

# Undergraduate Catalog

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## Catalog 1985-1987

Saint Mary's College of California

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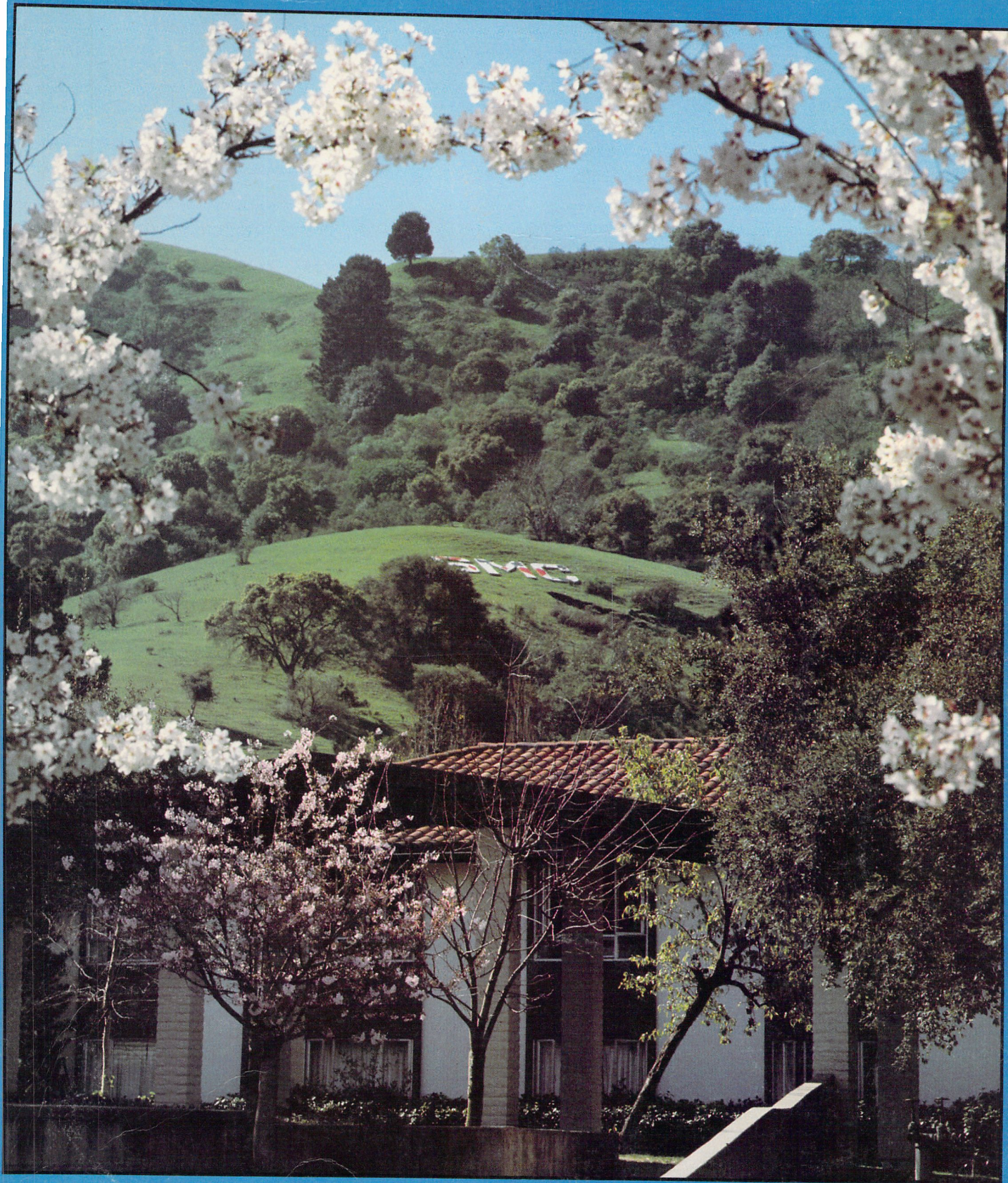
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# Saint Mary's College

OF CALIFORNIA 1985-1987

MATH 6104



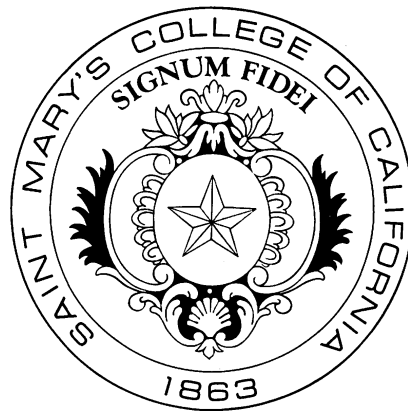


JANE SANGWINE-YAGER

# Saint Mary's College OF CALIFORNIA

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1985-1987 Catalog





The information in this *Catalog* is accurate as of the publication date, but is not to be considered legally binding. Saint Mary's College reserves the right to make necessary changes.

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Designed by Mary Lou Rudd, Publications Director



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# THE CAMPUS

## INFORMATION

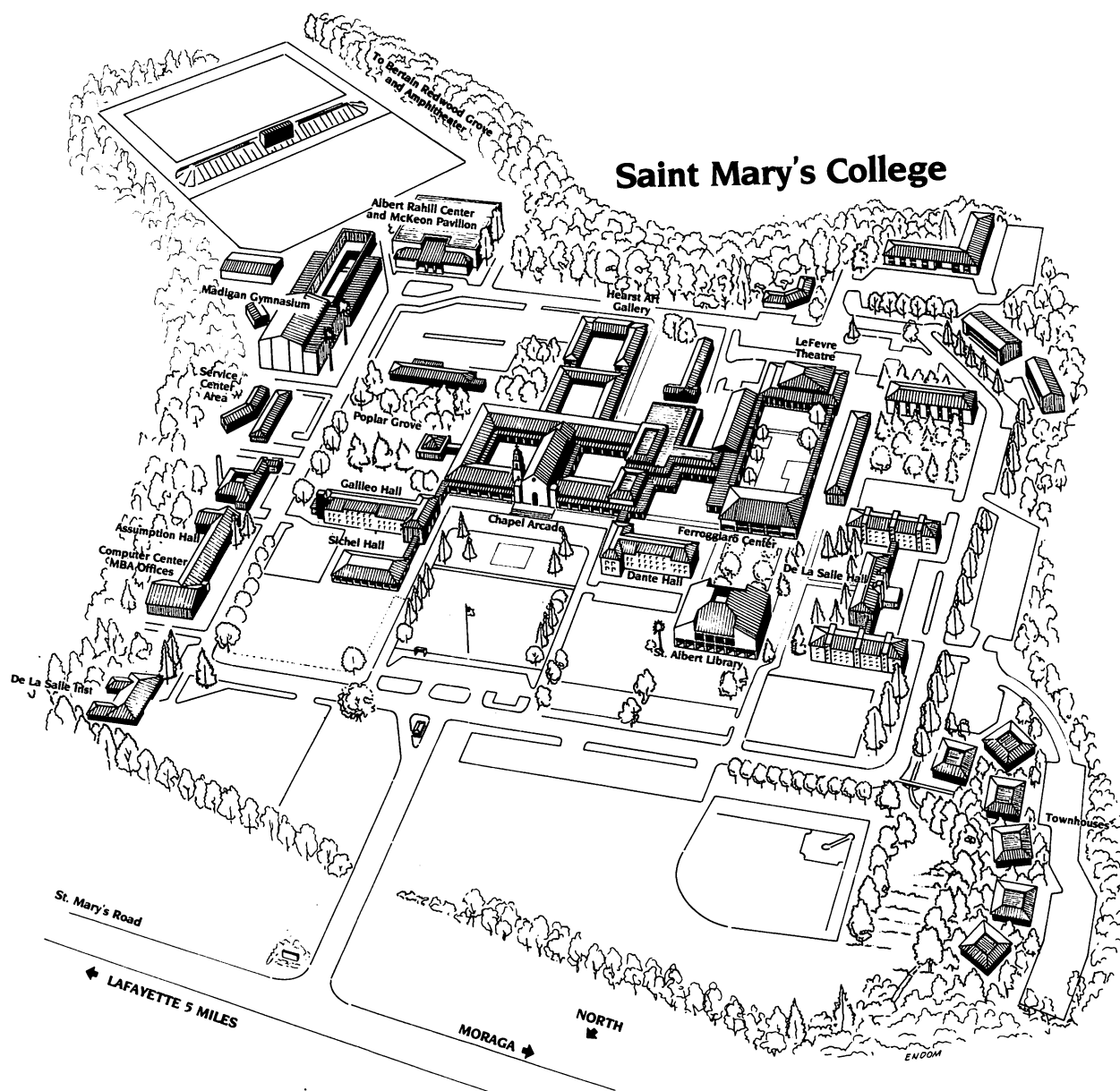
Persons seeking information about Saint Mary's College programs, services, and activities may be directed to the appropriate office by calling the campus operator (415) 376-4411.

## CAMPUS MAP

The Saint Mary's College campus is located in the rolling hills of Moraga Valley. The 420-acre campus offers spaciousness and beauty with proximity to the cultural centers of the San Francisco Bay Area.

To reach Saint Mary's College from San Francisco, take highway 580 after you have crossed the Bay Bridge. From 580, take Highway 24, heading for Walnut Creek. Once through the Caldecott Tunnel, take the second exit, marked Orinda/Moraga. Signs will indicate the way to the campus. Follow Moraga Way from Orinda to Moraga, and turn left on Moraga Road. Proceed about a quarter of a mile, then turn right on St. Mary's Road. The campus is located one mile down this road.

From the east, take Highway 680 to the Central Lafayette exit. Follow the signs to Saint Mary's from Moraga Road to St. Mary's Road.





# ACADEMIC CALENDAR

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## FALL 1985

Monday, September 2  
Opening of residence halls  
Tuesday, September 3  
New student orientation; registration for all students  
Wednesday, September 4  
Classes begin  
Friday, October 18  
Mid-session holiday  
November 28-December 1  
Thanksgiving Recess  
December 9-13  
Final examinations  
December 14-January 5  
Christmas and New Year's Recess

## JANUARY TERM 1986

Monday, January 6  
Registration for January Term  
January 6-31  
January Term  
February 1-9  
Spring Recess

## SPRING 1986

Monday, February 10  
Registration for Spring Term  
Tuesday, February 11  
Classes begin  
March 22-31  
Easter Recess  
May 19-23  
Final examinations  
Saturday, May 24  
Commencement

## FALL 1986

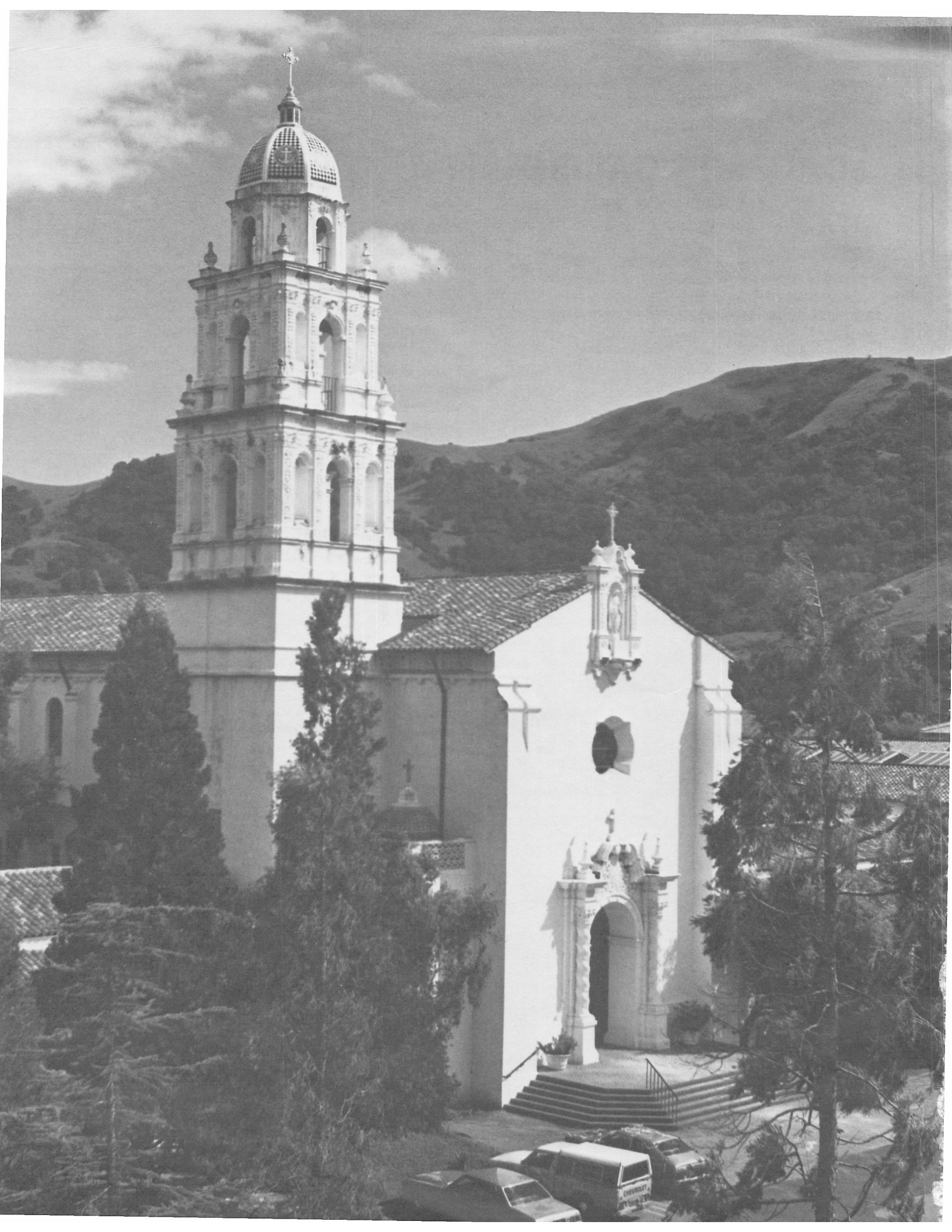
Monday, September 1  
Opening of residence halls  
Tuesday, September 2  
New student orientation; registration for all students  
Wednesday, September 3  
Classes begin  
Friday, October 17  
Mid-session holiday  
November 27-30  
Thanksgiving Recess  
December 8-12  
Final examinations  
December 13-January 4  
Christmas and New Year's Recess

## JANUARY TERM 1987

Monday, January 5  
Registration for January Term  
January 5-30  
January Term  
January 31-February 8  
Spring Recess

## SPRING 1987

Monday, February 9  
Registration for Spring Term  
Tuesday, February 10  
Classes begin  
April 11-20  
Easter Recess  
May 18-22  
Final examinations  
Saturday, May 23  
Commencement





# THE COLLEGE

## HISTORY OF SAINT MARY'S COLLEGE AND THE CHRISTIAN BROTHERS

Saint Mary's College, in its second century of education in the liberal arts, the sciences, and business administration and economics, is one of the oldest colleges in the West. It was dedicated in San Francisco by the Archbishop of San Francisco, the Most Reverend Joseph S. Alemany, O.P., in 1863. After operating for several years under Archdiocesan direction, the Archbishop appealed to Pope Pius IX in 1867 for assistance in persuading the Superior General of the Christian Brothers to send Brothers to assume direction of the College. Led by Brother Justin McMahan, the first Provincial of the District of San Francisco, nine Brothers arrived in San Francisco in 1868. The Brothers were greeted by a modest student body of about fifty students, but this increased four-fold within two years. To the classical and scientific curricula they added a commercial curriculum on their arrival in 1868. Incorporated by the State of California on May 20, 1872, Saint Mary's College conferred its first Bachelor of Arts degree, its first Bachelor of Science degree, and its first commercial diploma in 1872. The following year the first Master of Arts degree was conferred. Since that time the Brothers have assumed the ownership and direction of the College and have exercised an indispensable role in its administration, instruction and funding. The Brothers have been ably assisted in their mission by distinguished clerical and lay colleagues who have filled many significant administrative and faculty appointments.

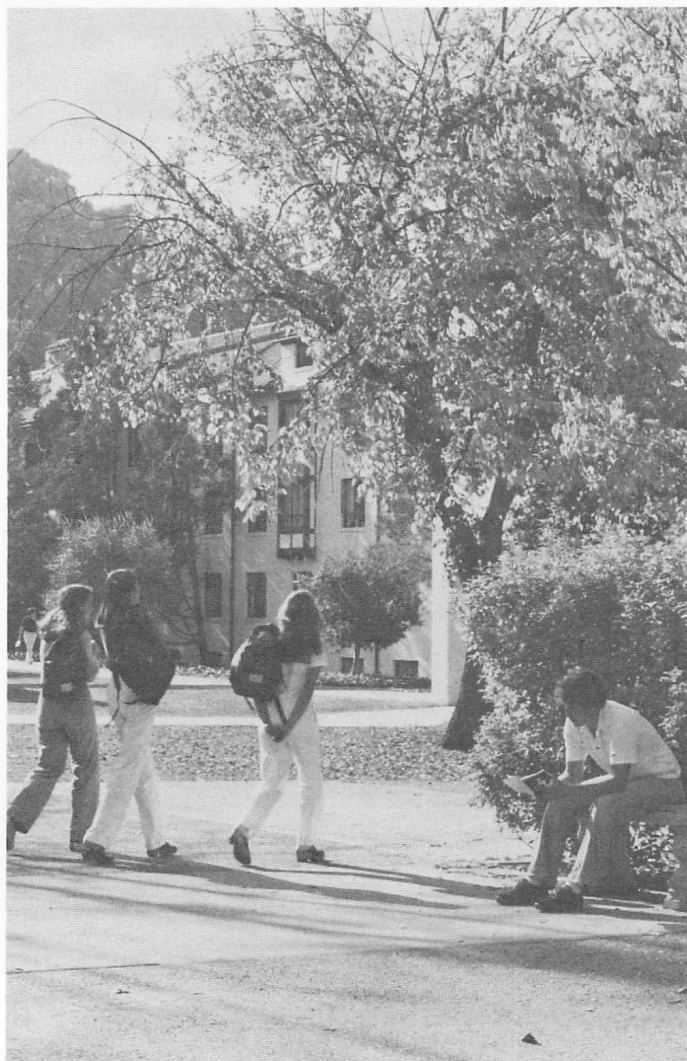
The Christian Brothers (officially, The Institute of The Brothers of The Christian Schools, *Fratres Scholarum Christianarum, F.S.C.*) form a teaching congregation numbering some 9,000 members teaching 830,000 students in more than 70 countries. In the United States, 1,200 Brothers operate seven colleges and universities and some 100 schools located in 23 states and the District of Columbia, and attended by some 80,000 students.

The Christian Brothers were founded by Saint John Baptist De La Salle in 1680 at Rheims, France, during the opulent reign of Louis XIV, in answer to the serious need for "the Christian education of the sons of poor and working-class families." These children had nowhere to turn for knowledge, a trade, or a Christian upbringing, and De La Salle was convinced that the Christian Schools were the solution. As his efforts proved successful and in order to expand the influence of his endeavors, together with his Christian Brothers he founded the first schools for the training of teachers in Europe. The Brothers of the eighteenth century pioneered new schools for the education of the working and middle classes in pre-Revolutionary France, and during the nineteenth century they spread their system of schools and colleges to five continents.



Having chosen a particular way of life as a means of witness to the Gospel message, the Brothers make a corporate determination to proclaim Jesus Christ, firmly convinced that "it is the Word of God that reveals the ultimate meaning and the infinite value of human existence in the same way that the mystery of man is truly understood only in terms of the mystery of the Word made flesh." (The Brothers of the Christian Schools in the World Today, *A Declaration*, p. 52.)

In addition to determining the character and academic growth of the College for over a hundred years, a significant aspect of the role of the Brothers at Saint Mary's is their presence in the residence halls where as counselors they keep with their tradition of responding to the educational and spiritual needs of young adults. Saint Mary's College of California continues the LaSallian tradition of innovation and a flexible responsiveness to the spirit and demands of contemporary society while remaining faithful to its religious and academic heritage.



