offered 2010-11 and alternate years. 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 antebellum 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 268.**

**LATIN AMERICAN HISTORY: PRE-COLUMBIAN TO PRESENT**

(4) (LAM 268) (GEN. ED. #4 AND #10)

This course examines the history of the region from the dynamics of the pre-Columbian states through the patterns of European conquest and colonization, independence movements and the modern problems of political instability and economic development. Students with advanced Spanish language skills are encouraged to take SP 296 along with this course.

*Spring semester. Murphy.*

- 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.  
*Variable semesters. Sheller.*
- HIS 272G. INTENSIVE COURSE ABROAD ODESSA: CHARM CITY ON THE BLACK SEA (4)** (JS 272G/RUS 272G) (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 apply toward a major or minor in Russian, history, or Judaic Studies. Prerequisites: HIS 254/JS 257 or RUS 396.  
*Summer. Samilenko.*
- 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 preparation or post-departure discussion, or both in the fall and spring.  
**HISTORY, SOCIETY, 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 history, society, and the arts 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 a 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 presented during Black History Month, using skills and experiences acquired in West Africa. Seven-week pre-departure course in Fall 2010 (1.5 credits), three-week intensive course in January 2011 (3 credits), seven-week post-trip course in Spring 2011 (1.5 credits).  
*January intersession. Offered 2011 and alternate years. Bagchi, Johnson.*
- 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, ART 101, ART 103 or permission of the instructor.  
*Fall semester. Offered 2009-10 and alternate years. Husch.*
- HIS 282. WOMEN OF NORTH AFRICA AND 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. Offered 2010-11 and alternate years. François.*
- 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.  
*Variable semesters. Bagchi.*
- HIS 289. SPECIAL TOPICS: THE EUROPEAN WITCH HUNT TO 1750 (3)**  
This course offers a general survey of the intellectual and social history of witchcraft doctrines and their consequences in Western civilization from antiquity until the 18th century. The

central focus is the rise and decline of organized persecution of witches in Christendom between the 15th and 17th centuries. The course will also consider the legal and a judicial context in which accusations of witchcraft were prosecuted. Course may be repeated if topic is different. *Fall semester. Offered 2010-11 and alternate years. Beachy.*

- 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 pass/no pass only.  
*Department.*
- HIS 299. INDEPENDENT WORK IN HISTORY (1-4)**  
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) (GEN. ED. #7)**  
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.*
- HIS 320. SPECIAL TOPICS (4)**  
**TOPIC FOR FALL: THE FAMILY, GENDER, AND SEXUALITY IN EUROPEAN HISTORY**  
This seminar examines the emergence of the modern nuclear family and its relationship to modern notions of sexuality and gender. One of the main objectives is to historicize these concepts. Though assumed to be primeval institutions of human culture and civilization, modern normative sexualities, gender roles, and the “nuclear family” are all relatively recent inventions. Course readings include important theoretical works on gender and sexuality in European history, as well as several monographic studies.  
*Spring semester. Offered 2011-12 and alternate years. Beachy.*
- HIS 321. ATLANTIC REVOLUTIONS (4) (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 or American history courses.  
*Variable semesters. Hale.*
- HIS 333. SEMINAR IN EAST EUROPEAN HISTORY (4)**  
This course is a thematic-based research and writing seminar on 19th and 20th century East European history. Topics include: empires and the development of nationalism; ethnic and linguistic minority cultures; socialism and fascism; religion; regional identities between Russia and the West; gender and the family; the world wars; the Cold War and the “Iron Curtain”; and post-socialist transitions. Weekly readings will explore these topics in more depth, and students can choose research topics according to their areas of interest. Knowledge of a regional language is useful but not required; all assignments and readings will be in English. Prerequisite: Sophomore standing and one 200-level in history, or permission of the instructor. Course is not repeatable.  
*Fall 2010 and variable semesters. Fraser.*
- 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 342. STALINISM IN THE USSR (4)**  
This course is a research and writing seminar focused on Stalin and Stalinism in Soviet history. Topics include Stalin’s rise to power, the collectivization of agriculture and peasant resistance, industrialization and the five-year plans, family law reforms, gender and sexuality in Stalinist society, informant culture and the Terror, the military and World War II, anti-Semitism, and Stalin’s cult of personality. Weekly readings will explore these topics in more depth, and students can choose research topics according to their areas of interest. Prerequisite: HIS 117 or 222, or one other 200-level in history, and sophomore standing.  
*Variable semesters. Fraser.*

- 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.  
*Variable semesters. Singer.*
- 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. Offered 2009-10 and alternate years. Bagchi.*
- HIS 400. INDEPENDENT WORK IN HISTORY DEPARTMENT (1.5-4)**  
*Department.*
- HIS 450. SENIOR THESIS**  
*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.  
*Fall semester. Sheller.*
- 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. Offered 2009-10. Department.*
- 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. Department.*
- 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 220, or permission of the program director.  
*Variable semesters. Department.*
- 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. Department.*
- 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.  
*Department.*
- HP 299. INDEPENDENT WORK (1.5-4)**  
*Department.*
- 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, 210, 220, and ART 278, or permission of the instructor.  
*Variable semesters. Department.*

# The Interdisciplinary Studies Program

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The Interdisciplinary Studies Program provides for individualized interdisciplinary majors and offers two majors (see separate listings): **American studies** and **peace studies**; and six minors (see separate listings): **Africana studies**, **cognitive studies**, **environmental studies**, **European studies**, **Judaic studies** and **peace studies**; as well as 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.

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## PROGRAM FACULTY

### *Professors*

Kelly Brown Douglas (director, Africana Studies), Marianne Githens (director, European studies), Gail Husch (co-director, American Studies)

### *Associate Professors*

Mary V. Marchand (director, individualized interdisciplinary major; co-director, American studies), German Mora (director, environmental studies), Charles Seltzer (director, cognitive studies)

### *Assistant Professors*

Jerome Copulsky (director, Judaic studies), Seble Dawit (director, peace studies)

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## 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. Contact Program Director Mary Marchand for the complete guidelines.

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## 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 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

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

Any 300-level philosophy course listed above

Courses taken at the 200 level may not be repeated.

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## 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

**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

- Independent work, or
- Any 300-level philosophy course listed above.

Courses taken at the 200 level may not be repeated.

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## 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

**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 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

**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

**See separate listings for the following additional interdisciplinary majors and minors:**

Africana Studies Minor  
American Studies Major  
Cognitive Studies Minor  
Environmental Studies Major and Minor  
European Studies Minor  
Judaic Studies Minor  
Peace Studies Major and Minor

## INTERDISCIPLINARY CAPSTONE COURSES

- IDS 290.      INTERNSHIP (3-4)**  
Service-learning internship in Baltimore City is section .001.
- IDS 299.      INDEPENDENT WORK IN INTERDISCIPLINARY STUDIES (3-4)**  
*Department.*
- 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.  
*Spring semester. Instructor to be appointed.*
- IDS 399.      ADVANCED INDEPENDENT WORK (3)**  
*Department.*

## International Relations

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See Political Science and International Relations Department

## International Scholars Program

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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 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, primarily because we are convinced that the real benefits of living abroad accrue over an extended time period.

### ***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. Singer.*

##### **POST-COLONIAL GLOBALISM—INTEGRATION AND FRAGMENTATION, ASSIMILATION, AND RESISTANCE (4)**

Perhaps the story of the world is not so linear. Perhaps there have been efforts to resist the 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. Martin, Singer.*

### **ISP 115.**

#### **THE AMERICAN IDENTITIES (3)**

The premise of the January-term ISP course is that our understanding of other cultures is enriched by knowledge of our own. And what better way to know a culture than to study its dreams. This course examines the American Dream in its many forms—including the dream of rags to riches, of owning a house with a white picket fence, and of human equality. We will be using literature, visual art, film, speeches, historic documents, museum exhibitions and theater performances in order to explore what the shifting content of our national dreams reveals about our deepest aspirations and anxieties.

*January intersession.*

### **ISP 210.**

#### **LOCAL/GLOBAL CONNECTIONS (4)**

Students will explore the connection between local and global networks with particular attention to what happens when local bodies intersect with global industries. This topic will be explored through a historical and socio-political lens, with an emphasis on cultural, economic, intellectual, and political critiques. Issues of power and access will be explored. In addition to traditional coursework, students will engage in field exercises that include visits to local places of interest culminating in a final project and presentation.

*Fall semester. Turner. N. Burton.*

**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 three-hour sessions will be devoted to discussions of the completed essays.

*Spring semester.*

## Italian

See Modern Languages, Literatures, and Cultures Department

## Judaic Studies Program

Judaic Studies is an innovative and interdisciplinary program offering students the opportunity to explore, examine, and critically engage the rich and multifaceted history, religion, and cultures of the Jewish people. As a people that has crossed multiple borders and cultures, the Jews have served as transmitters of texts and ideas and as agents of cultural and intellectual cross-fertilization and innovation. In accordance with Goucher's mission, the Judaic Studies curriculum focuses on the global dimensions of Judaic civilization and aims to cultivate an appreciation of its major developments, institutions, and ideas, and its contribution to world civilizations. The Judaic Studies Program benefits from the expertise of faculty throughout Goucher College, as well as from Baltimore Hebrew University and visiting scholars.

### DEPARTMENT FACULTY

***Assistant Professor***

Jerome E. Copulsky, chair (philosophy and religion)

***Assistant Professor***

Amelia Honick (political science), Margret Grebowicz (philosophy and religion), Erika Fraser (history)

***Associate Professor***

Uta Larkey (German)

### THE JUDAIC STUDIES MINOR

A minimum of 18 credits are required of student who elects a minor in Judaic Studies.

**Requirements:**

JS 205

Four elective 200-/300-level courses, with at least one course in each of the three areas. (Courses can only count for one area.)

One 300-level course

**Religion and Thought**

JS 200	JS 230	JS 247	JS 264	RLG 200	RLG 226
RLG 308	PSC 306				

**History and Society**

JS 213	JS 220	JS 230	JS 242	JS 245	JS 246
JS 251	JS 252	JS 253	JS 255	JS 257	JS 258
HIST 282					

## Literature and Culture

JS 233

JS 235

JS 246

JS 251

### COURSE DESCRIPTIONS

- JS 105. THE JEWISH EXPERIENCE (RLG 105)**  
This course surveys and examines the wide variety of Jewish cultures from late antiquity to the modern period in the land of Israel and the Middle East, Spain, Eastern Europe, Germany, and the United States. We will consider the multifarious religious and secular aspects of the Jewish experience, and how Jews adapted to, resisted, and contributed to the cultures around them.  
*Fall and spring semesters. Copulsky*
- JS 110. ELEMENTS OF HEBREW I (4)**  
The three-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, 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. Department.*
- JS 120. ELEMENTS OF HEBREW II (4)**  
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 I with a minimum grade of C- or permission of the instructor.  
*Spring semester. Department.*
- JS 130. ELEMENTS OF HEBREW III (4) (GEN. ED. #2)**  
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. Department.*
- JS 200. JEWISH MYSTICISM (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. Department.*
- JS 205. JUDAISM (3) (RLG 205) (GEN. ED. #4 AND #9)**  
This course offers a general introduction to Judaism, its history, beliefs, and practices. Through an analysis of primary sources and consideration of diverse secondary materials, we will encounter Judaism as a dynamic tradition in which innovation and change emerge through a relationship and dialogue with the past. Topics of the course will include scripture and commentary, ritual and liturgy, the life cycle, and festival calendar. We will also consider some of the ways in which the Jewish tradition has responded to and been shaped by the challenges posed by the modern world.  
*Fall semester. Copulsky.*
- JS 210. ADVANCED MODERN HEBREW AND ISRAELI CULTURE (3)**  
A continuation of JS 130, this advanced Hebrew course will focus on improving speaking, reading and writing skills as well as grammatical concepts at a higher level. The course will explore Israeli culture, through various genres of literature and media (e.g. short stories, poetry, newspaper and magazine articles, movies, music, and art). We will virtually “visit” new and historical places and “meet” the people of Israel. Prerequisite: JS 130 or permission of instructor.  
*Spring semester. Department..*
- 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. Department.*

- JS 225. TOPICS IN JUDIAIC STUDIES (3)**  
Study of a historical period, theme, issue, or thinker in Judaic studies. Topics for a given semester are posted for registration. Courses may be repeated if the topic is different. Prerequisite: one 100- or 200-level course in Judaic studies, sophomore standing, or permission of the instructor.  
*Variable semesters. Copulsky.*
- 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. Department.*
- 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. Department.*
- 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.  
*Variable semesters. Department.*
- JS 241. ISRAELI FILM AND TV (3)**  
An advanced Hebrew culture course that focuses on various aspects of Israeli society as portrayed in Israeli films and TV. This course is conducted in Hebrew. Prerequisite: placement test in Hebrew.  
*Variable semesters. Department.*
- JS 242. THE MODERN JEWISH EXPERIENCE (3) (RLG 242) (GEN. ED. #4)**  
Through an analysis of various forms of literature and media—autobiography, theological and philosophical writings, political treatises, fiction, and film—we will consider the ways in which secular Jewish identities and commitments in the modern world have been articulated and contested. We will work to define the meaning of “the secular,” “secularization,” and “secularism” and consider how these terms may be applied to Judaism. We will be attentive throughout to the complex dialectical relationship between Judaism as a religion and secular manifestations of Jewishness. Topics will include Spinoza and the theological-political critique of Judaism, the varieties of Jewish nationalism, and the phenomenon of “non-Jewish” Jews.  
*Fall semester. Copulsky.*
- 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. LITERATURE AND FILM ON THE HOLOCAUST (3) (HIS 229/GER 260/HUMANITIES) (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 (3) (RLG 247) (GEN. ED. #9 AND #10)**  
The modern world opened up vistas of possibilities for Jews, but it also posed profound problems for Judaism. The development of a modern historical consciousness and the possibility of

political and social integration challenged traditional models of Jewish religiosity and identity and opened up the space for new forms of “Jewishness.” In this course, we will inquire into the nature and meaning of “Jewish modernity.” What does it mean to be a Jew and a modern at the same time? In what ways can modern Jewish commitment be understood? This course examines these issues from the writings of Moses Mendelssohn, Herman Cohen, Martin Buber, Franz Rosenzweig, Abraham J. Heschel, Rav Joseph Soloveitchik, Judith Plaskow, and Rachel Adler.  
*Spring semester. Copulsky.*

- JS 250. WORLD CRISIS (1.5) (PSC 252)**  
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*
- JS 251. JEWS IN GERMANY FROM THE ENLIGHTENMENT TO THE RISE OF THE NAZI REGIME (3) (HIST/GER 251) (GEN. ED. #4)**  
This course focuses on the history of German Jews from the period of emancipation in the late 18th and early 19th century to the end of the Weimar Republic. We will examine the role of German Jews in German politics, economic life, and culture; Jewish enlightenment (“Haskalah”); the rise of anti-Semitism in the 19th century; the rise of the Reform movement; Jewish assimilation and its discontents; and the Weimar Jewish Renaissance.  
*Fall semester. Larkey.*
- 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.  
*Variable semesters. Department.*
- 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. Department.*
- 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.  
*Variable semesters. Fraser.*
- 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.*
- JS 259. ORAL HISTORIES OF HOLOCAUST SURVIVORS (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/JS246 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: Department.*

**JS 272G.**

**INTENSIVE COURSE ABROAD (GEN. ED. #3)**

Course provides a three- or four-week intensive course abroad in the winter intersession or summer.

**ODESSA: CHARM CITY BY THE BLACK SEA (4) (HIS 272G, RUS 272G)**

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.*

**JS 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 intersession or summer.

**EDUCATION IN A MULTICULTURAL ISRAELI SOCIETY (1.5-3) (ED 272Y)**

This course will provide fieldwork experience and lectures from the faculty of Ben Gurion University of Negev in Israel concerning education for Bedouin Arabs and Jewish immigrants from Ethiopia and the former Soviet Union. Prerequisite: sophomore standing.

*Spring semester/summer: Velder*

**JS 299.**

**INDEPENDENT WORK (1-4)**

*Department.*

**JS 305.**

**TOPICS IN JUDAIC STUDIES (3) (RLG 305)**

Advanced study in a historical period, theme, issue, or thinker in Judaic studies. Topics for a given semester are posted for registration. Course may be repeated with a different topic. Courses may include: The Jewish Political Tradition, The Problem of Evil in Jewish Thought, or American Jewish Literature. Prerequisite: one 100- or 200-level course in Judaic studies, sophomore standing, or permission of the instructor.

*Spring semester: Department.*

**JS 399.**

**ADVANCED INDEPENDENT WORK (1.5-4)**

*Department.*

## Latin American Studies

See Hispanic Languages, Literatures, and Cultures 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 evermore 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 may pursue personal academic interests in various ways such as research with a faculty member, a senior thesis, and/or independent study. Recent projects have included mathematical modeling of pediatric digestion, measure theory, topology, advanced differential equations, 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

### *Professors*

Robert Lewand (cryptology, abstract algebra), Jill Zimmerman (robotics, programming languages)

### *Associate Professors*

Thomas Kelliher (computer architecture), Mark McKibben (analysis, stochastic differential equations), Bernadette Tutinas (abstract algebra, discrete dynamical systems)

### *Assistant Professor*

Gretchen Koch (mathematical modeling, biomathematics)

### *Visiting Assistant Professor*

Micah Webster (analysis, differential equations)

## THE MATHEMATICS MAJOR

### **Courses required for a major in mathematics are:**

MA 170 or 171	MA 180	MA 221	MA 222	MA 311
MA 313	MA 321	CS 116 or CS 119		

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.

### **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 or MA 171	MA 180	MA 221	MA 222
MA 233	MA 240	MA 260	MA 311	MA 313
SPE 100	CS 116 or CS 119			MA 321

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

## THE MATHEMATICS MINOR

### **Courses required for a minor in mathematics are:**

MA 170 or MA 171	MA 180	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 220	CS 224	CS 230	CS 250
MA 170 or MA 171					



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.

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## THE COMPUTER SCIENCE MINOR

Courses required for a minor in computer science are:

CS 116                      CS 119

Any two courses from CS 220, 224, 230 and 250.

Nine additional 200- or 300-level credits with at least three credits at the 300 level

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## 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, 171, 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 in their first year.

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## 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.

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## 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: NUMBER SYSTEMS (4) (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. Four hours lecture. Prerequisite: placement exam.  
*Fall semester. Department.*
- MA 113.                      PROBLEM SOLVING AND MATHEMATICS: NUMBER SYSTEMS (4) (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. Four hours lecture. Prerequisite: placement exam. MA 110 is recommended but not required.  
*Spring semester. Department.*
- 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. Credit will not be given for those who have received credit for MA 141.  
*Fall semester, repeated spring semester. McKibben, Webster.*
- MA 141.                      STATISTICAL DATA ANALYSIS WITH ENVIRONMENTAL ISSUES IN VIEW (4) (GEN. ED. #5 AND #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. Credit will not be given for those who have received credit for MA 140.  
*Fall semester, repeated spring semester. McKibben, Webster.*

- MA 155. ELEMENTARY MATHEMATICAL MODELS OF THE ENVIRONMENT (3)** (GEN. ED. #5 AND #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.*
- MA 160. PRECALCULUS (FORMERLY MA 114) (4)** (GEN. ED. #5)  
 An applications-oriented, investigative approach to the study of the mathematical topics needed for further coursework in mathematics. The unifying theme is the study of functions, including polynomials; rational functions; and exponential, logarithmic, and trigonometric functions. Graphing calculators and/or the computer will be used as an integral part of the course. Four hours lecture. Prerequisite: placement exam.  
*Fall semester, repeated spring semester. Koch.*
- MA 170. CALCULUS I (FORMERLY MA 117) (4)** (GEN. ED. #5)  
 The concepts of limit and derivative are developed, along with their applications 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 or MA 160 with a minimum grade of C-. Prerequisite to MA 180. Credit will not be given for those who have received credit for MA 171.  
*Fall semester, repeated spring semester. Department.*
- MA 171. CALCULUS I—ENVIRONMENTAL (4)** (GEN. ED. #5 AND #11)  
 The concepts of limit and derivative are developed, along with their applications to planet and environmental sustainability issues. A symbolic algebra system is used as both an investigative and computational tool. Three hours lecture, two hours laboratory. Prerequisite: placement exam or MA 160 with a minimum grade of C-. Prerequisite to MA 180. Credit will not be given for those who have received credit for MA 170.  
*Fall semester. Webster.*
- MA 180. CALCULUS II (FORMERLY MA 118) (4)** (GEN. ED. #5)  
 The concepts of Riemann sums and definite and indefinite integrals are developed, along with their applications 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 or MA 170 or 171 with a minimum grade of C-. Prerequisite to MA 222.  
*Fall semester, repeated spring semester. Department.*
- 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. Three hours lecture. Prerequisite: MA 180 with a minimum grade of C-.  
*Fall semester. Koch, 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.*
- 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. Three hours lecture. Corequisite: MA 221 and 222.  
*Spring semester. Offered 2011-12 and alternate years. Koch, McKibben, Webster.*
- 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. Three hours lecture. Prerequisite: MA 221 or permission of the instructor.  
*Spring semester. Offered 2011-12 and alternate years. Tutinas.*

- MA 240. PROBABILITY (3) (GEN. ED. #5)**  
Probability in sample spaces, discrete and continuous random variables, special distributions, expected value and variance, and Central Limit Theorem. Three hours lecture. Prerequisite: MA 180.  
*Fall semester. Offered 2010-11 and alternate years. McKibben.*
- 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. Four hours lecture. Prerequisite: MA 240.  
*Spring semester. Offered 2010-11 and alternate years. McKibben.*
- 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. Three hours lecture. Prerequisites: MA 221 and 222.  
*Spring semester. Offered 2010-11 and alternate years. Lewand.*
- 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 a 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. Three hours lecture. Prerequisites: MA 221 and 222.  
*Fall semester. Lewand, McKibben, Morrison, Webster.*
- 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. Three hours lecture. Prerequisites: MA 311.  
*Spring semester. Offered 2010-11 and alternate years. McKibben, Webster.*
- MA 315. TOPICS IN PURE MATHEMATICS (3)**  
Possible topics: complex analysis, ring theory, number theory, point set topology, and cryptology. Three hours lecture. Prerequisites: MA 311 and permission of the instructor.  
*Fall semester. Offered 2010-11 and alternate years. Lewand, Tutinas.*
- MA 321. ELEMENTS OF ABSTRACT ALGEBRA (3)**  
Abstract algebraic systems, including groups, fields, and rings. Algebraic properties of the integers and real numbers. Three hours lecture. Prerequisites: MA 311.  
*Spring semester. Offered 2011-12 and alternate years. Lewand.*
- 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, and biomathematics. Three hours lecture. Prerequisites: MA 221, 222, and permission of the instructor.  
*Fall semester. Offered 2011-12 and alternate years. McKibben, Koch.*
- MA 400. INDEPENDENT WORK IN MATHEMATICS (1-4)**  
*Department.*

## COURSE DESCRIPTIONS—COMPUTER SCIENCE

- 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 (4) (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. Prerequisite: placement exam or CS 105 with a minimum grade of C-.  
*Fall semester. Zimmerman.*
- CS 119. FOUNDATIONS OF COMPUTER SCIENCE (4)**  
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 220. COMPUTER ARCHITECTURE (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. Offered 2011-12 and alternate years. Kelliher.*
- CS 224. PRINCIPLES OF PROGRAMMING LANGUAGES (3)**  
Study of the underlying principles of programming languages. Topics include procedural activation, data encapsulation, inheritance, and functional and logic programming. Examples from several languages, such as C, C++, Java, Smalltalk, ML, Haskell, and Prolog. Prerequisite: CS 119.  
*Spring semester. Offered 2011-12 and alternate years. Zimmerman.*
- CS 230. 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.  
*Fall semester. Offered 2010-11 and alternate years. Zimmerman.*
- 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. Offered 2011-12 and alternate years. Kelliher.*
- 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. Offered 2010-11 and alternate years. Kelliher.*
- 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.  
*Spring semester. Offered 2010-11 and alternate years. Zimmerman.*
- 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 a 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 and junior standing.

