

Goucher



# Academic Calendar 1999-2000

## *First Semester*

**WEDNESDAY, SEPTEMBER 1**

Opening day for new students

**SUNDAY, SEPTEMBER 5**

Opening day for returning students

**MONDAY, SEPTEMBER 6**

Registration

**TUESDAY, SEPTEMBER 7**

Classes begin at 8:30 a.m.

**THURSDAY, OCTOBER 21**

Last day of first seven-weeks

**FRIDAY, OCTOBER 22**

Mid-semester holiday

**MONDAY, OCTOBER 25**

Second seven-weeks begins

**WEDNESDAY, NOVEMBER 24 - SUNDAY,  
NOVEMBER 28**

Thanksgiving Holiday

**MONDAY, DECEMBER 13**

Last day of classes

**TUESDAY, DECEMBER 14 - WEDNESDAY,  
DECEMBER 15**

Reading period

**THURSDAY, DECEMBER 16 - FRIDAY,  
DECEMBER 17 & MONDAY, DECEMBER 20 -  
WEDNESDAY, DECEMBER 22**

Final Exams

## *Second Semester*

**TUESDAY, JANUARY 18**

Opening day for all students

**TUESDAY, JANUARY 18**

Registration

**WEDNESDAY, JANUARY 19**

Classes begin at 8:30 a.m.

**TUESDAY, MARCH 7**

Last day of first seven-weeks

**WEDNESDAY, MARCH 8**

Second seven-weeks begins

**SATURDAY, MARCH 18 - SUNDAY,  
MARCH 26**

Spring Vacation

**TUESDAY, MAY 2**

Last day of classes

**WEDNESDAY, MAY 3 - THURSDAY, MAY 4**

Reading Period

**FRIDAY, MAY 5 & MONDAY, MAY 8 -  
THURSDAY, MAY 11**

Final Examination

**FRIDAY, MAY 19**

Commencement

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*The College reserves the right to change or cancel without notice programs of study, requirements, course offerings, policies, regulations, procedures, calendar, and/or other matters. This course selection guide is not regarded as a contract.*

# A Liberal Arts Education

**A LIBERAL ARTS EDUCATION AT GOUCHER COLLEGE** prepares students to live in a world that is complex, diverse and changing. Students have the opportunity to follow a traditional liberal arts curriculum by studying in the four major academic divisions: humanities, arts, social sciences and natural sciences, and they benefit as well from Goucher's commitment to interdisciplinarity, internationalism and community service.

**GOUCHER STUDENTS PREPARE TO LIVE IN A DYNAMIC WORLD** by taking courses and by getting involved in extracurricular activities that develop their intellectual powers. They learn about values and ethics; they experience themselves as part of a global community; and they learn that rights are wedded to responsibilities in a democratic society.

**A LIBERAL ARTS EDUCATION PROVIDES STUDENTS** with the opportunity to learn to think, read and write critically while discovering that the world is multifaceted and complex. Through the study of the languages and literatures of different countries; through an analysis of history and debates about cultural values; and through collaborating on scientific research projects, Goucher students expand their understanding of the world and their place in it. By crossing disciplinary boundaries, they learn to analyze problems from several different perspectives. By crossing international boundaries, they learn about other cultures and develop a richer perspective on their own. By crossing the boundary from the theoretical to the practical, they learn to implement what they know through service to the community.

**THE GOUCHER ENVIRONMENT EMPHASIZES** the importance of diversity, social responsibility and fundamental human rights. In this culture of openness and tolerance, students learn the value of working both as individuals and collaboratively as members of a larger community where freedom of inquiry and the opinions of others are valued. By exploring new ideas, taking intellectual risks, and striving to achieve a high level of academic excellence, Goucher students prepare to become productive and ethical citizens in a world where globalization and technological advances will continue to challenge them in the future.



# How to Make the Most of This Guide

**T**his course selection guide is designed to provide students with information that will enable them to think about and select a program of study most appropriate for their first semester at Goucher. More complete and detailed information will be available to you in the *Academic Catalogue 1999-2000* that you will receive in September.

**The section on Academic Procedures outlines some of the important policies that pertain to the academic program.**

These include:

- students' academic responsibilities
- the academic honor code
- advising, and information about registration
- grading and academic standards.

**The section on the General Education Requirements is particularly important.**

New students need to have a good understanding of what will be required of them in order to graduate in a timely manner. Please read this section very carefully. Review all the general education requirements as you plan which courses to take this fall.

**In their first semester at Goucher, all students are required to take**

- Frontiers seminar
- English
- Transitions and two electives

Most students also take a foreign language. However, students who choose highly structured majors such as those in the Sciences, Pre-Med, Education, Dance and 3/2 Engineering, for example, will choose courses that fulfill the requirements in those disciplines in addition to Frontiers, English and Transitions. Students in the Honors Program take required Honors courses. An outline or template of course requirements for highly structured majors is included in this Guide to help you select courses.

As you know, Goucher requires that all students attain a intermediate level of proficiency in a foreign language in order to graduate. If you are taking a foreign language in high school, you would benefit from continuing that language when you come to Goucher in order to sustain your level of competence.

**A description of all the Frontiers seminars is provided in this Guide.** Read this section carefully as you decide which four seminars to list on your course preference worksheet.

**You will also find a list of all the 100 level courses available to you this fall.** Some of these courses fulfill general education requirements. Consult this list as you consider which electives you would like to take.

**Also included in this Guide is a worksheet where you can work out a plan of study.** Remember to choose seminars and courses that intrigue you. Take some intellectual risks. Study disciplines that arouse your curiosity and challenge your assumptions. Explore areas of research that introduce you to new ideas. The worksheet will serve as a model for the course preference form that you will fill out when you come to June Orientation.

**A foreign language questionnaire is also included in this Guide.** Please fill it out. It will be collected at the June Orientation. The purpose of this questionnaire is to provide faculty with information about your interest in and experience with foreign languages. This will help them with placement.

The more familiar you become with the academic program, the better prepared you will be to work with the faculty during June Orientation and with your adviser during Fall Orientation. The goal is for you to create an academic program that suits your interests and builds on your intellectual strengths.

# Academic Procedures

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## **ACADEMIC RESPONSIBILITIES**

- Regular class attendance
- Systematic preparation in all phases of work
- Students must monitor their progress towards their chosen degree

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. If, owing to illness, a student must be absent from class for a disproportionate amount of time, the student may be advised to withdraw from class.

All the information pertaining to the fulfillment of requirements for graduation is found in the *Academic Catalogue*. Yearly degree audits are provided to students by the office of Student Administrative Services (SAS). Ultimately, it is the students' responsibility to monitor their progress toward the fulfillment of degree requirements.

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## **ACADEMIC HONOR CODE**

Personal honor and moral integrity make up the cornerstone of the academic community

The cornerstone of the academic community at Goucher College is the academic honor code which was adopted in the first decade of this century. It emphasizes the importance of personal honor and moral integrity which reflect the honor and integrity of the Goucher community. The primary authority to regulate student conduct in matters pertaining to the academic honor code has been delegated by the college to the Student Government Association, whose constitution provides for the Academic Honor Board. The Academic Honor Code along with the Student Judicial Code are printed in the *Campus Handbook*. Prospective students may receive a copy of the handbook upon request to the Director of Admissions.

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## **ACADEMIC ADVISING**

Faculty advisors work with students throughout their four years

Curricular guidance in the first and second years is offered by a faculty adviser who works with students to develop an academic plan of study. When students declare majors, they choose faculty advisers in their major department. The Associate Dean for Academic Affairs coordinates the advising process. To provide students with additional support and guidance, the Academic Center for Excellence offers individual supplementary instruction and group workshops to help students excel in their academic tasks.

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## **COURSE LOAD**

15 semester hours are normative

Fifteen semester hours are considered normative. However, a full-time student may take as few as 12 credit hours in any semester. Anyone electing fewer than 12 credit hours in a semester is considered to be a part-time student.



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**ACADEMIC STANDARDS**

Minimum GPA to remain in  
good standing is 2.00

At the end of each semester, the Associate Dean for Academic Affairs reviews the records of all students. The table below shows the minimum standards set by the Academic Policies Committee. Credits attempted include all transfer credits accepted by Goucher. Grade point averages listed in the table are based on Goucher work only.

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

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

As part of the continuing guidance offered to each student at Goucher, the Associate Dean for Academic Affairs 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 the student's academic achievement, 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 Academic Affairs 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 one semester at an accredited academic institution with no grade lower than a C within one semester plus a summer of being suspended; or one year of successful work experience with an affidavit from the employer. A student who has been dismissed may not return to the college.

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**SATISFACTORY  
PROGRESS**

Satisfactory progress with respect to quality of work is defined by the academic standards listed here.