## CHRONOLOGICAL HISTORY OF THE COLLEGE

- 1863 Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.
- 1868 Arrival of the Christian Brothers, August 11; commercial curriculum established.
- 1872 Chartered by the State of California, May 20, Saint Mary's College conferred its first Bachelor of Arts and its first Bachelor of Science degree.
- 1873 First Master of Arts degree conferred.
- 1889 Saint Mary's College moved to 30th and Broadway in Oakland; the "Brickpile" dedicated on August 15.
- 1894 Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.
- 1901 Civil and mechanical engineering curriculum established.
- 1905 Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.
- 1906 School of Commerce established (commercial curriculum).
- 1910 Premedical curriculum established.
- 1921 Establishment of the School of Engineering and the School of Foreign Trade.
- 1924 Establishment of the School of Education and the School of Law (evening).
- 1927 The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.
- 1928 Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland and closed in 1931.
- 1933 Establishment of the School of Economics and Business Administration.
- 1935 Establishment of the School of Arts and Letters, and School of Science (engineering, premedical, pre dental and science curricula combined).
- 1942-1946 Naval preflight school at Saint Mary's College.
- 1946 Establishment of the School of Liberal Arts.
- 1969 4-1-4 calendar established for undergraduate programs.
- 1970 Saint Mary's College became coeducational.
- 1974 Establishment of the graduate and extended education divisions of Saint Mary's College.
- 1978 Associate of Science cooperative program in nursing established with Merritt Hospital School of Nursing.
- 1981 Intercollegiate baccalaureate program in nursing with Samuel Merritt College of Nursing established.
- 1985 School of Extended Education established; reestablishment of the School of Education.



## EDUCATIONAL GOALS OF SAINT MARY'S COLLEGE

Over the past several decades the College has widened its educational horizons and services. In recent years these include a move into coeducation, an innovative academic calendar, a program for high potential students, educational offerings for foreign students and graduate students, and programs for older adults and those seeking non-traditional education. A coherence of aim and a loyalty to traditions continue to characterize this growth toward excellence as an academic community.

The major educational goal of the College is to continue to improve as an outstanding Catholic institution of higher education dedicated to developing students' capacities for responsible independent thought through a variety of degree programs and related educational services. This mission is characterized by the following concerns:

The College seeks to keep itself particularly qualified for liberal arts education—attempting in all programs to provide for the academic and career needs of its students as far as that is compatible with the spirit of the liberal arts. Its goal is that most difficult liberation, liberation of mind. This effort is characterized by a twofold emphasis: first, on the development of habits of looking twice, of asking why, of seeking not only facts but fundamental principles; and second, on a curriculum planned to provide the skills which discipline the mind and lead toward a competence in seeing things as they are and an eloquence in expressing what is perceived. The College, as a liberal arts institution, is sustained by a conviction that to understand what one thinks, one must bring to the surface the half-conscious assumptions which shape one's thoughts and must distinguish what is valid and significant from what is merely old or merely contemporary. What is excellent in the past must constantly be rediscovered and made new by relation to the thought and experience of the present. In preparing students for the life of the mind, the College serves them best by keeping this central aim clearly in view, whether the students pursue graduate training, or the professions, or careers in public service and business. The objective of the liberal arts is practice and proficiency in the ways of knowing. This knowing attains its full stature in our knowledge of God.

The College seeks to maintain its Roman Catholic character—striving to create an environment in which Christianity is not only studied but lived, where it is sustained by members of the College community who are committed to Christianity or conscientiously respect it. The College offers its students appropriate religious instruction, personal counseling, and liturgical services. It welcomes and respects those whose lives are shaped by other traditions, believing that they contribute importantly to the atmosphere of open discussion which is essential both for a liberal education and for students to make the Catholic tradition genuinely their own.

The College seeks to provide a social and educational milieu that enhances the extracurricular lives of the students, especially resident students—supplying services and facilities which make counseling and guidance available, which encourage cultural and recreational activities, and which stimulate growth toward full citizenship in the civil, moral, and intellectual worlds.

The College seeks to carry on the traditions of Saint John Baptist De La Salle, founder of the Christian Brothers—offering to serve, by a judicious use of the resources and opportunities of the College, students with diverse educational needs.

It is evident that all these concerns cannot mark each curricular and co-curricular activity; however, their spirit animates all programs of the College.

## PROGRAMS OF STUDY OF SAINT MARY'S COLLEGE

The educational programs of Saint Mary's College seek to serve undergraduates, graduates, and working adults who want to complete their higher education, and therefore consist of traditional and non-traditional baccalaureate programs, graduate programs, and non-degree programs. Located in their appropriate Schools, these programs provide an in-depth concentration in an academic area, opportunity to question various assumptions which underlie human knowledge, and the occasion to develop the academic background and analytical skills needed to evaluate, assess, and begin to master the knowledge gained by civilization.

## ACADEMIC ORGANIZATION

Saint Mary's College is organized into five Schools which provide the programs of study for students at the undergraduate and graduate levels. The **School of Liberal Arts** offers the degree of Bachelor of Arts in 12 major fields. The **School of Science** offers the degree of Bachelor of Science in four major fields, and the degree of Bachelor of Science in Nursing in its co-institutional program with Samuel Merritt College of Nursing. This School provides the general education part of the baccalaureate curriculum for undergraduates in the traditional program. The degree of Master of Arts is offered in three major fields.

The **School of Economics and Business Administration** offers the degree of Bachelor of Science in four major fields and the degrees of Master of Business Administration and Master of Science in International Business.

The **School of Education** offers undergraduate courses in Education, the degree of Bachelor of Arts (Diversified Liberal Arts), State Teaching Credential Programs, and the degrees of Master of Arts or Master of Education in ten major fields.

The **School of Extended Education** offers the degree of Bachelor of Arts in two major fields, the degree of Master of

## 4 The College

Science in Health Services Administration, the degree of Master of Procurement and Contract Management, a Paralegal Certificate program, and credit and non-credit courses in Continuing Education.

### THE LIBRARY

The Library, named after the 13th century philosopher and theologian, Saint Albert the Great, contains approximately 147,000 volumes, receives over 725 current periodical titles, and stocks newspapers, pamphlets, recordings, audiovisual and microform materials. The chemistry and physics collection is housed in Galileo Hall. The Library has several special collections including the Albert T. Shine, Jr., Collection on California and Western Americana, and the Frank Dwyer Collection on Somerset Maugham. Of particular interest is the collection "Cardinal Newman and 19th Century Catholicism," focusing on Cardinal Newman (1801-1890), his life and works, and his influence, including the Oxford Movement (1833-1845), the First Vatican Council (1869-1870), and the Kulturkampf (1871-1890) which involved the Church-State conflict in Germany, Austria and Switzerland. Also located in the main Library is the "Library for LaSallian Studies," materials which support the study of Christian spirituality, in particular that of 17th- and 18th-century France, as an influence upon Saint John Baptist De La Salle, founder of the Christian Brothers.

Librarians provide library orientation and teach library research techniques to individual classes at faculty request. The Library uses the Research Libraries Information Network (RLIN), which produces its cataloging and is also used for public service searching. Vendor data bases are also available for patron use, including DIALOG and the Bibliographic Retrieval Service (BRS). Patrons are charged the cost of the search.

### ACADEMIC COMPUTER FACILITY

The Academic Computer Facility, established in 1983, is designated for instructional purposes and is utilized by all academic departments. The facility consists of a PRIME mini-computer networked to IBM personal computers distributed about campus. The central computer laboratory is located in the Library and is available to the entire campus community. An additional laboratory (Dante Hall) is provided for students in the graduate business programs.

### CAMPUS MINISTRY

In a Catholic College there is a vital and mutual relationship between higher learning and religion. Therefore Saint Mary's College community has two dimensions: it is an academic community which expresses confidence in and respect for the free development of the individual, and it is a faith community which invites individuals to discern their own possibili-

ties as they encounter, through study and social development, the person of Christ.

The specific mission of the Campus Ministry is to encourage the College in its Christian commitment and assist it in its development as a faith community. This mission takes a number of different forms: liturgical, pastoral and educational.

The liturgy is the central expression of the faith community, from which it is able to develop the faithful discernment of its Christian vocation. Besides the principal Sunday Mass, at which the whole community comes together to express its faith in worship, the Campus Ministry offers weekday Masses and prayer services.

In its pastoral role the Campus Ministry staff is available for personal counseling and spiritual direction. Retreats and workshops are offered on themes pertinent to college life, including sacramental preparation.

Since Saint Mary's is both an academic and a faith community, the Campus Ministry exercises its educational function both by offering programs which evaluate contemporary life in the light of the Gospel, and by cooperating with other departments and offices of the College in framing programs conducive to building up the faith community.

### ART GALLERY

The Hearst Art Gallery, funded by the Hearst Foundation, presents changing exhibitions of art works from many different times and places, in a variety of media, and including an annual spring showing of arts by Saint Mary's students. Exhibitions also draw from Bay Area public and private collections, traveling collections, and the College's permanent art collection. The William Keith Room contains a rotating collection of paintings by Keith, a leading California artist of the turn of the century. Lectures, demonstrations, films, and performances are presented by the Gallery in conjunction with exhibitions.

### ACCREDITATION

The administration of Saint Mary's College is vested in the Board of Trustees and the President of the College, and is empowered by the charter of 1872 granted by the State of California to confer upon students who satisfactorily complete the prescribed courses of studies in the College, such academic and/or professional degrees and/or literary honors as are usually conferred by universities and/or colleges in the United States.

Saint Mary's College is nationally recognized as a standard four-year college and is accredited by the Western Association of Schools and Colleges, by the California Commission on Teacher Credentialing, by the American Montessori Society, and by the California State Board of Registered Nursing.

## ADMISSION

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### FROM SECONDARY SCHOOL

Saint Mary's College welcomes applications from students qualified by scholastic achievement and personal character to pursue successfully the program of studies leading to the bachelor's degree. In evaluating a candidate for admission, the Dean of Admissions together with the Committee on Admissions reviews the following credentials: the completed application, secondary school record, recommendation of principal or counselor, and scores on the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Test of the American College Testing Program. Each candidate for admission receives individual consideration. The chief qualities sought in a candidate are intellectual aptitude, seriousness of purpose, and moral integrity. The secondary school record is considered the most reliable measure of potential college ability. However, extracurricular accomplishments may strengthen an application insofar as they indicate special talents, maturity and perseverance.

### REQUIRED PREPARATION

Each candidate is required to have completed 15 units of secondary school course work, which must include three years of English, two years of mathematics (algebra and plane geometry), and one year of United States history and civics. It is recommended that the remainder of the 15 units be in foreign language, laboratory science, additional English, mathematics, history, or other academic courses. Students who plan a major in science (see section entitled "School of Science") are expected to show special strength in their scientific preparation; in addition to the general requirements above, credits must be presented in both physics and chemistry, advanced algebra, and trigonometry. Students lacking in such preparation or failing to show a sufficient level of achievement will not be encouraged to enroll in a major in science. Minor deficiencies in preparation may be waived if justified by superior marks, test scores, and recommendations.

### SCHOLASTIC APTITUDE TEST/AMERICAN COLLEGE TEST

All candidates for admission are required to take either the Scholastic Aptitude Test administered by the College Entrance Examination Board or the American College Test administered by the American College Testing Program. Information concerning SAT test dates and applications for the tests may be obtained from secondary school counselors or directly from the Educational Testing Service, Post Office Box 1025, Berkeley, California 94701 (for residents of eastern states, the address is Post Office Box 592, Princeton, New Jersey 68533). The number 4675 should be used in requesting scores to be sent to Saint Mary's College. Information

concerning ACT test dates may be obtained from secondary school counselors or directly from The American College Testing Program, Post Office Box 168, Iowa City, Iowa 52240.

Applicants with exceptionally high grades who have taken either college entrance test previous to their senior year in high school should apply for an early acceptance on the basis of a six-semester transcript. If they are accepted on this basis they need not send a seventh semester transcript.

### APPLICATION PROCEDURES

Students interested in attending Saint Mary's College may secure an application by writing the Dean of Admissions. Full directions for completing and submitting the application are contained in each form.

Part of the application is a form of recommendation by the secondary school principal or his/her representative. The form is to be completed by the appropriate official and forwarded directly to the College with the official transcript of record. A non-refundable fee of \$25 must accompany the application form.

Prior to enrollment a Certificate of Health is to be submitted as proof of a candidate's sound health. This form will be sent from the Admissions Office following the final acceptance letter during the summer. This form should be completed and signed by a licensed physician.

The College requires that each student be immunized for polio with Salk vaccine before his/her enrollment, unless the parent or guardian has filed with the governing authority of the College a letter stating that such immunization is contrary to his or her beliefs.

### HIGH POTENTIAL PROGRAM

Low income and ethnic minority group students who may not meet some or all of the College's normal requirements for admission, but who can offer strong supporting evidence of their ability and potential, are encouraged to apply to Saint Mary's through the High Potential Program. The program is designed to offer the opportunity for a college education to students who, due to adverse social, educational, economic, and other factors, have not demonstrated their ability to succeed at the college level through the traditional indicators of potential such as standardized test scores and grades. Highest consideration is given to applicants who can present evidence of leadership in community, school, or church activities. The program strives to develop leadership capabilities which can allow students to assume active roles in their professions and communities after graduation. Interested applicants should apply through regular channels, indicating their interest in the High Potential Program.

### INTERNATIONAL STUDENT ADMISSIONS

Saint Mary's seeks to admit highly qualified international students. Since grading and examination systems differ from



## 6 Admission

country to country, each applicant is evaluated according to individual qualifications, which include: secondary school records, rank in class, performance on national examinations, letters of recommendation, and potential for success at Saint Mary's.

In order to apply to the College, an international student must submit the following: a completed International Student Application for Admission, a certified translation of secondary school records, certified copies of examination results when applicable (forecast of preliminary results can be used for initial evaluation), two letters of recommendation (from teachers, a counselor, or the principal), a Certification of Finance, and a nonrefundable \$20US application fee. If these are up to standard, the student will be sent a letter of acceptance and an I-20 Certificate of Eligibility. (Please note that the I-20 cannot be issued until the College receives a Certification of Finances.)

The Test of English as a Foreign Language (TOEFL) is required for all international students whose native language is not English. Students who submit a score of 525 or above with their application may be accepted as full-time undergraduates. Those who have *not* taken the TOEFL or whose score is less than 525 may be granted conditional acceptance, and are *required* to take the TOEFL after they arrive at the College. Students scoring above 525 will be enrolled as full-time undergraduate students. Those scoring between 475 and 524 will be enrolled in a program consisting of two regular undergraduate courses and a part-time Intensive English Program. Students scoring below 475 will be enrolled in a full-time Intensive English Program. (For description and details of the Intensive English Program, see p. 104).

### INTERCOLLEGIATE NURSING PROGRAM

Admission to the Intercollegiate Nursing Program requires acceptance by both Saint Mary's College and the Samuel Merritt College of Nursing. Applications should be obtained from and filed with the Admissions Office at Samuel Merritt College of Nursing. (See Intercollegiate Nursing Program, p. 95).

### FROM OTHER COLLEGES

A student entering Saint Mary's College from another college or university must meet the standards set forth previously concerning admission from secondary school. He or she must also present a college record with a minimum average of C (2.0) in transferable courses. The transfer student who would not qualify for admission to Saint Mary's College directly from secondary school will normally be required to present a record of at least one year's work at another college with a minimum average of C (2.0) with a minimum of 23 transferable semester units completed with letter marks rather than Pass, Satisfactory, or Credit.

When transfer students repeat courses in which they

received D, F, or NC, only the most recent grade will be computed into the grade point average in determining the minimum admission standard of C (2.0).

If a student transfers from a school which does not compute grades below a C into the overall grade point average, his or her application will be evaluated on the basis of the number of courses he or she completes in making normal progress towards graduation.

This College does not accept as transferable for credit towards graduation any courses in remedial subjects, vocational fields such as welding, non-academic areas such as typing, and secondary school mathematics. No more than *three* course credits will be accepted for field experience courses. The maximum number of course credits which are transferable from a community college is 19. This is equivalent to 95 quarter units or 64 semester units. (Saint Mary's "course" equivalence: 3.5 semester units or 5 quarter units = 1.00 course credit.)

Students seeking admission to the Saint Mary's College Extended Education Degree Programs should consult p. 34 of this *Catalog* for more complete information.

### CREDIT BY EXAMINATION AND ADVANCED PLACEMENT

The College grants up to a full year of college credit through the College Level Examination Program administered by the College Entrance Examination Board. Credit is given only for the subject examinations, which correspond to particular college courses, not for the general examinations, and the subject examinations must be passed at the median level or higher.

In addition, college credit, advanced placement, and reduction of prerequisites may be granted to entering freshmen who, in the judgment of the appropriate department, have demonstrated advanced scholastic attainment. The principal criteria used are the Advanced Placement examinations of the College Entrance Examinations Board, school records, and personal interviews. The advantages of advanced placement are admission to courses ordinarily not open to freshmen, and greater freedom to pursue independent study or research in the senior year. Further details of the principles employed in determining advanced placement may be obtained from the Office of Admissions. (Also, see "Academic Regulations—Credit by Examination," p. 23.)

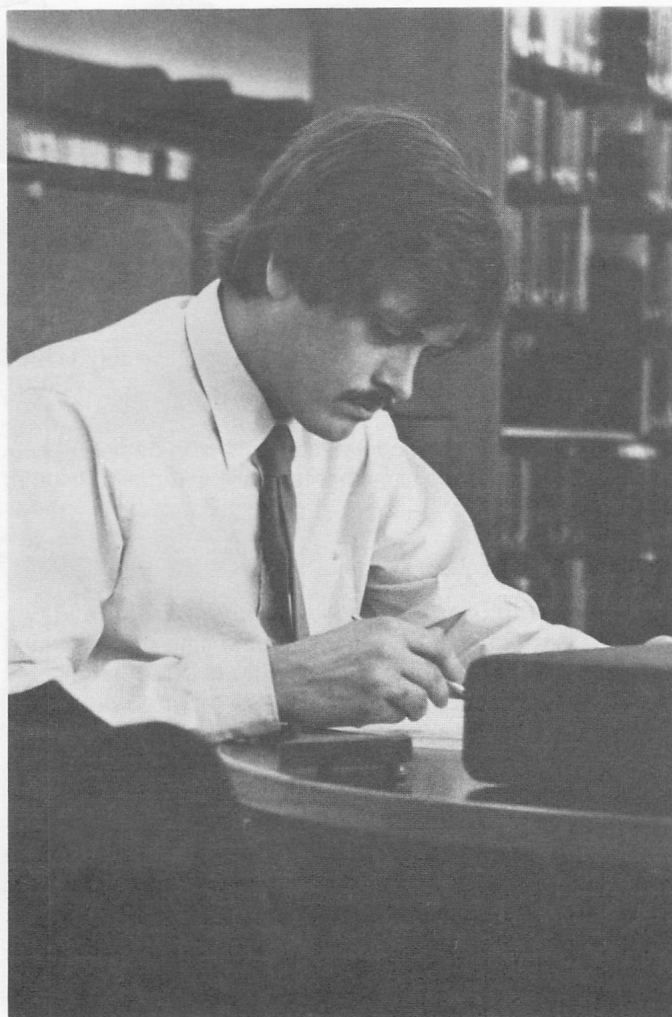
### POLICY ON ACADEMIC AMNESTY

Full-time or part-time students who seek admission to Saint Mary's College in a bachelor's degree program, and who have been four or more years away from full-time academic work, may ask to have their records evaluated under an "academic amnesty" policy. Such students, whose academic work in high school or college may not meet the College's normal standards of admission, can often present evidence that after a lapse of some years they are in an

improved position with regard to the motivation, effort, or background needed for success in higher education. Acceptable evidence might include: part-time academic courses of a transferable kind, an improved SAT score, professional work experience and related letters of recommendation, or the ability to challenge by examination some of the courses at the College. The decision in each case will be made by an amnesty committee consisting of the Dean of Admissions, the Registrar and the Dean of Advising Services/Special Programs. They assess letters of recommendation and may authorize as many as three courses' worth of college credit for work experience.

It is not part of this policy that the student's previous record is altered or eliminated but that, in effect, some conditions normally required for matriculation are waived in favor of equally promising, substitute conditions.

Students admitted under this policy will be labelled "conditionally admitted." This means that their first year of work must show a grade point average that gives hope of successful graduation.



## FINANCIAL ASSISTANCE

No candidate should hesitate to apply because of financial considerations. Saint Mary's College offers financial assistance in the form of honor scholarships, grants-in-aid, loans, and part-time employment. For further information see the section entitled "Financial Aid".

International students are expected to finance their own educational expenses. For this reason, no College scholarships or grants-in-aid are awarded to international students. Only part-time on-campus jobs are sometimes available. For further information see the section entitled "Financial Aid".