*Spring semester. Offered 2010-11 and alternate years. Kelliher.*

**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 search methods, symbolic manipulation, pattern matching, vision, machine learning, expert systems, and robotics. Prerequisite: CS 119 and junior standing.

*Fall semester. Offered 2011-12 and alternate years. Zimmerman.*

**CS 400. INDEPENDENT WORK IN COMPUTER SCIENCE (2-4)**

*Department.*

## Modern Languages, Literatures, and Cultures Department

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The Department of Modern Languages, Literatures, and Cultures at Goucher College offers a course of study in five languages: Arabic, French, German, Italian, and Russian. The Russian section operates as a cooperative program with the Johns Hopkins University. Students interested in studying Hebrew should look under Judaic Studies listing. Students interested in studying Spanish should look under the Department of Hispanic Languages, Literatures, and Cultures. The department's mission is twofold: to strengthen the liberal arts undergraduate curriculum at Goucher College by providing language programs of broad scope and high quality; and, most importantly, to engage students in the study of compelling transnational issues through the study of the cultural texts produced by other countries. Our faculty is international and interdisciplinary in its research and teaching, offering courses in areas as diverse as film, literature, culture, anthropology, theater, holocaust studies, folklore, socio-linguistics, ecology.

### ***General Education Requirement***

The study of a foreign language is an essential part of a general education requirement at a liberal arts college. At Goucher, all students are required to complete the last course of the 12-credit 100-level series (ARB 130, IT 130, IT 130G, GER 130, GER 130G, FR 130, RUS 130, JS 130) or demonstrate comparable proficiency. Students must complete a placement test before enrolling in a language class. 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. Transfer credits are awarded based on the placement test results.

Placement test results have an expiration date of one year—i.e., students need to retake their placement test after two or more semesters if they have not taken the language course in which they were placed, unless they have opted to satisfy their language requirement with the study of another language altogether.

Finally, 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.

### ***Thormann International Center and Language House***

Outside the classroom, opportunities to practice the target language and attend international cultural events are provided through the language house program. The language house, located in Welsh Hall, is staffed by native speakers, and aims at promoting the daily practice of foreign languages outside the classroom. Annual plays, language tables, teas, colloquia, film series, and guest speakers enrich students' awareness of the world beyond Goucher. These events often take place in the Thormann International Center, a space dedicated to the furthering of international cultural awareness.

### ***Study-Abroad Programs***

A variety of intensive course abroad venues are available to students of French, German, Italian, and Russian (please see descriptions under the various language programs). French majors are required to spend a semester in Paris in a Goucher study-abroad program. Students of German can attend the University of Tübingen.

### **Professor**

Florence Martin, (French and Francophone African and Caribbean literature and cinema)

### **Associate Professors**

Mark Ingram, chair (French, civilization and culture), Uta Larkey (German, German cultural history and film, Holocaust studies), Olya Samilenko (Russian, 19th- and 20th-century prose, Russian culture and civilization and cinema).

### **Assistant Professors**

Annalisa Czczulin (Russian), Antje Krueger (Evelyn Myers Visiting Instructor in German), Kathryn St. Ours (French 19th- and 20th-century literature, French and Italian cinema, the literature of ecology)

### **Instructors**

Nadia Brukhanoff (French), Zahi Khamis (Arabic), Carmela Lambiase (Italian)

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## **THE FRENCH AND RUSSIAN 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 contextualize these historically. Majors are required to complete 30 credits chosen from courses at the 200 and 300 levels, including nine at the 300 level.

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### **FRENCH MAJOR**

The French major is organized along two tracks: literature and culture/civilization.

Those wishing to have a concentration in literature need to complete FR 256 and 330 and/or 351. Those wishing to have a concentration in French civilization and culture must complete FR 258 and 333.

#### **Requirements 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.

One semester in Goucher's study-abroad program in Paris (see below), or, after consultation with the French faculty, a semester-long internship at IFE in Paris.

#### **Honors in the French Major**

Students wishing to pursue honors in French must have a GPA of 3.6 in the major and an overall GPA of 3.5. By April 30 of their junior year, they must submit to the director of the French program 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. One-semester projects are not eligible for honors. At the end of the fall semester, the thesis advisor 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, with at least two from the French program. The recommendation of the thesis committee will be brought to the French program director and the department chair, who must approve all candidates for honors.

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### **RUSSIAN MAJOR**

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 RUS 395 and RUS 396 at Goucher.

Students are encouraged to take courses in history, philosophy, art history, anthropology, communication, theatre, and Judaic studies to further their study of their linguistic area, as well as take advantage of the world literature courses offered by this department. Independent projects and tutorials are also available for language students in their respective area.

Students planning to enter graduate school should confer with their advisers about language requirements for graduate study.

#### **Honors in the Russian Major**

To achieve honors in Russian a student must have consistently earned a minimum GPA of 3.5 in Russian courses. The student must also write a thesis. Ordinarily the topic must be selected during the student's junior year. Part of the research or writing must be in Russian.

#### **Writing Proficiency in the Major**

Majors in French or Russian who successfully complete any 300-level course in their major will have fulfilled the writing proficiency in the major requirement.

### **Concentration in Secondary Education with Certification in French or Russian**

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.

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## **THE FRENCH, GERMAN, AND RUSSIAN MINORS**

Students minoring in French or German must accumulate a minimum of 18 credits at the 200 and 300 levels, with at least one course at the 300 level, and one Goucher-sponsored study-abroad program in the target country in the target language (ICA at any level or a semester abroad).

**Following is a specific list of courses for each minor:**

### **French minor:**

FR 230 and/or 235    FR 245                      FR 256 and/or 258

And at least one 300-level course (from among FR 330, 333, and 351)

### **German minor:**

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 Universität in Tübingen, Germany.)

### **Russian minor:**

RUS 231 and RUS 248                      RUS 251                      WL 253 or 269 or other

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## **THE LANGUAGE-THROUGH-LINKAGE OPTION**

Students should also be aware of the opportunities for perfecting their language skills while pursuing courses taught in English originating in other departments. In such cases, students enroll in both the three-credit English taught course and in a one-credit language course attached to it. The latter provides meetings with students with an added opportunity to further explore the topic studied in the three-credit course in the target language.

### **LTL courses include:**

FR 231 (paired with WL 230)

FR 295 (paired with ANT 238, HIS 227)

RUS/WL 253

## **COURSE DESCRIPTIONS—ARABIC**

A minimum of C- must be attained to advance from one course to the next.

### **ARB 110.                      ELEMENTS OF ARABIC I (4)**

An introduction to the Arabic alphabet, this initial course is designed to give students with no prior knowledge of Arabic a foundation in the language, with special emphasis on the development of vocabulary and basic conversational and reading skills. Four contact hours with the instructor. Prerequisite: placement.

*Fall semester. Department.*

### **ARB 120.                      ELEMENTS OF ARABIC II (4)**

In the second semester, students develop communicative skills (listening, speaking, reading and writing) at an elementary level within the context of Arabic culture broadly defined. Four contact hours with the instructor. Prerequisite: placement or ARB 100 with a minimum grade of C-.

*Spring semester. Department*

### **ARB 130.                      INTERMEDIATE ARABIC I (4) (GEN. ED. #2)**

Building on the previous elementary work in Arabic, this course furthers the study of the vocabulary, grammar and syntax through intensive aural, reading and written practice. Discussions are grounded in contemporary Arabic culture. Four contact hours with the instructor. Prerequisite: placement or ARB 120 with a minimum grade of C-.

*Fall semester, repeated spring semester. Department.*

## **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, television programs, readings of contemporary texts, followed by discussions. 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. Department.*
- FR 231. L-T-L SPECIAL TOPICS IN AFRICAN LITERATURE AND FILM (1)**  
 This Linkage-Through-Language course is an option for students proficient in French and concurrently enrolled in WL 230. Students meet and discuss (in French) various francophone texts related to the general syllabus of WL 230. Written assignments are also in French. Corequisite with WL 230 and approval of the instructor.  
*Spring semester. Martin.*
- 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. Landfried, Martin, St. Ours.*
- FR 245. BOUILLON DE CULTURE—INTRODUCTION TO FRENCH STUDIES (4) (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) (4) (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 2011-12 and alternate years.  
*Spring semester. Martin, St. Ours.*
- FR 258. CURRENT EVENTS IN FIFTH-REPUBLIC FRANCE (4) (GEN. ED. #10)**  
 This course examines contemporary French society in the context of the major social and cultural changes of the Fifth Republic era. Students gain an understanding of singularity of recent issues of culture and identity in France by situating them with respect to their historical antecedents. A key focus of the course is the distinctive French democratic tradition and its recent evolution. Prerequisite: one 200-level French course.  
*Spring semester. Offered 2010-11 and alternate years. Ingram.*
- FR 272G. INTENSIVE COURSE ABROAD (3)**  
 This is a three-week intensive course abroad during the summer or winter intersession.
- LANGUAGE AND CULTURE IN AVIGNON (3) (GEN. ED. #3, #9)**  
 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.  
*Summer. Offered 2011- 2012 and alternate years. Department.*

FR 272Y.

**INTENSIVE COURSE ABROAD**

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 intersession or summer.

**FRENCH THEATRE IN PARIS AND MARSEILLE: LANGUAGES OF PERFORMANCE**

(6 OR 8) (THE 272Y) (GEN. ED. #3, #8)

This course is an experiential introduction to the dynamic world of the contemporary French theatre in Avignon, Marseille, and Paris. Students get to know each area through French theatre artists (amateurs, students, and professionals). Building on longstanding exchanges between these artists and Goucher students and faculty, the course furthers language skills in immersion environments such as homestay families, theatre workshops, and cooking classes. Experienced theatre students profit from direct engagement with French traditions of acting and staging, while beginners discover and develop skills such as vocal projection, stage presence, and characterization. For all students, theatre offers tools for developing conversational ease in French while plays and performances provide a window into contemporary French culture. The capstone project is a Goucher Theatre Department production presented as part of the Department's fall program. Each student's participation is based on the individual's skills and interests. Students may choose to perform an acting role, contribute to visual elements such as costumes or scenery, perform dance or music, participate as a producer/administrator, or pursue research relevant to the production. This 8-credit course (4 in French, 4 in theatre) includes a seven-week component in the spring, a three-week program abroad in May/June, and a seven-week component

in the fall. Seniors and others unable to participate in the fall may take only the Spring and May/June components for 6 credits.

*Spring/summer/fall semesters. Offered 2011 and alternate years. Free and Ingram.*

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.

**L-T-L ANTHROPOLOGY OF FRANCE (1) (GEN. ED. #10)**

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. Offered 2010-11 and alternate years. Ingram.*

FR 299.

**INDEPENDENT WORK (1-4)**

*Department. Variable semesters.*

FR 330.

**SPECIAL TOPICS IN FRENCH LITERATURE (4) (GEN. ED. #8 WHEN TOPIC APPLIES)**

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, 2010-11. Martin, St. Ours.*

FR 333.

**SPECIAL TOPICS IN FRENCH CULTURE AND CIVILIZATION**

(4) (GEN. ED. #11 WHEN TOPIC APPLIES)

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, Marseille: between Europe and the Mediterranean). May be repeated for credit if topic is different. Prerequisite: FR 245, or 258.

*Spring semester. Offered 2011-12 and alternate years. Ingram.*

FR 351.

**TOPICS IN FRANCOPHONE AFRICAN LITERATURE & CINEMA (3) (GEN. ED. #9 AND #10)**

Topics in Francophone African Literature and Cinema examines cultural texts from the 20th and 21st centuries, produced in French in Western and North Africa. Topics have included: Women's Francophone Literature; West-African Cinema; Violence and Reconciliation in Sub-Saharan Literature; The Cinema of the Maghreb. Repeatable if topic is different. Prerequisite: FR 235, 245, or 256.

*Fall semester. Offered 2011-12 and alternate years. Martin.*

**FR 400. INDEPENDENT WORK (1.5-4)**

*Department.*

**FR 450. SENIOR THESIS (4 EACH SEMESTER)**

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### PARIS PROGRAM (STUDY-ABROAD IN FRENCH): FALL AND SPRING

In order to qualify for the Paris program, students need to have completed two courses at the 200 level, one of which must be FR 245. Participants in the Goucher College Paris program take required courses and are placed into a half-time internship connected with a semester-long research project. The resulting research essay (written in French) needs to be shared with the faculty of the department upon the student's return from Paris on campus. All courses are taught in French. The following are required: 209 or 210 (depending on individual placement evaluation upon arrival at the Sorbonne), FR 290P and FR 252.

*Department.*

### COURSE DESCRIPTIONS

**FR 209. ADVANCED FRENCH LANGUAGE I (8)**

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 (8)**

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 252. PARIS-FRANCE (3)**

This course centers on Paris as a French cultural center and on the history of Paris and its relationship with France. Themes include: urbanization, cultural geography and understanding the Grand Paris in the French cultural and socio-political nexus. In its focus on the contemporary period, it pays special attention to recent state projects such as L'Institut du Monde Arabe, le Palais de Tokyo, and the Museum of Immigration. On-site visits included.

**FR 290P. INTERNSHIP IN PARIS RESEARCH PROJECT (6)**

Each project is designed by the student in connection with an internship in Paris. Placement in internships to be determined by the Goucher in Paris staff. This semester-long course has three components: (a) a methodology seminar; (b) the internship proper; and (c) a language tutorial designed to help the student in his or her guided independent research project.

### 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. Krueger.*

**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 and/or computerized exercises). Prerequisite: GER 120 with a minimum grade of C-.

*Fall semester. Larkey. Krueger.*

**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, Durrenmatt, 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 (4) (GEN. ED. #9 AND #10) (WL 250)**

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. 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 251.**

**JEWS IN GERMANY FROM THE ENLIGHTENMENT TO THE RISE OF THE NAZI REGIME**

(3) (GEN. ED. #4) (HIST/JS 251)

This course focuses on the history of German Jews from the period of emancipation in the late eighteenth and early nineteenth century to the end of the Weimar Republic. We will examine the role of German Jews in German politics, economic life, and culture; Jewish enlightenment (“Haskalah”); the rise of anti-Semitism in the nineteenth century; the rise of the Reform movement; Jewish assimilation and its discontents; and the Weimar Jewish Renaissance.

*Fall 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** (4) (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** (3) (GEN. ED. #3)

**HIGH-INTERMEDIATE/ADVANCED GERMAN—BERLIN, GERMANY**

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.

*Summer. Larkey.*

**FILM IN BERLIN** (4) (COM 272G) (GEN. ED. #3)

This course will take the students “on location” to Berlin. It will not only provide an overview of Berlin as a historic and modern city of film, but will also explore significant aspects of the contemporary film industry at the sites in Berlin. Students will discuss and write about “Berlin films.” They will also opportunities to meet with representatives of film production and marketing companies, film schools, film festivals and the Film Commission. Prerequisite: GER 129

*Summer. Larkey, Peroutka.*

**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.**

GER 201. German Composition and Conversation (if Goucher GER 234 is unavailable)

GER 216.02. Reading Strategies

GER 315.01. Modern German Short Story

GER 358. Modern German Drama

For other courses, consult the Loyola College and The Johns Hopkins University catalogues.

## COURSE DESCRIPTIONS—ITALIAN

- IT 110. ELEMENTS OF ITALIAN I (4)**  
This course introduces the basic structure of the Italian language in a communicative and cross-cultural context. Students will develop the four basic language skills of listening comprehension, speaking, reading and writing as well as acquiring cultural competency while building a solid background in grammar and vocabulary. In each section a variety of activities will be used to develop the student's skill in using the language in everyday situations. Four contact hours.  
*Fall semester. Department.*
- IT 120. ELEMENTS OF ITALIAN II (4)**  
In this course, we will continue our study of the Italian language, concentrating on the further development of the four language skills of listening comprehension, speaking, reading and writing as well as acquiring cultural competency while building a solid background in grammar and vocabulary. This course will allow you to begin building communicative competency by offering many opportunities to speak, write, read and obtain a basic feel for the culture itself. In each section a variety of activities will be used to develop the student's skill in using the language in everyday situations. 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. Offered 2010-11. Department.*
- IT 130G, 120G, 110G INTENSIVE COURSE ABROAD (4) (GEN. ED. #2 FOR IT 130G) LANGUAGE AND CULTURE**  
This course offers the possibility to learn the Italian language through the culture of Italy. Students attending this course in Salerno will experience Italian art, music, ceramics, and theatre in a traditional setting. Participants will attend Italian classes four hours a day, five days a week, together with a series of high-impact learning activities and seminars on Italian culture featuring lectures, cooking, music and cinema. Students will live with host families.  
*Summer. Lambiase.*
- IT 230. INTRODUCTION TO CONTEMPORARY ITALIAN CULTURE (3)**  
This course is organized around original readings by Italy's most important contemporary writers. Together with an intensive review of the fundamentals of grammar, it will include a range of different activities that will facilitate comprehension, promote vocabulary acquisition, and lead students toward content analysis and self expression.  
*Spring semester. Lambiase.*
- IT 272Y. INTENSIVE COURSE ABROAD (8) (MUS 272Y) (GEN. ED. #3) EXPLORING ITALIAN LANGUAGE AND HISTORY**  
This interdisciplinary course builds Italian language skills and knowledge of music through a seven-week pre-program course in the fall, a three-week immersion experience, living with families in Southern Italy in January, and a seven-week post-program course in the spring. This course is an opportunity to experience firsthand 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 Center for Language Education.)  
*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 Center for Language Education.) Prerequisite: RUS 110 with a minimum grade of C-.  
*Spring semester. Czeczulin, 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 Center for Language Education.) Prerequisite: RUS 120 with a minimum grade of C-.  
*Fall semester. Czeczulin, Samilenko.*
- RUS 231. CONVERSATION AND COMPOSITION (3)**  
Development of conversational and writing skills through the study and discussion of animated and classical films from the Soviet Era. Acquisition and active use of everyday vocabulary is stressed. Grammar exercises are integrated into the film discussions and writing assignments. Minors and majors must 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 Goucher.  
*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. Czeczulin.*
- RUS 251. INTRODUCTION TO RUSSIAN LITERATURE I (3) (GEN. ED. #9)**  
An survey of important writers, genres, and literary movements of the mid-19th century. The works of Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, and Dostoevsky are adapted to the intermediate level while native speakers read unabridged texts. Essential grammar review is integrated into the course. 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. Czeczulin.*
- 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**  
**ODESSA, CHARM CITY BY THE BLACK SEA (4) (GEN. ED. #3) (HIS 272G, JS 272G)**  
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.  
*Variable semesters. Department.*
- 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 AND THE SHORT STORY (3)**  
 Chekhov's early satirical sketches and anecdotes, short stories, novellas, and plays are studied against the social, political, and philosophic background of his time. Special emphasis is placed on improving syntax and enlarging vocabulary related to the intellectual and emotional spheres. 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.  
*Variable semesters. Department.*
- 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 semesters. 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. Special emphasis is given to the writing of longer critical essays. This course may be taken more than once and is suitable for students at the high intermediate, advanced, and native levels. 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. Special emphasis is given to the writing of longer critical essays. This course may be taken more than once and is suitable for intermediate, advanced, and 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 one-credit Russian LTL component. Prerequisite: college writing proficiency.  
*Spring semester. Czeczulin.*
- 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. Czeczulin.*

#### 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. Offered 2009-10 and alternate years. Department.*
- 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. Can be taken in conjunction with FR 231.  
*Spring semester. Offered 2011-12 and alternate years. Martin.*
- WL 250. SPECIAL TOPICS IN MODERN GERMAN CULTURE (4) (GER 250)**  
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. 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.*
- 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. Czeczulin.*
- 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.  
*Variable semesters. Department.*
- 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. Czeczulin.*



# The Music Department

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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 Office of Student Engagement 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 Music Department 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 Music in the Individualized Major.) The department curriculum provides graduates with the knowledge and experience to become music educators, composers, performers, critics, journalists, and arts administrators, as well as to work in computer music or pursue graduate study in music technology.

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## DEPARTMENT FACULTY

### *Professors*

Frederick H. Mauk (history and musicology, associate dean of graduate programs; currently on leave from the Music Department), Lisa Weiss (director of chamber music seminar, opera workshop and piano)

### *Associate Professors*

Kendall Kennison (chair, theory and composition)

### *Assistant Professors*

Elisa Koehler (director of instrumental ensembles, orchestra, fundamentals, music appreciation, trumpet, and conducting), Tom Hall (director of choral activities), Geoffrey Wright (director of computer music, composition)

### *Instructors*

Jeffrey Chappell (director of jazz studies, composition, and classical piano), Joanna Greenwood (history and musicology), Richard Hartzell (director of opera and musical theatre workshop, voice)

### *Lecturers*

Kwame Ansah-Brew (African drum and dance ensemble), Christopher Correlli (chamber singers), Mathew Lane (ear training, piano, chamber music)

### *Applied Music Associate (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), Gretchen Gettes (cello), Mary Hamlin-Spencer (organ), Richard Hartzell (voice), Heather Haughn (violin), Rhoda Jeng (piano), David LaVorgna (flute, flute ensemble), John Locke (percussion), Nick Mazziett (trombone), Benjamin Myers (cello), Sheila Nevius (saxophone), Mary Poling (oboe),

Betty Ridgeway (voice), Dave Rybczynski (jazz flute), N. Scott Robinson (world percussion), Laura Ruas (double bass), Hsiu-Hui Wang (piano), Kristin Winter-Jones (flute), Steve Yankee (jazz guitar)

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## 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 Orchestra, 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, Percussion 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 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.)

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## 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. 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 either to enroll for credit or audit.

MUS 105	MUS 106	MUS 113	MUS 115	MUS 117	MUS 121
MUS 124	MUS 205	MUS 206	MUS 249*	MUS 305	MUS 306
MUS 360*	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 either to 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 249
MUS 305	MUS 306	MUS 360	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 either to 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 205 MUS 206
MUS 249	MUS 305	MUS 306	MUS 391

Students concentrating in performance must also pass a keyboard proficiency examination or enroll in Applied Piano (MUS 182 until proficiency is achieved).

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. Students wishing to pursue the Arts Administration concentration should refer to the Business Management Department for more details.

#### **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 either to enroll for credit or audit.

EC 101	MGT 110	MGT 120	MGT 170	MGT 229
MGT 270	MGT 375	MUS 105	MUS 106	MUS 113
MUS 115	MUS 117	MUS 121	MUS 124	MUS 205
MUS 249	MUS 290*	MUS 305	MUS 306	MUS 360

Recommended: EC102, ENG 206, MGT 320, THE 105.

\* MUS 290 is a three-four 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 college wide off-campus experience may be used to satisfy this requirement.

Recommended: MUS 206; Applied Piano, if keyboard skills need improvement

### ***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 249	MUS 305	MUS 306	MUS 313	MUS 360	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 360	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 360	THE 103	THE 120	THE 300		

THE 390 and 391 (to be taken as an integrative exercise combining music and theatre)

Recommended: THE 140, 200, 228, and 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
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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 (two semesters)	
MUS 249	MUS 229/329	MUS 360

## **COURSE DESCRIPTIONS**

- MUS 100. INTRODUCTION TO MUSIC LITERATURE (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.  
*Fall semester; repeated spring semester. Koehler.*
- MUS 101. FUNDAMENTALS OF MUSIC THEORY (3) (GEN. ED. #8 AND #9)**  
Designed for music students who need to study the basics of Western music 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. Offered 2011-12 and alternate years. Greenwood.*
- 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.  
*Fall semester. Offered 2011-12 and alternate years. Greenwood.*
- 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. 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. Offered 2010-11 and alternate years. Wright.*
- 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 COLLEGE ORCHESTRA (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. Correlli.*

**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. Weiss.*

**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 MUSIC AND THEATRE WORKSHOP (1.5)**

**MUS 147.001      MUSICAL THEATRE WORKSHOP**

**MUS 147.002      OPERA WORKSHOP**

Performance of works for the stage from operatic and musical theatre repertoires. Attention to solo and ensemble singing and the study of acting techniques in music drama. Includes both class and coaching. Course concludes with a staged public performance. As needed sections for opera and theatre may be offered, students may take one, the other, or both. Prerequisites: audition or permission of the instructor. May be repeated for credit.