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 students shall receive more than eight semesters of financial aid, except for Pell, the Subsidized and Unsubsidized Stafford Loans, Perkins Loan and 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 (*typically, 12 + 12*)
- 54 credits by the end of the second year (*typically, 15 + 15*)
- 87 credits by the end of the third year (*typically, 16 + 17, plus internships, etc.*)
- 120 credits by the end of the fourth year (*typically, 16 + 17*)

Credits are defined as credits toward graduation (graded + P/NP credits). Satisfactory progress with respect to quality of work is defined by the academic standards listed above. The 2.0 GPA minimum is required for "good academic standing." Goucher is not obligated to replace lost federal funds with Goucher grants.

**INFORMATION PERTAINING TO THE FOLLOWING TOPICS** will be contained in the *Academic Catalogue 1999-2000* available in September:

- |                         |  |
|-------------------------|--|
| • Residency Requirement | • Grading System                         |
| • Auditing              | • Withdrawals                            |
| • Course Examinations   | • Incompletes                            |
| • Course Evaluations    | • Repeated Courses                       |
| • Determination of Rank | • Withdrawals                            |
| • Grade Point Average   | • Calculation of the Grade Point Average |

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**STANDARDS GOVERNING  
THE CONTINUATION OF  
MERIT AWARDS**

The Vice President for Enrollment Management, in consultation with the Faculty Merit Scholarship Committee, reviews each student record for GPA, number of graded credits completed and the depth of the courseload completed in that semester. Any merit scholar who falls below the minimum grade point average (GPA) required to maintain the award will be considered at risk and warned. The student will have one semester in which to bring his/her GPA back up to the minimum standard.



Special Achievement, Marvin Perry and Transfer Scholars must maintain a minimum grade point average of 3.0 every semester throughout their four years.

Dean's Scholars must maintain a minimum grade point average of 3.25 each semester throughout their four years.

The required grade point average requirements are as follows:

**Special Achievement, Marvin Perry and Transfer Scholars** must maintain a minimum grade point average of 3.0 every semester throughout their four years. Perry award recipients whose semester grade point averages fall between 2.67 and 2.99 will receive a warning, and will have one semester to bring their averages back up to at least the 3.0 minimum. Students whose semester GPA falls below 2.67 are likely to have their awards reduced effective next semester.

**Dean's Scholars** must maintain a minimum grade point average of 3.25 each semester throughout their four years. Dean's Scholars whose semester grade point average falls between 3.0 and 3.24 will receive a warning and will have one semester to bring their averages back up to at least the 3.25 minimum. Students whose semester GPA falls below 3.0 are likely to have their awards reduced effective the next semester.

If students fails to bring their GPA up to the required level in a semester's time, the award will be reduced to the next lowest scholarship level. All scholars must complete a minimum of 24 graded credits per academic year. Students who expect they will not meet the required GPA are encouraged to submit an explanation to the committee for consideration. Letters should be forwarded to the Vice President for Enrollment Management.

During the warning period, a student's merit award remains at the full dollar value. A student who does not make progress toward meeting the GPA requirements after the first semester of warning may have the scholarship reduced or canceled. The schedule of penalties is as follows:

- first warning - full award remains intact
- second warning - award is reduced to next scholarship level
- third warning - the remaining award is canceled

*Note: Students may be eligible for need-based funds and should contact the director of financial aid for further information.*

# Requirements for the Degree of Bachelor of Arts

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120 credits and a 2.0 GPA are required for the B.A. degree

One hundred twenty credit hours are required for the degree. A student must achieve a 2.00 cumulative grade point average to graduate. Credit hours at Goucher are defined on a semester basis as distinct from a trimester or quarter basis.

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## **COLLEGE WRITING PROFICIENCY (CWP)**

College Writing Proficiency is required for graduation.

Most students achieve CWP in English 105, which teaches academic research writing. Though students who earn a B- or better in English 105 are likely to be writing well enough to achieve CWP, the grade, itself, is not sufficient evidence the student writes proficiently. The grade may have been improved with the help of quiz scores or the kinds of extra credit work not directly related to the criteria, or it may have been lowered due to absences, or poor performance on exercises not directly related to the criteria. 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 probably would be rare).

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

First year students who do not earn CWP credit in English 105, as well as most transfer students who arrive as Sophomores or higher, must take either English 201 (Intermediate Academic Writing) or a Writing-Across-the-Curriculum (WAC) course in their next semester. Students who earned below a C- average on papers written for English 105 should take English 201, but students who are nearly proficient may take a WAC course.



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**FOREIGN LANGUAGE**

All students must complete the intermediate level of a foreign language

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 to 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. Exceptionally well-prepared students may be exempted from the foreign language requirement on recommendation of the appropriate language department. Students intending to complete the language proficiency out-of-residence should be aware that, if another institution has two or more intermediate levels, then all intermediate levels must be completed.

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**GENERAL EDUCATION  
REQUIREMENTS**

The general education requirements consist of a course, seminar and/or laboratory in the following areas: Frontiers, the humanities, the social sciences, the natural sciences, mathematics and the arts. Frontiers is offered during the fall semester only. Courses that meet the other general education divisional requirements are offered both semesters.

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**Frontiers**

All first-year students are required to take Frontiers in the fall semester

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 of collaborative learning and information technologies to the academic environment. Independence of thought, tolerance for the perspectives of others, intellectual curiosity and the joy of learning are fostered.

**FRO 100.001 BREAKFAST IN THE AMERICAS: BANANAS, COFFEE, AND SUGAR -**  
*Professor Elizabeth Cohn*

When we eat breakfast in the morning, chances are we give little thought to the origins of the products we consume. Once the coffee beans leave the hillsides of Guatemala or Colombia, how do they get to us? Who owns the banana plantation? What kind of lives do the sugar workers and plantation owners have? What are the environmental effects of production?

In this seminar we adopt an interdisciplinary approach, examining the cultural, political, economic, environmental, and social historical issues surrounding the commodities of coffee, sugar, bananas. We will do cross cultural analysis by looking at the lives of people who produce the commodities, own the companies, and consume the products (us). We consider how our consumer practices affect both the lives of those involved in the production of these commodities, and the environment. We will also explore the political economic conditions such as globalization, price fluxes, and labor condition

By the end of the semester we will have examined the frontiers between the United States and Latin America, consumers and producers, individual workers and the global economy.

**FRO 100.002 THE FIRST CIRCLE OF HELL -** *Professor Rudy Lentulay*

This seminar will focus on a very singular kind of frontier in the experience of the political outcast under Stalinism, a period that cast thirty years of Soviet history in a dark shadow. The struggle of the exile/political prisoner with a hostile political order, inhospitable nature, his/her own conscience, and the status of a "non-person" in the vast literal and moral wasteland of the Soviet gulag are some of the themes this course will examine. Attempts by successive generations to come to terms with this infamous period of Soviet history have spawned a rich repository of memoir literature and fiction, including Solzhenitsyn's novel, *The First Circle*, which constitutes the core reading of the course. In addition to studying literary works students will view films that illuminate the horrors of Stalinist oppression, including Nikita Mikhalkov's masterpiece, *Burnt By the Sun*.

**FRO 100.003 INTO THE WILD: ENCOUNTERS WITH AMERICAN WILDERNESS**  
**LANDSCAPES -** *Professor Mary Marchand*

This seminar brings together the work of fiction writers and poets, artists, explorers, settlers, natural scientists and visionaries in order to trace changing perceptions of the American wilderness. Their works span the continental United States, and range from the perspective of the European Renaissance—Columbus celebrating the nightingale's of Haiti—to the late twentieth century—John Krakauer recounting one man's fatal encounter with the Alaskan territory. We will explore how these works form a literary and visual record of changes in the external but also internal landscapes: what happens to us when we step across the frontier separating the garden from the wilderness, the tamed from the untamed?



**FRO 100.004 FROM DREAMSCAPE TO CYBERSPACE - *Professor Allyn Massey***

This seminar will be a journey that evokes many questions: is space real or imaginary? How do we define the realm of our thoughts and feelings compared to the tangible experience of the Pyramids, the Grand Canyon, or filling a glass with water? The student will probe inner space: the web of associations among dreams, the spiritual, the conceptual, and psychological as manifested in art, music, cultural rituals, film and literature. Site visits to natural and architectural spaces will examine physical perceptions in specific contexts. Cyberspace will be explored to begin to define the ether of virtual reality and question whether it bridges the two worlds or leads us to yet another place.

**FRO 100.005 THE STRUGGLE TO REVERSE 500 YEARS OF GENOCIDE AGAINST AMERICAN INDIANS - *Professor Joe Morton***

Of all groups experiencing discrimination in what is now the United States, American Indians have been oppressed the longest; moreover, intense prejudice and harsh repression are continuing today. Against overwhelming odds, many Indian nations have survived. In some places, "traditionals" are working steadily to maintain their cultures, to gain greater recognition of their rights, and in a few cases succeeding in reclaiming some of their ancient lands. The ongoing encounter between American Indians and Euroamericans is a crucial and fascinating element in the past, present, and future story of the United States, and of human civilization, because Indian values and practices are among the most promising to ensure sustainable life-styles on our seriously threatened planet.