## DISABLED STUDENT SERVICES

The facilities of Saint Mary's College have been modified to assist disabled students toward their educational goals. For further information, contact Bart Van Housen, Coordinator, Disabled Student Services, Chapel Arcade, telephone (415) 376-4411.

## AFFIRMATION OF NONDISCRIMINATION

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Saint Mary's College does not discriminate on the basis of race, color, national origin, age, sex or handicap in employment or in any of its educational programs or in the provision of benefits and services to students. A policy statement, which explains the procedures to be used by the College to accommodate qualified handicapped students, is available in the Office of the Academic Vice President. The Section 504 coordinator is Bart Van Housen, Registrar's Office, 415/376-4411, extension 631. All questions regarding the College's compliance with the various laws, and complaints, should be directed to Leo Oakes, Affirmative Action Officer, Personnel Office, 415/376-4411, extension 212.

## Family Educational Rights and Privacy Act of 1974

Annually, Saint Mary's College informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement, which explains in detail the procedures to be used by the College for compliance with the provisions of the Act, is available in the Office of the Registrar.

## NONIMMIGRANT ALIEN STUDENTS

Saint Mary's College is authorized under Federal law to enroll nonimmigrant alien students.

**TUITION AND FEES**

Saint Mary's College is an independent institution which receives no operating support from public funds. Each student is charged a tuition fee which covers about three-fourths of the cost of general educational services provided by the College. The balance of these costs is met by income from endowment, support of the Brothers of the Christian Schools, and gifts from trustees, parents, alumni, other friends, corporations, and foundations interested in the type of education this institution provides.

**INITIAL FEES**

Application fee (This fee is required with all applications for admission and is not refundable.)	\$25
Registration fee (This fee is required at the time of initial registration. It is payable once only and is not refundable.)	20

**TUITION**

Undergraduate Per school year, permitting enrollment in 7.00 to 9.50 course credits per year	\$6,398
Additional course credits (requires approval of faculty advisor)	710
Part-time (less than 7.00 course credits per year) per course credit	790
January Term tuition:	
Full-time student	No charge
Part-time student	790

**GRADUATE PROGRAMS;  
SCHOOL OF EXTENDED EDUCATION**

See separate bulletins.

**PART-TIME ENROLLMENT PROGRAM**

Application and registration fee (for non-matriculated students only, payable once only)	\$20
Tuition (for all part-time students)	
Credit, per 3.5 course	474
Audit, per course	140

**ROOM AND BOARD (Dormitories)**

19 meals per week, per year	\$3,382
14 meals per week, per year	3,312
10 meals per week, per year	3,258
Private rooms, \$230 additional per year	

**ROOM AND BOARD (Townhouse Apartments)**

19 meals per week, per year	\$3,400
14 meals per week, per year	3,330
10 meals per week, per year	3,276
Private rooms, \$230 additional per year	
Townhouse apartment rent, per year	1,720
Meal tickets	240

**MISCELLANEOUS FEES**

Preregistration fee (Required of all new students. Applied to tuition; non-refundable after July 1)	\$ 100
Dormitory room reservation deposit	100
Room damage deposit fee	35
Orientation fee (Required of all new undergraduate students)	20
Associated Student Card (Required of all students taking three courses or more per term)	80
Commencement activities fee	50
Late registration fee	30
Student Health Insurance (12 month coverage; rate available upon request)	Optional*
Transcript of record	3
Laboratory fees: see description of courses	
Meal tickets	240

The foregoing schedules of fees are effective July 1, 1985 and are subject to change without notice.

\*Required for all international students who do not present satisfactory evidence of major medical insurance from other sources.

**PAYMENT OF FEES**

Tuition and room and board charges are due in two approximately equal installments at the time of the fall and spring term registration. Lab fees, extra course charges and other miscellaneous fees are billed as incurred during the academic year. All such charges are due and payable upon receipt of a statement from the Business Office. A student failing to make payment will be unable to attend class or use campus facilities. No diploma, transcript of credit or honorable dismissal will be issued until all College bills have been paid in full; nor will transcripts be issued to former students with past due balances, including past due balances on National Direct Student Loans.



### Monthly Payment of Fees

Information on monthly payment of College expenses will be furnished to parents and students upon request to the Business Office.

### REFUNDS

Refunds are made within 30 days of request each term only on the written application of the withdrawing student according to the following schedule:

#### Tuition

**DROPPING OF CLASSES:** Students may drop a course and, where appropriate, receive full pro-rata refund of tuition up to the end of the third week of class. No refund will be made after the third week. (Note that *full tuition* is charged for 7.00 to 9.50 course credits per year.)

**WITHDRAWAL FROM COLLEGE:** Refunds are made each term only on the written application of the withdrawing student according to the following schedule:

- 85% tuition refund to the end of the first week of class;
- 80% tuition refund to the end of the second week of class;
- 75% tuition refund to the end of the fourth week of class.

No refund will be made for withdrawal after the fourth week of class. The above schedule is based upon the date on which the official notice of withdrawal is given to the Registrar.

### ROOM AND BOARD

Upon withdrawal from residence hall, students are eligible for pro-rata refund of unused room and board less a penalty for termination of the Housing Contract—see Director of Housing for details.

#### Room Damage Deposit

Payable upon withdrawal or graduation if room or furnishings are returned in good order. Refund requests must be directed to the Director of Housing.

Students who live in dormitory accommodations assume contractual responsibility for occupancy for the entire academic year. These students do not contract for meals; however, they may voluntarily elect to purchase one of the various meal options provided.

Inquiries concerning room and board plans should be directed to the Director of Housing.

### STUDENT ACCIDENT INSURANCE

All full time undergraduate students are covered under a group policy which pays medical expenses over and above any valid and collectible benefits provided by other insurance plans. The latter plans cover benefits to students for claims resulting from on-campus accidental injury or in connection

with college-sponsored activities. A brochure explaining the benefits is available from the Office of the Dean of Students.

## FINANCIAL AID

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### GIFTS AND ENDOWMENTS

Saint Mary's College is a private institution and receives no support from taxes or other public funds, nor does it receive direct financial assistance from the Diocese of Oakland. The College has a stake in the education of each matriculant in that tuition covers less than the cost of the services given to the student by the College. The balance of the costs is met by income from other services offered by the College, the endowment, and donations from friends. The principal endowment consists of the contributed services of the Brothers of the Christian Schools who have dedicated their lives to the Christian education of young men and women. In conservative estimate, the value of these services exceeds the income on an endowment principal of \$5,250,000.

In the face of rising costs it becomes ever more difficult to meet the expenses of the College. Increased demands for library and laboratory facilities place an ever greater burden on its financial sources. The College looks to the friends of Saint Mary's for aid. By assisting Saint Mary's, they join with Christian educators in their dedication to the welfare of young adult students.

Those who would share in this enterprise may do so most effectively by contributing material aid for the continuance and development of these efforts. Since Saint Mary's is a non-profit corporation, contributions may become deductions in income tax statements.

Gifts may be made to the College through the Development Office, P.O. Box O, Saint Mary's College, Moraga, CA 94575. (415) 376-4411.

### FINANCIAL AID PROGRAM

Financial aid in the form of scholarships, loans, part-time employment, or a combination of these, is offered annually to a substantial percentage of the student body. The goal of the Saint Mary's Financial Aid program is to insure that no qualified student is denied the opportunity to attend the College because of lack of funds. The amount of each tuition scholarship varies according to the financial need of the recipient and his/her family.

The basic philosophy governing financial aid is that the student and his/her parents will first contribute as much as is reasonable toward the cost of attending Saint Mary's College. The amount expected will be the same as the amounts expected from other students and families having the same financial circumstances. Eligibility for financial aid will be the difference between what it costs to attend Saint Mary's College and what the student can reasonably be expected to pay. The Financial Aid office uses the Student Aid Application for California or the Financial Aid Form and Supplement to determine the student's need. In addition to demonstrating financial need, applicants for aid must (1) be citizens or

permanent residents of the United States; (2) be enrolled or accepted for enrollment at Saint Mary's College on at least a half-time basis; (3) maintain satisfactory academic progress toward a degree or certificate. A student fails to demonstrate satisfactory progress if he/she is placed on academic or disciplinary probation for two consecutive terms.

## APPLYING FOR AID

### New Students

1. Complete an application for admission to Saint Mary's College and arrange to have Scholastic Aptitude Test scores and high school/college transcripts sent to the Office of Admissions before March 15.

2. Submit the Saint Mary's College Application for Financial Assistance (available from the Financial Aid Office, P.O. Box T, Saint Mary's College, Moraga, CA 94575) before March 15.

3. Complete the Student Aid Application for California (SAAC) before February 11. This form is available from high school and college counseling centers or from the Financial Aid Office. Follow the instructions on the form carefully, and be sure to enter "Saint Mary's College #4675" in item 43. Out of state students may use the Financial Aid Form (FAF) of the College Scholarship Service.

4. If transferring to Saint Mary's College from another college or university, submit a Financial Aid Transcript form for each college attended. These forms are available from the Financial Aid Office.

### Students Continuing at Saint Mary's College

1. Submit the Saint Mary's College Application for Financial Assistance (available from the Financial Aid Office) before May 1.

2. Complete the Student Aid Application for California (SAAC) before February 11. If currently receiving either the Cal Grant A or Cal Grant B, the student will be mailed renewal forms by the Student Aid Commission. Please observe Commission deadlines for renewal applications. All students are urged to read and follow the instructions on the SAAC form. Be sure to enter "Saint Mary's College #4675" in item 43.

## SELECTION CRITERIA

Saint Mary's College uses a priority deadline of March 15 for all financial aid programs administered by the College. All students who are enrolled or accepted for enrollment and who have filed the required financial aid documents by that date receive equal consideration for Saint Mary's College Scholarships, in relation to their financial need. Federal funds under the control of the College are limited, and generally are awarded only to students with considerable need. Students completing the application process after March 15 will be considered for financial aid only if funds are available, and cannot be notified concerning their status before July 15. Financial Aid Notification letters for those who have met the priority deadline are mailed to new students on about April 15 and to continuing students on about June 15.



## PACKAGING FOR FINANCIAL AID

It is often not possible to meet all of a student's need with scholarship or grant aid. In such cases, student loans or work-study employment may be suggested as a part of the financial aid package. If for any reason the student wishes to decline the loan or employment portion of the aid package, he/she may do so without affecting scholarship or grant awards. It should be noted, however, that refusal of a loan or job will not result in a larger scholarship award. If applicable, the Cal Grant A or B and the Federal Pell Grant will be included in the total award package.

California residents are required to apply for a Cal Grant A and/or Cal Grant B from the California Student Aid Commission. If the Commission deadline (February 11) is missed, the student may still be considered for assistance from Saint Mary's College, although the College will be unable to offer scholarships to replace Cal Grants which would have been received had application been made on time.

## FINANCIAL AID FROM SAINT MARY'S COLLEGE

### Saint Mary's College Scholarship

The tuition scholarships are awarded by Saint Mary's College to full-time undergraduate students who demonstrate academic ability and financial need. (For further information see Saint Mary's College Scholarship Policy Statement, available in the Financial Aid Office.) Priority deadline: March 15. A list of special scholarships awarded by the College is found on pp. 123-127 of this *Catalog*.

### Supplemental Education Opportunity Grant (SEOG)

SEOG awards of \$200-\$2,000 per year are federally funded grants administered by the College and available to undergraduate students with financial need. Priority deadline: March 15. (Normally, students must be enrolled at least half-time.)

### Saint Mary's College Tuition Allowance

Families enrolling four or more children at Saint Mary's College are granted a 50% tuition discount for each child after the third. No financial statement required. To apply, contact the Financial Aid Office.

### Saint Mary's College Athletic Grant

Full and partial grants-in-aid offered to a limited number of men and women athletes in several sports. For further information concerning these awards, contact Athletic Director, Saint Mary's College, Moraga, CA 94575.

### National Direct Student Loan (NDSL)

A federal loan program administered by the College. NDSL recipients must be pursuing at least a half-time course of study and must be able to demonstrate financial need. Priority deadline: March 15.

## College Work Study (CWS)

College Work Study is a federally funded program available to students who are in need of earnings from part-time employment to pursue a course of study at Saint Mary's College. Pay rates vary with the type of work performed, and are in compliance with federal minimum wage standards. Work Study positions are assigned at the time other financial aid is awarded.

## STUDENT PART-TIME EMPLOYMENT

Saint Mary's College offers a large number of part-time campus jobs, in virtually all College offices and departments, which are available to enrolled College students. The Payroll/ Benefits Office, Administration Building, posts all on-campus job openings and other information regarding all such jobs except in the food service, janitorial service and the bookstore, which do their own hiring. Employment, other than federal College Work Study, is not offered prior to registration in classes. Off-campus job opportunities are available through the State Employment Department, located in De La Salle Hall (See Placement Services, p. 14). Internships are available in the Career Planning and Placement Center, located in the Service Center.

International students may accept part-time employment on campus. However, the U.S. Immigration and Naturalization Services does not permit students with F or J visas to accept off-campus employment without special authorization.

## FINANCIAL AID FROM STATE AND FEDERAL AGENCIES

### Cal Grant A

\$600-\$4,110 per year. Awarded by the California Student Aid Commission, the Cal Grant A is based on academic achievement (as measured by high school or college grades)—and financial need. Eligibility limited to California residents, for a maximum of four undergraduate years. Applicants must file the Student Aid Application for California (available from high school counseling offices or college offices of financial aid). Deadline: February 11.

### Cal Grant B

\$1,280-\$5,150 per year. The Cal Grant B is awarded by the California Student Aid Commission primarily to students from low income backgrounds. Eligibility is limited to California residents who have completed no more than one semester of college work prior to the period of the award. Applicants must file the Student Aid Application for California. Deadline: February 11.

### Pell Grant

\$250-\$2,100 per year. The Pell Grant is a federal grant program which offers assistance to low and middle income undergraduate students who are attending college on at least



## 12 Financial Aid

a half-time basis, are U.S. citizens or permanent residents, and are capable of demonstrating financial need. (Need is defined according to a federal eligibility formula.) Application for the Pell Grant may be made by means of the Student Aid Application for California, the Financial Aid Form, or the Application for Federal Student Aid. All forms available from high school counseling centers or from the Office of Financial Aid. No deadline.

### **Guaranteed Student Loan**

Guaranteed loans are insured by a state or federal agency and funded by private lenders (banks, credit unions, etc.). Those wishing to negotiate Guaranteed Student Loans are advised to contact participating lending institutions for further details. Demonstration of need is not required if the student's income (parents' income for dependent students) is less than \$30,000 per year. Families whose income is greater than \$30,000 per year may establish eligibility by means of a federal needs test.

### **Auxiliary Loans (CLAS)**

A program of loans to parents of dependent undergraduate students and to independent undergraduate and graduate students. Like Guaranteed Student Loans, Auxiliary Loans are negotiated through private lending institutions (banks, credit unions, etc.).

## **ALTERNATIVE PAYMENT PLANS**

### **Gifts and Loans to Children**

Parents are advised to investigate federal and state income tax advantages available through gifts and loans to dependent children. Depending upon the income tax bracket, savings can be substantial.

### **Monthly Payment Programs**

Various single or multi-year payment programs, including one developed in conjunction with a local bank, are available to qualified parents or students.

## **DISBURSEMENT OF AWARDS**

Financial aid awards normally cover a full academic year. They are disbursed in two equal installments at the time of registration for the fall and spring terms.

## **VETERANS FEDERAL BENEFITS FOR EDUCATION; ASSISTANCE FOR VETERANS, IN-SERVICE APPLICANTS, AND ELIGIBLE DEPENDENTS**

Assistance in academic matters for servicemen and for those released from active military duty who may desire to renew their college study, or who will be entering Saint Mary's College for the first time either as a transfer student or as a new student, is provided by the administration and faculty through the Veterans Service Office on the campus.

Letters seeking advice or information concerning the College should be addressed: The Director, Veterans Service Office, Saint Mary's College, Moraga, California 94575.

Saint Mary's College of California is approved for the training of veterans and their eligible dependents under the various public laws which come under the direction of the Veterans Administration.

Details relating to the associated federal provisions for war orphans and other eligible dependents of veterans as well as eligible widows and wives may be obtained also from the Veterans Service Office. Documents received from the Veterans Administration which concern education rights and which are required for enrollment verification must be brought to the service office on the campus.

If uncertainty or doubt exists concerning eligibility for the educational benefits for the veteran or dependents (widow, wife or child), the party should contact a Regional Office of the Veterans Administration without delay.

Veterans who may be transferring from another area to the San Francisco region should request that their Veterans Administration files be sent to the San Francisco office from the office of last jurisdiction. This action is separate from and in addition to securing a Certificate of Eligibility or a Certificate for Education and Training. Failure to complete this action by personal written request at an early date will result in extended delays on payment of the monthly subsistence allowance.

## **CALIFORNIA STATE BENEFITS VETERANS AND ELIGIBLE DEPENDENTS**

Attention is directed to additional provisions from the State of California. Applications and information may be obtained from the following office: California Department of Veterans Affairs, Division of Veterans Services, P.O. Box 1559, Sacramento, CA 95807. Note that the benefits are limited to specific cases.

# STUDENT LIFE

## ACADEMIC VICE PRESIDENT

The Academic Vice President, the principal academic officer of the College, is responsible for all academic policies and requirements, programs of study, admission policies and standards, academic advising services, standards of student and faculty performance, academic records, and the academic calendar of the College.

## DEANS OF THE SCHOOLS

The Deans of the Schools are responsible for the academic affairs of the Schools, including recommendation to the Academic Vice President of faculty appointments, orientation and evaluation of faculty, and curriculum planning. The Deans are the officers for student appeal against academic disqualification and for readmission to the College, in each respective School.

## DEAN OF ADMISSIONS

The Dean of Admissions is responsible for development and implementation of admissions policies; for recruitment, admissions, and academic advising of incoming undergraduate students; for development of financial aid programs and policies for undergraduate students in collaboration with the Director of Financial Aid.

## DEAN OF ADVISING SERVICES/SPECIAL PROGRAMS

The Dean of Advising Services is responsible for developing and implementing policies and procedures related to the academic advising of undergraduate students; for development and implementation of policies and procedures related to the High Potential Program, the Minority Students Program, the International Students Program, and the Tutorial Services Office.

## Assistant Dean for Special Programs

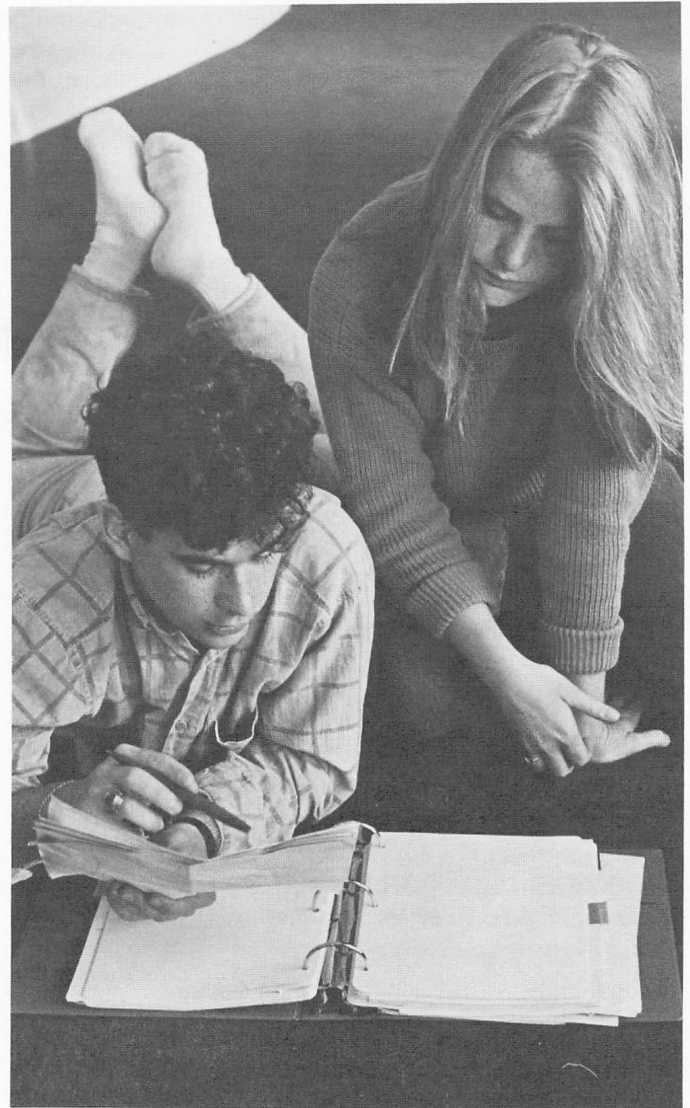
The Assistant Dean for Special Programs is responsible for development and implementation of policies and procedures relating to academic, cultural, and other programs for Raza students.