*Fall semester; repeated spring semester. Hartzell, Weiss.*

**MUS 149.      GOUCHER JAZZ ENSEMBLE (1.5)**

Group performance designed to provide experience in reading charts and improvising in jazz qualified students. By audition or permission of the instructor. May be repeated for credit.

*Fall semester, repeated spring semester. Locke, Department.*

**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. Offered 2009-10 and alternate years. Chappell.*

**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 a jazz band. Prerequisite: MUS 152 or permission of the instructor.

*Spring semester. Offered 2010-2011 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. Hartzell.*

**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. Examples include 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 Aesthetics; Nationalism in Music; Diction for Singers; and composer-/genre-specific topics such as the Beethoven symphonies, the string quartet, piano literature, and the Second Viennese school. Prerequisite: any three-credit, 100-level music course.

*Offered as needed. Department.*

**MUS 205.**

**MUSIC THEORY III: 16TH-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: 18TH-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 one another's 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, Department.*
- MUS 249. MUSIC OF THE 20TH AND 21ST CENTURIES (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.  
*Fall semester. Offered 2010-11 and alternate years. Greenwood.*
- MUS 272G. INTENSIVE COURSE ABROAD (3) (GEN. ED. #3)**  
 Course includes a three-week intensive course abroad in the winter or summer.  
*Variable. Department.*
- MUS 272Y. INTENSIVE COURSE ABROAD (8) (IT 272Y) (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 intersession or summer.  
*Variable. Department.*
- 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 coursework 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, and Stravinsky. 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. No more than nine credits without department approval. Prerequisite: MUS 213 or permission of the instructor.  
*Fall semesters, repeated Spring semester. Wright.*
- MUS 360. SEMINAR IN MUSIC HISTORY (3) (GEN. ED. #4 AND #9)**  
A seminar focused on the research tools required of a music historian (musicologist) such as those encountered in biographical research, studies of stylistic developments, work with primary sources (both text and music), and studies that place musical practice in its historical and societal contexts. The seminar will primarily, but not exclusively, focus on topics from the Medieval and Renaissance periods. The course will end with an integrated, capstone project, which will combine historical research skills with a subject relevant to each student's concentration in the music major. Prerequisites: MUS 115 and 117, or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. Greenwood.*
- 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, etc. Prerequisite: senior music major in theory and composition.  
*Fall semester, repeated Spring semester. Kennison, 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 semester, repeated Spring semester. Greenwood, 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 semester, repeated Spring semester. Wright, 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, Department.*

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#### 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 courses include 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 three-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 corequisite, 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 three 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, 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; for taking lessons on an audit basis (\$750); for continuing lessons after receiving less than a B in a previous semester's lessons (\$500); or for taking lessons without 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 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.

*Fall semester, repeated spring semester. Hall, Koehler, Department.*

**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.

*Fall semester, repeated spring semester. Koehler, Department.*

**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.

*Fall semester, repeated spring semester. Chappell, Department*

## Peace Studies Program

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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 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 and 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.

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### PROGRAM FACULTY

#### *Professors*

Jean Bradford, professor emerita (psychology), Richard Pringle, (psychology)

#### *Associate Professors*

Kaushik Bagchi, (history)

#### *Assistant Professors*

Jennifer Bess, (early modern prose and poetry; education and public health; Native American studies and ethnic-American literature), Seble Dawit, director (human rights and humanitarian law, gender and rights, non-profit organizations, futuring)

#### *Visiting Assistant Professor*

Elham Atashi, (conflict resolution, intergroup relations, identity)

#### *Instructors*

Frances Donelan, (conflict resolution, mediation, community building, non-violence history and mechanics), Ailish Meisner, (poetry and poetics, social poetics, new narrative practices, critical pedagogy, capacity and community building)

#### *Lecturers*

Nancy Magnuson ( library science, information retrieval, library research methods), Emily Perl (leadership)

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### THE PEACE STUDIES MAJOR

**Thirty-six credit hours (11 courses) are required for the major, including**

PCE 110                      PCE 124 or PCE 148                      PCE 205                      PCE 380

Three 200-level courses

Two 300-level courses

One semester study abroad, including coursework and a community-based project or international internship

Two additional semesters of language, beyond the college requirement. Requirement may be met by continuing in the language in which college proficiency was acquired, taking another language for two more semesters, or 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 (seven courses) are required for the minor in peace studies, as follows:**

PCE 110 and PCE 124 or PCE 148

Three 200-level courses

One 300-level course

The capstone course

**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.

*Variable semesters. Department.*

**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 who are interested in community arts and peace performance.

*Variable semesters. Department.*

- PCE 148. NONVIOLENCE IN AMERICA** (4) (GEN. ED. #10)  
Survey of the history of nonviolent actions and principles in what is now the United States, including groups such as Native Americans; 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 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 the library and through 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. Department.*
- 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, and the structure, mission, leadership, fundraising and governance of a number of local, national and international organizations. This is a full service-learning course. Prerequisites: PCE 124 or 125 or another service course approved by the instructor.  
*Spring semester. Offered 2009-10 and alternate years. Dawit.*
- 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, will focus on social, economic, and cultural disparity as represented by filmmakers and authors. 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. Offered 2008-2009 and alternate 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. #8 AND #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 personal. 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 differences. 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 permission of the instructor.

*Variable semesters. 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. NATIVE AMERICANS 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. Offered 2010-11 and alternate years. Department.*
- PCE 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: PCE 110.  
*Variable semesters. Perl.*
- PCE 272Y. INTENSIVE COURSE ABROAD (GEN. ED. #3)**  
Course includes a pre-departure or post-departure discussion (or both) with a three week intensive course abroad in the summer or winter intersession.
- 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 (two credits); a three-week immersion experience in Granada and Bilbao (Spain) in January (four credits); and a seven-week, post-immersion course in the spring (two 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 of the importance of attaining proficiency in a second language in understanding and participating in conflict resolution. Prerequisite: PCE 110 and/or 148, or permission of the instructor, and SP 130 or FRO 140.  
*Variable years. Dawit.*
- 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, and Roszak. Prerequisite: PSY 114, PCE 110 or 120, or permission of the instructor.  
*Fall semester. Offered 2009-10 and alternate years. J. Bradford.*
- 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. INTERNSHIP**
- PCE 290.001. INTERNSHIP: CITY SCHOOLS PROGRAM (3)**  
Students should plan to have free time in their schedule between 2:30 and 5 p.m. Graded pass/no pass only.  
*Fall/spring semester. Department.*
- PCE 290.002. INDIVIDUALLY IDENTIFIED INTERNSHIP (3 OR 4)**  
Graded pass/no pass only.  
*Fall/spring semester. Department.*
- PCE 299. INDEPENDENT WORK (1.5-3)**  
*Department.*
- PCE 310. INTERNATIONAL HUMAN RIGHTS LAW (4)**  
This course is an intensive 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 Court of Human Rights, the Inter-American and African commissions and courts, the International Court of Justice, and the UN tribunals for Rwanda and the former Yugoslavia. Prerequisites: PCE 251.  
*Variable semesters. Dawit.*
- 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.  
*Variable semesters. 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 provides a mirror into our sense of responsibility toward that interconnection. This course will examine HIV/AIDS through the lens of humanitarian and communal ideas and realities, revealing that the integrity of the social fabric is threatened at every level (communal, national, and 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 to understand personally and intellectually the disease's impact on families, communities, and nations and the various ways governments are responding. Prerequisites: junior standing or permission of instructor.  
*Fall 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. Repeatable with different topic.  
*Variable semesters. Department.*
- 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 semester. 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 semester. Meisner.*

**PCE 399.**

**INDEPENDENT WORK (4)**

*Department.*

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## Philosophy and Religion Department

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The Philosophy and Religion Department offers a major in philosophy, a major in religion, and separate minors in both disciplines.

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### 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 beings 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.

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### 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 that 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 that 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? The point of divergence between the two disciplines of inquiry is oftentimes found in the answers they give to these



questions. Religion necessarily relates the meaning of truth, knowledge, morality, etc. to “ultimate reality” while philosophy may not.

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## DEPARTMENT FACULTY

### *Professors*

Kelly Brown Douglas (religion), John M. Rose (philosophy)

### *Associate Professors*

Steven DeCaroli, chair (philosophy), Margret Grebowicz (philosophy)

### *Assistant Professor*

Ann Duncan (religion)

### *Senior Lecturer*

Robert Welch (philosophy)

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## 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 237	PHL 243	PHL 245
PHL 254	PHL 276	PHL 330			

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:

- by having a paper published, for instance, in an undergraduate journal, in a campus essay magazine, or in another peer-reviewed forum,
  - 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),
  - by writing a senior thesis, or
  - by assembling a senior-year writing portfolio that 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 adviser no later than March 1 of the senior year (or October 1, in the case of a December graduation).
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## THE PHILOSOPHY MINOR

Students minoring in philosophy must successfully complete the following requirements (18 credits):

One course in ethics, from among the following:

PHL 201	PHL 205	PHL 231	PHL 237	PHL 243	PHL 245
PHL 254	PHL 276	PHL 330			

Two 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.)

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## THE RELIGION MAJOR

### **Courses required for a major in religion are as follows:**

One introductory course:

RLG 130	RLG 153	RLG 170/PHL 170
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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 level; 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 Requirement for Religion Major**

Students are required to turn in a writing portfolio to their major adviser 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 153 or RLG 170/PHL 170

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.

**COURSE DESCRIPTIONS—PHILOSOPHY**

**PHL 105.**

**PERSONAL AND COMMUNITY ETHICS (3) (GEN. ED. #10)**

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.

*Fall semester. DeCaroli.*

**PHL 115.**

**RACE, GENDER, AND SEXUALITY (3)**

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.

*Fall semester. Grebowicz.*

- PHL 120. INTRODUCTION TO ANALYTIC PHILOSOPHY (3) (GEN. ED. #9)**  
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.  
*Spring semester. Welch.*
- PHL 157. INDIVIDUAL, COMMUNITY, COSMOS (3) (GEN. ED. #4)**  
Philosophic views of persons (their beliefs, values, understanding) and of their relations to societies and to the natural or divine order. Reading from sources ancient and modern, Eastern and Western, such as Plato, Aristotle, Descartes, and Nietzsche.  
*Spring semester. Rose.*
- PHL 176. LOGIC (3) (GEN. ED. #5)**  
Study of the theory and history of logic, its uses and justification, its applicability and limitations. Focus on formal deductive logic.  
*Spring semester. Department.*
- 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. Offered 2009-10 and alternate years. Grebowicz.*
- 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. Offered 2009-10 and alternate years. DeCaroli.*
- 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 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. Offered 2009-10 and alternate years. DeCaroli.*
- 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. Offered 2010-11 and alternate years. DeCaroli.*
- 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. Offered 2009-10 and alternate years. DeCaroli.*

- 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, 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. Offered 2010-11 and alternate years. Rose.*
- PHL 219. 19TH-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. Offered 2010-11 and alternate years. Rose.*
- 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. Offered 2010-11 and alternate years. Rose.*
- PHL 221. 20TH-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. Offered 2010-11 and alternate years. Grebowicz.*
- PHL 223. 20TH-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. Offered 2010-11 and alternate years. Welch.*
- PHL 224. EXISTENTIALISM: PHILOSOPHY AND THEATER (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 theater 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. Offered 2010-11 and alternate years. Rose.*
- PHL 226. MEDIEVAL AND RENAISSANCE PHILOSOPHY (3)** (RLG 226) (GEN. ED. #4)

The major Catholic, Jewish, Muslim, 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. Offered 2009-10 and alternate years. Rose.*

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. Offered 2009-10 and alternate years. DeCaroli.*

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. Offered 2010-11 and alternate years. 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, and 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. Offered 2009-10 and alternate years. Rose.*

PHL 237.

**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. Offered 2009-10 and alternate years. 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 2009-10 and alternate years. Grebowicz.*

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. Offered 2010-11 and alternate years. Grebowicz.*

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. Offered 2009-10 and alternate years. Department.*

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 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. Offered 2010-11 and alternate years. DeCaroli.*

**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. Offered 2009-10 and alternate years. Rose.*

**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 Taoist, 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. Offered 2010-11 and alternate years. DeCaroli.*

**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 (one credit). This is followed by a three-week intensive course in China in the summer (three credits total).

*Spring semester. Offered 2010-11 and alternate years. 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. Offered 2009-10 and alternate years. Welch.*

**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. Offered 2010-11 and alternate years. Grebowicz.*

**PHL 277.**

**SEX WORK: ETHICAL AND HISTORICAL PERSPECTIVES (3) (WS 277)**

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, an equally amount of feminist work goes toward improving the lives and social and 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 or 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, or 237; any one of the following women's studies courses: WS 100, 120, 225, or 230; or permission of the instructor.

*Spring semester. Offered 2009-10 and alternate years. 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. Offered 2009-10 and alternate years. Rose.*

**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. Offered 2010-11 and alternate years. Rose.*

**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. Offered 2010-11 and alternate years. DeCaroli.*

**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. Offered 2009-10 and alternate years. DeCaroli.*

**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. Offered 2009-10 and alternate years. Rose.*

**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 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. Offered 2009-10 and alternate years. Welch.*

**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. Offered 2010-11 and alternate years. 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. Offered 2009-10 and alternate years. Grebowicz.*

**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. Offered 2010-11 and alternate years. Welch.*

**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.  
*Variable semesters. Department.*

**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; or 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. Duncan.*

**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 semester, repeated in spring semester. Department.*

**RLG 200.**

**THE HEBREW SCRIPTURES (3) (GEN. ED. #4 AND #9)**

A study of the literature of the Hebrew scriptures 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. Department.*



- RLG 205. JUDAISM (3) (JS 205) (GEN. ED. #4 AND #9)**  
 This course offers a general introduction to Judaism, its history, beliefs, and practices. Through an analysis of primary sources and consideration of diverse secondary materials, we will encounter Judaism as a dynamic tradition, in which innovation and change merge through a relationship and dialogue with the past. Topics of the course will include scripture and commentary, ritual and liturgy, the life-cycle, and festival calendar. We will also consider some of the ways in which Jewish tradition has responded to and has been shaped by the challenges posed by the modern world.  
*Fall semester. Copulsky.*
- RLG 206. NEW TESTAMENT GOSPELS (3) (GEN. ED. #4)**  
 Students thoughtfully probe 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. Offered 2009-10 and alternate years. Department.*
- 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. Offered 2009-10 and alternate years. Duncan.*
- 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.  
*Variable semesters. Department.*
- RLG 212. NEW RELIGIOUS MOVEMENTS (3) (SOC 212)**  
 This course begins with the social scientific study of new religious movements and cults: How do we define these terms? Why do these movements develop and why do people join them? We will then study a variety of such movements, focusing particularly on apocalyptic movements, claims to supernatural powers and revelations, offshoots and combinations of pre-existent religions, nature religions and new age religious groups. Spring semester. Duncan.
- 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.  
*Variable semesters. Department.*
- 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. Offered 2009-10 and alternate years. Douglas, department.*
- RLG 226. MEDIEVAL AND RENAISSANCE PHILOSOPHY (3) (PHL 226) (GEN. ED. #4)**  
 This course covers the major Catholic, Jewish, Muslim, 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. Offered 2009-10 and alternate years. Rose.*

**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.

*Variable semesters. Department.*

**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. Offered 2009-10 and alternate years. Department.*

**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. Offered 2009-10 and alternate years. Rose.*

**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 that 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 to discern the womanist religious experience. Prerequisite: one course in women's studies or religion or sophomore standing.

*Spring semester. Offered 2009-10 and alternate years. Douglas.*

**RLG 237.**

**BLACK RELIGIOUS THOUGHT I (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. Offered 2008-09 and alternate years. Douglas.*

**RLG 239**

**RELIGION AND POLITICS IN AMERICA (3) (PSC 239) (GEN. ED. #10)**

This course will cover the roots of the American separation of church and state, its practical application in the courts and in public policy and some of the trends and evolutions of this understanding resulting from changing aspects of the American political, social, and religious landscape. Using a combination of governmental documents, primary sources from politicians, theologians, and everyday Americans, students will examine the relationship between religion and politics in America in the context of race, gender, immigration, warfare, social reform and international relations.

*Spring semester. Duncan.*

**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 course in religion or sophomore standing.

*Spring semester. Department.*

**RLG 242.**

**MODERN JEWISH EXPERIENCE (3) (JS 242) (GEN. ED. #4)**

Through an analysis of various forms of literature and media—autobiography, theological and philosophical writings, political treatises, fiction and film—we will consider the ways in which secular Jewish identities and commitments in the modern world have been articulated and contested. We will look to define the meaning of “secular,” “secularism,” and “secularization” and consider how these terms may be applied to Judaism. We will be attentive throughout to the complex dialectical relationship between Judaism as a religion and secular manifestations of Jewishness. Topics will include Spinoza and the theological-political critique of Judaism, the varieties of Jewish nationalism, and the phenomenon of “non-Jewish” Jews.

*Fall semester. Copulsky.*

- 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. Department.*
- 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 camps. 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) (GEN. ED. #9 AND #10)**  
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 questions 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.  
*Spring semester. Copulsky.*
- 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. Offered 2010-11 and alternate years. Department.*
- 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. Offered 2010-11 and alternate years. DeCaroli.*
- 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. Offered 2009-10 and alternate years. Douglas.*
- RLG 274. LIBERATION THEOLOGY (3) (GEN. ED. #10)**

Through delving into the writings of particular theologians of liberation such as Jon Sobrino, Gustavo Guierrez, 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. Offered 2010-11 and alternate years. Department.*

**RLG 290. INTERNSHIP (3-4)**

*Department.*

**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 305. TOPICS IN JUDAIC STUDIES (3) (JS 305)**

Advanced study in a historical period, theme, issue, or thinker in Judaic studies. Topics for a given semester are posted for registration. Course may be repeated with a different topic.

Topics may include: The Jewish Political Tradition, The Problem of Evil in Jewish Thought, or American Jewish Literature. Prerequisite: one 100- or 200-level course in Judaic studies, sophomore standing, or permission of the instructor.

*Spring semester. Department.*

**RLG 315. AMERICAN RELIGION AND SOCIAL REFORM (4) (GEN. ED. #10)**

This course will examine the historical and contemporary connections between social reform movements and the religious convictions and organizations that motivate them. Topics will include particular movements such as the Social Gospel Movement and its critics, anti-war movements, the Civil Rights Movement, the rise of the Religious Right and the Evangelical Left. In each of these historical cases, students will read primary documents from the movements to examine how religion is being used to justify certain action and decry certain realities in their current historical reality. Over the course of the semester, students will develop several parts of a research and service-learning project focusing on one Baltimore area organization that engages in religiously motivated social reform. Prerequisite: One course in religion and sophomore standing.

*Fall Semester. Duncan.*

**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.

*Fall semester. Offered 2010-11 and alternate years. Douglas.*

**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 that 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. Offered 2009-10 and alternate years. Douglas.*

**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.

*Variable semesters. Department.*

**RLG 450.**

**SENIOR THESIS (4-4)**

*Fall and spring semesters. Department.*

## Physical Education and Athletics Department

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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 Virginia and Alonzo Decker Jr. Sports and Recreation Center complex includes a cardio fitness center; a strength and conditioning center, dance studios, athletic training room, locker rooms, a racquetball and a squash court, and a multipurpose room. Outdoor facilities include three natural grass practice fields; eight tennis courts; an indoor and outdoor riding ring; stables; a synthetic turf field with lights, 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 that are used by the cross country team and many students on campus.

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### 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 coursework 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 older than age of 25, are exempt from the physical education requirement but are encouraged to enroll in or audit any physical education course.

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### 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); Jean Knecht (athletics 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); Bryan Laut (men's soccer coach and coordinator of academic support services); Tati Korba (women's soccer coach); Michael Vann (men's tennis coach); Michael Bossom (women's volleyball coach); Farrell Sullivan, Jamal Harris, Sheron McGuire, and Terry Feelemeyer (physical education instructors)

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## **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.

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## **INTRAMURAL SPORTS**

Most recent activities include racquetball, basketball, softball, flag football, tennis, floor hockey, ultimate Frisbee, indoor soccer, and volleyball.

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## **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 and 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 Ultimate Frisbee, fencing, jujitsu, hip-hop, and dance.

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## **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 Landmark Athletic Conference 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, and tennis, and 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, outdoor track and field

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## **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.

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## **PHYSICAL EDUCATION COURSES**

### ***Wellness***

PE 135.

Wellness

### ***Physical Education Courses***

PE 195-6/DAN 131-231.

PE 414/DAN 114.

PE 415/DAN 115.

Chorégraphie Antique I and II

Elementary Dance Tech. I: Modern

Elementary Dance Tech. II: Modern

PE 416/DAN 217.	Intermediate Dance Tech. I: Modern
PE 417/DAN 218.	Intermediate Dance Tech. II: Modern
PE 418/DAN 219.	Intermediate Dance Tech. III: Modern
PE 424/DAN 120.	Elementary Dance Tech. I: Ballet
PE 425/DAN 121.	Elementary Dance Tech. II: Ballet
PE 426/DAN 220.	Intermediate Dance Tech. I: Ballet
DAN 221.	Intermediate Dance Tech. II: Ballet
PE 428/DAN 222.	Intermediate Dance Tech. III: Ballet
DAN 102/202.	Pilates
DAN 260.	Composition: Dance Exploration
DAN 261.	Intermediate Dance Composition
DAN 295.	Goucher Repertory Dance Ensemble
DAN 311.	Advanced Modern Tech. I
DAN 312.	Advanced Modern Tech. II
DAN 313/314.	Advanced Modern Tech. III
DAN 315.	Advanced Modern Tech. IV
DAN 321.	Advanced Ballet Tech. I
DAN 322.	Advanced Ballet Tech. II
DAN 323/324.	Advanced Ballet Tech. III
DAN 325.	Advanced Ballet IV

(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 108.	Ballroom Dance
PE 127.	Ultimate Frisbee
PE 130.	Care and Prevention of Athletics Injuries
PE 142.	Capoeira
PE 156.	American Red Cross—CPR, Water Safety, Pool Operator
PE 234.	Beginning Riding
PE 240.	Fundamentals of Riding I
PE 243.	Fundamentals of Riding II
PE 249.	Fundamentals of Riding III
PE 252.	Basketball
PE 281.	Run a Road Race
PE 344.	Supplemental Riding
PE 349.	National Riding Commission Testing
PE 351.	Self-defense for Women
PE 362.	Yoga
PE 364.	Jujitsu

## Physics and Astronomy Department

The Physics and Astronomy Department offers a major in physics with two distinct tracks: advanced studies and applied studies in physics and astronomy. In the applied studies track students can choose concentrations in astronomy, computer science, materials science, or premedical studies. In addition, the Physics and Astronomy Department offers minors in physics and astronomy and six dual-degree programs in electrical and computer science engineering, materials science engineering, mechanical engineering, civil engineering, biomedical engineering, and chemical engineering. Students 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 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 Goucher College physics and astronomy faculty in experimental and theoretical condensed matter physics, materials science, atomic/molecular physics/optics and astronomy. 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 lead or co-authors.

International studies in physics and astronomy are available through semester or year-long programs at the University of Sussex (UK) or through a three-week intensive program 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 and Astronomy 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, chair (experimental condensed matter physics)

### *Associate Professor*

Sasha Dukan, (theoretical condensed matter physics)

### *Assistant Professor*

Marin Pichler (experimental atomic, molecular, and optical physics), Ben Sugerman (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 course from the following list:

PHY 171.304*	PHY 171.310*	PHY 171.408*	PHY 330	AST 310
AST330				

### **Courses recommended for the physics major in advanced studies track include:**

PHY250	PHY 171.313*	PHY 171.314*		
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\*Offered at the Johns Hopkins University

Students should check all courses for the accompanying prerequisites. Laboratory reports and papers in PHY 220 and PHY 230 are used to evaluate writing proficiency in the major. PHY 220 and PHY 280 taken at any time satisfy the computer proficiency requirement.