**FRO 100.006 NUMBERS, LARGE AND SMALL: FRONTIERS IN MATHEMATICS - *Professor Elaine Koppelman***

In this Frontiers seminar, we will examine the concept of frontiers in mathematics by looking at the history of the concept of number. We will examine the historical development of the concept of number from simple counting numbers of prehistoric times to the theories of infinitely large and infinitely small numbers developed in modern times. In the course of the semester, we will be led to examine questions in anthropology, psychology and philosophy. There will be a guided research project, as well as shorter position papers and mathematical problems to be solved. You will also be asked to keep a journal of your own progress through the seminar.

**FRO 100.007 SEX, THE FINAL FRONTIER: A SELECTIVE HISTORY OF CROSS-DRESSING IN THE WEST - Professor Jeff Myers**

An examination of representations of cross-dressing in many genres from Aristophanes to Tootsie. We will pay particular attention to how assumptions about sex and gender have been continuously formed and challenged by both men and women. In a fundamental sense, however, the goal of this seminar is to help us question our own inevitably parochial views of sexual identity.

**FRO 100.008 FRONTIERS: IDENTITY, VOICE AND VALUES - Professor Carol Weinberg**

The path from childhood to adulthood must cross the frontier of adolescence. The question of identity, "who we are," needs to be answered in order to successfully make that transition. In this seminar students will explore their own developing identities and values in the context of their recent transition into college, working to understand those forces that shape who they are and who they might become. We will expand on Erik Erikson's and James Marcia's theories of identity to include recent work by Janet Helms and others on the development of racial identity and by Vivienne Cass and others on sexual orientation identity.

This course will also encourage students to recognize and appreciate the concept of voice, their own and others. We will read and view examples of how a variety of people (e.g., Maya Angelou, Wendy Wasserstein, John Singleton, Woody Allen) express their own personal voices, and discuss how various educational environments encourage or stifle the development of individual identity, voice and values. In addition to several introspective writing assignments, students will do a directed research paper and create a final Powerpoint presentation.

**FRO 100.010 FEEDING THE WORLD IN THE 21ST CENTURY: HUNGER, FOOD AND AGRICULTURE - Professor Nicholas Brown**

In the face of extraordinary technological advances and great abundance in agricultural production there remains widespread hunger and great disparity in access to resources and food around the world. As we enter the 21st century we find it increasingly necessary to evaluate our understanding of how the world works, to question our assumptions about values such as equity, sustainability, community, and justice.

This seminar will consider a variety of themes including hunger in the United States and the world in the face of abundance and wealth, international food and agriculture policy, the environment and sustainability, organic farming, alternative diets and life styles, eating disorders and America's food culture.

Students will eat together and prepare food together. A service option will be available with a local organic farm, a Baltimore soup kitchen or other local organizations.

**FRO 100.011 FRONTIERS: MIXED MEDIA, MULTI-MEDIA AND PERFORMANCE ART:  
BLURRING THE BOUNDARIES BETWEEN THE ARTS - Professor Michael Curry**

In this seminar we will begin to identify assumptions about traditional art forms and how the artist and the audience relate to them. We will also discuss and identify common issues and fundamental aesthetic elements inherent in all the arts. We will examine how during the past five decades, the lines between the various art forms have begun to blur and identify some of the new forms that have emerged during this period. Students will work individually or in groups to create a self-directed mixed-media project to be performed, presented or exhibited for the public at the end of the term.

The seminar will include hands-on exercises, work with and in various art media, guest lectures, possible field trips (such as to the Museum of Visionary Art), critical readings, research, class discussion and class presentations.

**FRO 100.012 FRONTIERS OF SCIENCE AND SCIENCE FICTION: THE MARS TRILOGY  
- Professor Todd Jackson**

This seminar will consider the colonization of Mars both as a literary subject and as a technological feat. The bulk of our reading will be Kim Stanley Robinson's novels, *Red Mars*, *Green Mars*, and *Blue Mars*. Aided by film and web resources, we will pay attention to the current state of the technologies foreseen by Robinson and other Mars enthusiasts, such as Robert Zubrin.

**FRO 100.013 THEM BELLYFUL BUT WE HUNGRY: THIRD WORLD MUSIC AND HISTORY,  
AND THE NORTH-SOUTH FRONTIER - Professor Kaushik Bagchi**

What is the Third World? What is Third World culture? This seminar explores these questions through music from Africa, Asia, and Latin America. We will combine this music with readings on Third World issues and history, and study the frontiers they point to: the Third World as a new idea in world history; the North-South socioeconomic fault line and the international landscape after colonialism; and the wired world of the late twentieth century where cultural (and musical) identities are becoming increasingly blurred.



**FRO 100.014 RETHINKING AMERICA - Professor Joan Burton**

Frontier is transforming American culture and reshaping our personal and collective identities. We will explore what it means to be a citizen in a pluralistic, democratic society focusing on the changing dimensions of our racial, ethnic, gender, and class identities. We will address the challenges offered by the real differences in experience, perspective, and identity that exist in our society by reading first hand accounts of the immigrant experience, as well as selections from novels, poems, biographies, and a sociological analysis of the racial, ethnic, and generational differences that characterize America today. Through class discussions, written assignments, and a group project that focuses on developing our understanding of diversity, we will explore how diversity can enrich our sense of what it means to be an American, rather than lead to divisions that might tear us apart.

**FRO 100.015 CULTURAL FRONTIERS IN ETHNOGRAPHY - Professor Mark Ingram**

This Frontiers seminar is devoted to the theme of cultural difference and centers on the genre of research and writing referred to as "ethnography". Most course materials are drawn from cultural anthropology, and are "ethnographic" in that they draw on participant-observation research to address issues of social or cultural difference. We will consider how such research provides insights into a world increasingly marked by trans-national and trans-cultural exchanges. The seminar will include discussion of some of the key approaches to cultural difference employed by anthropologists, such as: economic exchange and reciprocity; kinship and family organization; gender ideologies; religious and political ritual; analytic distinctions between magic, witchcraft, and religion; art and expressive culture; conflicts between tradition and modernity; and ideologies of nation and national identity. Throughout, we will focus on how researchers have drawn on the fieldwork experience to craft texts, shape arguments, and develop insights about themselves and others.

**FRO 100.016 PASSPORTS: CROSSING FRONTIERS (HONORS SEMINAR-ADMISSION BY PLACEMENT ONLY) - Professor Laurie Kaplan**

This reading- and writing-intensive seminar offers exceptionally prepared students the opportunity to fulfill the college-wide writing proficiency requirement in a Frontiers Seminar. In Passports: Crossing Frontiers, we will analyze a variety of works by writers and artists who have observed radical changes in their societies, and, in response, transformed conventional ideas of identity. Some of the central themes we will cover this semester include revolt against political systems; exploration of scientific frontiers; legacies of imperialism; loneliness and alienation of the individual; and spiritual malaise.

*Note: Students will achieve Writing Proficiency only if they finish the course with a B- grade and if the portfolio submitted at the end of the course demonstrates proficiency in a variety of writing exercises. If a student does not achieve a B- average, the professor will recommend placement in English 104 or English105.*

**FRO 100.017 FRONTIERS IN PSYCHOLOGY - Professor Ann McKim**

This seminar introduces the research conducted by 8 key psychologists whose work significantly extended the frontiers of psychology. People and their research include Michael Gazzaniga (split-brain studies), Elaine Hatfield (interpersonal attraction), Elizabeth Loftus (false memories), Sigmund Freud (dream interpretation), Anna Freud (therapy with children), Richard Lazarus (stress and coping), Bella DePaulo (nonverbal behavior), and Mary Ainsworth (attachment). Emphasis will also be placed on present-day practical applications of each topic. Videos and experiential activities in addition to readings will be used. The instructor's research with university students in the United States and Africa concerning stress and coping and personal space will be integrated into relevant topics.

**FRO 100.018 FRONTIERS: REDEFINING EDUCATION - Professor Brian Patrick**

Educators are becoming increasingly frustrated with students' apparent apathy and lack of investment in their education. American students have fallen behind their counterparts in Japan, Germany, and elsewhere on standard measures of achievement. The perception of the American student as lazy, resistant, and unable to compete internationally has precipitated a call for a return to "basics" through increased discipline and rigor and renewed emphasis on instruction in traditionally valued core subjects. This seminar will address the possibility that the "back to basics" movement represents a retreat from a crucial educational frontier. We'll consider an alternative vision in which student apathy is understood as a symptom of exposure to an educational system that, in its zeal to improve the educational product (for example, achievement outcomes), has failed to adequately recognize the importance of students' needs, interests, and feelings. Through discussion of the work of Dewey, Montessori, Neill, Rogers, and others, we will explore the possibility of a more student-centered, humanistic education that stresses the value of meaningful experience and healthy psychological development.

**FRO 100.019 FRONTIERS, BOUNDARIES, AND PASSAGES: RITUAL AND CULTURE**

- *Professor Rory Turner*

"The Frontier, an imaginary line connecting milestones or stakes, is visible—in an exaggerated fashion—only on maps...It is the magico-religious aspect of crossing frontiers that interests us."