## Coordinator of International Student Programs

The Coordinator of International Student Programs is responsible for development and implementation of policies and procedures relating to academic, cultural, and other programs for international students.

## Coordinator of Black Student Programs

The Coordinator of Black Student Programs is responsible for development and implementation of policies and procedures relating to academic, cultural, and other programs for Black students.



## ASSOCIATE DEAN, ACADEMIC SERVICES

The Associate Dean for Academic Services is responsible for academic publications, the coordination of undergraduate class scheduling, faculty development grants, the notification to students of academic probation, and provides general academic services to faculty, administrators, and students.

## REGISTRAR

The Registrar of the College is responsible for course-credit evaluation of undergraduate students, determination of degree requirements, transfer credit, academic probation, qualification or readmission to the College, pre-registration and registration procedures, class scheduling, room assignments, and the academic calendar.

## ACADEMIC ADVISING AND SUPPORT SERVICES

Saint Mary's College recognizes the fact that guidance and education are inseparable. Advising begins when the prospective student first applies for admission. It is then that careful scrutiny determines whether the applicant will profit from the educational opportunities offered in the College.

The Dean of Advising Services is responsible for the program of academic advising. The advising of students is done by the faculty advisors under the direction of the Office of Advising Services. Each student is assigned an advisor who is responsible for supervising the student's program of studies and assisting in the selection of a major field of study. Faculty advisors post specified office hours and students are urged to meet with their advisor on a regular basis. Students may petition for a specific faculty advisor or for a change of faculty advisor.

The Tutorial Services Program is a support service available to all undergraduate students through the Office of Advising Services at no cost. The program is designed to assist students in their academic work when they encounter problems which impede their progress. The office maintains a file of tutors who provide assistance on either a one-to-one basis or a small group (workshop) basis. These tutors are primarily upper division students with at least a B in the subjects they tutor and who are paid by the College for their tutoring services. Students needing tutorial assistance complete an application and a brief interview and every effort is made to assign a tutor within 72 hours.

## VICE PRESIDENT FOR STUDENT AFFAIRS (DEAN OF STUDENTS)

The Vice President for Student Affairs/Dean of Students, the chief administrative officer of the College in the area of nonacademic affairs, is responsible for determining and implementing the policies of the College in the areas of athletics, college union, student activities, residence halls, special programs, student counseling, health services and nonacademic student conduct.

### Dismissal from the College

Students whose disregard of college regulations is flagrant or repeated may be dismissed from the College. The Associate Dean for Campus Life has the power to dismiss students. The decision may be appealed by the student to the Dean of Students or the Disciplinary Hearing Board made up of faculty and students. The President of the College is the final authority in such cases.

## ASSOCIATE DEAN OF STUDENTS

The Associate Dean of Students is responsible for the administrative supervision of the following services: student health and accident insurance plan, health, counseling, career planning and placement services, special programs and advocacy for women students.

## ASSOCIATE DEAN FOR CAMPUS LIFE

The Associate Dean for Campus Life, in addition to administering the College's policies on nonacademic discipline, is responsible for the following areas: residential living, student activities and student government.

### Director of the Counseling Center

The Director of the Counseling Center is in charge of coordinating policies and procedures relating to general educational counseling and vocational guidance. The Counseling Center provides academic, personal and career counseling, and testing services to all students.

### Career Planning and Placement Services

The Career Planning and Placement Office offers individual career counseling, internships, job search strategies workshops. The Director coordinates job recruitment interviews on campus and, in conjunction with the Alumni Office, administers the Careers-in-Action evening in the fall and the spring Career Faire. Services are available to undergraduate students including extended education, graduate students and alumni.

Extensive computerized career and graduate school information, individual career guidance, resume writing and interview skills workshops are available in the Career Resource Center.

### Health Services

All regularly enrolled students are entitled to ordinary outpatient treatment in the Infirmary under the supervision of the College physician and registered nurses. Students may be charged for medications at a nominal fee. In-patient care is available upon recommendation of the charge nurse on duty.

## PHILOSOPHY OF RESIDENCE LIVING

Resident student housing facilities on the Saint Mary's College campus consist of seven dormitories: Claëys Hall, Justin Hall, Mitty Hall, Aquinas Hall, Augustine Hall, De La Salle Hall, Becket Hall, and More Hall. In addition, there are six townhouse apartments: Syufy, Sabatte, Thille, and Freitas Halls, and Guerreri East and Guerreri West.

Within the limitations of housing large numbers of students, Saint Mary's College residence halls are intended to provide an atmosphere conducive to the pursuit of the academic life and the maturation of students socially, spiritually and intellectually.

The opportunity for group living is a valuable experience for the college student. By their very nature, dormitories are a society which provides social development and educational experience not available in the classroom. The dormitory atmosphere should be one of freedom and responsibility. In such a setting strict authority over the student should not be a necessity.

The basic structure for residence living includes some form of residence regulations. These generally cover such



areas as hours, peace and quiet, and conduct. Some individuals may feel that such regulations are an infringement on their freedom. However, the exercise of freedom must take into account the maturity of the individual, the rights of other people, and the social context in which the individual is living. Our students have achieved varying degrees of maturity. Regulations are established not only for the less mature students, many of whom are away from home for the first time, but also as a guide and an aid to the personal development of all students.

The Office of the Dean of Students publishes a handbook for resident and day students covering regulations, counseling by the Christian Brothers and residence hall staff, visiting hours, discipline codes, medical service and so forth.

#### **Residence Hall Counselors**

The Residence Hall Counselors, many of whom are Christian Brothers, live in the dormitories with the students in order to share more closely in their lives and to be more easily available to students at those times when the student seeks discussion and guidance. While a multiplicity of duties curtails the time the Counselors can spend with the students, their attempt is to offer a presence to students which is at once one of availability and of ongoing relationship which can be mutually enriching to student and Counselor.

#### **Resident Assistants**

The Resident Assistants, usually graduate or upper division students, work in cooperation with and are responsible to the Associate Dean for Campus Life. These students are the key persons in the residence hall organization. By virtue of their status as students, the Resident Assistants can more adequately represent student opinion to the administration as well as represent the institution.

#### **Director of Housing**

The Director of Housing is responsible for determination of placement of students in the residence halls, policy and procedure for housing, preregistration of new and returning resident students, and policies regarding room changes in the residence halls.

### **ACTIVITIES**

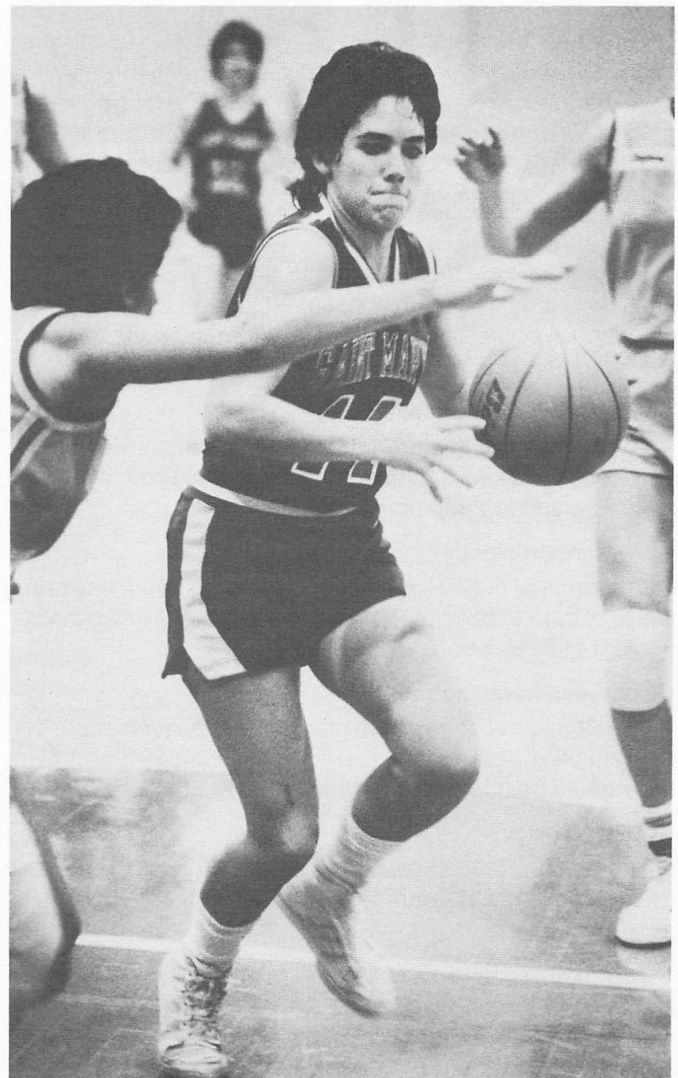
At Saint Mary's there is a balance between extracurricular activities and the serious routine of the classroom. An active student government headed by the Students Executive Council cooperates with the faculty in arranging a program of social, intellectual, and athletic events through which the student can profitably employ his/her leisure time. Activities include interclass athletic events, music, public speaking, journalism, drama and student debating. Numerous clubs provide an opportunity for building a sense of community among Saint Mary's students.

#### **Athletics**

The student is offered an opportunity to take part in athletics through the various intercollegiate athletic contests. Intercollegiate sports at Saint Mary's College are: football, basketball, softball, baseball, rugby, soccer, golf, tennis, crew, volleyball, and cross country. A gymnasium provides for basketball, volleyball, and other sports. There are also six tennis courts, football fields, baseball fields, and a swimming pool on the campus for use by the students.

#### **Director of Athletics**

The Director of Athletics organizes, coordinates and administers the intercollegiate and intramural athletic programs of the College. He is chairperson of the Department of Health, Physical Education and Recreation, and exercises all of the responsibilities of an academic department chairperson in the School of Liberal Arts.



## **STUDENT ORGANIZATIONS AND ACTIVITIES**

### **Accounting Club**

Membership is open to all students majoring in accounting. The principal purposes of the club are to provide a social environment for students interested in various facets of accounting and to arrange a forum for the interface of students and accounting practitioners.

### **Business Club**

An organization of students designed to stimulate and promote interest in modern economic, social, and political questions. Timely topics are discussed at the various meetings. Excursions to factories and business centers are made by this group, and authorities on economics are invited under its sponsorship to address the students.

### **Cheerleaders**

The Cheerleaders organization is open to all students after an initial tryout. Anyone interested in supporting the teams is encouraged to try out for the squad, which is composed of both male and female participants. In addition to traveling with the team to games, the squads are responsible for organizing rallies to promote spirit.

### **Choir Club**

The aim of the Choir Club is to achieve a high level of musical quality and accomplishment as well as to heighten liturgical awareness in order to help strengthen the sense of Christian community on campus.

### **Collective Black Students (CBS)**

The purpose of this organization is to explore new ways and ideas for the advancement of black people educationally, culturally, socially and politically.

### **College Republicans**

The function of College Republicans is to support the principles of the Republican Party and to participate in the development of those principles.

### **Communications Club**

The Communications Club provides information about the opportunities in various careers in communications, to help the student decide possible specialization in this field.

### **Cycling Club**

The Cycling Club stresses cycling safety on the road and greater mechanical awareness of bicycles.

### **Dante Club**

The Dante Club of Saint Mary's College strives to keep all students aware of the abiding values of Italian culture. Its membership is drawn from students of Italian as well as those of Italian heritage. The club sponsors a yearly Italian-American week on campus.

### **Eire Oge**

The purpose of Eire Oge is to educate students about the history and culture of Ireland and its people through varied social activities, including participation in the annual St. Patrick's Day parade in San Francisco.

### **English Club**

The English Club enhances appreciation of the English language by reading and discussing the works of great poets, dramatists and writers of England and America.

### **French Club (La Table Francaise)**

The French Club offers any student with an interest in France the opportunity to expand his or her knowledge of the French language, history, and culture.

### **Gourmet Club**

The Gourmet Club arranges and promotes events which are centered around fine food and wine.

### **Government Club**

The function of the Government Club is to broaden the understanding and appreciation of the field of government and to provide information about employment opportunities in that field.

### **History Club**

The History Club promotes interest in and an awareness of history and an intelligent understanding of the past. The club attempts to offer a historical perspective to contemporary political and social issues.

### **Honor Society of Saint Mary's College**

The purpose of the Society is to promote the pursuit of excellence in higher education, and to recognize academic achievement and the outstanding endeavor of students by election to membership, by publicly honoring those elected, and by such other means as the membership of the Society may deem appropriate, such as the conferring of scholarships and awards. Eligible for membership are second-semester juniors ranking scholastically in the upper five percent of the class, and seniors ranking in the upper ten percent of the class. Election to membership is carried out by the Society's faculty sponsors who are also members.

### **Hunger Awareness Project (HAP)**

The aim of HAP is to educate students, faculty, and the community about the seriousness of the world hunger problem and to encourage individuals to be participants in activities which will help alleviate this universal crisis.

### **International Club**

The function of the International Club is to promote understanding among the international students, the American students and the community through appropriate activities.



**KSMC 89.5 FM**

College owned and student operated, the campus radio station KSMC is a licensed FM outlet. The station is open to all members of the student body who wish to participate in its operation.

**Math Club**

The Math Club is an organization devoted to stimulating an interest in mathematics and in professions related to that field.

**MEChA**

MEChA is the Chicano student organization on campus. The initials signify Movimiento Estudiantil Chicano de Aztlan (Chicano Student Movement of Aztlan). MEChA serves as a vehicle for the expression of Chicano viewpoints and cultural differences. It provides a tutorial program to assist Chicano students and sponsors activities in academic, cultural, political and social areas of Chicano student life.

**Publications**

The Saint Mary's *Collegian* is the official organ of the Associated Students of Saint Mary's College. Founded in 1903 as a monthly magazine, it is published during the school year as a newspaper. It is edited, managed, and published by the Associated Students.

*The Gael* is an illustrated yearbook, published annually by the Associated Students.

*The Red and Blue* is published annually by the Associated Students as the official directory of the student body.

*Riverrun*, a literary magazine which presents original student work in prose and poetry, is published annually by the Associated Students.

**Rugby Club**

The Rugby Club is an organization which promotes various social and educational activities and which encourages participation in the activities associated with the sport of rugby. Membership in this club is open to all men and women students of Saint Mary's College.

**Science Club**

The Science Club was established to unite students in the science fields and to keep alive the incentive for graduate work.

**Ski Club**

The purpose of the Ski Club is to encourage student interaction by sponsoring events geared towards a variety of student interests in both ski and non-ski related activities.

**Spanish Club**

The Spanish Club is open to any student who wishes to practice Spanish and has an interest in expanding his or her knowledge of Spain and Hispanic America, their peoples, history and culture.

**Young Democrats**

The function of the Young Democrats is to support the principles of the Democratic Party and to participate in the development of those principles.





# PROGRAM OF STUDY

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The program of study at Saint Mary's College provides two interlocking components: a *general education requirement*, which is a broad introduction to a diversity of academic areas, and a *major field of study*, which is an in-depth concentration in a specific academic area.

**General Education Requirement:** As an integral part of a student's educational program, the College believes that Christian education requires that students confront the fundamental aspects of faith in an academic forum and that liberal education requires that students confront the fundamental aspects of human knowledge in a way that will raise their awareness of the interrelations between various facets of knowledge and provide them with openings which go beyond those of any single academic discipline. *The general education requirement consists of twelve courses from three specified groups: Religious Studies (two courses), Collegiate Seminar (four courses), and Area requirements (six courses).* All students, at some point in their program, normally take two courses from the Department of Religious Studies. Freshmen must take one Collegiate Seminar in both the fall and spring terms. The Area requirements seek to provide students with academic experience in the areas of the humanities, empirical science, and social science. Transfer students ordinarily complete at least one Collegiate Seminar for each year of attendance, and must complete at least one course in Religious Studies.

**Major Field of Study:** Students are invited to choose a major field of study and elective courses according to their interests. Those who have not determined a major field of study at entry are encouraged to take introductory courses in various fields and to settle on a major field of study only as their interests develop a sharper focus. *Ordinarily, students are expected to have determined their major field of study before commencing their junior year.* The College also offers the option of a minor field of study. Courses in the College are organized by departments (Art, Business Administration, Chemistry, etc.) as described in detail under departmental listings of this *Catalog* (pp. 35-112).

*Full-time students at Saint Mary's normally take nine courses each academic year, one of which must be a January term course.* Thirty-six (36) courses are required for graduation (or the equivalent for transfer students), of which at least 17 must be upper division courses. The 36 courses include the general education requirement, the required courses of the major field of study (both lower and upper division), and elective courses. A major field of study (described in detail under each department) normally requires some lower division courses and from eight to ten upper division courses. A minor field of study requires a combination of five or more courses from a discipline other than that of the major department, at least three of which must be upper division.

Freshmen are expected to concentrate on lower division courses but may sometimes be admitted to upper division courses if they have the appropriate preparation. Sophomores normally concentrate on lower division courses but may begin to take upper division courses in their major field, especially in the second semester of their sophomore year. Juniors and seniors normally concentrate on upper division courses in their major field and frequently include lower division courses as electives in their program of study. Paradigms for major fields of study can be found under appropriate departmental listings.

## THE INTEGRAL CURRICULUM

A unique program at Saint Mary's College is the Integral Curriculum which offers the liberal arts bachelor's degree without concentration on any single academic discipline. The Integral Curriculum devotes all four years to reading, discussing, and writing about the Great Books. This means that the traditional disciplines of the liberal arts—philosophy, literature, history, theology, mathematics, science, and music—are studied in their primary sources, the classical works of Western culture. Students entering the program will normally do so as freshmen. Many students who are undecided about a major start off in the Integral Curriculum. Its graduates have done especially well in the professions of law, teaching, and the communication arts. A detailed account of this major is on pp. 83-85 of this *Catalog*.

## PRE-PROFESSIONAL CURRICULA

Although Saint Mary's College is committed to liberal education, many of its programs also provide excellent preparation for professional careers. Programs for pre-law students, and for students intending to enter the medical professions, are described under the heading Pre-Professional Curricula. Students planning careers in business will find information under the heading School of Economics and Business Administration. For those planning careers in elementary or secondary school teaching, the College offers a variety of graduate credential programs described in a separate bulletin, as well as undergraduate work described under the School of Education.

## THE CALENDAR

Saint Mary's follows a 4-1-4 calendar. This includes a fall term of about 15 weeks, ending before Christmas vacation, during which students normally take four courses, a January term of one month during which students take only one course, and a spring term, again of 15 weeks, during which students normally take four courses.



Courses for the fall and spring terms are described in this *Catalog*. Courses for the January term vary from year to year and are described in a special catalog available in the fall term. Besides providing an opportunity for students to focus all their energy on a single subject during one month, the January term provides the opportunity for various experimental courses, off-campus field study, travel courses in foreign countries, exchange with other 4-1-4 colleges, and special independent study projects.

## FACULTY

The faculty of Saint Mary's College is composed of Brothers of the Christian Schools, priests, sisters, and secular instructors. The College aims to be, in every sense, a community of scholars. Members of the faculty are selected and retained primarily for their dedication to and skill at teaching. While original research and publication are valued as contributive to intellectual vitality and self-renewal of the teacher, they do not take precedence over active membership in the intellectual community of the College and service to students. Faculty members are available to students not only in the classroom but for advice and guidance in studies. The more experienced and proficient members of the faculty do not isolate themselves among small groups of advanced students but are available to all who seek their help. In general, the smallness of the College and the commitment of its faculty



make possible an extraordinary closeness and informality of relationship between faculty and students. The College prides itself on a faculty of remarkable distinction and constantly renewed commitment to teaching.

## COURSES OF STUDY

Following the general custom of 4-1-4 colleges, Saint Mary's College awards undergraduate degree credit in terms of "course credits" or more simply, "courses" (as opposed to semester or quarter units). Since thirty-six course credits are required for the bachelor's degree, the regular full-time student will enroll in nine courses per year, four each in the fall and spring terms and one in the January term. Regular courses in the fall and spring terms are designed to require approximately one-fourth of the academic work expected of a full-time student during the term; January term courses are designed to require all of the academic work of a full-time student during the term. Courses listed under departments are worth one full course credit (1.00) unless specifically indicated otherwise; multi-part courses (e.g. Art 165-166) are worth one full course credit for each part. Fractional course credits are specified as .50 after the course number if they are one-half course credit, or .25 if they are one-quarter course credit. Information regarding the semester-unit equivalent of Saint Mary's College "course credits" is available from the Registrar's Office.