## THE PHYSICS MAJOR (APPLIED STUDIES TRACK)

### *Astronomy Concentration*

#### **Courses required for the astronomy concentration include:**

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280
AST 110	AST 210	AST 310	AST 395	MA 222

#### **Elective courses (two are required; all four are recommended):**

PHY 300	PHY 301	PHY 340	PHY 350	
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#### **Elective courses (one is required):**

AST 330	PHY 171.313*	PHY 171.314*	PHY 330	
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Courses recommended for the astronomy concentration include:



PHY250

\*Offered at the Johns Hopkins University

Students should check all courses for the accompanying prerequisites. Laboratory reports and papers in PHY 220 and PHY 230 are used to evaluate writing proficiency in the major. PHY 220 and PHY 280 taken any time satisfy the computer proficiency requirement.

**Pre-engineering Concentration:**

**Courses required for the Pre-engineering concentration include:**

PHY 125	PHY 126	PHY 220	PHY 230	PHY 280	PHY 301
PHY 310	PHY 340	PHY 395	MA 222	CS 119	

**Elective courses (three are required, at least two at 300-level):**

CS 220	CS 224	CS 240	CS 245	PHY250	
PHY 300	PHY 330	PHY 350			

**Courses recommended for Pre-engineering Concentration:**

CHE111/112	EC101	EC102			
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Students should check all courses for the accompanying prerequisites. Laboratory reports and papers in PHY 220 and PHY 230 are used to evaluate writing proficiency in the major. PHY 220 and 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 105	BIO 210	CHE 230
CHE 235	MA 222				

**Elective courses (one is required):**

PHY 330	PHY 340	PHY 350	PHY 171.310*		
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**Recommended courses:**

BIO 220	BIO 260	MA 221	PHY250	PHY 171.209*	
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\*Offered at the Johns Hopkins University

Students should check all courses for the accompanying prerequisites. Laboratory reports and papers in PHY 220 and PHY 230 are used to evaluate writing proficiency in the major. PHY 220 and 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:**

PHY250	PHY 350				
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Students should check all courses for the accompanying prerequisites. Laboratory reports and papers in PHY 220 and PHY 230 are used to evaluate writing proficiency in the major. PHY 220 and 280 taken any time satisfy the computer proficiency requirement.

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**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):

PHY250	PHY 280	PHY 300	PHY 301	PHY 310	PHY 330
PHY 340	PHY 350	PHY 395	MA 221	MA 222	MA 231
CHE 265					

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**THE ASTRONOMY MINOR**

**Courses required for the astronomy minor include:**

PHY 125	PHY 126	PHY 220	PHY 230	AST 110	AST 210
AST 310					

Two additional courses from the following list:

PHY 250	PHY 280	PHY 300	PHY 301	PHY 310	PHY 330
PHY 340	PHY 350	AST395	AST330	MA 221	MA 222
MA 231					

Note: The astronomy minor is not available to physics majors. PHY 115 and 116 may be substituted for PHY 125 and 126 with permission of the department.

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## COURSE DESCRIPTIONS—ASTRONOMY

- AST 110. INTRODUCTION TO ASTRONOMY (4) (GEN. ED. #6)**  
Astronomy is a detective game: Because we can't visit, touch, or sample even the nearest stars, our only means to understand the Universe is to observe its light and radiation from afar and analyze it using creativity, inspiration, and the laws of physics. This course is a qualitative (i.e., non-mathematical) and inquiry-based exploration of how our observations of the universe have led to our understanding of it, from the motion of the stars across our sky to the Big Bang and beyond. Topics include the methods and history of scientific discovery, the basic laws of physics, our solar system, the life and death of stars, galaxies, and a brief history of the universe. Three hours lecture plus three hours lab.  
*Fall semester; repeated spring semester. Sugerman.*
- AST 110G/  
SP 130G. SPANISH/ASTRONOMY IN GRENADA (8) (GEN. ED. #3 AND #6)**  
A regularly scheduled course in the spring semester at Goucher in combination with a three-week intensive course in Spain during May. This course encourages interdisciplinary study of the sciences and Spanish in a city known for its multi-ethnic environment and astronomical observations, such as IRAM ([www.iram.es](http://www.iram.es)). Credits will be distributed as follows: 3.5 credits in spring (1 for SP 130G and 2.5 for AST 110); 4.5 credits in the summer (3 for SP 130G and 1.5 for AST 110). Prerequisites: SP 120, SP 120C, SP 120V with a minimum grade of C- or placement.  
*Spring semester and summer. Offered 2010-11 and alternate years. Sugerman, Miranda-Aldaco.*
- AST 110G/  
SP 238G. SPANISH/ASTRONOMY IN GRENADA (8) (GEN. ED. #3 AND #6)**  
This course will encourage a great deal of interdisciplinary study among students by studying science and Spanish in a Spanish city that is known for its astronomical observations, and multiethnic environment. Students will be required to take an advanced-level Spanish course at the Centro de Lenguas Modernas in Granada and write three assigned papers. Prerequisites: SP 130, SP 130C, SP 130V with a minimum grade of C- or placement. Credits will be distributed as follows: for spring 1 for SP 238G and 2.5 for AST 110G and for summer 3 for Spanish and 1.5 for astronomy.  
*Spring semester and summer. Offered 2010-11 and alternate years. Sugerman, Miranda-Aldaco.*
- AST 210. INTERMEDIATE ASTRONOMY (3)**  
As amazingly vast as space and time are, it is even more amazing that we have been able to understand them using only observations of light and basic laws of physics. This intermediate level course is for the dedicated enthusiast seeking to continue AST 110 or physics students seeking a rigorous introduction, with an emphasis on how our observations have been translated into physical understanding. Topics include an introduction to the physics of astronomy, how we have unveiled the nature of stars, the composition and evolution of galaxies, the cosmological distance ladder, and observational cosmology. Three hours lecture. Prerequisites: AST 110 or permission of instructor. High-school calculus or MA 117 recommended.  
*Spring semester. Offered 2010-2011 and alternate years. Sugerman.*
- AST 310. ASTROPHYSICS (3)**  
A quantitative exploration of the universe, emphasizing how the fusion of classical and modern physics is used to explain and elucidate the phenomena presented in previous courses. Topics include the interaction of light and matter; stellar structure and evolution, including supernovae and compact objects; detailed processes in the interstellar medium; the structure and evolution of galaxies, including star-forming regions, active-galactic nuclei, and dark matter; and large-scale structure. Three hours lecture. Prerequisites: AST 210 and PHY 220.  
*Spring semester. Offered 2010-11 and alternate years. Sugerman.*
- AST 330. RELATIVITY AND COSMOLOGY (3) (PHY 330)**

An in-depth exploration of the theories of special and general relativity. Topics will include relativistic mechanics, dynamics, and radiative processes; tensor algebra, the general relativistic field equations, and their application to space-time, including black holes; and application of general relativity to understand theoretical and observational cosmology, i.e., the history (and future) of the universe. Three hours lecture. Prerequisites: PHY 220 and permission of the department.

*Fall semester. Offered 2011-2012. Sugerman.*

**AST 395.**

**INDEPENDENT WORK IN ASTRONOMY (1.5-4) (GEN. ED. #7)**

Independent theoretical, observational, or analysis 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 in physics with astronomy concentration or minor in astronomy, and permission of instructor.

*Fall semester, repeated spring semester. Department.*

## COURSE DESCRIPTIONS—PHYSICS

Courses at the introductory level in physics are planned to meet various needs. PHY 115 and 116 are designed to give a general survey of physics, with emphasis on physical reasoning rather than mathematical analysis, and they 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 more comprehensive 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 (4) (GEN. ED. #6)**

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 for students majoring in the life sciences. Six hours integrated lecture/laboratory. Prerequisite: three years of high-school mathematics.

*Fall semester. Pichler.*

**PHY 116.**

**PRINCIPLES OF PHYSICS II (4) (GEN. ED. #6)**

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, and DC and AC circuits. Six hours integrated lecture/laboratory. Prerequisite: PHY 115.

*Spring semester. Pichler.*

**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 understanding 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. Pre- or corequisite: MA 170 or permission of the instructor.

*Fall semester. Dukan.*

**PHY 126.**

**GENERAL PHYSICS II (4) (GEN. ED. #6)**

A continuation of PHY 125. Topics include wave motion, electricity and magnetism, and physical and geometrical optics. Six hours integrated lecture/laboratory. Prerequisite: PHY 125. Pre- or corequisite: MA 180 or permission of the instructor.

*Spring semester. Dukan.*

**PHY 220.**

**MODERN PHYSICS (3) (GEN. ED. #7 WITH PHY 280) (GEN. ED. #6 WITH PHY 230)**

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, comprehensible 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 hours 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 the specific charge of an 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. Bakhshai.*

**PHY 250. ENERGY, PHYSICS, AND THE ENVIRONMENT (3) (GEN. ED. #11)**

Introductory course in environmental physics that emphasizes the physical principles behind the production, transport and conversion of energy. The laws of thermodynamics and classical mechanics are applied to natural ecosystems and energy resources such as fossil fuels, nuclear energy, hydropower, wind, solar power, etc. These resources are analyzed in terms of the societal and environmental impacts of the associated technologies.

*Spring semester. Dukan. Offered 2010-11 and alternate years.*

**PHY 280. MATHEMATICAL METHODS IN THE PHYSICAL SCIENCES (4.0) (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. Four hours lecture. Prerequisites: PHY 126 or permission of instructor. Corequisites: MA 222.

*Spring semester. McKibben..*

**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 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, and 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.

*Fall semester. Offered 2010-11 and alternate years. Pichler.*

**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 280.

*Spring semester. Offered 2010-11 and alternate years. Sugerman.*

**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 and AC circuits, diodes, transistors, operational amplifiers, waveform shaping, gates, flip-flops, instrumentation, detection techniques, and data acquisition. Three hours integrated lecture/laboratory. Prerequisites: PHY 220 and 230.

*Spring semester. Offered 2010-11 and alternate years. 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. Courses 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), and Relativity and Cosmology (Sugerman). Depending on a particular topic, the course will have a 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. Sugerman.*

- 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 hours lecture. Prerequisite: PHY 280 or permission of the instructor.  
*Fall semester. Offered 2010-11 and alternate years. Dukan.*
- 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 the 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: PHY 220, PHY 340, and MA 221, or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. Dukan.*
- 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 171.209. Wave Phenomena with Biological Applications (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)  
 PHY 171.310. Biological Physics (3)  
 PHY 171.408. Introduction to Experimental Particle Physics (3)

## 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)

##### *Associate Professor*

Eric Singer, chair (international relations)

##### *Assistant Professors*

Amalia Fried Honick (international relations), Nina Kasniunas (American politics), Julie Hwang (comparative politics)

##### *Visiting Assistant Professors*

Abhishek Chatterjee (international relations), Rachel Templer (political theory)

**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 or 113    PSC 112 or 114    PSC 234 or 290 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 245*	PSC 282*	PSC 285
PSC 342*	PSC 343*	PSC 345	PSC 382	

**Comparative Politics**

PSC 221	PSC 224*	PSC 225*	PSC 227*	PSC 262*
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 265*
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

\*\* Students who have taken PSC 101 or 102 (but not both) are required to take an introductory course in a sub-field 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 or 113    PSC 112 or 114    PSC 316

One course from each of the four sub-fields listed earlier

**THE INTERNATIONAL RELATIONS MAJOR**

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 111 or 112    PSC 114    PSC 250 (Majors declaring in 2006-07 or later)    PSC 257\*  
PSC 350

**Students must take two of the following:**

PSC 224\*    PSC 258\*    PSC 259    PSC 262    PSC 263\*    PSC 264\*  
PSC 265    PSC 266    HIS 286

\* See writing proficiency requirements

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 234.    Religion, Myth, and Symbol  
ANT 238.    Cultures of Contemporary Europe  
ANT 255.    Political Anthropology

**Communication**

COM 200.    Understanding World Cinema  
COM 257.    Intercultural Communication  
COM 335.    International Mass Media

**Economics**

EC 271.    International Trade

**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.    20th-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 200.\*    Classical Political Thought  
PSC 201.    Modern Political Thought  
PSC 202\*    Contemporary Political Thought  
PSC 203 \*    Islamic Political Theory  
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 to 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 262 *	The Politics of Southeast Asia
PSC 263.*	The Pacific Rim
PSC 264.*	Latin-American Politics
PSC 265.*	The International Relations of Asia
PSC 266.	Ethnic And Religious Politics Of Southeast Asia
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 304.	Seminar in Comparative Politics
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

\* See writing proficiency requirements

### **Sociology**

SOC 220.	Comparative Race and Ethnic Relations
SOC 274.	Women and Work: a Global Perspective

### **Women's Studies**

WS 227.	Becoming Visible: Fiction of International Female Identity
WS 240.	Women, War, and Peace

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	SP 260 S	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

## **THE INTERNATIONAL RELATIONS MINOR**

The minor in international relations is composed of 21 to 22 credits.

The following are required courses:

PSC 114	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 indicate those 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 they 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.

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## 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 whom 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.

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## 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 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.

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## WASHINGTON SEMESTER AT AMERICAN UNIVERSITY

This 16-week immersion program involves an internship, a seminar that includes contact and interaction with policymakers 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 GPA, and permission of the department chair.

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## 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 policymaking 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.

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## 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 other part of the course explores pressing contemporary issues that present a challenge to the presumed universality of citizenship, e.g., refugees, illegal migrants, gay marriage, etc.

*Spring semester. Offered 2010 and alternating three of every four semesters. Templer.*

- PSC 112. TO COMPARATIVE POLITICS: NATIONALISM, NATIONAL IDENTITY, AND THE STATE (3)**  
 What are the ties that bind “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. This course will unpack the significance of national identity utilizing case studies drawn from Western Europe, Eastern Europe, the Middle East, South Asia, Sub-Saharan Africa and East Asia; 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 semester. Hwang, 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. 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 to people in the United States.  
*Fall semester. Kasniunas*
- 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 inter-dependence, 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, and international institutions and human rights.  
*Fall semester, repeated Spring semester. Honick, Chatterjee.*
- 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. Githens.*
- PSC 140. INTRODUCTION TO ENVIRONMENTAL STUDIES (3) (ES 140) (GEN. ED. #11)**  
 An introductory course intended to broaden and deepen understanding of the environmental issues facing humanity today. The course focuses on how human institutions and ways of living create—as well as offer resources for solving—the problems that we face. We examine a selection of topics that have become central environmental issues of our time: climate change, biodiversity loss and conservation, food production, energy and sustainable development. We then consider how contemporary social activists and thinkers are defining central problems and questions. Finally we investigate our role in creating humanity’s collective social-environmental future.  
*Fall semester. Department.*
- 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. Department.*
- 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. Offered 2009-10. 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.

*Every third semester. Templer.*

**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 thinkers 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.

*Every third semester. Templer.*

**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, and Carole Pateman. Prerequisite: PSC 101, PSC 111, or one course in philosophy or religion, or sophomore standing.

*Every third semester. Templer.*

**PSC 205.**

**AMERICAN POLITICAL THOUGHT (3)**

An examination of both historical and contemporary texts 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. Templer.*

**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; and 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 Department.*

**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. Department.*

**PSC 216.**

**DEVELOPMENT AND SOCIAL CHANGE IN COSTA RICA (4) (SOC 216)**

This course examines the development path and processes of social change in Costa Rica, with an emphasis on the post-World War II paradigm that gave rise to the social-democratic structure of Costa Rican society. Drawing on the body of literature from Latin American theorists, students will explore notions of exceptionalism, myth-making and myth-breaking, conservation

and the Green Republic, and the rise of ecotourism in Costa Rica. Prerequisite: 100-level course in social science.

*Spring semester. Department.*

**PSC 221.**

**COMPARATIVE POLITICAL ANALYSIS (3)**

Addresses theories of nationalism, democracy, development, ethnic politics and religious politics. Case studies drawn from Western Europe, Africa, Asia, the Middle East, and Latin America. Prerequisite: PSC 102 or 112.

*Spring semester. Githens, Hwang.*

**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.

*Spring semester. Offered 2010-11 and alternate years. Githens.*

**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 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 republic's postwar successes and the prospects for continued democratic stability as it integrates the new federal states. Prerequisite: sophomore standing.

*Variable semesters. Githens.*

**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. Department.*

**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 policymaking. Maryland is used as a case study of state and local political processes. Speakers and field trips. Prerequisite: sophomore standing.

*Variable semesters. Kasniunas.*

**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) (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. 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 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.  
*Spring semester. Offered 2009-10 and alternate years. Kasniunas.*
- PSC 245. INTEREST GROUP POLITICS (3)**  
An overview of the role of interest groups in the American political system. The course will consider the normative question of whether interest groups improve political participation and the democratic process. Prerequisite: PSC 113.  
*Variable semesters. Kasniunas.*
- PSC 248. PARTIES AND ELECTIONS (3)**  
Examines the place of political parties in the American political system. The course also studies congressional and presidential elections, focusing on the upcoming November elections. The course will examine both theoretical and practical aspects of parties and elections. Students will be required to volunteer and work on an actual political campaign.  
*Fall semester. Offered 2010-11 and alternate years. Kasniunas.*
- PSC 249. SPECIAL TOPIC IN POLITICS (3)**  
*Variable semesters. Department.*
- PSC 250. THEORIES OF INTERNATIONAL POLITICS (3)**  
Introduction to theories and approaches to problems of explanation and analysis of international politics. Emphasis on the questions and problems raised by contemporary events. Prerequisite: PSC 114.  
*Fall semester. Chatterjee.*
- 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 U.S. entry into World War I through the present day. Strongly recommended: PSC 101, PSC 114, or HIS 111.  
*Fall semester. Department.*
- PSC 252. WORLD CRISIS (1.5) (JS 250)**  
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 114.  
*Fall semester, second seven weeks. Honick.*
- PSC 256. THE UNITED NATIONS IN WORLD AFFAIRS (3)**  
An examination into the structures and political processes of the UN and its effectiveness in dealing with current international problems. This course is a prerequisite for PSC 267. Prerequisite: sophomore standing.  
*Fall semester. Honick.*
- PSC 257. PROBLEMS IN INTERNATIONAL POLITICAL ECONOMY (3)**  
An examination of the linkages between economic and political problems in the contemporary international system. Attention to the role of international economic institutions and the politics of economic issues such as resource scarcity, development assistance, ecological management, and multinational trade. Prerequisite: PSC 114.  
*Fall semester. Chatterjee.*
- 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 114, or sophomore standing.  
*Spring semester. Offered 2009-10 and alternate years. Honick.*
- 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: At least one course in history or political science.  
*Fall semester. Offered 2009-10 and alternate years. Singer.*

- 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.  
*Variable semesters. Department.*
- PSC 262. GOVERNMENT AND POLITICS IN SOUTHEAST ASIA**  
This course would examine the political systems and economic development of Southeast Asia. The course will first focus on the different types of governing systems, including democracy in Indonesia and the Philippines, semi-democracy in Thailand, Malaysia and Singapore, and the military junta in Burma. Then, it will turn to issues in political economy, including the communist economies of Vietnam, Laos, and Cambodia, the role of women in the economy and economic impact of the AIDS crisis. Prerequisite: PSC 112.  
*Fall Semester. Offered 2009-2010 and alternate years. Hwang.*
- 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 114.  
*Variable. Honick, Hwang.*
- 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 265. INTERNATIONAL RELATIONS OF ASIA (3)**  
This course explores issues of globalization and security in South and Southeast Asia. Topics covered include the impact of the Cold War in Southeast Asia; regional migration policy; the role of ASEAN and other Asian multilateral institutions; the Kashmir crisis, nuclear proliferation in South Asia, the destabilizing regional effects of the Taliban, the drug trade in Afghanistan, and the rise of Al Qaeda. Prerequisite: PSC 112 or 114.  
*Fall Semester. Offered 2009-2010 and alternating years. Hwang.*
- PSC 266. ETHNIC AND RELIGIOUS POLITICS OF SOUTHEAST ASIA (3)**  
This course highlights central issues in ethnic politics and religious politics in Indonesia, Malaysia, Thailand, the Philippines, and Burma. Topics explored include political Islam, political Buddhism, terrorism, state policies toward ethnic and religious minorities, citizenship, secessionist movements, and the underlying causes of ethno-religious conflicts.  
*Spring semester. Hwang.*
- 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 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. Department.*
- 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. Department.*
- 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. Department.*

**PSC 283. TOPICS IN SOCIAL SCIENCE (4) (SOC 283)**

Targeting social science majors, this course will be team-taught by Monteverde Institute (MVI) and visiting faculty, with topics reflecting the expertise of visiting faculty and MVI's thematic emphasis on water, ecotourism, land-use planning and development, community health, and tropical ecology and biodiversity. In addition, students will learn social science research methodologies applicable to their research projects. Prerequisites: 200-level course in social sciences. Methods course encouraged.

*Spring. Department.*

**PSC 285. U.S. ENVIRONMENTAL POLICY (3) (ES 285)**

The U.S. has dramatically transformed its institutions for environmental governance over the last three decades yet many challenges continue to confront lasting environmental protection and management. This course examines the institutions, actors, and processes mediating environmental policy outcomes. What are some of the key environmental problems that we face as individuals, as citizens of the U.S., and of humanity more generally? How are these problems defined and how do they become a part of the public agenda? How are policy alternatives chosen and implemented? Whose interests are served? This course is intended to broaden and deepen our understanding of environmental politics through exploration of the U.S. experience. Thematic and case study approaches will be employed to consider the history and current state of our national political and institutional capacity to govern for environmental protection as well as the U.S. role in international environmental governance efforts. Prerequisites: PSC 111, 112, 113, or 114.

*Fall semester. Department.*

**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.

*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, Hwang.*

**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 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. Repeatable if topic is different, effective Fall 2008.

*Variable semesters. Department.*

**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. Offered 2009-10 and alternate years. Githens.*
- 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 contemporary 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.  
*Spring semester. Offered 2009-10 and alternate years. Githens.*
- 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 113, one 200-level course in American politics, or permission of instructor.  
*Variable semesters. Kasniunas.*
- 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 113, and one 200-level course in American politics, or permission of instructor.  
*Variable semesters. Kasniunas.*
- 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 its impact 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. Prerequisite: PSC 113 (PSC 102 if taken).  
*Variable semesters. Department.*
- 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. Chatterjee.*
- PSC 359. SEMINAR ON AFRICAN POLITICS (3) (HIS 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.  
*Spring 2011. Singer.*
- 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 Concentration

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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).

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## FACULTY

### *Assistant Professor*

John Carter, director

### *Lecturer*

Mark Scully

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## 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 140                  MA 170                  MA 180  
MGT 110                  PSY 200

#### **Human Rights and Ethical Value Theory**

HIS 257                  HIS 265                  PCE 251                  PCE 310                  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.

#### **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.

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## COURSE DESCRIPTIONS

### **PLS 100.**

#### **LAW AND SOCIETY (3) (SOC 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.

Prerequisites: SOC 106 or ANT 107.

*Spring semester. Scully.*

**PLS 290.**

**PRELAW INTERNSHIP (3-4)**

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.

**PLS 299.**

**INDEPENDENT WORK (1.5-4)**

**PLS 350.**

**LEGAL WRITING AND ANALYSIS: SELECTED TOPICS IN CONSTITUTIONAL LAW (3)**

A seminar providing extensive reading and analysis of constitutional issues governing a wide range of legal matters. Topics covered may include: freedom of speech and religion, pornography, abortion, due process and equal protection, racial discrimination, pregnancy and reproductive technology, separation of powers, the death penalty, comparable worth, sexual harassment in employment, and criminal law. 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. Offered 20011-12 and alternate years. Department.*

## Premedical Studies Concentration

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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 170 and 180). Other course requirements in the social sciences and humanities required by the medical schools 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 Principals of 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.