- *Arnold Van Gennep*

"Ritual, language, and culture are useful, then, not merely to store and repeat the known but also to extend the frontier." - *Tom F. Driver*

This seminar will introduce students to ritual as a human phenomenon and a cultural resource. Inevitably in human life there are gaps and disjunctures from one stage in life to the next, from one era to another, from one place to another place. Rituals are the symbolic methods through which people recognize and deal with these boundaries. Rituals help us cross frontiers and create new frontiers. The course will introduce theories of ritual and examine a number of rites of passage and other rituals from around the world. We will look at such topics as birth, initiation, death, ritual and politics, liminality, ritual and social change, religious ritual, and the relationship of ritual and the arts.

**FRO 100.020 TOM WOLFE: SATIRE ON THE POSTMODERN FRONTIER OF AMERICA**

- *Professor Fred White*

For almost 40 years, Tom Wolfe has been one of the most interesting, controversial, and influential satirical commentators on the rapidly changing American scene. As a conservative but ultra-hip Southerner living in the belly of the postmodern beast—New York City—Wolfe has used his New Journalistic reportorial skills to mockingly chronicle fundamental changes in American culture and values from the Sixties era of sex, drugs, rock 'n roll, and "radical chic," through "the Me Decade" of the Seventies and the yuppie vanities of the Eighties, to the national dominance of the values of the Sun Belt suburbs in the Nineties. Focusing on *The Electric Kool-Aid Acid Test*, *Radical Chic and Mau-Mauing the Flak Catchers*, *The Right Stuff*, *The Bonfire of the Vanities*, and *A Man in Full*, this course will use Wolfe's satirical perspective as a prism through which to explore and evaluate the massive transformation of America in the period since 1960, a second Gilded Age in which Wolfe has aspired to be our contemporary Mark Twain, complete with signature white suit. Students will be encouraged to challenge Wolfe's takes on America, where they find that appropriate, as well as to laugh with him, if that seems more appealing.

**FRO 101.001 ASTRONOMY: FROM CHAOS TO COSMOS - *Professor David Baum***

This seminar is an introduction to the scientific methods of discovery that have led to the development of modern astronomy and its impact on our world view. Special focus and discussion will be given to current scientific discoveries in astronomy. This seminar will have three hours of lectures and three hours laboratory. It fulfills the general education requirement in the Natural Sciences.

## The Humanities

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courses available in Fall '99

All students are required to complete a semester course in the Humanities for a minimum of three credits. Courses that meet this requirement include:

- English 111
- History 110
- History 113
- History 116
- Honors 113H

## The Social Sciences

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courses available in Fall '99

All students are required to complete a semester course in the Social Sciences for a minimum of three credits. Courses that meet this requirement include:

Any 100- or 200-level course in the Departments of:

- Anthropology
- Economics
- Management
- Political Science
- Sociology
- Women's Studies

with the following exceptions:

- Management 110 and Management 120
- Sociology 100, Sociology 230, and Sociology 231
- internships
- independent course work

Other courses that meet this requirement include: Education 103

## The Natural Sciences

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courses available in Fall '99

All students entering in fall 1997 or thereafter are required to complete one lecture/laboratory semester course in a science for a minimum of four credits. (Exceptions to the four credit rule are Astronomy 110, three credits; and Biological Studies 150, three and a half credits). Courses that meet this requirement include:

- Astronomy 110
- Chemistry 106
- Chemistry 111 and Chemistry 112 or Chemistry 112H
- Cognitive Studies 110
- Physics 115
- Physics 125H

## Mathematics

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courses available in Fall '99

All students are required to complete a one semester course in mathematics at a specified level for a minimum of three credits. Courses that meet this requirement include:

- Mathematics 100
- Mathematics 110
- Mathematics 114
- Mathematics 115
- Mathematics 117
- Mathematics 118

Any student who has received Advanced Placement credit in calculus with a score of 4 or 5 will have successfully met the mathematics requirement.

## The Arts

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courses available in Fall '99

All students are required to complete a one semester course in the arts for a minimum of three credits. Courses that meet this requirement include:

- Art 100
- Art 102
- Art 114
- Art 137
- Dance 114 and Dance 124
- Dance 115 and Dance 125
- Dance 116 and Dance 126
- Dance 117 and Dance 127
- Honors 113H
- Music 100
- Music 115
- Music 120
- Music 122
- Theatre 120
- Theatre 140



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**PHYSICAL EDUCATION  
REQUIREMENTS**

Goucher students are required to take two classroom courses and two activity courses in physical education before the end of the junior year. Physical education courses are offered at a variety of times and in a variety of ways. Students generally do not have a problem fitting these courses into their schedules.

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**Transitions (PE 134)**

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Transitions is a required course designed for incoming first-year students to help them make a successful adjustment to college life; to gain respect for their peers; to have a heightened sense of responsibility and accountability; and to gain a thorough knowledge of campus resources and operations.

During the course of 12 weeks, students must attend 10 sixty or ninety minute sessions, six of which are required for all first-year students and four which can be chosen from a menu of diverse topics. The six required sessions are:

- Making Decisions about Academics:  
Approaches and Resources
- Making Decisions about Alcohol and Drugs
- Making Decisions within the Community:  
Dilemmas of Citizenship
- Making Decisions at Goucher:  
Beyond the Challenges of Transitions
- Making Decisions with Others: Challenges of Diversity
- Making Decisions about Sex.

Optional sessions include an exploration of the Career Development Center and its services; managing personal finances; learning about technology; different learning styles; organizational skills; conflict resolution; managing relationships; assisting friends in distress; and others.

The Transitions course meets one of the physical education requirements, is taken for a grade of pass/no pass and carries no credit. All incoming first-year students must take this course in their first semester to be eligible for graduation.

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**COMPUTER PROFICIENCY**

Students will meet the computer proficiency requirement through their declared major.

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**OFF-CAMPUS  
OPPORTUNITIES**

Students are required to take at least three semester hours of an off-campus experience. This requirement may be completed through internships, study abroad and specially defined independent work conducted off-campus.

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## THE MAJOR

Completion of a major is a requirement for the degree

Completion of a major is a requirement for the degree. A student is required to declare a major in the second semester of the sophomore year. Some students choose a major earlier if they are certain of their academic focus. The major gives students the opportunity to study one or more disciplines in depth.

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 student works with a primary faculty sponsor and members of different departments in order to create a major composed of 45 or more credit hours. Courses should focus on methods and content from three or more disciplines and exhibit both the breadth and depth of analysis. Nine credit hours must be at the 300 level. A senior thesis and/or senior seminar in which a capstone or integrative project is undertaken is highly recommended.

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.

All students must complete a writing proficiency requirement in the major.

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## THE MINOR

The student may select a departmental or interdisciplinary minor in addition to the major. The student must fulfill all the criteria for the minor.

The same criteria for counting courses toward requirements for the major apply to 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.

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## 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.

# Other Academic Opportunities

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## THE HONORS PROGRAM

Students with GPAs of 3.5 may apply or be nominated for the Honors Program

The Honors Program offers exceptionally prepared students the opportunity to become part of a community dedicated to intellectual inquiry and interdisciplinary exploration. First-year students whose high school grades, SATs, and letters of recommendation demonstrate their strong intellectual drive to explore complex ideas will be invited to join the program. As members of a cohort of scholars, students in the Honors Program will take a series of six courses, including Honors 200 and the Honors Seminar. The students in the Honors Program have the opportunity to work closely with professors on advanced projects, and they will be invited to participate in various cultural events scheduled throughout the semester. The courses in the Honors Program are interdisciplinary in nature and encourage the development of critical reading, writing, and speaking skills.

At the end of the first year, students with GPAs of 3.5 and above will be invited to interview with the Honors Program Director for placement in the program.

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## SERVICE CREDIT OPTION

Additional course credit for students who integrate service experience into specific academic courses.

The service credit option offers additional course credit for students who integrate service experience into specific academic courses. Service options are designated by an "s" following the course number in the spring and fall course schedule booklets. An additional credit, graded Pass/No Pass, is awarded for successful completion of 30 hours of service and integrative academic assignments as part of a specific course. The service must be performed during the semester the student is registered for the course. Students may elect a maximum of two credits for service throughout their Goucher career. These credits cannot count toward the off-campus experience requirements.

# Anthropology

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**ANT 107. CULTURAL ANTHROPOLOGY\* (3) (SOCIAL SCIENCES)**

Introduction to anthropology through the study of diversity of cultures past and present. Various approaches of anthropologists toward understanding human behavior and the insights other cultures give toward understanding our own. Includes hunting and gathering, horticultural, agrarian, industrial, and contemporary global cultural patterns.

*First semester, repeated second semester.*

# Art

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**ART 100. INTRODUCTION TO THE HISTORY OF ART\* (3) (ARTS)**

The history of Western art as exemplified in selected works of major significance. Special attention to the use of visual forms as a means of expression and to the relationship between art and the culture in which it appears.