While the usual full-time load is nine courses per year (4-1-4), full-time enrollment may range from 7.00 to 9.50 course credits per year (see Classification of Students under Academic Regulations). The availability of full and fractional course credit allows the student a wide variety of enrollment combinations in completing his/her full-time schedule. For example, instead of four regular course credit classes, a full-time student might enroll in three regular classes, in one half-course-credit class, and in two quarter-course-credit classes, while still completing the same amount of degree credit. (Fractional credit may not cumulatively account for more than 3.00 course credits toward the degree.)

Courses numbered 1 to 99 are lower division; courses numbered 100 to 199 are upper division; courses numbered 200 to 599 are graduate. Course numbers which are hyphenated (e.g., Art 165-166) indicate that the course is continued from the previous term, and that the first part is normally prerequisite to the second part. Credit is given for each part.

In the departmental listings an asterisk (\*) preceding the course number indicates that it is offered in alternate years. The symbol # indicates that the course is a practice-oriented, studio or activity course and not acceptable as a course which fulfills an Area requirement.

Final information concerning course offerings and class schedules will be issued at the time of registration for each term. (January term courses are listed separately in a special catalog published each fall.) The College reserves the right to cancel any course for which there is inadequate enrollment.



## ACADEMIC REGULATIONS

### Requirements for the Bachelor of Arts and Bachelor of Science Degrees.

#### Amount of Coursework:

In order to qualify for the bachelor's degree, a student must satisfactorily complete 36 course credits, 17 of which must be upper division level. Fractional course credit courses (e.g., .25, .50, etc.), may not cumulatively account for more than three course credits toward the degree. No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during the January terms.

#### Course Requirements:

A student completing degree work at Saint Mary's College must include the following, of which, 1, 2, 3, and 4 constitute the general requirements:

- 1. Collegiate Seminars:** one freshman Collegiate Seminar in both fall and spring terms, regardless of ultimate graduation plans; one additional Seminar in sophomore year, fall or spring term; one additional Seminar in junior year, fall or spring term. All students take the Collegiate Seminars in chronological order. Transfer students ordinarily must complete one Collegiate Seminar, fall or spring, for each year of attendance. Transfer students are assigned to the upper division sections beginning with Seminars 120-121. International students whose native language is not English take their first Seminar (020) in their sophomore year; one additional Seminar in each successive year.
- 2. Religious Studies:** two courses (excluding independent study courses). Transfer students must complete at least one course in Religious Studies.
- 3. Area requirements:** a total of six courses. Two courses must be taken in each area (A, B, C) excluding those of the major discipline. Any course from the disciplines of A, B, and C fulfills the Area requirement *except practice-oriented courses; these are indicated in the Catalog by the symbol #*. The requirement of Area B (Mathematics and Science) is satisfied by courses required by the major but not in the major discipline. Area requirements for transfer students are determined for them at entrance and generally amount to no more than one course for each term of enrollment at Saint Mary's College.

#### Area A—Humanities

Art  
Communications  
English  
Languages (Classical and Modern)  
Music, Dance, and Theater  
Philosophy  
Religious Studies

#### Area B—Mathematics and Science

Biology  
Chemistry  
Mathematics  
Physical Science  
Physics

#### Area C—Social Sciences

Anthropology  
Economics  
Government  
History  
Psychology  
Sociology

Students completing the Integral Program satisfy the above 12-course general education requirement of the College through their major courses. The Diversified Liberal Arts major satisfies Area requirements, but Collegiate Seminar and Religious Studies requirements must be fulfilled.

- 4. Demonstration of competence in written English.** English 1 and 2 constitute the normal English composition requirement. This requirement is usually satisfied during a student's first year at the College. Students may be exempted from English 1 in either of the following two ways: (1) earning a score of 3 or above on the College Board Advanced Placement Exam; (2) earning a score of 45 or above on the TSWE exam and a score of 3 or above on the Saint Mary's College Writing Proficiency Test. Students may be exempted from English 2 in either of the following ways: (1) earning a score of 4 or 5 on the College Board Advanced Placement exam; (2) receiving the recommendation of their English 1 instructors and the approval of that recommendation by the Better Writing Placement Committee. Students who were exempted from English 1 may petition that committee for an exemption from English 2 without the recommendation of an English 1 instructor.

English as a Foreign Language (EFL) 1 and 2, which must be taken consecutively within the first year of attendance at the College, constitute the normal English composition requirement for non-native speakers of English. Students may be exempted from EFL 1 by earning a score of 600 or above on the TOEFL exam *and* a score of 3 or above on the Saint Mary's College Writing Proficiency Test. Students seeking exemption from EFL 2 may petition the EFL Placement Committee.

A transferring international student whose TOEFL score is between 525 and 600 is required to enroll in EFL 1, followed by EFL 2. Exemption from EFL 1 may be granted if the student submits a score of 600+ on the International TOEFL and a score of 3 or above on the Saint Mary's College Writing Proficiency examination, usually administered at the beginning of each academic term. Students exempted from EFL 1 may seek exemption from EFL 2 by petitioning the EFL Placement Committee. Exemption



from this requirement may also be granted to students who have completed equivalent courses at other colleges and universities, and these have been approved by the EFL Placement Committee.

- 5. One January term course for each year of full-time attendance.** Students in the part-time enrollment program are encouraged to take January term courses. Any part-time student who wishes to be excused from this requirement must petition the Dean of the School to do so.
- 6. A major field of study.** This is defined as a group of coordinated courses ordinarily including at least two preparatory courses at the lower division level and at least eight courses at the upper division level. Certain majors may require additional background course work in related fields. The regular major groups available to students in the various curricula of the College are listed elsewhere in this *Catalog*. A student may declare or change majors by securing the Registrar's approval on the appropriate petition form. A *minor field of study* is defined as a combination of at least five courses from a discipline other than that of the major field, at least three of which must be upper division. Students who choose this option must consult department chairpersons for their list of courses acceptable for a minor, and must petition the Registrar for approval of the minor program. A minor course is acceptable as fulfilling a general education course requirement. A student being graduated with a *double major* will receive only one degree even if the majors are in two different schools. A *split major*, coordinating work in two departments, must be approved by the chairpersons of the departments concerned and by the Registrar. Such majors ordinarily comprise nine upper division courses (six courses in one field and three in another), in addition to lower division prerequisites. *Alternative plan majors* include Latin American Studies, American Studies, European Studies, Health Science, and Cross-Cultural Studies. Additionally, a student who believes that his/her academic needs and purposes would be better served by a distinctive program of studies may present an alternative plan. Besides fulfilling requirements for a major, this plan must satisfactorily lead the student toward the goal of liberal education which the College sees as essential for all of its graduates. The responsibility for judging the validity of proposed alternative programs will fall on the Dean of the School.

#### Quality of Coursework

In order to be graduated from this College, a student must have both a cumulative grade point average of 2.0 (C average), computed on all courses taken or accepted for credit at Saint Mary's College, and a grade point average of 2.0 (C average) in his/her major and (if applicable) minor field(s), which includes all courses needed to satisfy the requirements of the major and, if applicable, minor.

#### In Residence Requirement, Senior Year

The "in residence" requirement for the degree is ordinarily four academic years at Saint Mary's College or equivalent

transfer credit from some other college or university. However, the "in residence" requirement for the senior year is seven regular courses. A student who transfers to this College in his/her senior year will be required to take a full load of nine courses, of which at least seven courses must be upper division, in order to receive the degree from Saint Mary's. At least two courses in the minor must be taken at Saint Mary's.

#### Graduation Procedure

At the end of the junior year, each student must complete a petition of candidacy for graduation. These forms are available in the Registrar's Office. The Registrar reviews all such petitions, checks the prospective graduate's record of completed coursework, and notifies students of remaining degree requirements. The Registrar's Office orders diplomas on the basis of filed candidacy petitions. Students completing their degree work at the end of the fall or January term may participate in the commencement ceremonies of the preceding academic year. All seniors are assessed a graduation fee, whether or not they plan to participate in commencement exercises.

#### REQUIREMENTS FOR THE ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREE

The College will grant the Associate of Arts or Associate of Science degree, on request, to students who meet the following requirements: a total of 18 courses, at least five of which must be at Saint Mary's, including two Collegiate Seminars and one course in Religious Studies; six courses in one of the following fields: science, social science, language, literature, or humanities; eight courses outside of the field of concentration; an overall C average.

#### REGISTRATION

##### Preregistration

Late in every fall and spring term, returning students preregister in courses for the following term. With their advisor's approval, they file their preregistration schedule with the Registrar's Office. If departments impose size limits on certain classes, those classes are closed to further preregistration immediately upon reaching the maximum enrollment. New students admitted for the fall term are advised during the summer (freshmen by the Admissions Office, transfers by the Registrar), and preregister for classes at that time. Approved changes in student preregistration can be made until the registration computer deadline, approximately two weeks before registration begins. Some courses appearing on the preregistration schedule may not be offered in that term because of low enrollments.

##### Registration

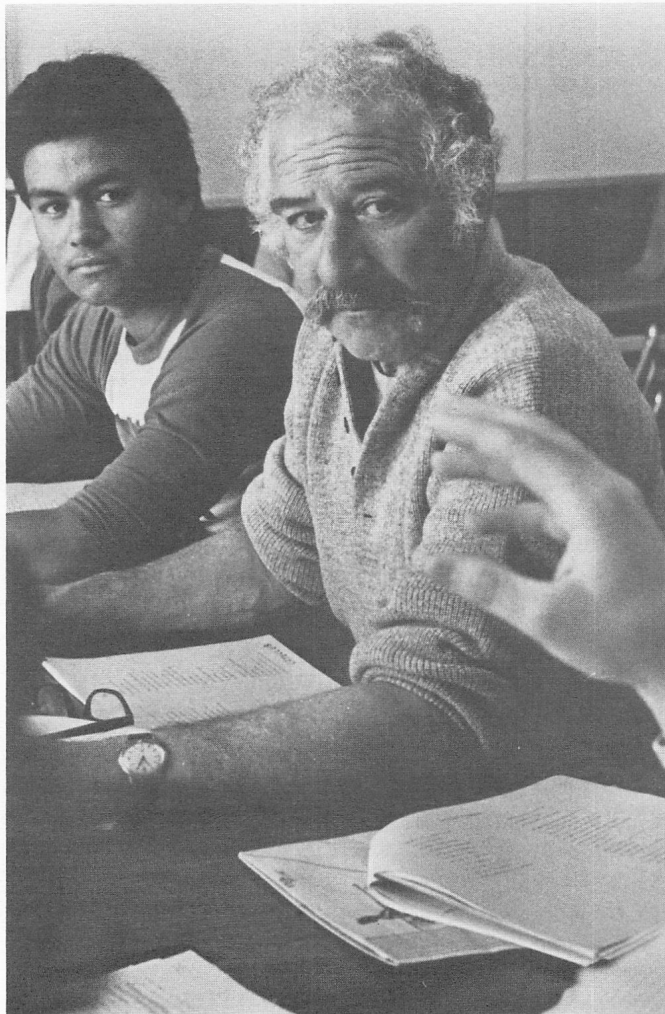
At the beginning of each term, registration is held on an appointed day for all students. During registration, each student settles accounts with the Business Office and receives appropriate registration materials, including a Study List. This



form shows the student's current class schedule based on preregistration and subsequent adjustments. Students who fail to register on the prescribed days will be dropped from class lists unless they arrange with the Registrar in advance for excused late registration. Late registration incurs a \$30 fee. There is no "early" registration.

#### **The Drop-Add Period—Course Enrollment Changes**

At the time of registration all faculty receive class lists based upon preregistration enrollments. Immediately following registration class lists are up-dated and reflect students who have failed to register and are unexcused. The Drop-Add period begins on the first day of class. Students wishing to drop or add courses on their class schedules do so by going to the appropriate classes and obtaining the instructors' signatures and then the signature of their academic advisor. Instructors may refuse to add students to courses which have already reached maximum size. Some academic departments may impose additional procedures for course changes within their departments.



#### **Filing of Study Lists**

All freshmen and new transfer students must file a copy of their Study List (signed by their academic advisor) in the Office of Advising Services by the end of the sixth day of classes of the term. Students may make course changes after the Drop/Add period but only up to the end of the 15th class day, and a fee of \$2 per schedule change will be charged. Students will often find considerable difficulty in adding courses this late, because of the material already covered.

#### **Withdrawal from a Course**

No course may be dropped after the third week except by written petition to the Registrar. Petitions are approved only for serious and compelling reasons. Unsatisfactory performance in course work is not a serious and compelling reason in itself for approving such a petition. Only in cases such as accident or serious illness, where the cause is clearly beyond the student's control, is a petition granted. The grade W is assigned only by the Registrar for officially dropped courses and is not computed as part of the grade point average.

### **INDEPENDENT STUDY COURSES**

The College offers students three kinds of independent study courses: a 199 course (Honors-Special Study) is ordinarily taken by an upper division student with a 3.0 (B average) in the field of his/her major; a 197 course (Special Study) is ordinarily taken by a student whose educational needs cannot be met by courses available in the regular curriculum; a 195 course (Special Study Internship) is ordinarily taken by an upper division student who wishes to complement his/her education with related work experience. The 195 Internship may be repeated at most once for credit, if content varies. Ordinarily, freshmen are not allowed to take independent study courses.

No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during the January terms.

Undergraduate students may arrange with individual instructors to undertake independent study courses during the summer. As during any other term, an independent study petition must be completed and approved. Students should register for summer credit at the Registrar's Office by mid-June. At that time the approved petition must be filed and tuition arrangements settled with the Business Office. Work should be completed and grades reported to the Registrar by early August.

## COURSES FROM OTHER COLLEGES

Some students may choose to enroll in coursework at other local colleges while they are attending Saint Mary's during the regular academic year, or they may take summer work elsewhere. Prior to any such enrollment for transfer credit, students should secure the approval of the Registrar to have that credit accepted toward the degree at Saint Mary's. At the end of each term at the transfer college, the student should immediately have transcripts sent to the Registrar's Office at Saint Mary's so that transfer credit can be recorded. All transfer credit accepted by Saint Mary's College is included on the student's Saint Mary's transcript and is computed into the student's total college grade point average.

Students must secure the written approval of an appropriate department chairperson for using *upper division* courses taken at other colleges in fulfillment of their major requirements at Saint Mary's. Students must take the majority of their courses at this College.

### Exchange Course Program

At present, Saint Mary's College participates in an exchange enrollment program with Holy Names College and Mills College, both located in neighboring Oakland. The program enables a student enrolled at any one of the participant colleges to take course work at either of the other two institutions. The program is designed primarily to broaden the range of classes available to students of these colleges and should normally be used only to take courses which are not offered at their home institutions. Exchange enrollment is on a tuition free basis, with full tuition paid to the student's home school; however, special course fees (laboratory, studio, etc.) are payable directly by the student to the exchange institution.

During the January term, Saint Mary's students may exchange-enroll at a variety of cooperating 4-1-4 colleges throughout the nation. Full information is available from the Director of the January term.

Saint Mary's students may enroll in Navy ROTC at the University of California, Berkeley. Interested students should contact the Department of Naval Science, UCB (642-3551) for further information.

### Foreign Study Program

Saint Mary's College is affiliated with the Rome Center for Liberal Arts of Loyola University of Chicago, the Institute for American Universities in Aix-en-Provence, France, and in Canterbury, England, and Warnborough College and the Center for Medieval and Renaissance Studies, both of Oxford, England. Students wishing to spend part or all of their junior year abroad are able to receive academic credit directly from Saint Mary's College and to retain California State Grants. Approval for such study abroad must be obtained from the Dean of the School before commencing the program. For further information on these centers, interested students should contact the Registrar. Arrangements

may also be made with foreign or other American universities for the junior year abroad. In addition, the College regularly conducts travel courses during the January term.

## CLASSIFICATION OF STUDENTS

Full-time Students carry 3.00 to 4.25 course credits in the fall and spring terms and one course credit during the January term.

**Part-time Students** carry fewer than 3.00 course credits in the fall and spring terms and less than 1.00 course credit during the January term.

**Change in Status:** A student who drops below 3.00 course credits before three weeks from the beginning of the first class will be reclassified as a part-time student without incurring any financial or academic penalties.

**Matriculated Students** are those who meet all entrance requirements, declare their intention of working for a degree, and follow the prescribed curriculum. Generally, full-time and part-time students are considered as being matriculated students.

**Special Students** are normally part-time students enrolled in regular coursework without the intention of pursuing a degree. Such students are not required to meet the normal admissions requirements.

**Class Standings:** Sophomores have completed nine courses of a standard curriculum. Juniors have completed 18 courses of a standard curriculum; Seniors have completed 27 courses of a standard curriculum.

## AUDITORS

Matriculated part-time and full-time students with a B average may audit one course each term in addition to the regular class load, with permission of the instructor. However, not all courses nor all subject matter fields lend themselves equally to being audited. Students may audit only those courses which have adequate space and facilities to accommodate them. An auditor may not participate actively in course work or take finals and therefore does not receive credit. Students may have an audited course included on the permanent record with the mark Z for audit, by paying an established fee. Students enrolled in the Part-Time Enrollment Program (Continuing Education) must pay an audit fee of \$140 per course.

## CREDIT BY EXAMINATION

In order to encourage superior students to develop the capacity to direct their own studies and to work independently, the College provides an opportunity to pass by examination up to nine regular courses, either by passing the College Level Examination Program examinations administered by the College Entrance Examination Board or by challenging Saint Mary's courses.

Saint Mary's will grant a maximum of 30 units (nine

courses) of college credit to students passing CLEP examinations at the median level or above as compared to regular college students. Credit will be given only for the subject examinations which correspond to particular college courses and not for the general examinations.

A student who receives a maximum of nine course credits for passing the CLEP examinations is not eligible to challenge by examination any courses offered by Saint Mary's. However, students who receive less than nine course credits for passing the CLEP examinations may challenge by examination as many Saint Mary's courses as will equal a maximum of nine courses passed by any kind of examination, whether the CLEP examinations or Saint Mary's examinations.

A matriculated part-time or full-time student with a B average may take by examination courses listed in the current *Catalog* in which he/she feels adequately prepared on account of private study, personal experience, on-the-job training, or work at a non-accredited college. It is to be understood, of course, that not all courses—for example, laboratory courses, seminars, and seminar-type courses—can be suitably passed by examination.

In order to take a course by examination a student must make a formal application which is approved by the instructor of the course being challenged, the department chairperson of the department concerned, and the Registrar, and pay the scheduled fee of \$15.

A student will not be allowed to challenge a course by examination if he/she had been enrolled in it for all or part of a term or if he/she audited it during the previous term.

Courses passed by examination cannot be counted towards the fulfillment of residency requirements; however, they may be included in the total number of courses required for graduation.

Students may not challenge a course by examination during the term in which they expect to receive the bachelor's degree if their graduation is dependent on passing such a class. However, during all other regular terms, they may challenge a maximum of nine courses, whether these courses be part of or in addition to a regular schedule of four courses in the fall and spring terms and one course in the January term.

Grading for a challenged course shall be the same as for a regular course; however, the student's transcript will indicate that the former course was "passed by examination."

## GRADES AND GRADE POINTS

### Midterm Grades

During a one-week pre-announced period near the middle of the fall and spring terms, faculty who wish to do so administer midterm examinations, which are held at the usual class hours. The assignment of midterm grades is mandatory for all faculty. The only grades used at midterm are S (satisfactory progress), D and F (deficiency grades), where appropriate. The administratively assigned grades of Z (audit) and W

(withdrawn from course) also appear as midterm grades. Midterm grades are mailed to students at their local addresses. Grades are released directly only to the students themselves.

### Final Grades and Grade Changes

Fall and spring terms conclude with a week of specially scheduled examinations. Faculty report final grades to the Registrar. Final grades for all terms are mailed to all students. Grades are released directly only to the students themselves.

Saint Mary's College employs the following final grades: A, excellent; B, very good; C, satisfactory; D, barely passing; and F, failing. All final grades affect grade point average computation (on an A = 4 points scale), and P (passed), Z (audit), I (incomplete) and W (withdrew), which do not affect grade point average computation. Plus/minus grading is permitted. A plus or minus changes the point value of a grade by 0.3 grade point upward or downward respectively (e.g., B+ carries 3.3 points; B-, 2.7).