The premedical curriculum is highly structured and necessitates a distinct series of coursework, if the student wishes to apply to medical school at the end of the junior year. 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. All students should complete organic chemistry in the sophomore year, and physics by the end of their junior year. Students pursuing a chemistry major should take either calculus- or non-calculus-based physics by the end of the second 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.

In addition to having a strong academic record successful applicants to medical school need to demonstrate a wide range of intangible criteria including: a demonstrated interest in medicine, maturity and good character, altruism and the ability to work with people different than themselves. The Premedical Program helps students meet these criteria by a variety of venues. Goucher has relationships with 5 hospitals in the Baltimore area where students can do volunteer work and obtain credit as a Premedical Internship, if they desire. We also have relationships with a number of community service organizations, where students can volunteer and develop the personal skills necessary to work with a wide variety of patients. In addition the program provides the necessary letter of recommendation, assistance with preparation for the Medical College Admission Test (MCAT), the American Medical College Application Service (AMCAS), interview skills, and guidance with regard to 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.

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### FACULTY

*Professor of Biology*

George Delahunty, director

### COURSE DESCRIPTION

Placements in hospitals. Prerequisites: permission of the director and completion of appropriate courses in biological sciences, chemistry, mathematics, and physics. Graded pass/no pass only. *Delahunty.*

# 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, professor emerita (personality theory and clinical psychology), Carol Mills, professor emerita (cognitive psychology, cognitive science), Richard Pringle (relational psychology)

### *Associate Professor*

Brian Patrick, chair (social psychology and motivation), Thomas Ghirardelli (perception and attention)

### *Assistant Professors*

Norman Bradford (clinical psychology), Katherine Choe (developmental psychology), Dara Friedman-Wheeler (clinical psychology), Nyasha Grayman-Simpson (cultural psychology), Jennifer McCabe (cognitive psychology), Ann McKim (clinical psychology and positive psychology), JoEllyn Pederson (clinical psychology), Charles Seltzer (physiological psychology)

### *Instructors*

Joan Wilterdink (introductory 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 take a course in statistical methods, take at least one course in research methodology, and sample from clusters of courses with related perspectives. A total of 42 credits is required for a psychology major.

### **Required courses:**

PSY 111                      PSY 112                      PSY 200                      PSY 252 or 255

### **Three 300-level courses, at least two of which must be seminars (nine credits).**

Note: PSY 346 does not fulfill the 300-level course requirement. PSY 395 and PSY 398 can fulfill the 300-level course requirement only if taken for 3 or 4 credits.

Students may repeat seminars for credit provided that the topic is different. However, at least two seminars with different course numbers must be taken in order to satisfy the seminar requirement. Also, the seminars, as well as PSY 252 or 255, must be taken at Goucher rather than in study-abroad programs or at other institutions.

Cluster courses: Four courses selected from the following clusters, as indicated:

### **Natural Science (two courses)**

PSY 202.                      Human Learning and Memory  
 PSY 233.                      Sensation and Perception  
 PSY 235.                      Cognitive Psychology  
 PSY 237.                      Physiological Psychology

### **Social Sciences (one course)**

PSY 203.                      Human Motivation  
 PSY 228.                      Positive Psychology  
 PSY 230.                      Social Psychology

PSY 244. Lifespan Developmental Psychology

**Relational/Humanistic (one course)**

PSY 212. Existential, Humanistic, and Eastern Approaches to Personality

PSY 226. Topics in Relational Psychology

PSY 283. Peace Within/Peace Without: Human, Societal, Global Possibilities

**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 meet the minimum requirements for consideration to receive honors in the psychology major, 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. Honors recipients are selected from among those eligible by the Psychology Department faculty, based on relative strength of GPA in psychology and quality of independent study or thesis work.

**Writing proficiency 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.

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## THE PSYCHOLOGY MINOR

**Courses required for the minor in psychology include:**

PSY 111, 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 (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.

*Fall semester, repeated spring semester. McCabe, Grayman-Simpson, Wilterdink, Pederson.*

**PSY 112.**

**INTRODUCTION TO PSYCHOLOGY: LABORATORY (1)** (GEN. ED. #6 WITH PSY 111)

Experiments and laboratory demonstrations illustrating topics covered in PSY 111. Intended either to be taken concurrently with PSY 111 or for students who have previously taken an introductory psychology course equivalent to PSY 111. Corequisite or prerequisite: PSY 111 or the equivalent.

*Fall semester, repeated spring semester. 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 and at least sophomore standing. Open to majors in other departments with permission of the instructor.

*Fall semester, repeated spring semester. Ghirardelli.*

**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.

*Fall semester. McCabe.*

**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.

*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 and at least sophomore standing.  
*Spring semester. J. Bradford.*
- PSY 219. CULTURAL PSYCHOLOGY (3)**  
The primary focus of this course will be to work toward an increased understanding of the interactions between cultural contexts and psychological processes. Topics will include psychological implications associated with the cultural construction of gender, ethnicity, race, class, spirituality, and immigrant status; identity development in a cultural context; intersectionality of identities; and the effects of culture on social perception. The course will also provide a framework for considering issues of privilege, power, oppression, and social justice, and explore the ways in which understanding relationships between culture and psychology might facilitate psychological liberation and healthy human development. Prerequisite: PSY 111.  
*Fall semester. Grayman-Simpson*
- 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.  
*Fall semester, repeated spring semester. N. Bradford, McKim.*
- 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 of 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 and at least junior standing or permission of the instructor.  
*Spring semester. Offered 2010-11 and alternate years. N. Bradford.*
- PSY 226. RELATIONAL PSYCHOLOGY (4) (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 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.  
*Fall semester. 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.

*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 physiological structure of sensory systems, psychophysics, attention, sensory integration, and comparative perception. Prerequisite: PSY 111.

*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: PSY 111 or COG 110.

*Fall semester; repeated spring semester. McCabe.*

**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.

*Spring semester. Seltzer.*

**PSY 239.**

**HEALTH PSYCHOLOGY (3)**

An introduction to the ways in which the mind, body, and behavior interact in health and disease. Topics include health behaviors and behavior change, coping with illness/disability, self-management approaches to physical illness, the impact of stress and coping on disease and on immune function, and the relationship between psychopathology and physical health. Treatment and prevention efforts will be considered. Prerequisite: PSY 111.

*Spring semester. Friedman-Wheeler.*

**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.

*Variable. Department.*

**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.

*Fall semester; repeated spring semester. Choe.*

**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.**

**PSYCHOLOGICAL ASSESSMENT (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. Prerequisites: PSY 111/112 and 200.

*Spring semester. Pederson.*

- 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 and 200.  
*Fall semester, repeated spring semester. Friedman-Wheeler, Choe.*
- 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; three hours laboratory. Prerequisites: PSY 111 and 200.  
*Fall semester, repeated spring semester. Pringle, Grayman-Simpson.*
- 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 permission of instructor.  
*Spring semester. Offered 2011-12 and alternate years. N. Bradford.*
- PSY 271. PSYCHOLOGICAL DISTRESS AND DISORDER (3)**  
This course presents different approaches to understanding and conceptualizing psychological distress and disorder. The major psychological disorders will be examined in cultural context. Different theoretical perspectives will be considered, as well as the ways in which psychological disorders have been and are currently treated. Prerequisite: PSY 111.  
*Fall semester, repeated spring semester. 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.*
- 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 111, PCE 110 or 120, or permission of the instructor.  
*Fall semester. Offered 2011-12 and alternate years. J. Bradford.*
- PSY 295. INDEPENDENT WORK (1-4)**  
Independent work, library research, or directed readings pursued under the supervision of a faculty member. Prerequisites: sophomore standing and permission of instructor.  
*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. Prerequisites: 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. Prerequisites: 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 psychology, and postmodernist approaches. This course will be conducted in seminar format and will require high-level classroom engagement, oral participation, and writing. Prerequisites: PSY 252 or 255, psychology cluster courses, and senior standing.

*Variable. Department.*

**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, or permission of instructor.

*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, or permission of instructor.

*Variable. Department.*

**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, repeated spring 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 course requirement in psychology.  
*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.  
*Fall 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. Mills.*
- PSY 379.           SEMINAR IN CULTURAL PSYCHOLOGY (3)**  
This seminar will involve in-depth consideration of a selected topic in cultural psychology. Topics may include culture and personal identity development; cross-cultural psychology; racial socialization and psychological well-being; intersectionality of identities; implications of culture for psychological assessment and/or psychotherapy. Prerequisites: PSY 219 or 226 or 230, and 252 or 255, or permission of the instructor.  
*Fall semester. Grayman-Simpson.*
- 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.  
*Spring semester. McCabe.*
- 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.  
*Variable. Department.*
- PSY 395.           ADVANCED INDEPENDENT WORK (1-4)**  
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. Can only be used toward satisfaction of 300-level course requirement in psychology if taken for 3 or 4 credits.  
*Department.*

- PSY 398. DIRECTED RESEARCH (1-4)**  
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. Can only be used toward satisfaction of 300-level course requirement in psychology if taken for 3 or 4 credits.  
*Department.*
- PSY 450. SENIOR THESIS (4/4)**  
*Fall and spring semesters. Department.*

## Religion

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See Philosophy and Religion Department

## Russian

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See Modern Languages, Literatures, and Cultures Department

## Science and Engineering Program

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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 B.S. degree in one of the following disciplines:

- **Electrical and computer engineering**, which include the fields of communications, control systems, electronics, and digital systems.
- **Chemical & Biomolecular 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 including biomaterials.
- **Mechanical engineering**, which deals with the manipulation of energy through useful mechanical devices including biomechanical 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 JHU and are permitted to cross-register for appropriate (usually introductory) engineering courses at JHU during their sophomore and junior years at Goucher. In return, students accepted at JHU are eligible, during the fourth and fifth years while enrolled at JHU, 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 JHU through the Office of Undergraduate Admissions as transfer students for the B.S. 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 JHU students during the last two.

Both the B.A. degree from Goucher College and the B.S. degree from JHU are awarded at the conclusion of the fifth year, provided all requirements for each degree have been fulfilled.

Interested students should contact director of the program, Ali Bakhshai in the Physics & Astronomy Department [abakhsha@goucher.edu](mailto:abakhsha@goucher.edu).

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## Secondary Education

See Education Department

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## Service-Learning

See Community-Based Learning

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## 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.

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### DEPARTMENT FACULTY

#### *Professors*

Janet H. Shope (sociology of medicine, women and development, inequality, family and gender roles)

#### *Associate Professors*

Joan K. Burton, (social psychology, race and ethnicity, women and work, sociological theory, social movements), Mark Ingram (cultural anthropology, Europe, France, cultural policy), Jamie Mullaney, chair (cognitive, identity, family, qualitative methods)

#### *Assistant Professors*

Susan Frekko (cultural and linguistic anthropology, nations and publics, language ideologies, Catalonia)  
Rory Turner (cultural anthropology, anthropology of performance, ethnographic methods, folklore)

### Lecturers

Stephen Berry (social work, child welfare), Patricia Greenberg (sociology of medicine), Mark Scully (law, juvenile justice, mental health)

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## 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

\*Fulfills the writing proficiency requirement in the major.

### *Concentration in medical sociology*

ANT 107                      SOC 106                      SOC 210                      SOC 217                      SOC 265                      SOC 389

Two 200-level elective sociology courses

Two additional 300-level sociology or anthropology 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

Four courses selected from the following:

SOC 220                      SOC 245                      SOC 260                      SOC 270                      SOC 271                      SOC 272  
SOC 274

One 200-level sociology elective course

Three 300-level sociology or anthropology courses

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## THE SOCIOLOGY MINOR

**Courses required for the minor in sociology include:**

SOC 210 or 217

Five 200- or higher-level sociology courses, at least one of which must be a 300-level course

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## 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

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## THE ANTHROPOLOGY MINOR

**Courses required for the minor in anthropology include:**

ANT 236                      ANT 243

Three 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. Frekko, Mitchell, Nikolov, Turner.*

**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. Offered 2009-10 and alternate years. Turner.*

**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. Offered 2010-11 and alternate years. Bagchi.*

**ANT 238. CULTURES OF CONTEMPORARY EUROPE (4) (HIS 227) (GEN. ED. #4 AND #10)**

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. Offered 2010-11 and alternate years. Ingram.*

**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. Nikolov, Turner.*

**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. Offered 2009-10 and alternate years. Nikolov.*

**ANT 280. SPECIAL TOPICS IN ANTHROPOLOGY (3-4)**

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.

*Variable semesters. Department.*

**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. Students must enroll in SOC 298 concurrently with ANT 290.

*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. Students must enroll in SOC 298 concurrently with ANT 299.

*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. Students must enroll in SOC 298 concurrently with ANT 300.

*Department.*

- ANT 310. SEMINAR: 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. Offered 2010-11 and alternate years. Frekko.*
- ANT 392. SEMINAR: SELECTED PROBLEMS IN ANTHROPOLOGY (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.  
*Variable semesters. Department.*

## 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. Prerequisite: SOC 106 or ANT 107.  
*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. Uses theories and methods of sociology to explore the influence of race, class, gender, ethnicity, and age on the human experience.  
*Fall semester; repeated spring semester. Burton, Greenberg, Mullaney, Shope.*
- 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, including critical theory and feminist critiques of the classical theorists' work. Required of all department majors and for writing proficiency in the major. Prerequisite: SOC 106 or ANT 107 or permission of the instructor.  
*Fall semester; repeated spring semester. Burton.*
- SOC 216. DEVELOPMENT AND SOCIAL CHANGE IN COSTA RICA (4) (PSC 216)**  
This course examines the particular development path and processes of social change in Costa Rica with an emphasis on the post-World War II paradigm that gave rise to the social-democratic structure of Costa Rican society. Drawing on the body of literature from Latin-American theorists, students will explore notions of exceptionalism, myth-making and myth-breaking, conservation and the Green Republic, and the rise of ecotourism in Costa Rica. Prerequisite: 100-level course in a social science.  
*Spring semester. Department.*
- 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. Offered 2009-10 and alternate years. Mullaney, Burton.*
- 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 alternate family forms. The American family in historical and comparative contexts. Prerequisite: SOC 106 or ANT 107 or one 200-level social science course.  
*Spring semester. Offered 2010-11 and alternate years. Mullaney, Shope.*
- SOC 225. FROM WOMB TO TOMB: PERSPECTIVES ON THE LIFECOURSE (3)**  
A consideration of historical and cross-cultural perspectives on the life course ranging from birth to death. Special attention given to the social construction of childhood, the status of the elderly, and other current debates such as fetal personhood. Prerequisite: SOC 106 or ANT 107.  
*Spring semester. Offered 2011-12 and alternate years. Mullaney, Shope.*
- 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.  
*Spring semester. Offered 2011-12 and alternate years. Department.*
- 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. Offered 2010-11 and alternate years. Berry.*
- 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, and 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. Offered 2009-10 and alternate years. Berry.*
- 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. Offered 2009-10 and alternate years. Mullaney.*
- 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. Offered 2010-11 and alternate years. Shope.*
- 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 drunken 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. Offered 2010-11 and alternate years. Mullaney.*

**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. Offered 2009-10 and alternate years. Mullaney.*

**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. Offered 2010-11 and alternate years. 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.

*Spring semester. Offered 2010-11 and alternate years. Shope, Greenberg.*

**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, and political reality. Prerequisite: SOC 106 or ANT 107 or sophomore standing.

*Fall semester. Offered 2009-10 and alternate years. Shope.*

**SOC 271.**

**PROTEST! LEGACY OF THE SIXTIES (4) (GEN. ED. #4)**

An examination of protest movements in the United States during the 1960s. Films, music, literature, and firsthand reports are used to depict the mood and legacy of the time. 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.

*Fall semester. Offered 2010-11 and alternate years. Burton.*

**SOC 272Y.**

**INTENSIVE COURSE ABROAD**

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.

**INEQUALITY AND SOCIAL POLICY IN SOUTH AFRICA (6) (PSC 272Y) (GEN. ED. #3)**

A detailed introduction to South African social and political history, culture, and contemporary society. The semester course is followed by a three-week intensive experience in South Africa.

*Fall semester, January intersession. Singer, Shope.*

**SOC 272Y.**

**IDENTITY TRANSFORMATIONS IN CONTEMPORARY PUERTO RICAN FAMILIES (8) (GEN. ED. #3) (SP 272Y)**

This interdisciplinary course builds Spanish language skills into the curriculum of sociology through a seven-week preparatory program in the fall (two credits); a three-week immersion experience in Puerto Rico in January (four credits); and a seven-week, post-program course in the spring (two 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, FRO 140, or equivalent, and SOC 106.

*Fall semester, January intersession, and spring semester. Ramos-Valdez, 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, ethnicity, and national origin influence women's work. Prerequisite: SOC 106 or ANT 107, or sophomore standing.  
*Fall semester. Burton. Offered 2011-12 and alternate years. Burton.*
- 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. May be repeated for credit if the 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 283. TOPICS IN SOCIAL SCIENCE (4) (PSC 283)**  
 Targeting social science majors, this course will be team-taught by Monteverde Institute's (MVI) and visiting faculty, with topics reflecting the expertise of visiting faculty and MVI's thematic foci of water, ecotourism, land use planning and development, community health, and tropical ecology and biodiversity. In addition, students will learn social science research methodologies applicable to their research projects. Prerequisites: one 200-level course in social sciences. Methods course encouraged.  
*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. May be repeated for credit if the 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. Students must enroll in SOC 298 concurrently with SOC 290.  
*Department.*
- SOC 293. INTERNSHIP IN SOCIAL WORK (3-4)**  
 Development of a knowledgeable base and beginning skills 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. Students must enroll in SOC 298 concurrently with SOC 293.  
*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. Students must enroll in SOC 298 concurrently with SOC 299. Prerequisite: sophomore standing.  
*Department.*
- SOC 350. SEMINAR: 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. Offered 2010-11 and alternate years. Mullaney.*

**SOC 381.**

**SEMINAR: COMMON SENSE(S)**

This seminar in cognitive sociology examines how the social influences our senses or the ways we take in the world around us. Special attention will be given to the processes of perception, classification and boundary creation, time reckoning, identity formation, and collective memory. Course materials will draw from the fields of sociology, psychology, economics, literature, and other related areas. Prerequisites: SOC 210 and junior standing.

*Spring semester. Offered 2009-10 and alternate years. Mullaney.*

**SOC 384.**

**SEMINAR: SOCIOLOGY OF MASCULINITIES (4)**

This course examines men's lives and the construction of multiple masculinities in contemporary American culture. Special attention will be given to men's movements, media representations, sex, friendship, violence, and sports. Prerequisites: SOC 210 and junior standing.

*Spring semester. Offered 2010-11 and alternate years. Mullaney.*

**SOC 387.**

**SEMINAR: 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. Offered 2010-11 and alternate years. Burton.*

**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.

*Fall semester. Offered 2009-10 and alternate years. Shope.*

**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 217 or 350.

*Spring semester. Offered 2009-10 and alternate years. Shope.*

**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 the topic is different. Prerequisites: SOC 210 and junior standing or permission of the instructor.

*Fall or spring semester. Burton, Mullaney, Shope.*

**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. Students must enroll in SOC 298 concurrently with SOC 399.

*Department.*

## Spanish

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See Hispanic Languages, Literatures, and Cultures Department

# Special Education

See Education Department

## Study Abroad

The college sponsors summer, winter, and semester study-abroad programs. Students interested in studying abroad should contact the Office of International Studies (OIS) for further information. Students receiving any financial aid should consult the Office of Student Financial Aid before planning to participate in a study-abroad program.

Goucher institutional aid, including Goucher grants and scholarships, as well as any state aid, do transfer to any Goucher semester study-abroad program, up to the cost of Goucher tuition. Participants are billed Goucher charges for their study-abroad program, not the fees indicated in program literature or websites.

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

Students will be allowed to transport their Goucher institutional aid for only one semester, except for reciprocal exchange programs, the Costa Rica Monteverde Institute program, and the Goucher Oxford University yearlong program.

### Goucher Semester Programs Abroad

Argentina	Spanish Language Program
Australia	Macquarie University (full curriculum studies) University of the Sunshine Coast (full curriculum studies)
Brazil	Brazilian Ecosystems (Fall only)
Chile	Latin American Studies in Santiago (non-Spanish majors)
China	Chinese and International Business Studies at Shanghai University Chinese Studies at Southwest University for Nationalities in Chengdu
Costa Rica	Monteverde Institute (with Mt. Holyoke College) (Spring only)
Czech Rep.	Eastern and Central European Studies at Charles University, Prague
Denmark	Copenhagen Business School (Spring only) Danish Institute for Study Abroad, Copenhagen
England	Oxford University (Mahoney & Caplan Scholars Program) (AY program) Hansard Scholars Program at London School of Economics Middlesex University University of Brighton (full curriculum studies) University of East Anglia (full curriculum studies) University of Westminster University of Sussex (physics only)
France	IFE Program in Paris (full-time internship) IFE GPP Program in Paris (part-time internship and Sorbonne classes)
Germany	Eberhard Karls Universitat (Spring only) German Studies Luneburg Program
Ghana	University of Ghana (full curriculum studies)
India	Christ University in Bangalore (Spring only) Buddhist Studies in Bodh Gaya (Fall only)
Ireland	University College, Cork (full curriculum studies)
Israel	Ben Gurion University of the Negev (full curriculum studies) University of Haifa (full curriculum studies)
Italy	Accademia dell'Arte (for dance (Spring only), theatre, and music majors) Universita degli Studi della Tuscia Program in Viterbo Siena Program University of Torino Program
Japan	Aoyama Gakuin University Japanese and East Asian Studies at Kwansei Gakuin University in Osaka
Korea	Korean and East Asian Studies at Yonsei University
Malta	University of Malta (full curriculum studies)
Netherlands	The Hague University (full curriculum studies)
New Zealand	Massey University (full curriculum studies)
Norway	University of Oslo (full curriculum studies)
Scotland	Glasgow School of Art (Art majors only) (Fall only)

Spain	University of Glasgow (full curriculum studies)
Thailand	University of Salamanca
Vietnam	Economics and Political Studies at Rangsit University, Bangkok
	Language, Culture, and Politics in Danang

### Approved Non-Goucher Semester Programs

By offering over 40 Goucher semester study-abroad programs and over 25 approved short-term programs abroad in over 30 countries each year, Goucher College strives to meet the varied academic interests of our students. However, if a student believes that no Goucher semester program meets their academic needs, he or she may petition the associate dean of international studies for approval. To obtain approval, the proposed program of study should form an integral part of the student's overall academic plan.

Goucher institutional aid, including Goucher grants and scholarships, as well as any state aid, do not transfer to non-Goucher semester-abroad programs. Students may work with the financial aid office to transfer any federal aid, such as Pell Grants or Stafford Loans, for which they qualify to these programs. However, this may affect their overall financial aid assessment upon return to the college. Verification of program length is required since semester programs shorter than 15 weeks in length will result in a proration of any applicable financial aid funds.

Students will be considered enrolled at Goucher while attending approved non-Goucher semester programs. Study-abroad vouchers may be applied towards non-Goucher programs.

Coursework taken on any approved non-Goucher semester program must be taken for a letter grade. Grades below C- are not acceptable for transfer credit. Students with senior status applying to study on an approved non-Goucher program must comply with policies pertaining to the college's residency requirement. An official transcript from a regionally-accredited college or university, or an international institution recognized by the ministry of education in that country, must be submitted for coursework to transfer into Goucher College.

The study-abroad voucher applies to Goucher and approved non-Goucher programs and will not be awarded to students who complete the study-abroad requirement before coming to Goucher or who participate in programs that are not in advance approved, by the associate dean of international studies.

### Goucher Intensive Courses Abroad (ICAs)

Course descriptions are available under the appropriate academic department. Although most ICAs are offered every other year, these programs are subject to change without notice.