*First semester, repeated second semester.*

**ART 102. DESIGN FUNDAMENTALS\* (4) (ARTS)**

Exploration of the basic materials, concepts, languages, and techniques of the visual arts. Topics include line, shape, value, color, texture, and space. Emphasis on creative exercises in and out of class.

*First semester, repeated second semester.*

**ART 114. DRAWING I: INTRODUCTION TO MATERIALS AND METHODS\* (4) (ARTS)**

Drawing from landscape, still life, and interiors, students learn fundamentals of composition, tone, texture, perspective, and three-dimensional form. The course employs a variety of drawing media. Emphasis on observation and organization. Field trip.

**ART 137. CLAYWORK I: MATERIALS AND METHODS\* (4) (ARTS)**

Basic introduction to working in clay from forming to glazing and firing. Throwing, tooling, handbuilding, surface decoration, kiln firing, including raku.

\* Course satisfies general education requirement in the division specified in parentheses.

# Astronomy

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**AST 110. ASTRONOMY: CHAOS TO COSMOS\* (4) (NATURAL SCIENCES)**

An introduction to the scientific methods of discovery that have led to the development of modern astronomy and its impact on our world view. Special focus and discussion on current scientific discoveries in astronomy. Three hours lecture, three hours laboratory.

# Biological Sciences

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**BIO 104. BIOLOGICAL DIVERSITY I: KINGDOMS OF ORGANISMS (4)**

An evolutionary approach is used to study the structure, function, and diversity of prokaryotes, protists, fungi, plants and invertebrates. Laboratory work emphasizes experimentation and observation of living organisms in studies of functional morphology and classification. Three hours lecture, three hours laboratory.

**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.

# Chemistry

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**CHE 106. CHEMISTRY IN THE COMMUNITY\* (4) (NATURAL SCIENCES)**

Introduction to the chemical principles needed to gain perspective on important community issues such as water and air quality, natural resource availability, and energy production from nuclear and fossil fuels. The role of the chemist in the public and private sectors will be studied. For students with no background in chemistry. Three hours lecture, three hours laboratory.

**CHE 111. PRINCIPLES OF CHEMISTRY I\* (3)  
(NATURAL SCIENCES, WITH CHEMISTRY 112 OR 112H)**

Structure and properties of atoms and molecules and the states of matter, relation of structure to the properties of elements and simple compounds, properties of solutions, acid-base and redox reactions in solution. Corequisite: CHE 112.

**CHE 112. PRINCIPLES OF CHEMISTRY I: LABORATORY\* (1)  
(NATURAL SCIENCES, WITH CHEMISTRY 111)**

Experiments that illustrate topics covered in CHE 111. Corequisite: CHE 111.

*\* Course satisfies general education requirement in the division specified in parentheses.*



**CHE 112H. CHEMICAL PRINCIPLES: HONORS LABORATORY\* (2)**  
(NATURAL SCIENCES, WITH CHEMISTRY 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. Corequisite: CHE 111.

## Cognitive Studies

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**COG 110. INTRODUCTION TO COGNITIVE SCIENCE\* (4) (NATURAL SCIENCES)**

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.

## Communication and Media Studies

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**COM 101. 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 non-verbal control, progressive outline development, credibility, and confidence in front of an audience.

*First semester, repeated second semester.*

**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. The course encourages students to look for patterns of change and continuity as we examine the role of scribes, the introduction of the printing press, and the ever-expanding and pervasive communication technologies of the twentieth century from the radio to the satellite. Relationships among technology, ideas, social relations, and political realities will be examined. Legal, philosophical, and ethical debates surrounding the introduction and use of these technologies will be stressed.

*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.

# Computer Science

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## **CS 102.      COMPUTING AND SOCIETY (3)**

Introduction to the principles and technical aspects of computing, as well as the many areas of social and ethical concern raised by the rapid evolution of computer technology. Topics include the Internet and worldwide information exchange, the power and limitations of the computer as a problem solver, and the issues of privacy, security, and computer crime. Parts of the course are devoted to an exploration of specific computer applications and the Internet.

*First semester, repeated second semester.*

## **CS 116.      INTRODUCTION TO COMPUTER SCIENCE (3)**

Introduction to a high-level programming language, algorithm development, numeric and non-numeric applications. Concepts of good programming style, structured programming, testing and revision of programs. Prerequisite: Placement.

# Dance

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## **DAN 001.      POINTE CLASS 1 (0)**

An optional supplement for students concurrently enrolled in DAN 126, 127 or 128.

## **DAN 005.      PAS DE DEUX (0)**

A noncredit course for experienced male and female dancers who wish to develop special technical skills that are required of ballet dancers in the art of partnering, which is not normally covered in regular ballet classes.

## **DAN 008.      PILATES® METHOD OF BODY CONDITIONING (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 5 major piece of apparatus. Prerequisite: permission of instructor.

## **DAN 114.      ELEMENTARY DANCE TECHNIQUE I: MODERN (1.5)**

An introductory course in modern dance that develops the group consciousness while introducing the individual to his or her 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 assignment and attendance at dance concerts.

*First semester, repeated second semester.*

**DAN 115. ELEMENTARY DANCE TECHNIQUE II: MODERN (1.5)**

Develops upon the knowledge and technical skills acquired in DAN 114. One gains an appreciation of modern dance and develops a framework for the aesthetic criteria used in order to be an informed observer of modern dance. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 116. INTERMEDIATE DANCE TECHNIQUE I: MODERN (1.5)**

An intermediate course in modern dance technique to continue developing technical skills simultaneously as one develops an appreciation and aesthetic criteria for modern dance styles. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 117. INTERMEDIATE DANCE TECHNIQUE II: MODERN (1.5)**

Develops upon the knowledge and technical skills acquired in DAN 116. One focuses on the qualitative aspect of movement and develops speed in movement analysis and synthesis. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 118. INTERMEDIATE DANCE TECHNIQUE III: MODERN (1.5)**

Further study in applied dance instruction in modern dance for the student who needs 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.

*First semester, repeated second semester.*

**DAN 124. ELEMENTARY DANCE TECHNIQUE I: BALLET (1.5)**

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.

*First semester, repeated second semester.*

**DAN 125. ELEMENTARY DANCE TECHNIQUE II: BALLET (1.5)**

Develops upon the knowledge and technical skills acquired in DAN 124. One gains an appreciation of ballet and develops a framework for the aesthetic criteria used in order to be an informed observer of ballet. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 126. INTERMEDIATE DANCE TECHNIQUE I: BALLET (1.5)**

An intermediate course in ballet technique to continue developing technical skills simultaneously as one develops an appreciation and aesthetic criteria for ballet. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 127. INTERMEDIATE DANCE TECHNIQUE II: BALLET (1.5)**

Develops upon the knowledge and technical skills acquired in DAN 126. One focuses on the qualitative aspect of movement and develops speed in movement analysis and synthesis. Prerequisite: Placement or permission of instructor.

*First semester, repeated second semester.*

**DAN 128. INTERMEDIATE DANCE TECHNIQUE III: BALLET (1.5)**

Further study in applied dance instruction in ballet for the student who needs 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.

*First semester, repeated second semester.*

**DAN 196. CHORÉGRAPHIE ANTIQUE (1.5)**

Performance of ballroom and theatrical dances of the eighteenth, nineteenth, and twentieth centuries. Performances include concerts, lecture-demonstrations, and first-person interpretations of dance and social history in living history museums throughout Maryland. Qualified students may earn one and a half credits per semester, up to a maximum of six credits. Prerequisites: Audition and acceptance by the artistic director.

*First semester, repeated second semester.*

**DAN 252. COMPOSITION: DANCE EXPLORATION\* (4) (ARTS)**

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 theater. Prerequisite: DAN 115 and 125 or permission of the instructor. Corequisite: DAN 115 or above.

\* Course satisfies general education requirement in the division specified in parentheses.

# Economics and Management

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**EC 101. PRINCIPLES OF ECONOMICS: MICRO\* (3) (SOCIAL SCIENCES)**

An introduction to the 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.

*First semester, repeated second semester.*

**EC 102. PRINCIPLES OF ECONOMICS: MACRO\* (3) (SOCIAL SCIENCES)**

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.

*First semester, repeated second semester.*

**MGT 110. PRINCIPLES OF ACCOUNTING I (3)**

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

*First semester, repeated second semester.*

**MGT 120. PRINCIPLES OF ACCOUNTING II (3)**

A continuation of fundamental accounting principles and concepts. The nature of funds and working capital, interpretation of financial statements, accounting for price-level changes, departmental accounting, and the use of various cost systems. Prerequisite: MGT 110.

*First semester, repeated second semester.*

**MGT 140. MARKETING MANAGEMENT\* (3) (SOCIAL SCIENCES)**

Application of the basic concepts and practices of modern marketing. Course demonstrates marketing principles through a depth of current real-world examples involving products and services; profit and nonprofit organizations; and domestic and international companies.

*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.



# Education

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**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, 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 12:00 p.m.