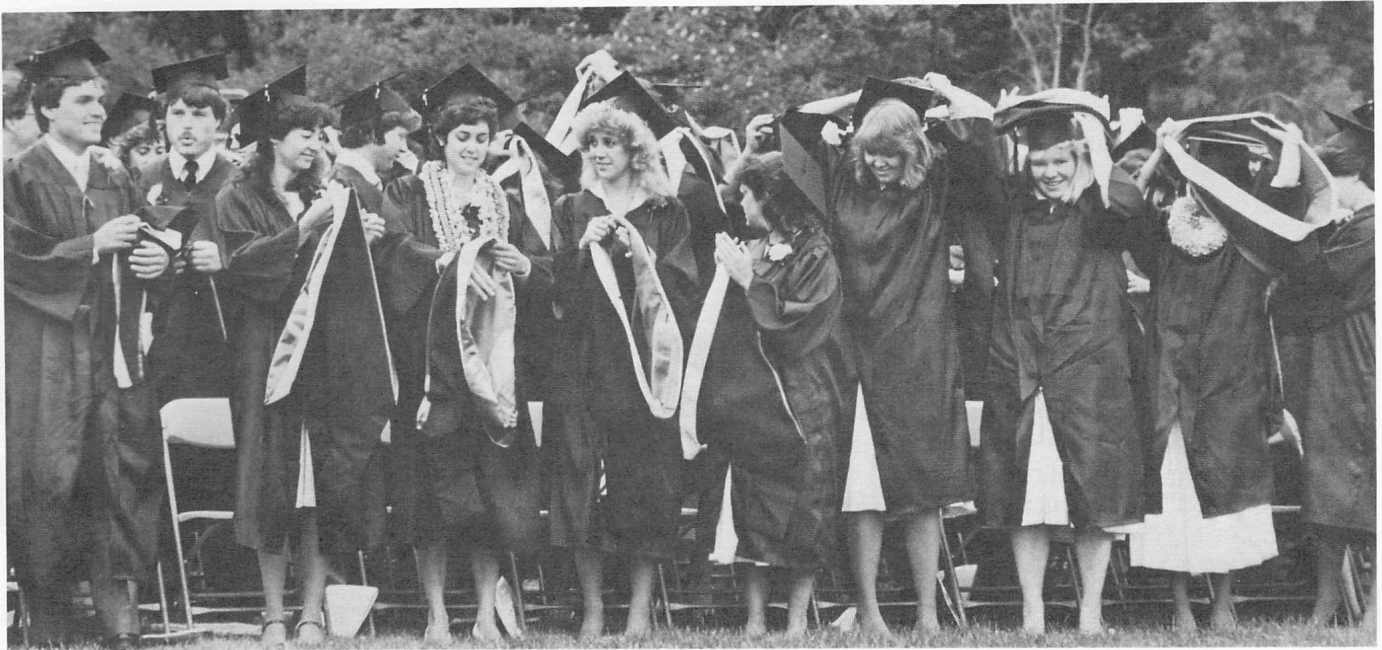
Final grades are considered permanent and not to be changed except in case of an error in computing, recording, and evaluating a student's work, subject to the approval of the Registrar. When necessary, faculty may secure grade change petitions from the Registrar's Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the Academic Grievance Procedure. Information on this procedure may be obtained from the Registrar.

### Pass/Fail Grading

Pass/Fail grading is offered as an option to the student for certain elective courses. Courses required for a student's major, minor, and courses taken to satisfy the general education requirements (Seminars, Religious Studies, Area) may not be taken on a Pass/Fail basis. In courses taken on this basis, the passing grade (the equivalent of D- or higher on the regular grading scale) will not affect the student's grade point average. A student may not take more than three courses during his/her four years on the Pass/Fail basis; in any one term he/she may not take more than one such course. Pass/Fail petitions, available from the Registrar, must be filed in the Registrar's Office with the Study List at the prescribed time.

### Incomplete Grade

An Incomplete Grade may be assigned a student unable to complete the work of a course because of illness or unavoidable circumstances. A student wishing to receive an incomplete grade in a course must complete a petition signed by the course instructor, stating in detail the reason for the request, the nature of the work to be made up, and the conditions for removal of the incomplete. An instructor may also initiate the petition for an incomplete grade (indicating the reasons for the request, the work to be completed, and the conditions for removal of the incomplete), and must advise the student. Removal of an incomplete grade will occur when the Registrar receives a petition signed by the course instructor stating that conditions specified for removal of the incom-



plete have been met and assigning a final grade for the course work. An incomplete grade not removed by the end of a student's next long term in attendance at the College is automatically changed to the grade which the instructor is required to submit with the petition for an incomplete grade, indicating the grade a student would receive if no further work were submitted. If a student repeats a course in which he/she has received an incomplete, that incomplete grade automatically becomes an F.

### REPETITION OF A COURSE

A course in which a student receives a W, F, or D may be repeated at this College or at another college for credit. Only the most recently earned grade and grade points shall be used in computing the cumulative grade point average; courses will not be counted a second time toward graduation.

### TRANSCRIPTS

Transcripts of credit earned at Saint Mary's College (including exchange credit) should be requested at the Registrar's Office. Although transfer credit accepted toward the degree at Saint Mary's is shown on the transcript, it should not be regarded as a complete or official record of that credit. Exam scores (SAT, ACT, GRE) and high school records are not included in the Saint Mary's transcript; they must be requested separately from the original school or test firm.

A single copy of the transcript costs \$3; multiple copies sent simultaneously to one single address cost \$3 for the first copy and \$1 for each additional copy. Transcript requests

must be submitted in writing, either in person or by mail, prepaid. A maximum of 10 working days should be allowed for processing (15 days at beginning or end of terms).

Students sending transcripts during a term listing "work in progress" must submit separate requests for final transcripts of that work at the end of the term.

## ACADEMIC HONORS

### THE DEAN'S LIST

Each term the names of those full-time students attaining a scholastic average of 3.50 or better for that term are inscribed on the Dean's List. This honor is also noted on the student's transcript.

### HONORS AT GRADUATION

#### **Summa Cum Laude**

A student must have earned a cumulative grade point average of 3.85 for all college work.

#### **Magna Cum Laude**

A student must have earned a cumulative grade point average of 3.70 for all college work.

#### **Cum Laude**

A student must have earned a grade point average of 3.50 for all college work.

To qualify for graduation with honors, transfer students must complete at least nine courses at Saint Mary's with a minimum grade point average of 3.50. Their remaining record must also qualify them for graduation with honors; however, they may not gain a higher level of honors than they have earned at this College.



## AWARDS AT GRADUATION

### De La Salle Award

An award named in honor of St. John Baptist De La Salle, the founder of the Brothers of the Christian Schools, founded in memory of J. A. Graves of the class of 1872, awarded annually by the College to the student in the senior class holding the highest record for scholarship and general excellence. This is the highest honor award at Saint Mary's College.

**Arthur S. Campbell Award** (School of Science)

**Brother Jerome Griffin Award** (School of Economics and Business Administration)

**James L. Hagerty Award** (School of Liberal Arts)

**George R. McKeon Scholar-Athlete Awards** (Athletics; awarded to one male and one female student, distinguished as both outstanding athletes and scholars.)

**George Robert Milliken Award for Student Service**

**Accounting Award** (Department of Business Administration and Accounting)

**Alfred Fromm Award in Diversified Liberal Arts** (School of Education)

**Brother Alfred Brousseau Award** (Department of Mathematics)

**Brother Kyran Aviani Award** (Department of Art)

**Brother Leo Meehan Award** (Department of English and Drama)

**Business Administration Award** (Department of Business Administration and Accounting)

**Carlos Freitas Award** (Department of Biology)

**Communications Award** (Department of Communications)

**Dante Award** (Department of Modern Languages)

**Economics Award** (Department of Economics)

**Edward P. Madigan Award** (Department of Health, Physical Education and Recreation)

**Henry George Award** (Department of History)

**John XXIII Award and Father George Edmund Moss Award** (Department of Religious Studies)

**Frederick Whelan Award** (Department of Psychology)

**Joseph P. McKenna Award** (Department of Chemistry and Physics)

**Louis LeFevre Award in Dramatics** (Department of English and Drama)

**St. Albertus Magnus Award** (Department of Philosophy)

**St. Augustine Award** (Department of Classical Languages)

**Thomas Aquinas Award** (Integral Curriculum)

**Thomas Jefferson Award** (Department of Government)

## WITHDRAWAL FROM THE COLLEGE AND READMISSION

Any non-graduating student who terminates his/her enrollment at Saint Mary's during or at the end of any term must complete a withdrawal form in the Registrar's Office; notice of

clearance with several other college offices is to be secured on this form. Final transcripts can be released only after the completed form is on file.

A student who has withdrawn from the college may request readmission by communicating with the Registrar (the Admissions Office processes only new student admissions). Readmission for fall should be settled by early August; for January or spring, by early December. When requesting readmission of the Registrar, the student should present transcripts of all transfer work taken since leaving Saint Mary's.

## ACADEMIC STANDING

### Academic Standing

Saint Mary's College recognizes two regular categories of academic standing: Good Standing (satisfactory academic progress) and Probationary Standing.

### Good Standing

A student who maintains a cumulative grade point average of at least 2.0 (C average) in all courses taken or accepted for credit at Saint Mary's College and, after the freshman year, a cumulative grade point average of at least 2.0 (C average) in all courses required or accepted for credit in his/her major field is considered to maintain Good Standing.

### Probationary Standing

A student who, at the end of any term (fall, January or spring), fails to maintain Good Standing is considered to have Probationary Standing. The Associate Dean, Academic Services, will notify students in Probationary Standing and their academic advisors, in writing, that failure to resume Good Standing no later than the close of the next long (i.e., fall or spring) term will subject students in Probationary Standing to academic disqualification from further study at Saint Mary's College.

### Academic Disqualification

A student is subject to disqualification from further study at Saint Mary's if:

- the student is in Probationary Standing and fails to resume Good Standing after any long term;
- the student fails to maintain a GPA of at least 1.5 on all courses taken or accepted for credit;
- the student has at least junior standing (see p. 23 *Catalog*) and fails to maintain a GPA of at least 1.5 on all courses required or accepted for credit in his/her major field.

Students subject to disqualification will be notified promptly, in writing by the Associate Dean, Academic Services.

Any student subject to disqualification will be disqualified from further study at Saint Mary's College unless he/she files, within three weeks of the date that notification is given, a

written appeal against disqualification and unless he/she is granted Special Academic Probation by the Dean of the School of the student's major field of study.

### **Special Academic Probation**

Special Academic Probation is granted at the discretion of the Dean of the School, with the advice of the student's instructors and academic advisor, and pursuant to the following conditions:

- a) filing of a timely written appeal for cause (e.g., extreme personal hardship or serious illness which has substantially hindered the student's academic performance) against disqualification;
- b) demonstration in the appeal of the reasonable expectation that the student can resume Good Standing by the close of the next long (i.e., spring or fall) term;
- c) acceptance by the student of conditions specified by the Dean of the School which will lead to the resumption of Good Standing by the close of the next long term.

Students who fail to meet the conditions of Special Academic Probation will be immediately disqualified from further study at Saint Mary's College.

A student disqualified from this College may apply to the Dean of the School for readmission if he/she presents work from another college or university which is acceptable for transfer credit and which is sufficient to restore him/her to Good Standing.

### **CLASS ATTENDANCE**

Regular class attendance is an important obligation and an essential condition for successful academic progress. Every student is required to attend scheduled classes. When classes are cancelled for College functions (liturgies or student body assemblies), students are expected to attend those functions. Students are responsible for work missed as the result of absences for any cause. The loss incurred by a student for absences depends upon the nature and amount of work missed, of which the instructor is the sole judge. The student must assume the responsibility of getting from the instructor the assignment and examinations deemed necessary to complete.

Normally, during the fall and spring terms a student will not be allowed more unexcused absences in a course than the number of meetings per week. The instructor has the right to excuse an absence for illness or other serious causes. Excessive absence may seriously jeopardize the satisfactory completion of a course. Flagrant cases of unexcused absences will necessitate immediate dismissal from the College.

Attendance at chapel is not required of any student at the College. Students, including those who are not members of the Roman Catholic Church, are invited to attend collegiate chapel functions (e.g. Mass of the Holy Spirit, Founder's Day Mass, Baccalaureate Mass). Such functions are understood to be not merely sectarian exercises but ecumenical expressions of the values on which the College is founded.

### **ACADEMIC HONESTY**

Saint Mary's College expects all members of its academic community to abide by ethical standards both in conduct and in exercise of responsibility towards other members of the community. The principle of honesty must be upheld if the integrity of scholarship is to be maintained. Conduct which violates the principle of academic honesty is subject to College disciplinary action. Such conduct includes any activity which is aimed at falsely representing a student's academic performance or knowingly interfering with that of another, for example: cheating, plagiarizing, unauthorized collaboration on coursework, completing coursework for another, obtaining course examination or materials unauthorized for distribution, falsifying records or data, submitting work previously presented in another course, unless authorized; intentionally assisting another student in one or more of the above, and any similar conduct.

Detailed regulations concerning academic honesty and penalties for breach of academic honesty, which may include dismissal from the College, are published by the Academic Vice President and are available in his office or from the Registrar. The plagiarism policy is printed in full in the Student Handbook and in the Faculty Handbook. Each student is held responsible for acquainting himself/herself with these regulations.

### **ADHERENCE TO REGULATIONS**

The student will be held responsible for adherence to all regulations issued by the College administration and published in the College *Catalog* and the student handbook of information. Students are also urged to observe notices published in the student newspaper or posted on bulletin boards around campus.





# SCHOOL OF LIBERAL ARTS

The School of Liberal Arts brings together liberal arts, the fine, communication, and performing arts with the human sciences in an educational network which provides intellectual background and scholarly proficiency in the traditional disciplines that underlie our culture and civilization. The fundamental aim of the School is to provide an education which affords students opportunity to search for human values and meanings in an academic forum which encourages them to question, analyze, test and justify their basic assumptions in the quest for knowledge. This School has as a major objective providing students with the essential cultural background for a humanistic life. Its disciplines prepare them for a variety of professions, be these in education, law, government, or business. The Collegiate Seminar program (a requirement for all undergraduates) is located within this School. The departments of the School of Liberal Arts are:

- Art
- Classical Languages
- Communications
- English and Drama
- Government
- Health, Physical Education, and Recreation
- History
- Integral Curriculum
- Modern Languages
- Music, Dance and Theater
- Philosophy
- Religious Studies

Saint Mary's College confers the bachelor of arts degree on completion of the general College requirements indicated above and a major concentration in one of the following areas: American Studies (see History), Art, Classical Languages (Latin or Greek concentration), Communications, Cross-Cultural Studies, English, English with Drama concentration, European Studies (see History), French, Government, Health, Physical Education and Recreation, Health Science (see Health, Physical Education and Recreation), History, Integral Curriculum, Latin American Studies (see History), Philosophy, Religious Studies, Spanish.

In the School of Liberal Arts, Saint Mary's College also confers the degrees of Master of Arts in Health, Physical Education and Recreation, Psychology, and in Theology.

For information on the master's degree in Health, Physical Education and Recreation (summer program), write Department of Health, Physical Education and Recreation, P.O. Box RC, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, extension 383.

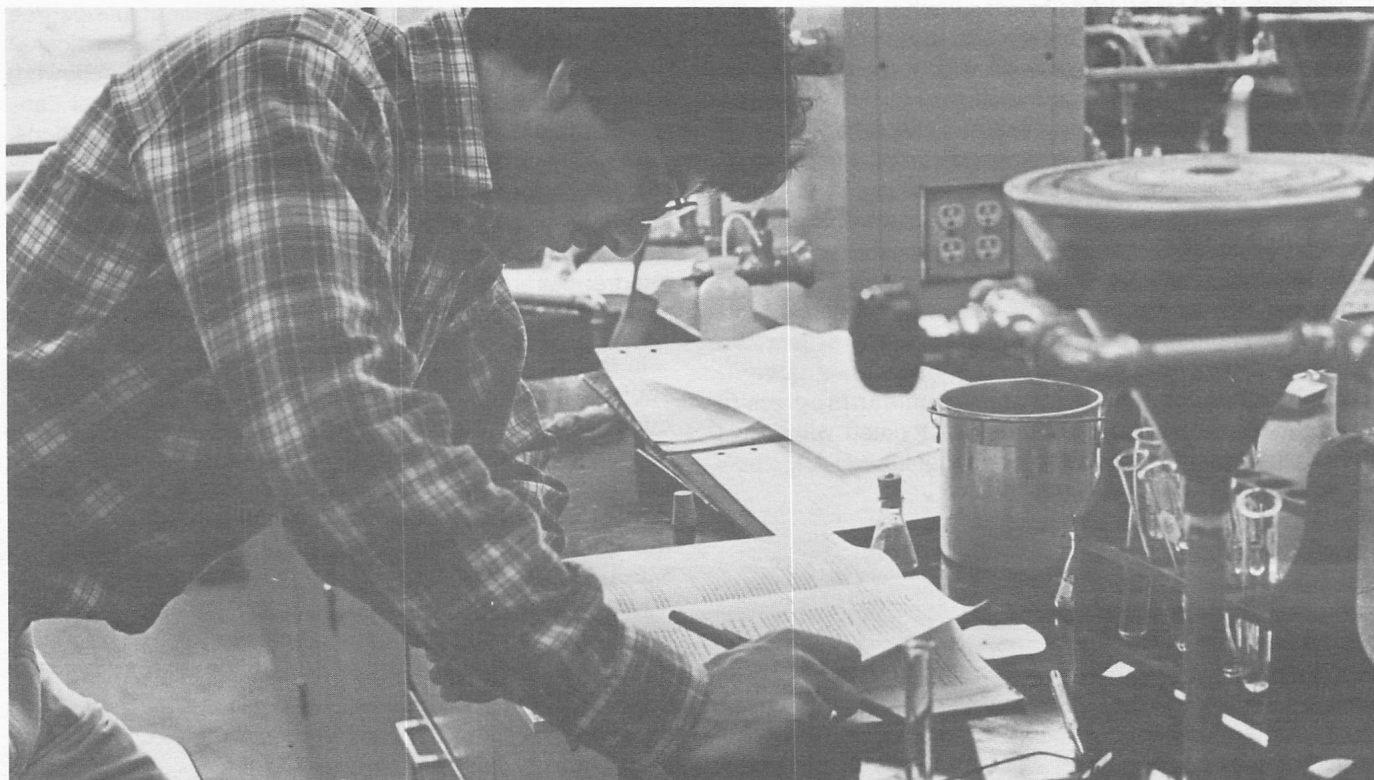
For information on Graduate Theology (summer program), write Department of Graduate Theology, P.O. Box AB, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, extension 507.