China	Past, Present, and Future PHL 272Y (May 2011)
France	French Theatre in Paris and Marseille FR 272Y/THE 272Y (May 2011)
Germany	Berlin GER 272G or COM 272G (May 2011)
Honduras	Tropical Marine Biology BIO 272G (January 2011)
Israel	Religion, Nation and the State: The Politics of Democracy in Israel PSC 272 (May 2011)
Slovenia	Culture and Alternative Media in the Balkans COM 272Y (May 2011)
South Africa	HIV/AIDS and Township and Rural Education ED 272Y or SOC 272Y (May 2011)
Spain	SP 130 in Alicante (January 2011)
	Astronomy and Spanish in Granada AST 110/SP 130 (May 2011)
West Africa	History, Society, and Culture in West Africa HIS 272Y or DAN 272Y (January 2011)

### Goucher Summer Programs

Program and specific course descriptions are available in OIS. These programs are subject to change without notice.

China	Chinese and International Relations in Chengdu
Czech Republic	Politics, Culture, and Art Studies in Prague
Denmark	European Culture and History (all programs in Copenhagen)
	European Politics and Society
	International Business and Economics
	Migration and Identity
	Psychology and Child Development
	Sustainability in Scandinavia
England	Institute of Economic and Political Studies in London
	Arts and Literary Studies in London
France	French and European Studies in Pau
Ghana	African Studies in Accra
India	Business, Sociology, and Indian Cultural Studies in Bangalore
Ireland	Irish Studies in Galway
Italy	History, Art, and Music Studies in Viterbo
South Korea	Korean and East Asian Studies in Seoul
Thailand	Asian-Pacific Rim Economics and Political Studies in Bangkok

# The Theatre Department

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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 for 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.

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## DEPARTMENT FACULTY

### *Professor*

Michael Curry (acting, directing, speech)

### *Associate Professors*

Allison Campbell, chair (theatre production, scenic, costume, and lighting design, applied stage craft, experimental theatre); Rebecca Free (theatre history, criticism, literature, acting, voice and movement)

### *Assistant Professor*

Michael Bigelow Dixon (playwriting, dramaturgy, introduction to the theatre)

### *Lecturers*

Mary Sykes (technical director, theatre production lab), Kendra Shapanus (costume shop supervisor, theatre production lab)

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## THE THEATRE MAJOR

### **Courses required for a major in theatre are:**

THE 103                      THE 120 or 220                      THE 140                      THE 140L                      THE 300  
THE 390/391\*

### **One performance course chosen from:**

THE 205                      THE 207                      THE 220                      THE 222                      THE 228  
THE 272Y, French Theatre, (once for credit)

### **One design course chosen from:**

THE 240                      with 240L                      THE 241                      THE 242

### **One history/criticism/dramatic literature course chosen from:**

THE 200                      THE 204                      THE 211                      THE 272Y, French Theatre, (once for credit)

### **One directing or playwriting course chosen from:**

THE 231                      THE 232                      THE 238                      THE 332

### **Two 2-credit applied courses chosen from:**

THE 297                      THE 298                      THE 299

\* 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 Business 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 140L        THE 300                THE 390/391\*\*

One additional 200-level performance, design, or history/criticism/dramatic literature course

#### Two 2-credit applied courses chosen from:

THE 297            THE 298                THE 299

### 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 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. Dixon, Department.*

#### 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, Department.*

#### 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. Department.*

#### 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.

*Spring semester. Department.*

#### 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, lighting design and operation, property design and building, and other areas of stagecraft. The course also includes basic drafting elements specific to stage design. 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.

*Spring semesters. Campbell, Sykes, Shapanus.*

#### THE 200.

#### 20TH-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. Offered 2011-12 and every three years. Free.*

#### THE 202.

#### EXISTENTIALISM: PHILOSOPHY AND THEATRE (3) (PHL 224) (GEN. ED. #4)

Through the study of existentialist philosophers and playwrights, this course 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, 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. Offered 2010-11 and alternate years. Rose.*

**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 103 or permission of the instructor.

*Fall semester. Offered 2010-11 and every three years. Free.*

**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 100-level arts course and sophomore standing or permission of the instructor.

*Fall semester. Offered 2011-12 and alternate years. Campbell.*

**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. Offered 2011-2012 and alternate years. Department.*

**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, and gay theatre. This course explores the social and historical contexts that influence theatrical and dramatic styles.

*Fall semester. Offered 2012-13 and every three years. Free.*

**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. 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, and David Henry Hwang. Four class hours. Prerequisite: Acting II or permission of the instructor.

*Fall semester. Offered 2012-13 and alternate years. Department.*

**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. Offered 2011-2012 and alternate years. Free.*

- 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. Offered 2011-2012 and alternate years. Curry, Department.*
- THE 232. PLAYWRITING (3)**  
 An introduction to the creative possibilities of playwriting for the 21st century. While offering inspiration within a supportive workshop environment, this course provides students with the critical tools and basic concepts of playwriting through a series of writing exercises and script analysis techniques. Students will learn to create dramatic texts for a variety of forms, media, and venues, and to participate in a process of constructive critical response.  
*Fall semester every year. Spring semester 2011-12 and alternate years. Dixon.*
- THE 238. INTRODUCTION TO DRAMATURGY (4)**  
 Introduces students to the theories of textual analysis and contextual research within the framework of theatrical performance. Students will investigate the history and methodologies of dramaturgy, and then apply the best practices of the profession to the study and production of contemporary plays. Because dramaturgy is a collaborative endeavor, students will participate in projects like a theatrical adaptation from a non-dramatic source, the creation of an interdisciplinary theatre event or a multi-media performance, among others. By course end, students will be able to support their theatrical interests with dramaturgical insights and to work collaboratively to create productions that reflect the culture and aesthetic diversity of the 21st century.  
*Fall semester. Offered 2010-11 and alternate years. Dixon.*
- THE 240. SCENE DESIGN (3)**  
 The student will be able to develop design concepts by rigorously practicing playscript analysis, research, and creative experimentation. The student will be able to communicate design concepts verbally in a concept statement and visually using standard graphic means including drafting, rendering and model-making. Prerequisite: THE 140 or permission of the instructor.  
 Corequisite: THE 240L.  
*Fall semester. Offered 2010-11 and alternate years. Campbell.*
- THE 240L. CAD AND 3D MODELING TECHNIQUES**  
 The student will learn the fundamentals of computer-assisted drafting (CAD) and gain proficiency in the program, (Vectorworks) by solving theatrical design challenges. 3D modeling techniques using drawings made with the program will be taught as well as protocols for drafting a light plot. This course is taken concurrently with THE 240. It is open to any student with the prerequisite and is recommended for students who have taken or are planning to take THE 241.  
*Fall semester. Offered 2010-11 and alternate years. Campbell*
- THE 241. STAGE LIGHTING (3)**  
 Students will understand the potentialities of light in the theatre by exploring lighting equipment hands-on, collaborating with a director to create effective light cues for a studio performance, and by engaging in the design process, executing all of the steps necessary to prepare a lighting design proposal including a drafted light plot. Prerequisite: THE 140 or permission of the instructor.  
*Fall semester. Offered 2011-12 and alternate years. Campbell.*
- 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. Offered 2011-12 and alternate years. Campbell.*
- THE 272G. INTENSIVE COURSE ABROAD  
 SHAKESPEARE: STAGE AND PAGE (3) (ENG 272G) (GEN. ED. #3)**  
 This course examines the relationship between Shakespeare as literature and Shakespeare as theatre; we examine Shakespeare's works both from a historical/critical perspective and from a performance perspective.  
*January intersession. Variable years. Curry, Myers.*



**THE 272Y.****INTENSIVE COURSE ABROAD  
FRENCH THEATRE IN PARIS AND MARSEILLES: LANGUAGES OF PERFORMANCE**  
(2-4-2) (FR 272Y) (GEN. ED. #3 AND #9)

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 and fall semesters, summer. Offered 2011 and alternate years. Free, Ingram.*

**ARTS AND CULTURE IN WEST AFRICA** (1.5-3-1.5) (DAN 272) (HIS 272Y) (GEN. ED. #3)

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 use skills and experiences acquired in West Africa to complete a research paper and service-learning component in the form of a lecture-demonstration for area elementary schools, presented during Black History Month. This is a yearlong course.

*Fall semester, January intersession, and spring semester. Bagchi.*

**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.

*Department.*

**THE 297.****DRAMATURGICAL PRACTICUM** (3)

Students gain hands-on experience developing dramaturgical work in departmental productions. Coursework includes readings, rehearsals, and written work as arranged with the instructor. Prerequisite: THE 103 and permission of the instructor.

**THE 297.001.****(SEMESTER)**

Fall semester, repeated spring semester.

*Department.*

**THE 297.002.****(SECOND SEVEN WEEKS)**

*Fall semester, repeated spring semester. Department.*

**THE 298.****PERFORMANCE PRACTICUM** (2)

Students may elect to receive two credits for participating in a theatre department mainstage production or special projects production. Coursework 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. Second seven-week sections require permission of the instructor. Prerequisite: THE 103 permission of the instructor or THE 120 and permission of the instructor.

THE 298.001. Performance Practicum I: Mainstage (Semester)

THE 298.002. Performance Practicum II: Special Projects (Semester)

THE 298.003. Performance Practicum I: Mainstage (Second Seven Weeks)

THE 298.004. Performance Practicum II: Special Projects (Second Seven Weeks)

*Fall semester, repeated spring semester. Department.*

**THE 299.****STAGECRAFT PRACTICUM** (2)

Students gain hands-on experience working in the chosen area for a mainstage or special projects production. Coursework 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. Prerequisite: THE 140 and permission of instructor.

THE 299.001. Stage Management

THE 299.002. Sound Design

THE 299.003. Stage Design

THE 299.004. Lighting Design

THE 299.005. Costume Design

THE 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, and dramaturgy and world drama. 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 studio session, lecture, and critique. Prerequisite: THE 220, 222, or 228 or permission of the instructor.  
*Variable semesters. Free, Curry, department.*
- 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.  
*Spring semester. Offered 2010-11 and alternate years. Dixon.*
- 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 242.  
*Variable semesters. Offered 2010-11 and alternate years. Campbell.*
- THE 390/391.      SENIOR PROJECT WORKSHOP/SENIOR PROJECT PRODUCTION (3/3)(4/4)**  
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.*

## Women's Studies Program

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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.

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### PROGRAM FACULTY

#### *Professors*

Jean H. Baker (history), Kelly Brown Douglas (philosophy and religion), Marianne Githens, (political science), Flo Martin (modern language), Richard Pringle (psychology), Janet Shope (sociology), Michele Tokarczyk (English)

#### *Associate Professors*

Joan K. Burton (sociology), Penelope S. Cordish (English), Irlene François, director (women's studies), Margret Grebowicz (philosophy), Gail Husch (art), Jeanie Murphy (Hispanic language & literature), Shirley Peroutka (communication and media studies), Antje Rauwerda (English)

### **Assistant Professors**

Nsenga Burton (communications and media studies), Marguerite Hoyt (women's studies)

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## **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 WS 300 or 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. A variety of opportunities for internships specifically related to women's studies are available for students.

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## **THE WOMEN'S STUDIES MINOR**

### **The requirements for a minor in women's studies are:**

WS 100 or 150      WS 300 or 320

### **Two courses are required from any of the following (six credits):**

WS 224      WS 225      WS 226      WS 227      WS 230      WS 232  
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.

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## **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, DC, 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 office holders 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, DC. 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.

Students are required to do an internship before or during their senior year in order to graduate with a major in Women's Studies.

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## **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 semester. Department.*

- WS 150. WOMEN'S EXPERIENCES IN GLOBAL PERSPECTIVES (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.  
*Spring semester. 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; and alternatives to radical feminism. Guest speakers, field trips, and films.  
*Spring semester. Offered 2009-10. 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.  
*Spring semester. Offered 2010-11 and alternate years. Department.*
- WS 222. WOMEN AND LITERATURE (3)** (ENG 222) (GEN. ED. #9 AND #10)  
Topic for 2009-10 will be posted in the registration booklet.  
*Spring semester. Offered 2009-10 and alternate years. Department.*
- 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, Ramabai Espinet, 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. Offered 2010-11 and alternate years. François.*
- WS 225. WOMEN AND SEXUALITY (4)** (GEN. ED. #4 AND #10)  
An interdisciplinary examination of theories of women's sexuality and their impact on specific 19th- and 20th-century sociopolitical movements and issues, such as voluntary motherhood, prostitution, white slavery, social purity, trans-sexualism, and sexual preference. Prerequisite: WS 100 or 150 or sophomore standing.  
*Fall semester. Offered 2010-11 and alternate years. Department.*
- WS 226. WOMEN, PEACE, AND PROTEST: LATIN AMERICAN WOMEN AND THE SEARCH FOR SOCIAL JUSTICE (3)** (GEN. ED. #10) (LAM 226)  
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.

*Spring semester. Offered 2010-11 and alternate years. François.*

**WS 227.**

**BECOMING VISIBLE: FICTIONS OF INTERNATIONAL FEMALE IDENTITY (3)**

This course looks at the social, cultural, and political construction of femininity within different sociopolitical contexts. We read an internationally diverse range of women writers from various countries from the non-Western world. Thus we can explore the concept of female marginality in various modalities and its relationship to questions of power and gender formation. We look at the geographical, political, personal and imaginative space women occupy and discuss how women move through the world both literally and figuratively.

*Fall semester. Offered 2009-10 and alternate years. François.*

**WS 229.**

**CONTEMPORARY BRAZILIAN VOICES**

Brazil is a country rich in haunting paradoxes, contradictions, awesome in its diversity and multiplicity with renowned writers, artists, and grassroots activists mostly unfamiliar to Americans. This interdisciplinary course aims to introduce students to selected contemporary Brazilian women writers, activists, and artists with emphasis on the complex web interconnecting and disconnecting representations of nationality, geography, race, class, ethnicity, gender, religion, and sexuality. It is organized around a cultural/women's studies perspective, taking as a point of departure and returning to the dis-junctures between popular film constructions of Brazil and its people, in particular Brazilian women, by U.S./European filmmakers and representations by Brazilian themselves. Analyses of texts, films, telenovelas, music, and dance will center on fantasies/quests of female subjectivity or stardom in specific historical and contemporary contexts, as opposed to pervasive and entrenched national myths of racial democracy and pluralistic identities.

*Spring semester. Offered 2009-10 and alternate years. François.*

**WS 230.**

**CONTEMPORARY FEMINISMS: DIVERSE VOICES (3) (GEN. ED. #10)**

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.

*Spring semester. Offered 2010-11 and alternate years. Department.*

**WS 231.**

**WORKING-CLASS WOMEN: THEORY, HISTORY, AND LITERATURE**

(3) (GEN. ED. #9 AND #10)

The term working-class has, in popular use become a short hand for white laborers. Furthermore, representations of the working-class often feature male laborers. Women and people of color are absent from popular depictions of the working class. This course will examine the writing of working-class women from a variety of ethnic and racial backgrounds, as well as from different sexual orientations. It will situate the literature in the context of theories on class and difference. Writers and theorists include Patricia Hill Collins, Gloria Anzaldúa, Janet Zandy, Anzia Yezierska, Audre Lorde, Sandra Cisneros, Tillie Olsen, and Maxine Hong Kingston. The course will focus on working-class women writers from the United States but may include Canadian and Caribbean writers as well.

*Spring semester. Offered 2010 and alternate years. Tokarczyk.*

**WS 232.**

**AFRICAN AMERICAN WOMEN'S HISTORY (3)**

This course will examine the social, political, and cultural history of African American women in the United States from the Colonial period through the present. Special attention will be given to the construction of race and the diversity of African American women's experiences in the United States.

*Spring semester. Offered 2009-2010 and alternate years. Hoyt.*

**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. Offered 2010-11 and alternate years. 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 150.  
*Variable semesters. Brown, Githens.*
- WS 235. THE GENDERED BODY: A HISTORICAL AND FEMINIST PERSPECTIVE (3)**  
 This course will examine how the ideal body image changes over time. Using historical and feminist analysis it will explore the importance of gender in the social and cultural construction of the body and the ways in which the media and culture help to construct the image of the ideal body.  
*Fall semester. Offered 2010-11 and alternate years. Hoyt.*
- 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 that 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 to discern the womanist religious experience. Prerequisite: one course in women's studies or religion and sophomore standing.  
*Spring semester. Offered 2009-10 and alternate years. Douglas.*
- WS 237. GENDER AND MIGRATION IN A GLOBAL PERSPECTIVE: I DETECT AN 'ACCENT' WHERE ARE YOU ORIGINALLY FROM?**  
 Dominating recent policy discussion both in North America and Europe, migration has proven to be one of the most difficult and controversial topics of our time. This interdisciplinary course seeks to uncover recurrent and recognizable patterns and to create a dialogue that takes into account issues of gender, geography, race, and sexuality. Exploring the fundamental connections between gender and immigration it looks at how women and their bodies dramatize "the achievements" and/or "failures" of the nation and how these "successes" or "failures" figure differently in transnational contexts. It looks at how archaic hetero-normative images of family, the language of victim-hood, the erotics of immigration, and anxiety permeate national discourses of migration and how immigration laws are explicitly gendered but framed as gender-neutral. Finally it considers how economic factors, geography, empire-building, political imperatives, racism, sexism, and the exploitation of national principles of security affect the contemporary lived experience of migration.  
*Spring semester. Offered 2009-10 and alternate years. François.*
- 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 2009-10 and alternate years. Department.*
- WS 246. WOMEN AND GENDER IN MODERN EUROPEAN HISTORY (3) (HIS 226)**  
 This course examines modern Europe through the lens of women and gender, including topics such as the Enlightenment and women's rights, masculinity in revolutionary politics, Victorian domesticity, the rise of consumer cultures, discourses on sex, reproduction and women's bodies, the effects of colonialism on gender ideology, suffrage campaigns, gender politics during and after the two world wars, and negotiating gender across the Cold War divide of Eastern and Western Europe. Prerequisite: HIS 117.  
*Spring semester. Offered 2009-10 and alternating years. Fraser.*
- WS 250. SPECIAL TOPICS: AMERICAN WOMEN IN TIMES OF WAR (3) (GEN. ED. #10)**  
 This course focuses on gender roles and women's issues by examining American women's roles during wartime. The focus will include a study of women's lives on the home front and in the military. We will read about women activists for peace in the different conflicts, as well as about women who fought to serve in the military. Feminist scholarship is key to many of these issues, especially those concerning sexuality, both on the home front and in the military. We will consider issues surrounding homosexuality and rumors of prostitution during World War II, as well

as African American women's experiences in the Civil War and wars that occurred during the 20th century.

*Fall semester. Offered 2009-10 and alternate years. Hoyt.*

**WS 260.**

**WOMEN AND THE LAW** (3) (PSC 260) (GEN. ED. #7 AND #10)

Focus on current issues involving women and the law including family law, reproductive rights, violence against women, employment, pregnancy, pensions, sexual harassment, sex discrimination, and women in poverty. Prerequisite: WS 100 or 150 or sophomore standing.

*Variable semesters. Department.*

**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.

*Variable semesters. Department.*

**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, and political reality. Prerequisite: SOC 106 or ANT 107 or sophomore standing.

*Fall semester. Offered 2009-10 and alternate years. Shope.*

**WS 272G.**

**INTENSIVE COURSE ABROAD** (GEN. ED. #3)

Course includes a three-week intensive course abroad during the winter intersession or summer.

**ARGENTINA AND URUGUAY** (3)

Three-week intensive course in Argentina and Uruguay. This course will encourage a great deal of interdisciplinary study among students by examining contemporary women's activism in Buenos Aires and Montevideo. The course integrates readings and lectures by historians, political scientists, women's groups, and human rights activists.

*Summer 2009. François, Murphy.*

**WS 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.

**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.

*Fall semester. Offered 2010-11 and alternate years. Burton.*

**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. Offered 2010-11 and alternate years. Grebowicz.*

**WS 277.**

**SEX WORK: ETHICAL AND HISTORICAL PERSPECTIVE** (3) (PHL 277)

Sex 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, an equal amount of feminist work goes toward 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, or sick, 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, or 237 and any one of the following women's studies courses: WS 100, 120, 225, or 230 or permission of the instructor.

*Spring semester. Offered 2009-10 and alternate years. Grebowicz.*

- WS 282. WOMEN OF NORTH AFRICA AND 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. Offered 2010-11 and alternate years. François.*
- 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)** (GEN. ED. #4 AND #10)  
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 150.  
*Spring semester. Offered 2009-10 and alternate years. Hoyt.*
- WS 320. TRANSNATIONAL FEMINIST THEORY AND WOMEN'S ACTIVISM (3)** (GEN. ED. #7 AND #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, and 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 that 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. Prerequisite: junior standing.  
*Fall semester. Offered 2009-10 and alternate years. François.*
- 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.  
*Spring semester. Offered 2009-10 and alternate years. Gibbens.*
- WS 382. GENDER AND MEDIA IN THE GLOBAL SOUTH (3)**  
This course explores the complex relationships among media images, cultural values, and development of gendered identities in the global south. We will examine media—both visual and print—in their various representations. We will look at the transformation of women on the screen and the empowerment of women both in front of and behind the camera. Film screenings, readings, and discussions by female directors will address the contemporary sites of dynamic tensions between the local and the global and the religious and the secular; the public sphere; the role of broadcast media, the Internet (cyber-Islam galaxy); and the exposure to information and ideas that challenge norms. Prerequisite: WS 282 or COM 257.  
*Fall semester. Offered 2010-11. François.*
- 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. Offered 2010-11 and alternate years. Husch.*
- 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.*
- WS 399. ADVANCED INDEPENDENT WORK (3-4)**

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#### COURSES OF SPECIAL INTEREST TO WOMEN'S STUDIES MAJORS

##### Communication

- COM 213. Making Sense of Popular Culture  
COM 245. Film Theory and History II



COM 301.	Problems in Human Communication
COM 307.	Special Topics in Film
<b>English</b>	
ENG 226.	Nonfiction Prose
ENG 272.	Literature of the Harlem Renaissance
ENG 361.	Studies in Fiction
<b>French</b>	
FR 330.	Special Topics in French Literature
FR 351.	Topics in Francophone African Literature and Cinema
<b>History</b>	
HIS 215.	Social History of Europe: 1750-2000
HIS 255.	Architectural Space and the American Family Experience
<b>Political Science</b>	
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
<b>Peace Studies</b>	
PCE 251.	Human Rights
PCE 310.	International Human Rights Law
<b>Philosophy and Religion</b>	
PHL 115.	Race, Gender, and Sexuality
<b>Psychology</b>	
PSY 220.	Personality Theory
PSY 225.	Myths and Mysteries of Human Relationships
PSY 226.	Topics in Relational Psychology
<b>Sociology</b>	
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

## 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 learn in a supportive environment marked by small classes and close personal attention from faculty. Goucher's internship program provides students with practical experience that helps them to change a career or begin a new one.

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 are automatically granted a scholar's award that substantially reduces the cost of tuition, and financial aid is available for eligible full-time students

# Robert A. Welch Center for Graduate and Professional Studies Center

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The Robert S. Welch Center for Graduate and Professional Studies provides adults with opportunities to prepare for a degree, career change, professional advancement, and enrichment. Courses are offered for credit or for continuing education units (CEUs); non-credit courses are offered as well. The center offers seven master's degree programs, including programs offered in limited-residency, distance-learning formats.

## Graduate Distance-Learning Degree Programs

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We understand that you need a master's program that is geared to your livelihood—and your life. Goucher College's distance education format is simple, convenient, and extremely effective. We pioneered the limited-residency master's degree to give working professionals a graduate education that will inform and engage them and strengthen their abilities to address the complex and ever-changing professional world.

Throughout the course of the academic year, our faculty maintains close contact with students through online, interactive classrooms, as well as other forms of written and verbal communication. And during the residency, our faculty meets face to face with students during intensive sessions on Goucher's beautiful campus.

Our limited-residency structure means that wherever you are, you'll have the attention of top professionals from around the nation. You'll address real-world issues that directly affect your community and your discipline. You'll form friendships and professional relationships that will be invaluable throughout your career. And you'll graduate with an advanced degree that will enhance your ability to make a lasting contribution to the world.

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.