**ED 103. ADOLESCENT DEVELOPMENT\* (4) (SOCIAL SCIENCES)**

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 a risk-taker and problems encountered growing up in today's world. Researching the current status, and intervention strategies for responding to, adolescent risk-taking behaviors. Thirty hours internship in an alternative school or a community service-type placement Tuesday or Thursday morning from 8:30 a.m. to 12:00 p.m., or Monday and Wednesday from 4:20 to 6:00 p.m., or a combination.

# English

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**ENG 103. THE COLLEGE ESSAY (2)**

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.  
*First semester, repeated second semester.*

**ENG 104. ACADEMIC WRITING I (3)**

An introduction to the critical writing and analytical reading required for college assignments. Composing summaries, analyses, arguments, and research papers. Emphasis on organization, sentence construction, and logic. Training in peer revision and editing techniques, as well as in research methods. Required course for all students who do not place out of the class.  
*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.

**ENG 105. ACADEMIC WRITING II (3)**

The advanced study and practice of analysis and argument, using a variety of academic and non-academic models. The course will teach independent research and the use of scholarly sources and consistency with standard grammar, diction and MLA style. May confer college writing proficiency. Requirements: ENG 104 or permission of the Writing Program.

*First semester, repeated second semester.*

**ENG 111. MASTERPIECES OF ENGLISH AND AMERICAN LITERATURE\* (3)  
(HUMANITIES)**

An introduction to college-level analysis of major works of literature in various genres. Texts and emphases will vary with the instructor.

*First semester, repeated second semester.*

## French

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**FR 110. ELEMENTS OF FRENCH I, II, III (4 EACH)**

**FR 120.**

**FR 130.**

This three-semester sequence uses French in Action, an extremely rigorous program developed by Pierre Capretz. Videos, audio tapes, a textbook and workbook bring France into the classroom. All are designed to make it possible for students to attain a high intermediate level in oral, aural, and written French at the completion of the program. Four contact hours with the instructor plus one hour laboratory work. Prerequisite: FR 110, 120, and 130 are to be elected in sequence. A minimum grade of C- must be attained to advance from one course to the next.

*First semester, repeated second semester.*

**FR 140. FRENCH LANGUAGE SKILLS—INTERMEDIATE LEVEL (4)**

Review of the fundamentals of grammar, vocabulary building and active use of the language, reading of short pieces by a number of important writers. Four contact hours with the instructor plus individual laboratory work. Prerequisite: Placement. (Not open to students who have completed French in Action or FR 130.)

\* Course satisfies general education requirement in the division specified in parentheses.

# German

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**GR 110. ELEMENTS OF GERMAN I (4)**

Designed to give the student a firm foundation in the language. Grammar, vocabulary, composition, and oral practice. Four hours lecture, one hour laboratory. Intended for students with no (or very little) knowledge of German.

**GR 130. INTERMEDIATE GERMAN (4)**

A review of the fundamentals of grammar, with emphasis on the more difficult aspects; vocabulary building and active use of the language. Reading of contemporary texts. Four hours lecture, one hour laboratory. Prerequisite: GR 120, with a minimum grade of C-.

# History

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**HIS 110. AMERICAN SOCIETY AND CULTURE, 1607–1876\* (3) (HUMANITIES)**

Significant cultural, political, and social themes during the first two and a half centuries of the American past. Novels and visual materials as well as traditional sources used to develop central themes and issues in American history.

**HIS 113. EAST ASIA, 1500–1850\* (3) (HUMANITIES)**

The origin, development, and flowering of two East Asian societies, China and Japan. Their traditions and cultures before the confrontation with Europe and the United States at the beginning of the nineteenth century; the traditions that helped shape their attitudes today.

**HIS 116. EARLY MODERN EUROPE, 1400–1789\* (3) (HUMANITIES)**

The society and culture of Europe from the end of the medieval period to the collapse of the Old Regime. Renaissance and Reformation, rise of nation-states, peasant society, popular culture and religion, scientific revolution and Enlightenment, absolutism, and overseas expansion.

# Honors

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**HNR 113H. GREEK DRAMA: STAGE AND PAGE\* (3) (ARTS AND HUMANITIES)**

An interdisciplinary approach to Greek drama, undertaking an investigation of the ways in which literary and dramaturgical approaches can be mutually illuminating. Papers and performance required. Prerequisite: Permission of the instructor for non-Honors students.

\* Course satisfies general education requirement in the division specified in parentheses.

# Judaic Studies

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**JS 110. ELEMENTS OF HEBREW I (3)**

This three-semester sequence begins with the basics of conversation, reading, and writing with practice. The beginning course covers the following grammatical topics—pronouns, prepositions, basic verbs, infinitives, masculine and feminine, synonyms and antonyms, time and dates, days of the week, and number 1-1000. The intermediate level teaches more advanced level of conversation, reading, and writing, and grammatical usage. Students will progress in the active use of the spoken and written language, including the reading of a Hebrew newspaper.

**JS 130. ELEMENTS OF HEBREW III**

A continuation of previous work. This course sequence is designed to make it possible for students to attain high intermediate level in oral, aural, and written Hebrew at the completion of this course.

# Mathematics

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**MA 100. TOPICS IN CONTEMPORARY MATHEMATICS\* (3) (MATHEMATICS)**

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: Two years of high school mathematics.  
*First semester, repeated second semester.*

**MA 110. PROBLEM SOLVING AND MATHEMATICS: ALGEBRA\* (3) (MATHEMATICS)**

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 will focus on the use of various tools, such as calculators and physical models, as aids in problem solving. Intended primarily for students majoring in elementary education.

**MA 114. FUNCTIONS AND GRAPHS\* (4) (MATHEMATICS)**

An applications oriented, investigative approach to the study of the mathematical topics needed for further course work in mathematics. The unifying theme is the study of functions, including polynomials, rational functions, exponential, logarithmic and trigonometric functions. Graphing calculators and/or the computer will be used as an integral part of the course. Prerequisites: Three years of high school mathematics.

\* Course satisfies general education requirement in the division specified in parentheses.

**MA 115. DISCRETE MATHEMATICS I\* (3) (MATHEMATICS)**

Set theory, functions and relations, logic, counting principles, sequences and series, graph theory, and proof techniques. Applications to computer science. Prerequisites: Three years of high school mathematics.

**MA 117/  
118. CALCULUS I, II\* (4/4) (MATHEMATICS)**

Differentiation and integration and their application to the study of the elementary functions and to problems in the natural and social sciences. An introduction to some basic concepts of analysis. Attention is paid to theory as well as applications. Introduction to a symbolic algebra system and a computing language as tools to clarify the basic concepts. Three hours lecture, two hours laboratory. Prerequisites: Three years of high school mathematics; MA 117 with a minimum grade of C- prerequisite to MA 118.  
*First semester, repeated second semester.*

## Music

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**MUS 100. INTRODUCTION TO MUSIC\* (3) (ARTS)**

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.  
*First semester, repeated second semester.*

**MUS 115. THE ERAS OF BACH AND BEETHOVEN: THE MONUMENTAL BAROQUE AND THE CLASSICAL REVOLUTION\* (3) (ARTS)**

Music from 1600 to the beginning of the nineteenth 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.

**MUS 120/  
122. ELEMENTS OF MUSICAL ART I, II\* (3 EACH) (ARTS)**

A study of the elements of tonal harmony through analysis and written exercises. Prerequisite: Ability to read music. MUS 120 is prerequisite to MUS 122. It is recommended that students who plan to major or minor in music take MUS 121/123 concurrently with MUS 120/122.  
*MUS 120 first semester, MUS 122 second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.

**MUS 121/ 123.      BASIC MUSICIANSHIP I, II (1.5 EACH)**

Ear training as a creative experience. Aural recognition of the language and grammar of music. Kinesthetic, experiential, and practical applications of materials introduced in Music 120/122. Includes rudimentary melodic, rhythmic, and harmonic dictation, sight-singing, and basic keyboard orientation. Prerequisite: Ability to read music, or exemption by examination.

*MUS 121 first semester, MUS 123 second semester.*

**MUS 124/ 125.      ADVANCED MUSICIANSHIP I, II (1.5 EACH)**

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 122 and 123.

*MUS 124 first semester, MUS 125 second semester.*

**MUS 131/ 133.      BASIC PIANO I (1.5 EACH)**

Designed for those who wish to gain piano proficiency, the program is given as a series of four-semester courses, each with a different level of advancement. Emphasis on various aspects of melody, rhythm, and harmony at all levels, as well as sight-reading techniques.

Required of students concentrating in education and performance, sufficient proficiency is gained to use piano as a teaching tool.

Prerequisites: Ability to read music; open only to music majors or intended majors.

**MUS 135.      PIANO ENSEMBLE**

**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.

*First semester, repeated second semester.*

**MUS 141.      GOUCHER CHAMBER SYMPHONY (1.5)**

Performance of the orchestral repertoire of the Western musical tradition, including works taken from the Baroque through Contemporary periods. Prerequisite: Audition and acceptance by the conductor.