# SCHOOL OF SCIENCE

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The School of Science has as a major objective the development of the scientific inquiring mind in the context of humanistic values. Grounding of students in fundamental scientific theory, developing powers of observation and skills in quantification and laboratory manipulation, all contribute to the advance of scientific knowledge and familiarity with the scientific method. Its disciplines, interrelated and interdependent as they are, provide an eminently practical preparation for a variety of scientific and non-scientific professions. The School of Science offers several programs of study, each leading to the degree of bachelor of science. The academic and professional courses provided are intended to prepare students for professional careers in the sciences (e.g., medicine, dentistry, engineering, nursing, etc.), to prepare students for educational service in a scientific field, to prepare students for industrial and public service in which a scientific background is a prerequisite. The School offers courses for the non-science major, recognizing that the methods and theories of the sciences are important areas of study for all students. The departments of the School of Science are:

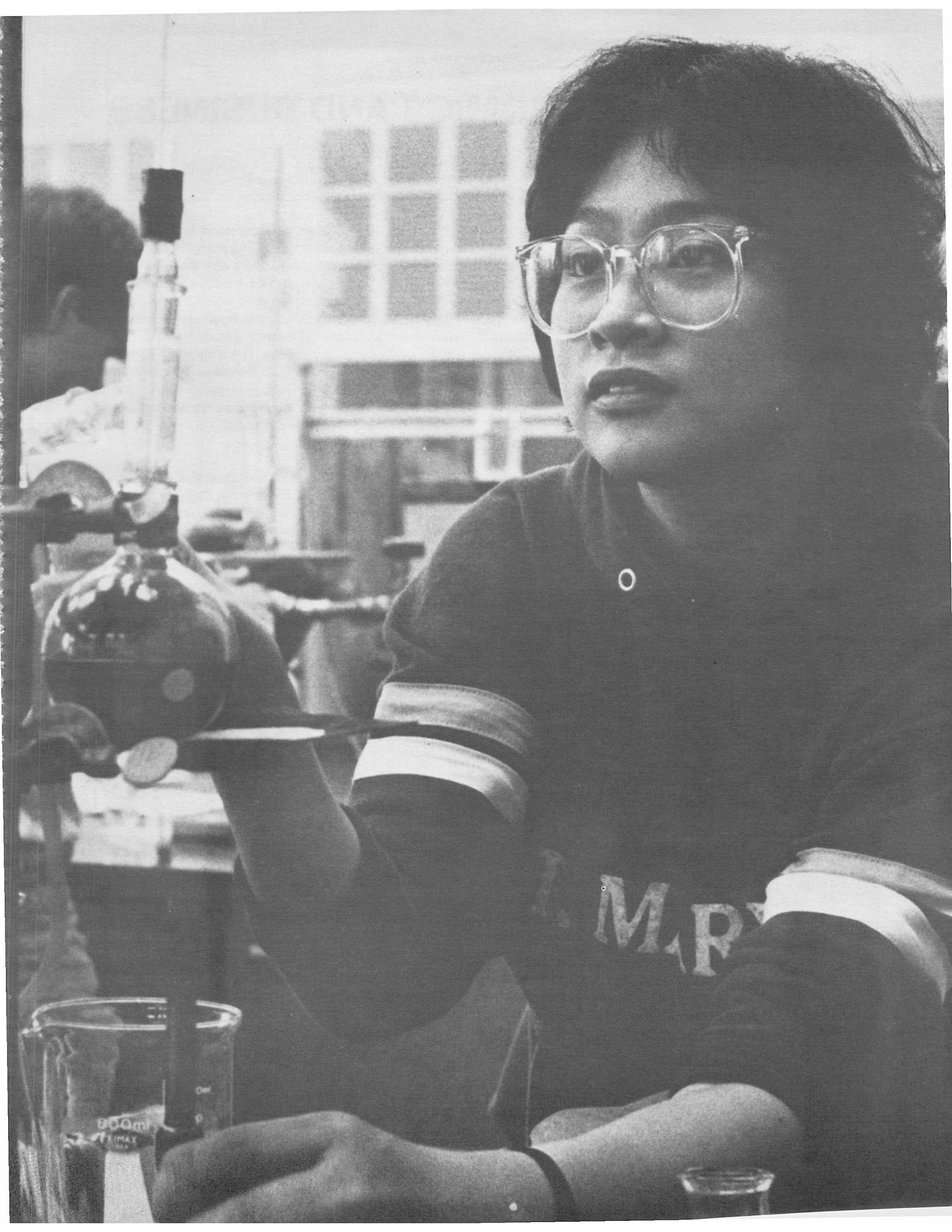
- Biology
- Chemistry and Physics
- Mathematics and Computer Science
- Nursing
- Psychology

Saint Mary's College confers the bachelor of science degree on completion of the general College requirements indicated above and a major concentration in one of the following areas: Biology, Chemistry, Engineering (cooperative program), Mathematics, Mathematics with a concentration in Computer Science, and Psychology. Saint Mary's College confers the bachelor of arts degree in Mathematics and Psychology. Together with Samuel Merritt College of Nursing, Saint Mary's College confers the bachelor of science in nursing upon completion of the interinstitutional program.

The School of Science offers pre-professional curricula in dentistry, medicine, pharmacy, and physical therapy, as well as preparatory curricula for various allied health professions.

In the School of Science, Saint Mary's College also confers the degree of Master of Arts in Psychology.

For information on the master's degree in Psychology, write Department of Graduate Psychology, P.O. Box 375, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, extension 300.





# SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION

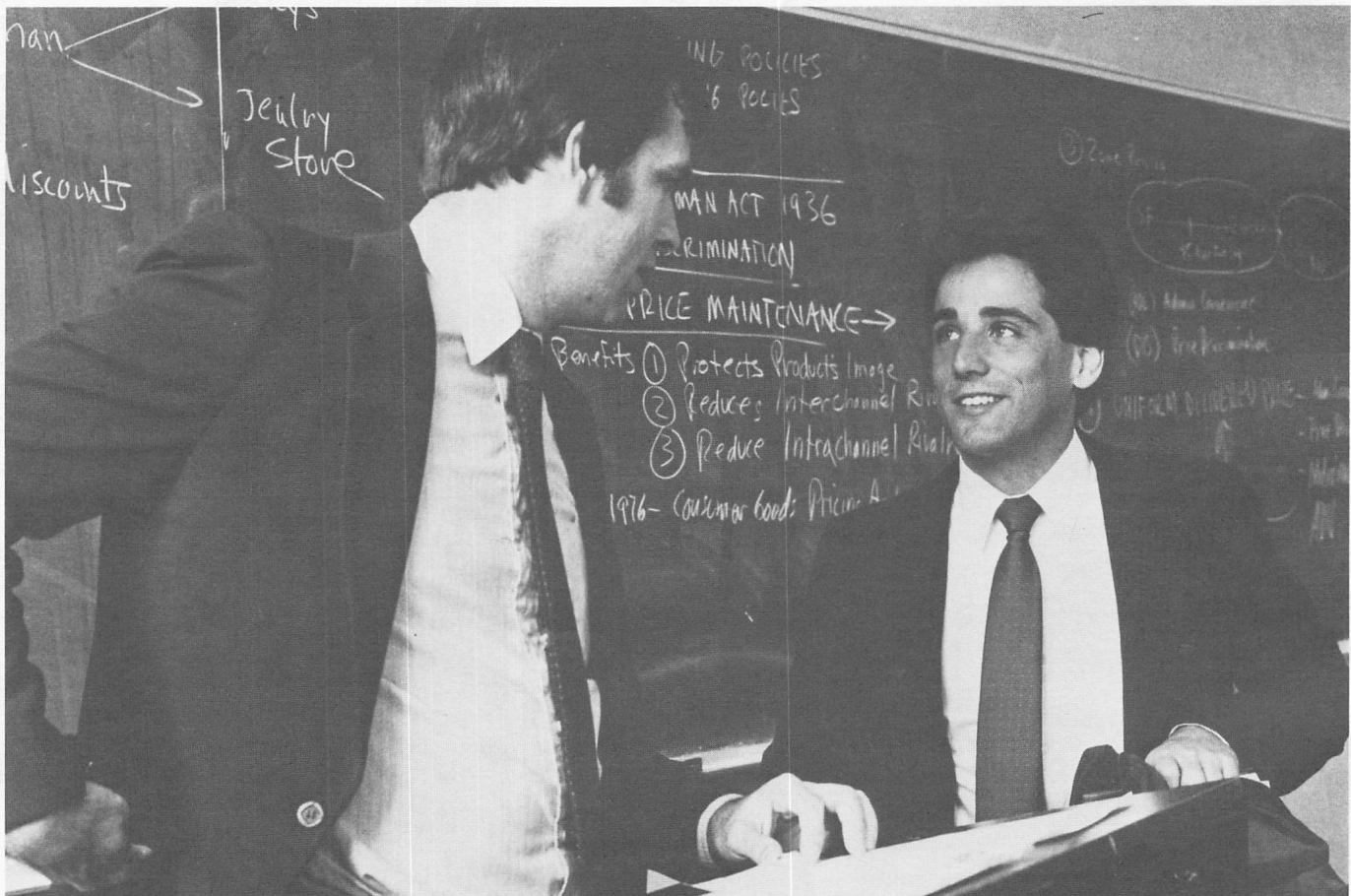
The School of Economics and Business Administration brings together the human science of economics and the practical administrative and scientific skills of business and financial management and accounting. The fundamental aim of the School of Economics and Business Administration is to develop the intellectual, humanistic, and practical skills in students so that they can assume positions of responsibility and leadership in a variety of professions associated with the world of business and education.

The program in **Economics** provides the student with a substantive grounding in that vital human science which has one of the most significant impacts upon humankind. The program in **Business Administration** provides the student with the opportunity for a versatile, thoughtful and broadly based education which will allow the graduate to cope with a wide range of situations encountered in the business world. The program in **Accounting** is designed for students who plan to become certified public accountants or who plan to enter directly into private enterprise or government service as accountants or auditors. The subject matter within the three disciplines shows clearly how economic reasoning and ana-

lytical tools can be used to understand and deal with the complexities facing participants in a market-oriented economy. The course material also deals with the most challenging economic and political problems facing society as a whole.

The School of Economics and Business Administration offers three undergraduate curricula: accounting, business administration and economics. The degree of Bachelor of Science in Economics and in Business Administration is conferred by Saint Mary's College on completion of the general College requirements indicated above and a major concentration (one of the three curricula).

In the School of Economics and Business Administration, Saint Mary's College also confers the degrees of Master of Business Administration (in executive and non-executive programs), and the Master of Science in International Business. For information on the above programs, write Graduate Business Programs, P.O. Box M, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-3840.





# SCHOOL OF EDUCATION

The School of Education continues the long tradition of the Brothers of the Christian Schools in their commitment to teacher education and teacher training. A professional School, it is dedicated to the important task of educating teachers, counselors and administrators as they seek to meet the needs of students in a variety of educational organizations both public and private. The School of Education offers undergraduate education courses and the Diversified Liberal Arts major as preliminary preparation for the teaching profession. Providing programs which fulfill the credentialing requirements of the State of California in several areas, the School is basically oriented to graduate programs which will serve those already actively engaged in education.

## UNDERGRADUATE PROGRAM

**Diversified Liberal Arts Major:** This major offers an interdisciplinary major as a preparation for primary or elementary school teaching.

**Education courses:** Specific courses which provide an opportunity to gain insight into educational philosophies and practices. These courses are acceptable as electives toward a bachelor's degree but are not applicable to either Diversified Liberal Arts major requirements or credential requirements.

Saint Mary's College confers the bachelor of arts degree on completion of the general College requirements indicated above and the completion of the Diversified Liberal Arts major as approved.

In the School of Education Saint Mary's College also confers the California Teaching Credential and the degrees of master of arts and master of education.

The State of California Teaching Credential programs are:

1. Basic credentials in Multiple and Single Subjects
2. Programs which award the master of arts or master of education:

Administration\*  
 Counseling (Pupil Personnel Services and MFCC)\*  
 Early Childhood Education\*  
 Early Childhood Special Education  
 Gifted and Talented Education  
 Montessori Education  
 Planned Individualized Curriculum  
 Reading Leadership\*  
 Special Education (LH, SH Resource Specialist)\*  
 Teacher Effectiveness

\*Credentials may be obtained in these fields also.

For information regarding the above, write School of Education, P.O. Box K, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-1330.



# SCHOOL OF EXTENDED EDUCATION

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The School of Extended Education has as its primary aim the service of the older adult student who is seeking completion of a baccalaureate degree, a specialized professional degree, or admission into the paralegal profession. It brings together traditional and non-traditional degree programs, paralegal certification, and individual courses which are degree or non-degree oriented. The School is composed of three academic units: Extended Education Degree programs, Continuing Education programs, and the Paralegal program.

## EXTENDED EDUCATION DEGREE PROGRAMS

### Baccalaureate Program

A non-traditional degree program specifically designed for working professionals, it combines fifty weeks of four-hour workshops with ten to fourteen weeks of reading periods. Class sessions are held at times and places convenient to students and are conducted in the seminar style by faculty who have extensive professional experience.

### Master of Science in Health Services Administration

A master's degree program which prepares effective health care leaders and managers to be responsive to the trends and special needs of their fields. Integrated throughout the curriculum is a realistic emphasis on theory and the analysis of practical problems in administrative settings.

For further information and more specific literature about the Bachelor of Arts in Management, the Bachelor of Arts in Health Services Administration, or the Master of Science in Health Services Administration programs, contact the Marketing/Program Counseling office of the School of Extended Education, P.O. Box 784, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-6252.

## CONTINUING EDUCATION PROGRAMS

### Continuing Education Courses

Continuing Education offers seminars and workshops designed for the ongoing professional development and personal enrichment of business men and women, teachers, and members of the community. For further information, contact the Office of Continuing Education, P.O. Box 283, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, ext. 492, or 376-7512.

### Part-time Enrollment Program

This program offers part-time study at reduced tuition for students who wish to pursue academic studies (one or two courses per semester) by enrolling in on-campus undergraduate courses. Part-Time Enrollment program students are admitted to classes on a space-available basis. Students in this program who wish to become degree candidates must meet regular College admission requirements. Students may also audit courses in this program. Academic advising is

provided by the Office of Continuing Education to assist students to choose courses appropriate to individual needs. Part-time students are classified as special students (p. 23). As non-matriculated students, they may not pursue more than nine course units. They should seek matriculation no later than the semester in which the ninth course is taken. For further information, contact the Coordinator of the Part-time Enrollment program, P.O. Box 283, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, ext. 491.

### Master of Procurement and Contract Management

A master's degree program designed for professionals presently employed in some aspect of procurement and contract management. The program emphasizes a judicious combination of theory and practice in the development of successful managers. For further information, contact the Office of Continuing Education, P.O. Box 283, Saint Mary's College, Moraga, CA 94575, or phone (415) 376-4411, ext. 492 or 376-7512.

## PARALEGAL PROGRAM

Saint Mary's College offers a comprehensive curriculum for the paralegal student. This insures that all of its graduates have basic knowledge of the skills and concepts necessary to a well-trained paralegal.

The courses are arranged over four quarters. The average course load is three courses (12 units) per quarter. Upon completion of 48 units a certificate of completion is granted. Courses in this program carry academic credit, and an individual student may petition to have them credited as electives toward an undergraduate degree. Each student takes seven required courses and five elective courses during the four-quarter program.

A working internship in a law firm or legal department is an important feature of the program. Faculty members are practicing attorneys chosen for their experience in the legal specialty which they teach. Students may take a single course or a specialty sequence with approval of the Director. New students are accepted in October and March quarters.

For further information and more specific literature, contact the Paralegal Program office, Saint Mary's College, P.O. Box 52, Moraga, CA 94575, or phone (415) 376-0548.

The bulletins of the Saint Mary's College Extended Education Degree Programs and the Paralegal Program serve as supplements to this *Catalog*.

## ACCOUNTING

See BUSINESS ADMINISTRATION AND ACCOUNTING

## ANTHROPOLOGY AND SOCIOLOGY

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### FACULTY

Msgr. Edgar P. McCarren, Ph.D., Associate Professor  
Margaret T. Santos, M.S.W., Lecturer  
Paola Sensi-Isolani, Ph.D., Associate Professor

Anthropology and Sociology are closely related disciplines; both share a common interest in human societies and in the behavior of humans in groups.

Anthropology seeks to discover universals as well as to document differences in the patterns of human behavior in a cross-cultural perspective. Its primary objective is the understanding and appreciation of all ways of life which aid us in a better understanding of Western society.

Sociology is the study of people interacting with one another. It seeks understanding of the way people are shaped by, and shape, the groups to which they belong. Sociology focuses on the intricate relationship between the patterns and events of our own lives and the patterns and events of our society—between biography and history.

Courses in these two areas are particularly suitable for persons planning careers in teaching, public health, psychology, social work, urban planning, law, and for various types of positions in organizational management.

No major in Anthropology or Sociology is offered at present. Anthropology and Sociology may be a minor field of study, part of a split major, or part of an alternative plan major.

### MINOR REQUIREMENTS

The minor in Anthropology or Sociology requires Anthropology 1 or Sociology 1; at least four upper division courses in either Anthropology or Sociology.

### ANTHROPOLOGY

#### LOWER DIVISION COURSES

##### 1 Introduction to Social and Cultural Anthropology

An introduction to the nature of culture and the diversity of human societies. The major concepts and theoretical assumptions of the discipline as well as issues of social concerns are illustrated by applying anthropological perspectives to both other cultures and one's own everyday life.

### UPPER DIVISION COURSES

#### \*112 World Ethnography

Each World Ethnography course concentrates on one particular geographic area. Areas covered, with an emphasis in all cases on social and political organization, religion, social change, music, and art, are: native peoples of North America, people of Sub-Sahara Africa, peoples and cultures of the Middle East. May be repeated for credit as content varies.

#### \*115 Kinship, Marriage and Family

The course concentrates on those societies where kinship plays a dominant role. Within a cross-cultural context, it looks at the process of marriage and the formation of families and descent groups.

#### \*116 Childhood and Society

A cross-cultural study of child rearing, the course concentrates on patterns of upbringing in American and other cultures. Emphasis on the power that models, peers, group forces, and sex role expectations have in influencing the behavior and development of children.

#### \*118 Indigenous Roots of Raza Arts

Course explores the depth, diversity, and richness of the raza culture as reflected through its arts. A study of the nature of Mexican, Peruvian, and Guatemalan societies during the pre-Columbian era, up to the Spanish conquest, emphasizing the study of different types of societies (such as the Olmecs, Teotihuacans, Zapotecs, Toltecs, Mayas, and Aztecas), the religion and the intellectual life of the people of ancient Mesoamerica. Emphasis on the literature, painting, sculpture, architecture, and murals. Permission of instructor required.

#### \*120 La Mujer, The Woman: A Cross-Cultural Perspective of Socialization

The comparative analysis of historical and contemporary roles of la mujer, the woman; a study of who and what she is, and the cultures, languages, and heritages which shape her.

#### \*124 Oral History

A study of oral history process as a method of gathering primary information. The documentation of knowledge either regarding an individual or around a single topic with data that ordinarily are not reflected in the written record.

### SOCIOLOGY

#### LOWER DIVISION COURSES

##### 1 Introduction to Sociology

The sociological perspective. Interplay of biography and history. Analysis of basic concepts such as culture, socialization, roles, social groups, social control, deviance, and institutions (marriage and the family, education, religion, government and politics, business, language, sport).

\*Offered in alternate years



## UPPER DIVISION COURSES

### 111 Contemporary Social Issues

The interrelationships of social problems. Inequality in gender, age, and race; marriage and the family; the urban crisis; government and politics; crime, drug abuse; mental illness; international tensions.

### \*114 Socialization: Shaping Personality

Analysis of the influence throughout the life cycle of such institutions as marriage and the family, mass media, the school, religion, government, sport, and the economy.

### \*120 Sociology of Religion and Value Systems

Function of ultimate values in the dynamics of culture and social structure. Meaning and belonging. Denominational religion in the United States.

### \*121 The Raza Communities

Origins of the raza immigrant in rural Mexico, Central or South America; patterns of settlement in the United States; the raza community, social structure, social change, acculturation and generational patterns, the undocumented worker.

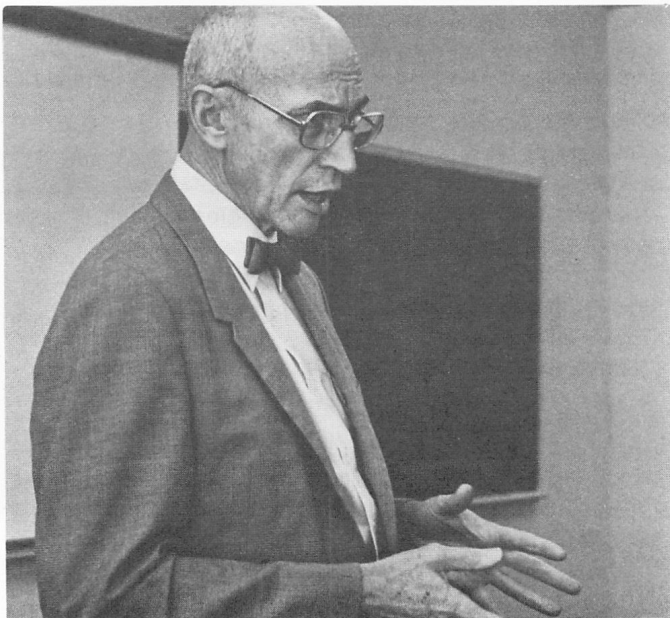
### \*122 Sociology of Sport

Sport as a microcosm of society, a business, a dominant factor in American culture, an institution. More than fun and games, a major influence in value formation: competition, emphasis on winning, aggression, violence, corruption. Positive benefits.

### 160 Social Psychology

An introduction to social psychology including the study of attitude formation and change, group structure and leadership, social interaction, social norms, and cultural influences on personality formation.

\*Offered in alternate years.