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### MASTER OF ARTS IN ARTS ADMINISTRATION

The Master of Arts in arts administration provides working arts professionals with the opportunity to study with others who are actively engaged in all areas of arts administration and management—theatre, dance, music, visual and public arts, museums, arts councils, philanthropy, cultural policy, arts education, arts funding, and community development. Students enhance their skills and develop practical knowledge while continuing to work full-time from an office, on the road, backstage, or in another country.

Students begin the program by meeting faculty mentors and other students face to face in an invigorating two-week summer residency. Continued online study provides small classes and unprecedented personal attention from national arts leaders. Visit [www.goucher.edu/MAAA](http://www.goucher.edu/MAAA).

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### MASTER OF ARTS IN CULTURAL SUSTAINABILITY

Bringing together knowledge from anthropology, history, folklore, ethnomusicology, communications, business and management, linguistics, history, and activism, our masters in cultural sustainability teaches students how to effect positive, community-driven change in the cultures they care about—whether it be an African village, an American inner-city neighborhood, a remote tribe in Asia, or a threatened public space just down the street. The program is designed around two one-week residencies a year followed by online programming involving close work with faculty and peers in small groups. Each student will be involved in a mentored practicum, centered around fieldwork, which culminates in the degree. Visit [www.goucher.edu/culture](http://www.goucher.edu/culture).

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### 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 will also spend a maximum of two weeks in residence on campus each summer. Students create tailored, individual programs of study to meet their professional or personal goals. Faculty are drawn from nationally known professionals and academics in the field. Visit [www.goucher.edu/MAHP](http://www.goucher.edu/MAHP).

## MASTER OF FINE ARTS IN CREATIVE NONFICTION

Our nationally recognized M.F.A. in creative nonfiction helps students develop their skills as nonfiction writers under the close supervision of a faculty mentor. The program's faculty members include some of the most respected writers in the genre, who have excelled in the teaching of creative nonfiction and can work with a wide range of student interests. What distinguishes Goucher's M.F.A. from other graduate creative writing programs, including those that take advantage of the limited-residency format, is its exclusive focus on a single genre. The program is also distinguished by its strong professional focus on writing and publishing. Toward that end, students make regular trips to New York to meet with editors and agents in the publishing world.

The program is normally completed in two years and includes four semesters of off-campus work, two two-week summer residencies in Baltimore, two spring weekend mini-residencies, an internship, and a final five-day graduation residency. Balancing original writing with critical reading, it provides instruction in narrative nonfiction, the personal essay, memoir, literary journalism, travel/nature/science writing, and biography/profiles. The summer residencies include lectures, writing workshops, panel discussions, and faculty/student readings. Visit [www.goucher.edu/MFA](http://www.goucher.edu/MFA).

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## MASTER OF ARTS IN DIGITAL ARTS

Firmly grounded in digital arts, culture, and media, the Masters of Arts in digital arts program combines students' talent and creative energy with real-world opportunities to connect with working digital artists.

A distinguished faculty with years of experience helps students throughout the program to refine their ideas into a real-world, marketable portfolio. Students also attend important events in the music, multimedia, and digital-arts world, and make connections with influential professionals in the industry.

Two, one-week residencies take place both on campus and around the country at a variety of events, performances, and festivals. Close mentorship by our faculty ensures that students graduate from the program with a skill set that enables them to succeed in the real world of digital arts and media. Visit [www.goucher.edu/MADArts](http://www.goucher.edu/MADArts).

### *Financial Aid*

Students may apply for graduate-level Subsidized and/or Unsubsidized Stafford Loans or Graduate PLUS loans. Please review the loans section of our financial aid website for details. The Free Application for Federal Student Aid (FAFSA) is required to be considered for these programs.

# Graduate Programs in Education

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## 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, 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 Dulaney Valley Road, Baltimore, Maryland 21204-2794, 410-337-6047.

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## 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 currently divided into eight areas of specialization: athletic program leadership and administration, at-risk students, middle school, Montessori studies, reading instruction, school improvement leadership, teacher 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 Dulaney Valley Road, Baltimore, Maryland 21204-2794, 410-337-6047.

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## PROFESSIONAL DEVELOPMENT CERTIFICATE 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 seven of the areas of specialization listed in the Master of Education program.

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### 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 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.

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### 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.

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## Post Baccalaureate Premedical Program

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The one-year Post-Baccalaureate Premedical Program is a non-degree program designed for men and women who have completed a bachelor's degree but lack the required science courses for entrance to medical school. Students typically take 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 provided throughout the program by a full-time teaching assistant, who also conducts homework sessions and exam reviews. 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 numerous practice MCATs. Workshops are offered on many topics, including essay writing and interviewing skills. In addition, students receive extensive 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 clinical exposure by volunteering in a hospital or clinic.

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### 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 SAT, ACT, or GRE
  - Two letters of recommendation
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### 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 undergraduate-level Subsidized and/or Unsubsidized Stafford loans by completing the Free Application for Federal Student Aid (FAFSA).

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### PROGRAM ADMINISTRATORS AND FACULTY

#### *Director*

Betsy Merideth

#### *Assistant Director*

Sharon Reynolds Stanton

#### *Professor Emeritus*

Barton Houseman (chemistry)

#### *Professors*

George Delahunty (biological sciences), Ali Bakhshai (physics)

---

### *Assistant Professors*

George Greco (chemistry), Kevin Schultz (chemistry), Ruquia Ahmed-Schofield (chemistry), Hank Rattie (biological sciences)

### *Laboratory Instructors*

Jacqueline Andrews (biological sciences)

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## 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 and require an approved non-science substitute course if no science or mathematics course is 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.*
- BIO 548. GENERAL BIOLOGY II (5)**  
Continuation of BIO 547. Four hours lecture and three hours laboratory. Prerequisite: BIO 547.  
*Spring semester.*
- 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.*
- 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.*
- 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.*
- CHE 637. ORGANIC CHEMISTRY II (4)**  
Continuation of CHE 636. Three hours lecture and three hours laboratory. Prerequisite: CHE 636.  
*Spring semester.*
- 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.*
- 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, the Bohr atom, atomic and nuclear physics. Three hours lecture and three hours laboratory. Prerequisite: PHY 542.  
*Spring semester.*





# COLLEGE ORGANIZATION

# Faculty

## PROFESSORS EMERITI

**Jean Bradford**, professor emerita of psychology (1965-2006) 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

**Rhoda M. Dorsey**, president emerita, professor emerita of history (1954-94) B.A., Smith College; M.A. (Cantab); Ph.D., University of Minnesota; L.L.D., Nazareth College of Rochester, Smith College, Goucher College; D.H.L., Mount Saint Mary's College, Mount Vernon College, College of St. Catherine, 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, Chapel Hill; Ph.D., Cornell University

**Barbara Gould**, professor emerita of education (1983-2008) B.A., Cornell University; M.A., Teachers College, Columbia University; Ed.D., Johns Hopkins 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

**LeLeng To Isaacs**, professor emerita of biological sciences (1982) B.S., University of Santo Tomas; M.A., Ph.D., Boston University

**William Scott Johnson**, professor emeritus of biological sciences (1975-2006) B.S., University of Arizona; Ph.D., Stanford University

**Elaine Koppelman**, professor emerita of mathematics and computer science (1961-2001) B.A., Brooklyn College; M.A., Yale University; M.S.E., Ph.D., 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

**Carol Mills**, professor emerita of psychology (1986-2008) B.S., University of Missouri; M.A., Ph.D., University of Maryland

**Joan Morrison**, associate professor emerita of mathematics (1980) B.S., Westchester State College; M.Ed., Ph.D., University of Maryland

**Joseph Morton**, professor emeritus of philosophy (1963-2000) B.A., Amherst College; Ph.D., Johns Hopkins University

**Lawrence Kay Munns**, professor emeritus of political science (1968-2003) B.A., Washington State University; M.A., University of Chicago; Ph.D., University of California, Berkeley

**Rolf E. Muuss**, professor emeritus of education (1959-95) Erste und zweite Prufung fur das Lehramt an Volksschulen, Padagogische Hochschule, Flensburg-Murwik; M.Ed., Western Maryland College; Ph.D., University of Illinois

**Sergio A. Rigol**, professor emeritus of Spanish (1969-91) Bachiller en Letras, Instituto No. 1, Havana; Doctor en Filosofia y Letras, University of Havana

**William Richard Stroh**, professor emeritus of physics (1962-81) B.S., M.A., Ph.D., Harvard University

**Wolfgang E. Thormann**, professor emeritus of French (1957-58, 1960-89) B.A., M.A., Ph.D., Columbia University

**Vlada Tolley**, associate professor emerita of Russian (1962-84) M.A., University of Pennsylvania

**Lewis A. Walker**, professor emeritus of chemistry (1964-95) B.S., M.S., Marshall University; Ph.D., Indiana University

**Jean Wilhelm**, professor emerita of theatre (1979-92) B.A., Smith College; M.A., West Virginia University; Ph.D., University of Minnesota



# Faculty

## UNDERGRADUATE FACULTY FOR THE 2010-11 ACADEMIC YEAR

**Stuart Abarbanel**, professor of art (1989) B.F.A., Maryland Institute College of Art; M.F.A., Queens College

**Mary Adkins**, assistant professor of education (2005) B.A., West Virginia Wesleyan College; M.Ed., Ph.D., University of Maryland, College Park

**Elizabeth Ahearn**, associate professor of dance (1990) B.F.A., M.F.A., Tisch School of the Arts, New York University

**Ruquia Ahmed-Schofield**, visiting associate professor of chemistry (2008) B.A., Goucher College; Ph.D., University of Maryland

**Susan Anderson**, associate of applied music, clarinet (1987) B.B.A., College of William and Mary; M.L.A., Johns Hopkins University

**Jacqueline Andrews**, senior biology laboratory instructor (1996) B.A., University of Maryland, Baltimore County; M.S., University of Maryland School of Medicine

**Kwame Ansah-Brew**, lecturer in music, associate of applied music, African drum (1997) B.F.A., University of Ghana

**Elham Atashi**, assistant professor of peace studies (2005) B.A., Buckingham University; M.A., Georgetown University; Ph.D., George Mason University

**Kaushik Bagchi**, associate professor of history (1993) B.A., St. Stephen's College, Delhi; M.A., Ph.D., Ohio State University

**Jean H. Baker**, professor of history (1970) B.A., Goucher College; M.A., Ph.D., Johns Hopkins University

**Ali Bakhshai**, professor of physics (1986) B.S., University of Jundi-Shapur; M.A., Ph.D., University of Texas, Arlington

**Karen Bakkegard**, associate in applied music, French horn

**Robert Beachy**, associate professor of history (2003) B.A., Earlham College; M.A., Ph.D., University of Chicago

**Madison Smartt Bell**, Goucher Chair for Distinguished Achievement, professor of English (1984) A.B., Princeton University; M.A., Hollins College

**Stephen Berry**, lecturer in sociology (1996) B.A., M.S.W., University of Maryland

**Jennifer Bess**, assistant professor of peace studies, community service coordinator (1995) B.A., Marietta College; M.A., American University; Ph.D., Catholic University

**Jessica Anya Blau**, visiting assistant professor of English (2008) B.A., University of California, Berkeley; M.A., Johns Hopkins University

**Joan Bob**, associate of applied music, violin and viola (2005) B.A., State University of New York, Buffalo; M.M., Peabody Institute

**Chrystelle Trump Bond**, professor of dance on the Hans Froelicher Alumnae/i Professorship (1963) B.S., M.F.A., Woman's College, University of North Carolina

**Phil Bonsiera**, associate in applied music, accordion

**Edith H. Boteler**, lecturer in the Cognitive Studies Program (2009) B.A., Goucher College; M.A., Johns Hopkins University

**Janine L. Bowen**, associate dean for faculty affairs, associate professor of business management (1994) B.S., Ph.D., Ohio State University

**E.C. McGregor Boyle**, associate of applied music, classical guitar (1983) B.M., University of South Carolina; M.M., D.M.A., Peabody Conservatory of Music

**Jean Bradford**, professor emerita of psychology (1965) B.A., Ph.D., University of Minnesota

**Norman Bradford**, assistant professor of psychology (1976) B.A., Ph.D., University of Minnesota

**Frona Brown**, lecturer in education, disabilities specialist (1986) B.A., Goucher College; M.L.A., M.Ed., Ed.D., Johns Hopkins University

**Nadia Laure Brukhanoff**, instructor of French (2008) B.A., M.A., Avignon University

**Mina Brunyate**, writing fellow (1995) B.A., Earlham College; M.S., Towson University

**Laura Burns**, assistant professor of art (1997) B.A., University of Maryland; M.F.A., Yale University

**Joan K. Burton**, associate professor of sociology on the Susan D. Morgan Professorship (1979) B.S., University of California, Berkeley; M.A., Memphis State University; Ph.D., Vanderbilt University

**Nsenga Burton**, assistant professor of communication and media studies (2006) B.S., Northwestern University; M.A., New York University; M.A., University of Pennsylvania; Ph.D., University of Southern California

**Laura Byrne**, associate in applied music, Irish flute

**Allison Campbell**, associate professor of theatre (2001) B.F.A., Florida State University; M.F.A., Tulane University

**John Carter**, assistant professor of economics (1995) B.A., University of Massachusetts, Amherst; M.A., Boston College; J.D., University of Maryland School of Law

**Michael Chang**, lecturer in philosophy (2007) A.B., Princeton University; Ph.D., University of California

**R. Jeffrey Chappell**, instructor of music, associate of applied music, piano and jazz composition (1975) B.M., Curtis Institute of Music; M.M., Peabody Conservatory of Music

**Abhishek Chatterjee**, visiting assistant professor of political science (2010) B.A., University of Bombay; M.A., Georgia State University; Ph.D., University of Virginia

**Katherine Choe**, assistant professor of psychology (2006) B.A., Johns Hopkins University; M.S., Ph.D., Yale University

**Julia P. Clime**, lecturer in dance (2002) B.A., Goucher College; M.A., University of Leeds, England

**Jonathan Colson**, instructor of English (2006) B.A., Goucher College; M.F.A., American University; M.A., George Mason University

**Jerome Copulsky**, assistant professor of religion, director of Judaic Studies Program (2007) B.A., Wesleyan University; M.F.A., Columbia University; A.M., Ph.D., University of Chicago

**Penelope S. Cordish**, associate professor of English (1976) B.A., Goucher College; M.A., University of California, Berkeley; M.A., Ph.D., Johns Hopkins University

**LaJerne Cornish**, associate professor of education (1998) B.A., M.Ed., Goucher College; Ph.D., University of Maryland, Baltimore County

**Christopher J. Correlli**, lecturer in music (2008) B.A., Goucher College; M.M., Towson University

**Florencia Cortes-Conde**, assistant professor of Spanish (2007) B.A., University of Buenos Aires; Ph.D., University of Texas, Austin

**Albert Wesley Crawford Jr.**, associate of applied music, percussion (1995) B.S., Virginia Polytechnic Institute and State University

**J. Michael Curry**, professor of theatre, France-Merrick Professor in Service Learning (1987) B.A., John Carroll University; M.F.A., Indiana University

**Annalisa Czeczulin**, assistant professor of Russian (2003) B.A.,

M.A.T., Johns Hopkins University; M.A., Ph.D., University of Pittsburgh

**Seble Dawit**, assistant professor of peace studies (2001) B.A., Howard University; L.L.M., University of Essex

**Ariane Carole de Bremond**, visiting assistant professor of environmental studies (2008) B.A., Universidad de Alicante, Spain; B.A., Universidad de Costa Rica, San Pedro; B.A., University of Colorado, Boulder; Ph.D., University of California, Santa Cruz

**Steven DeCaroli**, associate professor of philosophy (2000) B.A., Loyola Marymount University; M.A., University of Wisconsin, Milwaukee; M.A., Ph.D., Binghamton University

**George Delahunty**, professor of biological sciences on the Lillian Welsh Professorship (1979) B.S., Duquesne University; Ph.D., Marquette University

**Michael Bigelow Dixon**, assistant professor of theatre (2009) A.B., Brown University; M.F.A., L.D.A., University of North Carolina, Chapel Hill

**Laura Dolid**, instructor of dance (1981)

**Frances Donelan**, instructor of peace studies (1992) B.A., University of Maryland, Baltimore County

**Kelly Brown Douglas**, professor of religion on the Elizabeth Conolly Distinguished '21 Professorship (2000) B.S., Denison University; M.Div., Ph.D., Union Theological Seminary

**Pamela Douglass**, lecturer in chemistry and coordinator of general chemistry laboratories (2006) B.A., Goucher College; Ph.D., University of Virginia, Charlottesville

**Sasha Dukan**, associate professor of physics (1996) B.S., University of Zagreb; Ph.D., Johns Hopkins University

**Ann W. Duncan**, assistant professor of religion (2009) B.A.,

Duke University; M.A., Ph.D., University of Virginia

**Gayle Economos**, lecturer in communication and media studies (1981) B.A., Goucher College

**David Evans**, associate of applied music, mandolin (2005) B.A., University of Baltimore

**Laurie Fader**, lecturer in art (2002) B.S., New York University; M.F.A., Yale School of Art

**Katherine S. Ferguson**, instructor of dance (1985)

**Kathy Flann**, assistant professor of English (2008) B.A., Virginia Tech; M.A., Auburn University; M.F.A., University of North Carolina, Greensboro

**Christopher Fleming**, instructor of dance (2009)

**Juliet Forrest**, associate professor of dance (1982) B.A., M.F.A., New York University

**Irline François**, associate professor of women's studies (1996) B.A., University of Massachusetts; M.A., New York University; Ph.D., Boston University

**Erica L. Fraser**, assistant professor of history (2009) B.A., University of Calgary; M.A., University of British Columbia; Ph.D., University of Illinois, Urbana-Champaign

**A. Rebecca Free**, associate professor of theatre (1992) B.A., M.A., Miami University, Ohio; Ph.D., Indiana University

**Susan E. Frekko**, assistant professor of anthropology (2009) B.A., Amherst College; M.A., Ph.D., University of Michigan, Ann Arbor

**Dara Friedman-Wheeler**, assistant professor of psychology (2007) B.A., Vassar College; M.A., Ph.D., American University

**Linda Garofalo**, instructor of dance (1998) B.F.A., Towson University

**Susan Garrett**, writing fellow (1999) B.A., University of Maryland

**Gretchen Gettes**, associate of applied music, cello (1999) B.A., Duke University; M.M., University of Southern California

**Parvis Ghavamian**, lecturer of physics (2006) B.S., University of California, Los Angeles; M.S., Ph.D., Rice University

**Thomas Ghirardelli**, associate professor of psychology (2003) A.B., Davidson College; M.S., Villanova University; M.A., Ph.D., Johns Hopkins University

**Esther J. Gibbs**, professor of chemistry (1982) B.A., Ithaca College; M.S., Ph.D., Pennsylvania State University

**Breon Gilleran**, lecturer in art (2006) A.A., Los Angeles Harbor College; B.F.A., Maryland Institute College of Art; M.F.A., University of Maryland, College Park

**Marianne Githens**, professor of political science (1965) B.A., Marymount Manhattan College; M.Sc., Ph.D., London School of Economics and Political Science, University of London

**Maria Teresa Gomis Quinto**, instructor of Spanish (2007) B.A., Universidad de Alicante; M.A., West Virginia University

**Nyahsa Amina Grayman**, assistant professor of psychology (2009) B.A., Spelman College; M.A., Ph.D., New York University

**Margret Grebowicz**, associate professor of philosophy (2006) B.A., University of Texas, Austin; M.A., Ph.D., Emory University

**George Greco**, associate professor of chemistry (2002) B.S., Duke University; M.A., Ph.D., Massachusetts Institute of Technology

**Patricia Greenberg**, lecturer in sociology (2006) B.S., Johns Hopkins University; B.A., Goucher College; M.A., University of Maryland, Baltimore County

**Joanna Greenwood**, instructor of music (2005) B.Mus., London University; M.A., Cornell University; M.Mus., London University

**Matthew Rainbow Hale**, assistant professor of history (2005) B.A., Middlebury College; Ph.D., Brandeis University

**Thomas Hall**, assistant professor of music (1983) B.A., Ithaca College; M.A., Boston University; D.M.A., University of Maryland

**Mary Hamlin-Spencer**, associate of applied music, organ (2007) B.M., Peabody Conservatory of Music; M.M., Towson University

**Lydia P. Harris**, associate professor of economics (1981) B.A., Bethany College; M.A., Ph.D., University of Pittsburgh

**Richard Hartzell**, instructor of music, associate of applied music, voice (2007) B.A., Wesleyan University; M.M., Catholic University

**Heather Haughn**, associate of applied music, violin

**Jerome Herskovitz**, lecturer in dance, music coordinator, (2001) B.Mus., Wayne State University

**Mark Hiller**, associate professor of biological sciences (2002) A.B., Princeton University; Ph.D., Carnegie Mellon University

**Theresa Hodge**, senior biology laboratory instructor (1996) B.S., Mount Saint Mary's College; M.S., University of Maryland

**Lester Holmes**, lecturer in dance (1995)

**Amalia Fried Honick**, assistant professor of political science, director of the Goucher II Program (1986) B.A., Barnard College, Columbia University; M.A., Ph.D., Johns Hopkins University

**Karissa Horowicz**, assistant professor of dance (2005) B.A., Goucher College; M.F.A., University of Utah

**Marguerite Hoyt**, assistant professor of women's studies (2006) A.B., University of Chicago; M.A., Ph.D., Johns Hopkins University

**Nancy Hubbard**, assistant professor of business management on the Katowitz Professorship (2009) B.S., Georgetown University; M.S., Oxford University, St.