*First semester, repeated second semester.*



**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. Corequisite: Concurrent enrollment (either for credit or audit) in MUS 140.

*First semester, repeated second semester.*

**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.

*First semester, repeated second semester.*

**MUS 146.      GOUCHER AFRICAN DRUM AND DANCE ENSEMBLE (1.5) (DANCE 146)**

Practical performance of selected percussive instruments from Ghana in particular and West Africa in general, 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.

*First semester, repeated second semester.*

**MUS 147.      GOUCHER OPERA WORKSHOP (1.5)**

Performance of scenes selected from operas of various historical styles. Attention both to solo and ensemble singing and to study of acting techniques in music drama. Course concludes with a formal performance of scenes studied during the semester. Prerequisite: Audition or permission of the instructor.

*First semester, repeated second semester.*

**MUS 148.      GOUCHER BAROQUE ENSEMBLE (1.5)**

Performance on both Baroque and modern instruments of ensemble works from the period 1600–1750, including the compositions of Bach, Handel, Vivaldi, Corelli, Couperin and Rameau, among others. Class structure includes master classes, individual coaching sessions, and formal concerts. Prerequisite: Audition or permission of the instructor.

*First semester, repeated second semester.*

**MUS 149.      GOUCHER JAZZ ENSEMBLE (1.5)**

Group performance designed to provide experience in reading charts and improvising in jazz idioms. Prerequisite: Audition and acceptance by the instructors.

*First semester, repeated second semester.*

**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. Successful completion with final grade of B or higher will permit student to enroll in private lessons at no additional cost.

**PRIVATE INSTRUMENTAL AND VOCAL LESSONS (1.5)**

- MUS 160. VOICE**
- MUS 162. VIOLIN**
- MUS 163. VIOLA**
- MUS 164. CELLO**
- MUS 165. DOUBLE BASS**
- MUS 167. FLUTE**
- MUS 168. CLARINET**
- MUS 169. SAXOPHONE**
- MUS 170. OBOE**
- MUS 171. BASSOON**
- MUS 173. TRUMPET**
- MUS 174. FRENCH HORN**
- MUS 175. TROMBONE**
- MUS 176. TUBA**
- MUS 178. PERCUSSION**
- MUS 182. PIANO**
- MUS 183. ORGAN**
- MUS 184. HARPSICHORD**
- MUS 186. GUITAR**
- MUS 188. RECORDER**

A one-semester course of individual instruction given to students at any level; may be repeated for credit, provided that for every three credits of private instruction attempted, students must take (or must have taken) one of the corequisites listed below in order to continue beyond that three-credit segment. Ordinarily, there is a limit of one course of private lessons per semester. Private lessons are offered as a benefit of full-time tuition as long as a grade of B or better is earned. If a grade lower than a B is earned, then a fee must be paid for the next semester of private lessons. If in the latter semester a grade of B or better is awarded, then the following semester's lessons will not require a fee. An additional fee must be paid for lessons taken on an audit basis. For those who do not read music, instruction in score reading is given as well. Corequisites: MUS 115, 117, 120, 122, 152, 200, 209, 210, 231, 240/260, 249/349, 250, 255, 330, 350, 355, or 387. Prerequisite: Permission of the chair of the department.

*First semester, repeated second semester.*

**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).

*First semester, repeated second semester.*

# Peace Studies

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## **PCE 110. INTRODUCTION TO PEACE STUDIES (3)**

Interdisciplinary exploration of issues and theories concerning violence and nonviolence, including perspectives in several disciplines. Focus on the individual and practical dimensions of understanding "positive" peace—enabling persons to begin developing constructive perspectives, values, and attitudes concerning violence and nonviolence—in contrast to the traditional "negative" view of peace as simply the absence of violence.

# Philosophy and Religion

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## **P&R 154. THE PROBLEMS OF BEING HUMAN (3)**

Introduction to methodologies and subject matter of philosophy through examination of the nature and problems of human existence, as discussed by representative thinkers from Eastern and Western, ancient and modern traditions. Works by Plato, Descartes, Hume, Sartre, and Chuang Tzu. Written work includes opportunities for textual analysis and application of philosophical principles in concrete areas of life.

# Physics

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## **PHY 115. PRINCIPLES OF PHYSICS I\* (4) (NATURAL SCIENCES)**

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. Recommended with PHY 116 for students majoring in the life sciences. Three hours lecture, three hours laboratory. Prerequisite: Three years of high school mathematics.

## **PHY 125H. GENERAL PHYSICS I: HONORS\* (4) (NATURAL SCIENCES)**

A calculus-based course using the new and untraditional method of "interactive physics." Lecture and laboratory are combined and taught using an interactive method employing microcomputers and guided inquiry through hands-on experiments. The method is designed to increase problem-solving and analytical thinking skills and to guide students toward a coherent and logical approach to an understanding of the world. Topics include kinematics and dynamics of motion, oscillatory motion, special theory of relativity, and thermodynamics. Prerequisite: MA 117, or permission of the instructor.

\* Course satisfies general education requirement in the division specified in parentheses.

# Politics and Public Policy

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**PSC 101/ UNDERSTANDING POLITICS I, II (3/3)**  
**102**

These two 3-credit courses are to be required of all political science majors, and can be taken in any sequence. Non-majors may take either semester alone.

Conventional wisdom has it that Americans are cynical about “politics.” In other societies the view is much more positive. How do we account for these divergent opinions? To some extent, the answer depends upon one’s understanding of what counts as politics: what constitutes the public sphere? What kinds of activities can be understood as political participation? This year-long introduction to political science encourages students to explore a variety of definitions of politics; to examine the economic, institutional, historical, and cultural dimensions of the public sphere; and to experience some of the many different ways that citizens can participate in it and respond to the political community, including apathy, social movements, violence, religious commitment, voting, and holding public office. In the fall semester, these issues will be examined through the lens of Comparative and American politics; in the Spring, the subfields of political theory and international relations will take the fore.

## Psychology

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**PSY 111. INTRODUCTION TO PSYCHOLOGY/LECTURE ONLY\* (3) (NATURAL SCIENCES)**

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, clinical psychology, humanistic psychology, and developmental psychology and social psychology. Emphasis on philosophical and methodological foundations of a scientific study of mind and behavior. Three hours lecture. Not for students intending to become psychology majors.

*First semester, repeated second semester.*

**PSY 112. INTRODUCTORY PSYCHOLOGY LABORATORY (1)**

Designed for transfer students who have had a non-laboratory course in introductory psychology. It comprises the three-hour laboratory component of PSY 114. Prerequisites: For psychology majors only who have taken a non-laboratory course in introductory psychology. Approval of the chair is required.

*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.

**PSY 114. INTRODUCTION TO PSYCHOLOGY\* (4) (NATURAL SCIENCES)**

For description, see PSY 111. Three hours lecture, three hours laboratory.

*First semester, repeated second semester.*

## Russian

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**RUS 110. ELEMENTS OF RUSSIAN I (4)**

For students with no background in Russian. Designed to give the student a firm foundation in the language, with special emphasis on the development of vocabulary and basic reading and conversational skills. Four contact hours with the instructor, one hour laboratory.

**RUS 130. INTERMEDIATE RUSSIAN I (4)**

Intensive oral work, continued emphasis on grammar and reading comprehension. Four contact hours with the instructor, one hour laboratory. Prerequisite: RUS 120, with a minimum grade of C-.

## Sociology

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**SOC 106. THE SOCIOLOGICAL IMAGINATION\* (3) (SOCIAL SCIENCES)**

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 varieties in social interaction and the development of self, the formation of families and communities, the processes that produce conformity or deviance, and the conditions that lead to conflict and social change through selected readings, case studies, novels, and films. Tracing of changes in work, marital relationships, religious practices, and political participation. Using theories and methods of sociology, exploration of the influence of race, class, gender, ethnicity, and age on the human experience.

*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.

# Spanish

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**SP 110.      ELEMENTS OF SPANISH I (4)**

Intended for students with little or no knowledge of Spanish. Audio-lingual presentation of material continuing through the course, with increasing attention to oral as well as written composition. Four contact hours.

*First semester, repeated second semester.*

**SP 120.      ELEMENTS OF SPANISH II (4)**

Continued oral and written work, vocabulary acquisition, review of the fundamentals of syntax. Increasing emphasis on written composition. Four contact hours. Prerequisite: SP 110, with a minimum grade of C-.

*First semester, repeated second semester.*

**SP 130.      INTERMEDIATE SPANISH (4)**

Continued emphasis on vocabulary, grammar, oral skills, and written composition. Selected readings focus on culture and literary texts. Four contact hours. Prerequisite: SP 120, with a minimum grade of C-.

*First semester, repeated second semester.*

# Theatre

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**THE 120.      ACTING I\* (3) (ARTS)**

Exploration of the actor's vocal, physical, intellectual, and emotional resources. Principles of character analysis and projection. Four class hours.