Anne's College; Ph.D., Oxford University, Templeton College

**Gail Husch**, professor of art history (1989) B.A., University of South Florida; M.A., University of Massachusetts; Ph.D., University of Delaware

**Julie Chernov Hwang**, assistant professor of political science (2009) B.A., George Washington University; M.A., Ph.D., University of Colorado, Boulder

**Mark Ingram**, associate professor of French (1996) B.A., Western Washington University; M.A., University of Washington; Ph.D., New York University

**Mindy Jaffee**, lecturer in English (2007) B.A., M.Ed., University of Maryland; M.S., Western Maryland College (now McDaniel College)

**Julie Roy Jeffrey**, professor of history (1972) B.A., Radcliffe College; Ph.D., Rice University

**Rhoda Jeng**, associate of applied music, piano (2002) B.M., Peabody Conservatory; M.M., Yale University; D.M.A., Eastman School of Music

**Lindsay Johnson**, lecturer in history (2008) B.A., Goucher College

**Nina Therese Kasniunas**, assistant professor of political science (2009) B.A., Indiana University, Bloomington; M.A., Ph.D., Loyola University, Chicago

**Thomas Kelliher**, associate professor of computer science (1997) B.E.S., Johns Hopkins University; Ph.D., Pennsylvania State University

**Kendall Kennison**, associate professor of music (1998) A.B., Vassar College; M.A., Rutgers University; D.M.A., Peabody Institute, Johns Hopkins University

**Zahi Khamis**, instructor of Arabic (2008) B.A., San Diego State University

**Cynthia Kicklighter**, assistant professor of biological sciences (2006) B.S., University of Miami; Ph.D., Georgia Institute of Technology

**Birthe Venoc Kjellerup**, assistant professor of biological sciences (2009) M.S., Ph.D., Aalborg University

**Gretchen Koch**, assistant professor of mathematics (2005) B.S., St. Lawrence University; M.S., Ph.D., Rensselaer Polytechnic Institute

**Elisa Koehler**, assistant professor of music, associate of applied music, trumpet, vocal conducting, and instrumental conducting (1998) B.M., B.M.E., Peabody Conservatory of Music; M.M., University of Tennessee; D.M.A., Peabody Conservatory of Music

**Antje Krueger**, assistant professor of German (2007) Dipl. Germanistin, University of Bamberg; M.A., University of Georgia, Athens; Ph.D., University of Wisconsin, Madison

**Thomasin LaMay**, lecturer in the Frontiers Program, library periodicals coordinator, (1985) B.A., Smith College; M.Litt., Oxford University; Ph.D., University of Michigan

**Carmela Lambiase**, instructor of Italian (2005) M.A., University of Salerno, Italy

**Matthew S. Lane**, lecturer in music, associate of applied music, piano (2000) B.A., Johns Hopkins University; M.M., Towson University

**Uta Larkey**, associate professor of German (1988) D.Phil., Humboldt University, Berlin

**David LaVorgna**, associate of applied music, flute (1996) B.M., Peabody Institute, Johns Hopkins University; M.M., San Francisco Conservatory of Music

**Elizabeth Leik**, instructor of English (2001) B.A., Kenyon College; M.S., Johns Hopkins University; M.F.A., Goucher College

**Judith R. Levin**, professor of biochemistry and molecular biology (1992) A.B., Harvard University; Ph.D., University of California, Berkeley

**Robert Lewand**, professor of mathematics on the James M. Beall Professorship (1977) B.S.,

University of Dayton; M.S., Johns Hopkins University; Ph.D., University of Virginia

**Mel Michelle Lewis**, visiting instructor of women's studies (2009) B.S., Goucher College; M.S., Towson University; M.A., University of Maryland, College Park

**John Locke**, associate of applied music, percussion (1985) B.M., Peabody Conservatory of Music

**Alison Cahen Lohr**, lecturer in business management (2002) B.A., M.A.A.A., Goucher College

**Ann Marie Longo**, associate professor of education (2000) B.A., King's College; Ed.M., Ed.D., Harvard University

**C. Patrick LoPresto**, supervisor of introduction to psychology laboratories (2001) B.A., M.A., Loyola College

**Kate Luse**, writing fellow (2006) B.A., University of Illinois; M.A., Pennsylvania State University

**Mary V. Marchand**, associate professor of English (1994) B.A., University of Minnesota; M.A., Ph.D., University of Wisconsin, Madison

**Daniel Marcus**, associate professor of communication and media studies (2004) B.A., Swarthmore College; M.A., Ph.D., University of Wisconsin, Madison

**Florence M. Martin**, professor of French (1989) Licence, Maîtrise, Sorbonne (Paris IV); Doctorat-ès-lettres, Sorbonne Nouvelle (Paris III)

**Allyn Massey**, associate professor of art (1997) B.F.A., Corcoran School of Art; M.F.A., Rinehart School of Sculpture, Maryland Institute College of Art

**Frederick H. Mauk**, associate dean for graduate and professional studies, professor of music (1983) B.A., California State University, Long Beach; M.A., Ph.D., Harvard University

**Nicholas Mazziott**, associate of applied music, trombone (2009) B.S. University of Maryland; M.M., Peabody Conservatory of Music, Johns Hopkins University

**Jennifer McCabe**, assistant professor of psychology (2008) B.A., Western Maryland College (now McDaniel College); M.A., Ph.D., University of North Carolina, Chapel Hill

**Mathew McConville**, assistant professor of art (2008) B.F.A., Rhode Island School of Design; M.A., M.F.A., University of Iowa

**Mark McKibben**, associate professor of mathematics (1999) B.S., M.S., Ph.D., Ohio University

**Ann McKim**, assistant professor of psychology (1995) B.A., Michigan State University; M.A., University of Wisconsin; Ph.D., University of Maryland

**Ailish Meisner**, instructor of peace studies and English (2001) B.A., Princeton University; M.A., Bennington College

**Allison M. Merrick**, lecturer in philosophy (2009) B.A., University of California; M.A., California State University; M.Phil., University of Southampton

**Ted Merwin**, lecturer in theatre (2010) B.A., Amherst College; M.A., Hunter College of the City University of New York; Ph.D., City University of New York

**Carol Mills**, professor emerita of psychology (1986-2008) B.S., University of Missouri; M.A., Ph.D., University of Maryland

**Todd Mion**, lecturer in dance, lighting designer and production manager for dance, (2000) A.A., Harford Community College

**Citlali Mirando-Aldaco**, instructor of Spanish (2006) B.S., Ciencias Sociales y Administrativas del Instituto Politecnico Nacional, Mexico City; M.A., University of Maryland Baltimore County

**Richard Mitchell**, lecturer in anthropology (2005) B.A., Parsons College; M.A., Wichita State University

**Patricia Montley**, lecturer in theatre (2010) B.A., College of Notre Dame; M.A., University of Notre Dame; M.A., Catholic

University of America; Ph.D.,  
University of Minnesota

**German Mora**, associate professor of environmental studies on the Jane and Robert Meyerhoff Professorship (2010) B.Sc., National University of Colombia; M.S., Ph.D., Indiana University

**Isabel Moreno-Lopez**, associate professor of Spanish (2003) M.A., Ph.D., University of Maryland, Baltimore County

**Jamie Mullaney**, associate professor of sociology (1997) B.A., Goucher College; M.A., Ph.D. Rutgers University

**Jeanie Murphy**, associate professor of Spanish (2007) B.A., Rutgers University; M.A., American University; Ph.D., University of Arizona

**Rasim Mutla**, lecturer in economics (2009) B.A., Bilkent; M.A., Johns Hopkins University

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**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. His., 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

**Rory Turner**, director and adjunct lecturer in the M.A. in Cultural Sustainability Program (2008) A.B. Brown University, M.A. Ph.D. Indiana University

**Randall F. Vega**, adjunct lecturer in M.A. in Arts Administration (2007) B.A., Connecticut College; M.A. in Arts Administration, Goucher College

**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

**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

**Lynn Wolf**, adjunct lecturer in the M.Ed. Program (2007) B.A., University of Baltimore; M.Ed., Goucher College

**Carolyn Wood**, adjunct assistant professor in the M.Ed. Program (1994) B.A., M.Ed., Ph.D., University of Pittsburgh

**Amanda Woodson**, professor of dance and adjunct lecturer in the M.A.T. Program, B.Ed., Bedford College, England; M.F.A., Ohio State University

**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

**Webster Younce**, adjunct lecturer in M.F.A. in Creative Nonfiction Program (2008) B.A., University of Mississippi; M.Phil., University of Oxford

**Paul Jan Zdunek**, adjunct lecturer in the M.A. in Arts Administration Program (2008) B.M., Peabody Institute of Johns Hopkins University; M.M., Cleveland Institute of Music

**Richard F. Zellner**, adjunct lecturer in the M.A. in Arts Administration Program (2005) B.A., St. Norbert College; M.M., University Wisconsin, Madison

**Diane Zilberman**, adjunct assistant professor in the M.Ed. Program (1998) M.A., University of Bucharest, M.S., Johns Hopkins University; Ph.D., Greenwich University

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## ENDOWED LECTURESHIPS

The Gertrude Carman Bussey Lectureship  
The Laura Graham Cooper Lecture Fund  
The Elsie DeLamarter Dill '04 Lectureship  
The Elmore B. Jeffery Lectureship  
The Lucas-Pate Lectureship in Public Service  
The Margaret McCouch '23 Lectureship  
The Catherine Milligan McLane Lectureship  
The Evelyn Myers '37 Endowed Lecture Fund  
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 Mary Hooper Smith Lecture Fund  
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

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## ENDOWED PROFESSORSHIPS

The James M. Beall Professorship  
The Bennett-Harwood Memorial Professorship  
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 Miriam E. Katowitz '73 Professorship of Accounting and Management  
The Robert and Jane Meyerhoff Visiting Professorship  
The Susan D. Morgan Professorship  
The Professorship of Judaic Studies  
The Elizabeth Conolly Todd '21 Distinguished Professorships  
The Dean John Blackford Van Meter Alumnae/i Professorship  
The Lilian Welsh Professorship

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## 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

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### 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-Litzke**, vice president for government and community relations (2004) B.A., Boston College; M.A., American University

**Judith Woods**, director of operations for the president's office (1990)

*TBA*, administrative assistant

### *Events and Conference Services*

*TBA*, director of events and conference services

**Anne Grabenstein**, assistant director of events and conference services (1991)

**Ashton Nicolas**, summer program coordinator (2007) B.A., St. Mary's College of Maryland

### *Legal Counsel*

**Laura Burton-Graham**, general counsel (2001) B.A., Beloit College; M.Ed., Boston University; J.D., Harvard Law School

**Deborah Burton**, administrative assistant (1998)

**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

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### PROVOST

**Marc Roy**, provost (2007) B.A., Lawrence University; Ph.D., University of Wisconsin

**Janine Bowen**, associate dean for faculty affairs (1994) B.S., Ph.D., The Ohio State University

**Beth Chernichowski**, director of sponsored research and corporate and foundation relations (1999) A.B., Mount Holyoke College; M.A., College of William and Mary

**Gigi Greenfield**, administrative assistant (1999)

**Diane Hoban**, special assistant for budget and operations (1991)

### *Associate Dean for Undergraduate Studies*

**Amanda Woodson**, associate dean for undergraduate studies (1989) B. Ed., Bedford College; M.F.A., 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

**Kia Kuresman**, director of new student programs (2008) B.A., B.S., M.Ed., Ohio University

### *Academic Center for Excellence*

**Peejo Sehr**, director (2009) B.A., M.A., Islamabad College for Girls; M.Ed., Goucher College

**Kay Beard**, program assistant (2009) B.S., Towson University

**Gita Deane**, college learning specialist (2003) B.A., Trinity College; M.Ed., Loyola College

**Kathleen Hake**, learning specialist (2010) B.A., The University of Baltimore, M. Ed., University of Illinois, Urbana-Champaign

### *Faculty Secretarial Group*

- Cherlyn Cleavenger**, Hoffberger Science secretary (1993) B.A., Kent State University  
**Kathleen Gratz**, program assistant, music (1994)  
**Madeline Kotowski**, education department secretary (1984)  
**Gerald McNeiland**, Hoffberger Science secretary (1995)  
**Patricia Seidl**, Van Meter Hall secretary (2004) A.A., Villa Julie College  
**Rosalie Speargas**, Meyerhoff Arts secretary (1995)  
**Sara Thomson**, program assistant, dance (1996)  
**April Wilson**, Van Meter Hall secretary (2008) B.S., Towson University  
**Jamie Winter**, office manager (1991)  
**Mary Zittle**, Van Meter Hall secretary (2004)

### *International Studies*

- Daniel Norton**, associate dean for international studies (2009) B.A., M.A., University of South Florida; Ph.D., Indiana University of Pennsylvania  
**Carol Donhauser**, study abroad advisor (1999)  
**Sarah Hanley**, program assistant (2010) B.A., St. Mary's College of Maryland  
**Angela Shaeffer**, assistant director of international studies (2007) B.A., Goucher College; M.A., University of Maryland

### *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  
**E. Kenneth Giese**, special collections librarian (2009) B.A., Temple University; M.S. Long Island University  
**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  
**Yvonne Lev**, distance learning librarian (2008) B.A., Pacific Union College; M.A., Andrews University; M.L.S., University of California, Los Angeles  
**Peter McCarthy**, assistant to the college librarian (2008) B.A., Vassar College  
**Tom Minnema**, circulation/weekend supervisor (2000) B.A., Michigan State University  
**Cynthia Ogdan**, bibliographic services librarian (2006) B.S., Purdue University; M.L.S., Clarion University of Pennsylvania  
**Tara Olivero**, special collections librarian and college archivist (2007) B.S., Virginia Commonwealth University; M.S., University of Texas at Austin  
**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  
**Melissa Straw**, director of library preservation (2009) B.A., University of New Mexico; M.S., University of Texas at Austin  
*TBA*, cataloging technician  
*TBA*, information technology librarian

### *Registrar*

- Andrew Westfall**, registrar (2010) B.S., Jacksonville University; M.Ed., University of San Diego  
**Cynthia Evans**, operations assistant (2007)  
**Genevieve Cole**, associate registrar (2003) B.A., M.A., Towson University  
**Michelle Ngo-Watters**, operations assistant (2008) B.S., University of Maryland College Park  
**Elissa Zurbuchen**, operations assistant (2007) B.A., University of Texas at Austin

## *Undergraduate Program*

### **Art Department**

**Richard Raymond**, curator, art slide collection (1994) B.F.A., University of Idaho; M.A., Arizona State University

**Laura Amussen**, exhibitions director and collections coordinator (2007) B.S., Towson University; MFA, Maryland Institute College of Art

### **Chemistry Department**

**Shai Levin**, chemistry assistant/stockroom manager (2007) B.A., Goucher College

### **Dance Department (Pilates Studio)**

**Amelia Riley**, director of the Pilates Center (2005) B.A., Goucher College

**Julie Clime**, Pilates instructor (2008)

**Stephanie Lawson**, Pilates instructor (2006) B.A., Goucher College

**Ashley Mulreaney**, Pilates instructor (2009) B.A., Goucher College

**Barbara Palmer**, Pilates instructor (2009)

**Amanda Pugh**, Pilates instructor (2008)

*TBA*, Pilates instructor

### **Physics Department**

**Semyon Ginzburg**, physics laboratory support staff (1994) B.S., State College of Education, Minsk, U.S.S.R

### **Service-Learning Program**

**Santa Wallace**, secretary (1999) A.A., Essex Community College

### **Theatre Arts Department**

**Kendra Shapanus**, costume supervisor (2005) B.S., Towson University; M.F.A., Temple University

**Mary Sykes**, designer/technical director in theatre (2008) B.A., Muskingum College; M.F.A., Ohio University

## *Welch Center 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

**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

*TBA*, director of marketing and new program development for the Welch Center

**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

**Craig Henderson**, operations assistant (1995) A.A., Essex Community College

**Helen Jakobe**, manager of accounting (1993) B.S., University of Kansas

**Alice Miller**, technology coordinator for distance learning (2007) B.S., M.Ed., Towson University; M.S., Johns Hopkins University

**Charlotte Rutkowski**, program assistant (2003)

*TBA*, operations assistant

*TBA*, operations assistant

### **Goucher II**

**Amalia Fried Honick**, director of Goucher II program (2003) B.A. Barnard College, Columbia University; M.A., Ph.D., The Johns Hopkins University

### **Graduate Distance-Learning Degree Programs**

**Ramona Baker**, director of the Master of Arts in Arts Administration Program (2005) B.S., Wesleyan College; BFA, University of Texas, Austin; MFA, Florida State University

**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

**Rory Turner**, director of Master of Arts in Cultural Sustainability (2009) A.B., Brown University; M.A., Ph.D., Indiana University

**Richard Wagner**, director of Master of Arts in Historic Preservation and lecturer (1993) B.Arch., University of Virginia; Ph.D., University of Edinburgh, Scotland

*TBA*, director of the master of arts in digital arts

### **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

**Linda Blackman**, director of the master of arts in teaching program (2005) B.A., State University of New York; M.S., University of Maryland

**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

**Carol Reid**, director of Teachers' Institute program (2007) B.A., Duquesne University; M.A., University of Dayton  
associate director of graduate administration

### **Post-Baccalaureate Premedical Program**

**Betsy Merideth**, director (2003) A.B., Bryn Mawr College; M.A., University of Toronto; M. Div., Harvard University

**Eván Leitner**, teaching assistant (2010) B.A., Vanderbilt University

**Sharon Stanton**, assistant director (2008) B.S., J.D., Georgetown University

**Theresa Reifsnider**, operations assistant (1993)

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### **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

**Bonnie Fishpaw**, administrative assistant (1982) B.A., Goucher College

**Georgann Nedwell**, assistant to the dean of students (2009) B.A., Goucher College

#### ***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)

#### ***Chaplain***

**Cynthia Terry**, chaplain (2005) B.S., James Madison University; M.Div., Yale Divinity School

#### ***Community Living***

**Scott Eckhardt**, assistant dean for community living (2006) B.S., Frostburg State University; M.A., Indiana University of Pennsylvania

**Timothy Chin**, community living coordinator (2010) B.A., Florida International; M.S., Nova Southeastern University

**Theresa Diggs**, operations assistant (2007)

**Candace Doane**, assistant director of community living (2007) B.A., Florida State University; M.Ed., University of Maryland College Park

**Angela Lucia**, community living coordinator (2008) B.S., Towson University

**Kate Maskarinec**, community living coordinator (2009) 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

#### ***Equestrian Program***

**Patte Zumbrun**, director of the Equestrian Program (1987) B.A., Averett College

**Jennifer Bunty**, assistant director of the Equestrian Program (2007) B.A., Lynchburg College

**Emily Markland**, stable assistant (2010)

**Catherine McGuire**, assistant stable manager (2007) B.A., University of Maryland Baltimore County

**Alison Schunk**, stable assistant (2007) B.S., Towson University

**Amanda Takacs**, stable manager (2008) B.S., Virginia Intermont College



### ***Multicultural Student Services***

**Mary Tandia**, assistant dean for multicultural student services (2009) B.S., Troy State University; M.A., New Mexico State University

**Edward Duggan**, coordinator of the Goucher Disability Initiative (1979) B.A., University of Maryland; M.A. (History), M.A. (Economics), Ph.D., University of Wisconsin at Madison

### ***Physical Education and Athletics***

**Geoff Miller**, director of physical education and athletics (1994) B.A., Amherst College; M.S., University of Massachusetts

**Sally Baum**, associate director of physical education, head women's tennis coach (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

**Joshua George**, assistant athletic trainer (2009) B.S., James Madison University; M.S., West Virginia University

**Kyle Hannan**, head coach, men's lacrosse (2000) B.S., Salisbury State College; M.S., Salisbury University

**Jean Knecht**, head 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

**Michael Vann**, head men's tennis coach (2005) A.A., Jefferson State Community College

**Nina Zacharias**, operations manager (1992)

*TBA*, head coach, men's soccer & coordinator of academic support services

### ***Student Engagement***

**Emily Perl**, associate dean for student engagement (1996) B.A., The College of Wooster; M.A., The Ohio State University; Ph.D., University of Maryland, College Park

**Kathleen Hemelt**, office assistant (2002)

**Lamar Hylton**, assistant director of student activities for programming (2007) B.A., Morgan State University

**Kia Kuresman**, director of new student programs (2008) B.A., B.S., M.Ed., Ohio University

**Susannah Walker**, assistant director of student activities for leadership development (2008) B.A., University of Richmond; M.A., University of Maryland

*TBA*, program coordinator for student engagement

### ***Student Health and Counseling Services***

**Jeannette Hadfield**, director of student health and counseling services (2005) B.S., George Washington University

**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

**Joanne Hohn**, registered nurse (1995) B.S., Salve Regina College

**Maria McEnroe**, secretary/medical assistant (2007) B.S., University of Maryland, College Park

**Monica Neel**, psychologist (2010) B.S., James Madison University; Psy.D., Loyola College

**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  
*TBA*, health educator

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#### VICE PRESIDENT FOR COMMUNICATIONS

**Kate Pipkin**, vice president for communications (2007) B.A., M.A., Johns Hopkins University  
**Carol Crouse**, administrative assistant (2004)  
**Katherine Owen**, writer/editor (2007) B.A., Goucher College; M.S., Towson University  
**Cara Peckens**, web developer (2009) B.A., Goucher College; M.A., University of Denver  
**John Perrelli**, webmaster (2008) B.S., Towson State University  
**James Sheehan**, senior editor/proofreader (2004) A.A., Simon's Rock of Bard College; B.A., Coe College; M.F.A., Catholic University of America

#### *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  
**Eric Conrad**, graphic designer (2010) A.A.S., A.A., Harford Community College; B.S., Towson University

#### *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

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#### VICE PRESIDENT FOR DEVELOPMENT & ALUMNAE/I AFFAIRS

**Janet Wiley Mulderrig**, vice president for development and alumnae/i (2007) B.S.; M.S., Hood College  
**Leslie Thrift**, administrative assistant (2007)

#### *Alumnae/i Resources*

**Margaret-Ann Radford-Wedemeyer**, assistant vice president for development and alumnae/i affairs (2007) B.A., Texas Woman's University; M.A., Hood College  
**Amy Eddy**, associate director for alumnae/i and programming (2009) B.A., Loyola College of Maryland; M.A., Goucher College Sarah Stockbridge, alumni specialist/receptionist (2010) B.A., Goucher College; M.A., Lesley University  
**Cori Rich Tyner**, associate director of alumnae/i affairs and parents' program (1982) B.A., Goucher College  
**Holly Selby**, editor, *The Goucher Quarterly* (2007) B.A., University of Virginia; M.A., University of Missouri-Columbia  
*TBA*, editorial assistant  
*TBA*, assistant to the associate vice president for development and alumnae/i affairs

#### *Annual Giving*

**Rosemary Straub**, director of annual giving (2007) B.A., University of Maryland Baltimore County; M.A., University of Baltimore  
**Caroline Bauerle**, annual giving officer (2007) B.A., Goucher College  
**Aunaleah Husted**, development assistant (2010) B.A., Goucher College  
**Aliza Ross**, assistant director of annual giving (2007) B.A., Goucher College  
**Karen Lyon**, assistant director of the Annual Fund for the Goucher Society (2007) B.A., Goucher College; MBA, Loyola College

#### *Development Operations and Research*

**Harry Bielas**, director of development operations and research (2007)  
**Donna Bolin**, manager of research services (2009) B.A., University of Maryland, College Park  
**Laura Bowen**, assistant director of operations (2002) B.A., Kent State University; MLS, Syracuse University

**Gerri Brian**, development operations specialist (1994)  
**Meryl Hassman**, development data specialist (2006) B.S., Cornell University  
**Dawn Luciano**, records manager and prospect analyst (1996)  
**Phaedra Markakis**, operations assistant (2008) B.A., Goucher College  
*TBA*, research assistant

#### ***Major Gifts and Planning***

**Nancy Turner**, director of major & planned gifts (2002) B.A., The College of Wooster  
**Penny Breitstein**, senior associate director of major gifts (1998) B.A., University of Pennsylvania  
**Sylvia Hesson**, major gift officer (1995) B.A., Washington College  
**Milan Karol**, major gift officer (2007) B.A., Temple University; M.S. University of Illinois at Urbana Champaign  
**Nicole Revello**, development assistant (2007)

#### ***Stewardship***

**Amy Levak**, director of stewardship (2006) B.A., Washington College  
**Amanda Beard**, stewardship coordinator (2006) B.S., Villa Julie College

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### **VICE PRESIDENT FOR ENROLLMENT MANAGEMENT**

**Michael O'Leary**, vice president of enrollment management (2008) B.B.A., M.A., The George Washington University  
*TBA*, administrative assistant

#### ***Admissions***

**Carlton Surbeck III**, director (1995) B.S., Juniata College; M.Ed., The Pennsylvania State University  
**Jaime Anthony**, assistant director of admissions (2006) B.A., Carleton College  
**Lynn Alonso**, operations assistant/receptionist (2006) B.A., Virginia Polytechnic Institute and State University  
**Angela Booth**, operations assistant (1998)  
**Cyndy Cowles**, assistant director for admissions and coordinator of operations (2009) B.A., Lawrence University  
**Anne Des Marais**, operations assistant (2000) B.S., Immaculata University; R.D., Beth Israel Hospital  
**Karen Ermer**, operations assistant (2005) B.A., McDaniel College  
**Linda Fowler**, operations assistant (2006)  
**Kimberley Gordy**, assistant director of admissions/coordinator of multicultural recruitment (2007) B.A., Goucher College  
**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)  
**Joshua Stober**, assistant director of admissions (2006) B.A., Goucher College  
*TBA*, assistant director of admissions  
*TBA*, operations assistant/receptionist

#### ***Financial Aid***

*TBA*, director of financial aid  
**Melodie Jackson**, assistant director of financial aid (2010) B.S., York College of Pennsylvania  
**Lawrence Lawson**, associate director of financial aid (2009) B.A., M.A., Binghamton University  
**Jennifer Ramina**, financial aid counselor (2003) B.A. Goucher College  
**Barbara Smith**, assistant director of financial aid (1992)  
*TBA*, financial aid specialist

#### ***Student Billing***

**Jeanne Strickler**, bursar (1994) B.A., University of Maryland at Baltimore County  
**Kathy Huckestein**, assistant bursar (2005)  
**Michelle Ngo-Watters**, operations assistant (2008) B.S., University of Maryland College Park

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