*First semester, repeated second semester.*

**THE 120S      ACTING I SERVICE OPTION**

**THE 140.      THEATRE PRODUCTION\* (3) (ARTS)**

An introductory course in the ways and means of theatre production. The course will explore the basics of scene design and construction, computer-aided design, lighting design and operation, property design and building, and other areas of stagecraft. The course will also include basic drafting elements specific to stage design. Production laboratory hours will be assigned.

\* Course satisfies general education requirement in the division specified in parentheses.

# Women's Studies

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**WS 100. CONFRONTING INEQUALITY: WOMEN IN CONTEMPORARY AMERICAN SOCIETY\* (3) (SOCIAL SCIENCES)**

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 will be on issues such as sexualities, labor force, family, motherhood, education, cultural images, health, sexual violence, and political activism.

**WS 150. WOMEN'S EXPERIENCES IN GLOBAL PERSPECTIVE (3)**

An interdisciplinary examination of women's status and activism worldwide, including regional and local comparisons; the roles of government, nongovernmental and international organizations in shaping women's experiences.

*First semester, repeated second semester.*

\* Course satisfies general education requirement in the division specified in parentheses.



# Course Selection Information

In the fall semester, all first-year students are required to take a Frontiers seminar, an English course, Transitions and, ordinarily, a language course. In this section, you will find a general form designed to help students who have not decided on a major to select courses. You will also find several different templates and/or lists of requirements that students must take if they wish to pursue some of the more highly structured majors. These include: 3/2 Engineering, Honors, Dance, Education, the Sciences, and Pre-Med. Please consider these carefully as you complete your course preference worksheet.

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## I. GENERAL

For students who have **not decided** on a specific focus of study:

- **Frontiers** (3 credits)
- **English** (3 credits): course to be determined by the placement examination
- **Foreign Language** (4 credits): level to be determined by the placement examination
- **Transitions** (PE 134)
- **Electives** - usually 1 or 2 courses (3 or 4 credits each) from the list of appropriate courses for first-year students beginning on page 24 of this Guide. Students are strongly advised to select courses that satisfy a general education requirement.

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## II. HONORS PROGRAM

In addition to the fall semester requirements of all first-year students, those who have been accepted into the Honors Program must take:

### A. *Non-Science program*

- **Frontiers** - after the writing placement exam, students should check to see if they have placed into FRO 100.016 Passports: Crossing Frontiers (Honors Seminar). This course fulfills an Honors requirement and the first-year seminar requirement, and may fulfill the writing proficiency requirement.
- **Foreign Language or Science requirement**- students should check to see if they have placed into a science honors course.
- **Electives** - usually 1 or 2 courses such as Honors 113H: Greek Drama and/or any 100 level course.

### B. *Science program*

- **Biology 104H** (placement by Biology department)
- **Chemistry 111**
- **Chemistry 112 or Chemistry 112H** (placement by Chemistry department)
- **Language, Calculus, or elective**—you may wish to use this elective to fulfill your general education requirements

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### III. BIOLOGICAL SCIENCES

In addition to the fall semester requirements of all first-year students:

- Chemistry 111
  - Chemistry 112 or Chemistry 112H (placement by Chemistry department)
  - Biology 104
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### IV. DANCE

A first-year student has the opportunity to study dance either as a prospective major or as someone interested in another major but yet wants to pursue and/or continue to study dance. As it is necessary to place students in the correct classes according to their technical ability, the dance department holds a placement class annually. Placement class takes place in September during Fall Orientation. This class is mandatory for all students who wish to take a dance class beyond the beginning entry level dance.

Placement class takes place in September during Fall Orientation

The placement class cannot be held until all the students are on campus—first-years through seniors. First-year students signing up for classes during the summer will not know their technique class placement. As a general rule, the department assigns first-year students temporarily to DAN 116 (intermediate modern technique) and DAN 127 (intermediate ballet) before an accurate placement can be determined. The department/dance adviser will work with the student after the placement class in the Fall to determine the correct placement. Therefore, schedules may change.

For those students pursuing biology, chemistry or pre-med, it is suggested that you audit all dance technique classes the first semester

Dance students have a unique course load in order to be able to continue dancing. The templates below provide general information to help you to plan the fall semester. In addition to the fall semester requirements of all first-year students:

#### A. Students who are considering dance as a major.

- Dance 252 - composition      4 credits (the cornerstone course to all dance courses)
- Dance 116 - modern      Audit or 1.5 credits
- Dance 127 - ballet      Audit or 1.5 credits  
(One technique class should be credit while the other audited - student choice.)
- Dance 001 - pointe      0 credits

#### B. Students who want to continue to dance while studying in a different discipline.

- Dance 116 - modern      Audit or 1.5 credits
- Dance 127 - ballet      Audit or 1.5 credits  
(One technique class should be credit while the other audited - student chooses.)
- Dance 001 - pointe      0 credits

For those students pursuing biology, chemistry or pre-med, it is suggested that you audit all dance technique classes the first semester.

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**V. EDUCATION**

In addition to the fall semester requirements of all first-year students:

*A. Major in education and minor in another subject area*

- Education 101 and Tuesday or Thursday morning field work required

*B. Major in special education*

- Education 101 and Tuesday or Thursday morning field work required

*C. Major in subject area for which secondary education certification is desired* (See *Academic Catalogue* for areas available at Goucher)

- Specific courses in that subject area required for certification
  - Education 103 and 30 hours field work required
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**VI. PRE-MEDICAL STUDIES**

In addition to the fall semester requirements of all first-year students:

- Chemistry 111
  - Chemistry 112 or Chemistry 112H (placement by Chemistry department)
  - Biology 104
- 

**VII. 3/2 ENGINEERING**

The program is developed individually. High school math courses and AP results provide some guidance as to the choice of courses. In addition to the fall semester requirements of all first-year students:

*A. Computer Science with Electrical Engineering*

- Computer Science 116
- Mathematics 115
- Physics 125 if possible

*B. Math major with either Civil or Mechanical Engineering*

- Mathematics 117 (or higher if placed)
- Chemistry 111, Chemistry 112 or Physics 125

*C. Biology and Biomed Engineering*

- Biology 104
- Chemistry 111
- Chemistry 112H
- Mathematics 117 or Mathematics 118 depending on placement

*D. Chemistry and Chemical Engineering*

- Chemistry 111
- Chemistry 112H
- Mathematics 117 or Mathematics 118 depending on placement

# Course Preference Worksheet

This worksheet is designed to help you to select your fall semester courses; therefore, it is important that you respond to all of the items as thoughtfully as possible. Every effort will be made to consider preferences when assigning course sections. However, all first-year students may not be enrolled in their first choice of general education courses.

- A. Although you are not required to choose a major until sophomore year, please indicate your potential areas of interest (*you may list more than one*).

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- B. Please indicate your tentative career aspiration:

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- C. All first-year students are required to enroll in one Frontiers Seminar in the fall semester. Please select four from the seminars listed in the Frontiers section of this Guide and list the titles in order of preference below. **RANK** your choices in order of the intensity of your interest with 5 being the highest and 1 the lowest.

**COURSE TITLE**

**RANK**

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

- D. Which of the following languages do you plan to study?

☐ French    ☐ German    ☐ Hebrew    ☐ Russian    ☐ Spanish    ☐ Other

Is this the same language you studied in high school?   ☐ yes    ☐ no

If you earn an exemption from the Foreign Language General Education requirement, would you like to have a language course included in your fall schedule as an elective?   ☐ yes    ☐ no

- E. Course Selection

1. If you are **undecided**, in addition to Frontiers (3 credits), your courses will include:

- English - level to be determined by the placement examination (3 credits).
- Foreign Language - level determined by placement examination (4 credits).
- Transitions (PE 134).

You will also take between one and three electives of your choice. Please list the electives in order of preference. You are advised to consider including among your choices courses that satisfy general education requirements.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2. If your academic goals are already decided, your course selection will be determined by one of the templates or outlines found on the previous pages of this Guide. In addition, to Frontiers (3 credits), your courses will include:

- **English** - level determined by placement examination (3 credits).
- **Foreign Language** - level determined by placement examination (4 credits).
- **Transitions (PE-134)**.

You will also take courses required by your major. After consulting the pertinent template or outline in this guide, please list your selected courses in your major as well as electives in order of preference:

**MAJOR:** \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_ (elective)
5. \_\_\_\_\_ (elective)

# Foreign Language Questionnaire

1. What languages did you study in high school and for how long?  
What year/semester was your last class?

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2. On what skills ☐ Oral, ☐ Aural, ☐ Written, did you concentrate in your last class?

3. What grade did you receive in your last language class? \_\_\_\_\_

4. Do you plan to take an AP or IB test in a language? ☐ Yes ☐ No

If so, which? \_\_\_\_\_

5. What did you enjoy most about studying a foreign language? Least?

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6. Have you ever traveled abroad? ☐ Yes ☐ No Would you like to? ☐ Yes ☐ No


7. Would you like to live on a language floor? ☐ Yes ☐ No

8. Do you have any special language-learning needs? ☐ Yes ☐ No

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