## ART

### FACULTY

Roy E. Schmaltz, M.F.A., Professor, Chairperson  
Robert J. Brawley, M.F.A., Lecturer  
Margrit Schurman, M.A., Lecturer

Given the heavy emphasis which our society puts on scientific knowledge, a college education may easily be narrowed into a one-sided intellectual exercise, neglecting those intuitive, creative forces of man which also are important. The Art Department of Saint Mary's College attempts to right this imbalance by enabling its students to attain an insight into the workings of the creative mind in the field of visual art. This is carried out by practical work in drawing, painting, sculpture, and metal arts as well as by demonstration lectures in the development of the artistic form as a universal operation of the human mind. Art Departments, in liberal arts colleges like Saint Mary's College, in general do not prepare their students as professional artists. Above all, the students are helped to comprehend basic artistic foundations as they appear in the works of art of all epochs. They are encouraged to find their own level of creative formation and to judge their work according to their own level of artistic comprehension—under the assumption that those who form artistically in turn form themselves. In the pursuit of these goals, the Art Department hopes to make an essential contribution to the general education of men and women as well as to clarify many controversies in present-day art.

### MAJOR REQUIREMENTS

Art 1, 2, 10, 20, 30.

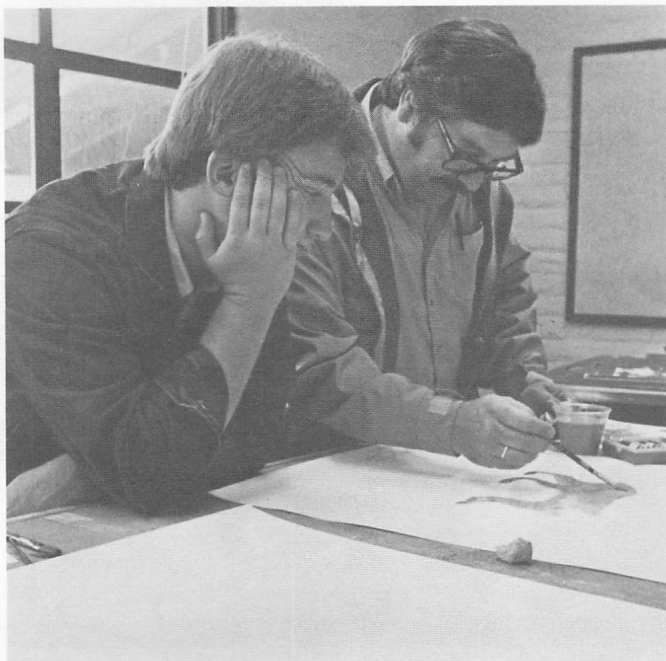
#### Upper Division

Art 110 (1 course), 144-145 (2 courses), 120 (2 courses), 130 (2 courses), 165-166 (2 courses).

January term courses generally do not satisfy major requirements.

### TEACHING CREDENTIAL IN ART

The major in Art has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's College these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with both the Art Department Waiver advisor and with the credential analyst of the School of Education, to make sure that all the prerequisites for the credential are fulfilled.



### MINOR REQUIREMENTS

The minor in Art requires Art 1, 10, 20, 30, 165, 166, and one of the following: 110, 120, 130.

### ART HISTORY COURSES

#### LOWER DIVISION

##### 1 Introduction to the Appreciation of Visual Art

A theory of art course conducted with readings, lectures, slides, and group discussions. Fee \$30.

##### 2 Introduction of the Practice of Visual Art

A fundamental consideration of the artistic form as it relates to the practice of visual art. Fee \$40.

##### 25 Survey of Oriental Art

A study of the arts of India, China, and Japan from the earliest times to the present.

#### UPPER DIVISION

##### 111 Philosophy of Art

An analysis of doing and making, of Truth, Good, Beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc. Fee \$20. (Cross-listed as Philosophy 111.)

##### 118 Contemporary Art Seminar

A study of painting, sculpture, and architecture from 1945 to the present. Fee \$20.

##### \*144-145 Survey of Western Art

144: A study of architecture, sculpture, and painting from the earliest times through the Roman period. Fee \$20.

145: A study of architecture, sculpture, and painting from the early Christian through the Baroque periods. Fee \$20. Art 144 is prerequisite to Art 145.

##### 155 Italian Art of the Renaissance

A study of painting, sculpture, and architecture from 1420 to the middle of the 16th century.

##### \*165-166 Modern Art History

165: A study of painting, sculpture, and architecture from Classicism (ca. 1750) to Impressionism (ca. 1880). Fee \$30.

166: A study of painting, sculpture, and architecture from Symbolism (ca. 1890) to the present. Fee \$30. Art 165 is prerequisite to Art 166.

##### 194 Problems in Art Seminar

Subject matter will vary from year to year at discretion of the instructor. Prerequisite: B average, upper division, permission of instructor and department chairperson. Fee charged.

### STUDIO COURSES

Art majors are advised to repeat studio courses beyond those fulfilling requirements for the major.

#### LOWER DIVISION

##### # 10 Beginning Sculpture

Consideration of sculptural form: tools, materials, and techniques. Studio fee \$45.

##### # 12 Beginning Design

Principles of two- and three-dimensional form. Studio fee \$40.

##### # 13 Beginning Jewelry

Consideration of design problems, fabrication, casting, enameling and stone setting. Studio fee \$40.

##### # 14 Beginning Weaving

Consideration of design concepts, tools and techniques. Studio fee \$40.

##### # 16 Beginning Stained Glass

Consideration of form, tools, materials, and techniques. Studio fee \$40.

##### # 20 Beginning Painting

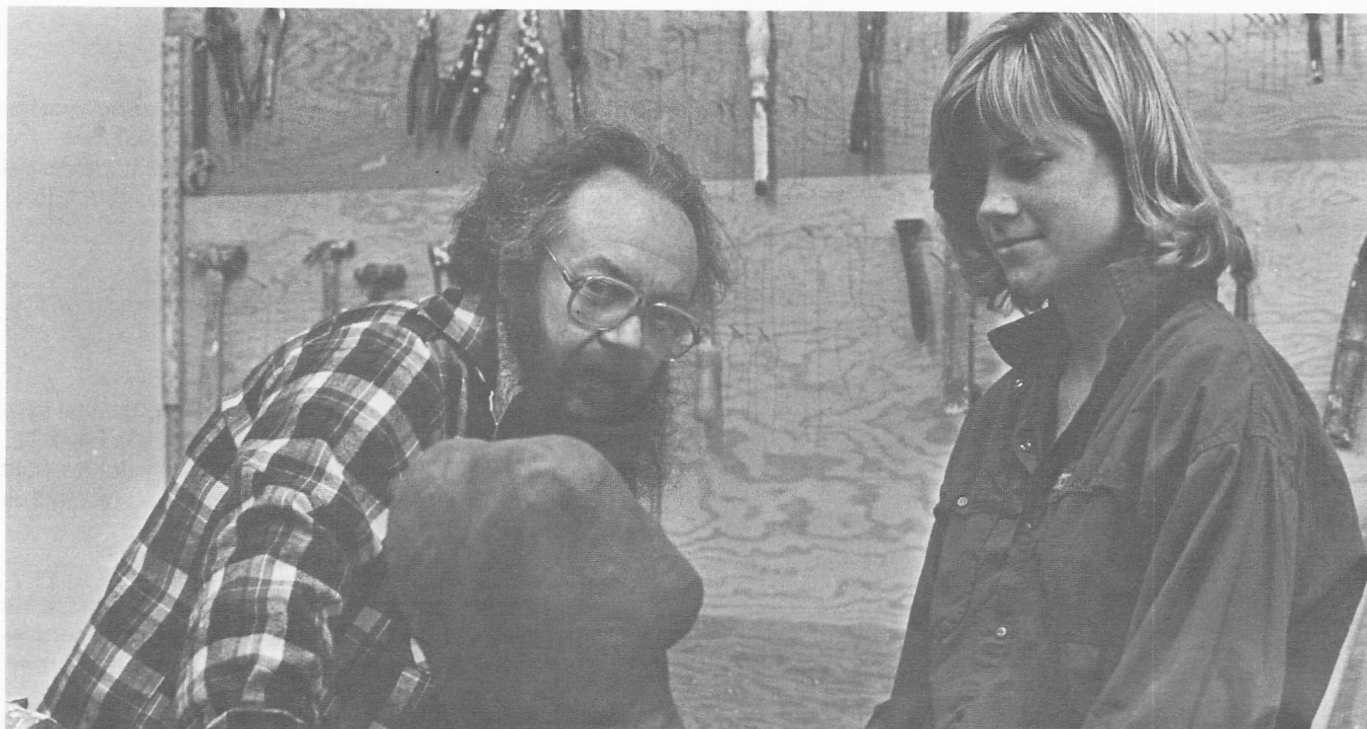
Consideration of form, color, and composition as related to painting. Studio fee \$40.

##### # 30 Beginning Drawing

Life drawing and composition. Studio fee \$45.

##### # 40 Beginning Metal Arts

Consideration of design problems and techniques in metal. Studio fee \$40.



**# 50 Beginning Filmmaking**

Consideration of problems, tools, and techniques of filmmaking through the production of original films. Studio fee \$45.

**# 60 Beginning Ceramics**

Consideration of basic forming processes: pinching, coil and slab building. Glaze materials. Studio fee \$45.

**# 70 Beginning Printmaking**

Consideration of printing form, tools, materials, and techniques. Studio fee \$40.

**# 80 Art Workshop**

Consideration of artistic form as it relates to a variety of media. Studio fee charged.

**UPPER DIVISION**

**# 110 Advanced Sculpture**

Studio fee \$45.

**# 112 Advanced Design**

Studio fee \$40.

**# 113 Advanced Jewelry**

Studio fee \$40.

**# 114 Advanced Weaving**

Studio fee \$40.

**# 116 Advanced Stained Glass**

Studio fee \$40.

**# 120 Advanced Painting**

Studio fee \$45.

**# 130 Advanced Drawing**

Studio fee \$45.

**# 140 Advanced Metal Arts**

Studio fee \$40.

**# 150 Advanced Filmmaking**

Studio fee \$45.

**# 160 Advanced Ceramics**

Studio fee \$45.

**# 170 Advanced Printmaking**

Studio fee \$40.

**# 180 Art Workshop**

Studio fee charged.

**197 Special Study**

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of instructor and department chairperson required.

**199 Honors-Special Study**

An independent study or research course normally limited to majors with a B average in the major. Permission of the instructor and department chairperson required.

\*Offered in alternate years

#Does not fulfill an Area requirement.



## BIOLOGY

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### FACULTY

Allan K. Hansell, Ph.D., Associate Professor, Chairperson  
 Lawrence R. Cory, Ph.D., Professor  
 Everett E. Dodd, Ph.D., Professor  
 Margaret F. Field, Ph.D., Lecturer  
 Per Fjeld, Ph.D., Associate Professor  
 James A. Harvey, M.S., Lecturer  
 Philip Leitner, Ph.D., Professor  
 Jacob F. Lester, Ph.D., Associate Professor  
 Carolyn M. Mohr, Ph.D., Lecturer  
 Gregory R. Smith, M.S., Assistant Professor

The Biology Department offers a full range of courses designed to introduce undergraduate students to the major areas of modern biological science. The primary goals of the department are to prepare students for advanced study and research in biology and related sciences, for postgraduate study in medicine, dentistry, and the other health professions, and for careers in education, industry, agriculture, and government service. Students interested in the health professions should check the Pre-Professional section of the *Catalog* for additional information. In addition, the Biology Department provides courses in which students who are not science majors can study various aspects of the life sciences and their effect on society.

### ADMISSION REQUIREMENTS

Applicants planning to undertake the Biology major must present credits in algebra (first and second course), geometry, trigonometry, and chemistry. One year of physics is strongly recommended. Students with less than a B average in high school science and mathematics or with any course deficiency should seek the advice of the Admissions Office and the Biology Department before beginning their studies. A diagnostic mathematics examination is required of all students beginning a science curriculum at Saint Mary's. This examination is administered by the Mathematics Department before the start of classes each fall and is designed to detect important deficiencies in a student's background. In some cases, the student may be advised to correct any deficiencies before undertaking the Biology major curriculum. This can often be done within a four-year stay at Saint Mary's but may require summer school attendance.

### MAJOR REQUIREMENTS

#### Lower Division

Biology major: Mathematics 23-24 or 31-32; Chemistry 8, 9, 10, 11; Chemistry 104, 105, 106, 107; Physics 10, 11, 20, 21 or Physics 4, 5, 6, 20, 21; and Biology 1, 2, 3, 4.

Biology/Chemistry split majors: same as for Biology majors plus Chemistry 5.

Biology/Psychology split majors: same as for Biology majors plus Psychology 1 and 2.



Lower division requirements for other split majors must be determined by consultation between the student and his/her advisor and approved by the chairpersons of the departments involved.

One year of foreign language is highly recommended, especially for those students planning to enter professional or graduate schools.

### Upper Division

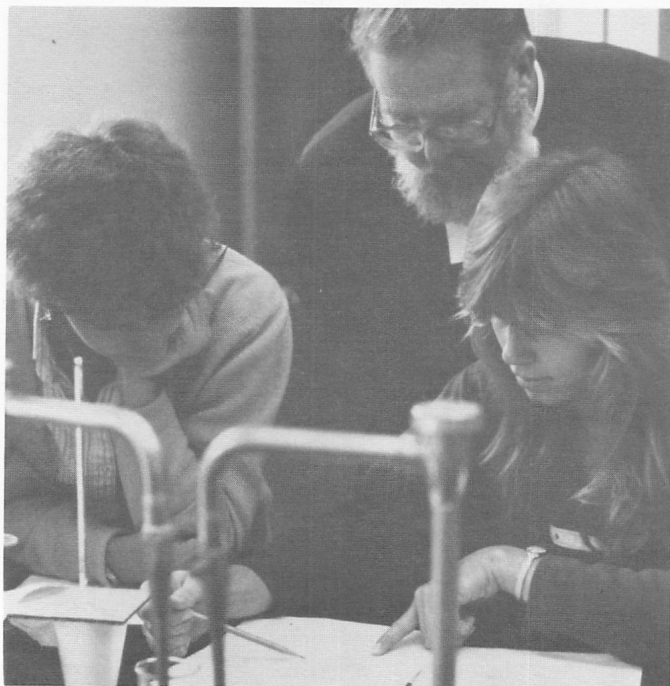
The Biology major must include seven upper division biology courses. In order to develop a broad background in biology and be exposed to the major areas of study within the discipline, students are required to take at least one course from each of the following five groups:

- Group I. Biology 105.
- Group II. Biology 100, 102, 120, 144.
- Group III. Biology 130, 132, 135, 137.
- Group IV. Biology 122, 146.
- Group V. Biology 113, 125, 146.

Faculty advisors should be consulted on a regular basis to assist in selecting courses and arranging specific curricula relating to fulfillment of requirements, particular career goals, and personal interests.

The Biology/Chemistry split major includes five upper division biology courses (including Biology 105 and 135) and two upper division chemistry courses in addition to two courses in organic chemistry (Chemistry 104, 105, 106, 107).

The Biology/Psychology split major includes five upper division biology courses (including Biology 105 and 122) and three upper division psychology courses (including Psychology 110 and 140).



Upper division requirements for other split majors must be determined by consultation between the student and his/her advisor and approved by the chairpersons of the departments involved.

### TEACHING CREDENTIAL IN LIFE SCIENCE

The major in Biology has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with both the Biology Department Waiver advisor and with the credential analyst of the School of Education, to make sure that all the prerequisites for the credential are fulfilled.

### MINOR REQUIREMENTS

The minor in Biology requires, for Option A, Chemistry 8-9 and 10-11; Biology 1-2 and 3-4; for Option B, Biology 50-51 and either 60-61, 70-71, or 80-81. A student must receive a grade of B or better in these courses to be eligible for upper division work in Biology. Upper division: any three upper division Biology courses, two of which must have a laboratory component. Note that some courses have additional prerequisites. Students choosing lower division option B must consult with instructors of the upper division courses of choice before enrolling in those courses.

### SUGGESTED BIOLOGY MAJOR PROGRAM

Note: All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations, p. 20), as well as courses of the student's own choice.

### FRESHMAN YEAR

#### Fall Term

Chemistry 8, 9  
 Mathematics 23 or 31  
 Collegiate Seminar  
 Better Writing

#### January Term

Elective

#### Spring Term

Chemistry 10, 11  
 Mathematics 24 or 32  
 Collegiate Seminar  
 Better Writing

**SOPHOMORE YEAR****Fall Term**

Chemistry 104, 105  
Biology 1, 2  
Elective  
Elective

**January Term**

Elective

**Spring Term**

Chemistry 106, 107  
Biology 3, 4  
Elective  
Elective

**JUNIOR YEAR****Fall Term**

Biology major course  
Physics 10, 20, or 4, 20  
Elective  
Elective

**January Term**

Elective

**Spring Term**

Biology major course  
Biology major course  
Physics 11, 21 or 5, 21  
Elective

**SENIOR YEAR****Fall Term**

Biology major course  
Biology major course  
Physics 6 or elective  
Elective

**January Term**

Elective

**Spring Term**

Biology major course  
Biology major course  
Elective  
Elective

**JANUARY TERM**

Frequently, faculty members in the Biology Department offer courses during the January term. Since it is the policy of the department to provide a variety of learning experiences during this term, the following kinds of courses will often be offered:

1. Seminars designed to probe special areas of current interest in the biological sciences through readings in the primary literature, preparation of reports, and class discussions.

2. Field courses, based either on campus or at a field site, that provide experience in the study of natural ecosystems.
3. Directed research into topics in experimental or field biology of interest to faculty and students.
4. Independent study courses either on campus or by special arrangement at universities or research institutes.

Students are advised not to include in their long term plan a Biology major course during January as the nature and number of these is not known with certainty until the fall of each year.

**PREPARATION FOR MEDICINE, DENTISTRY, AND OTHER HEALTH PROFESSIONS**

See the section in this *Catalog* under Pre-Professional Curricula.

**LOWER DIVISION COURSES****1 General Biology I**

Basic principles of biological science including study of animals, plants, and microorganisms. This is the first semester of a two semester sequence designed for Biology majors and others requiring a rigorous introductory treatment of the subject. Fundamentals of structure and function at different levels of organization from the whole organism to the molecular and biochemical. Includes an introduction to anatomy, genetics, cell biology, biochemistry, and a survey of the lower forms of the animal kingdom. Four hours of lecture per week. Must be accompanied by Biology 2. Required: Chemistry 8, 9, 10, 11.

**2 General Biology I Laboratory (0.5)**

Laboratory to accompany Biology I. Two labs per week. Laboratory fee \$45.

**3 General Biology II**

The second semester of an introductory two semester sequence for the Biology major. Completes an extensive survey of the animal kingdom and then covers microorganisms and the plant kingdom. Also introduces fundamentals of embryology, physiology, and ecology. Four hours of lecture per week. Must be accompanied by Biology 4. Required: Chemistry 8, 9, 10, 11 and Biology 1 and 2.

**4 General Biology II Laboratory (0.5)**

Laboratory to accompany Biology 3. Two labs per week. Laboratory fee \$45.

**\*6 Heredity and Society**

Contemporary genetical science bears directly on many matters of importance to human societies, such as racial differentiation, variations in mental ability, and the incidence of genetically-based pathologies. This course presents the historical and experimental evidence on which the science of heredity is based and pursues the practical implications of this science for the successful conduct of society. Intended for the general student regardless of major. Three lecture/discussion periods per week.



**15 Human Anatomy**

Study of the gross and microscopic structure of the tissues, organs, and organ systems of the human body. Three hours of lecture per week. Must be accompanied by Biology 16.

**16 Human Anatomy Laboratory**

Laboratory to accompany Biology 15. One lab per week for three hours. Laboratory fee \$45.

**25 Human Physiology**

Study of the function of the major organs and organ systems of the human body. Three hours of lecture per week. Must be accompanied by Biology 26.

**26 Human Physiology Laboratory**

Laboratory to accompany Biology 25. One lab per week for three hours. Laboratory fee \$45.

**40 Introductory Microbiology**

The biology of microorganisms including bacteria, viruses, and fungi, with emphasis on those forms of importance to man. Three hours of lecture per week. Must be accompanied by Biology 41.

**41 Introductory Microbiology Laboratory**

Laboratory to accompany Biology 40. Includes techniques for culture, isolation, characterization and identification of microorganisms. One lab per week for three hours. Laboratory fee \$45.

**50 General Biology**

A one semester introduction to the basic principles and concepts of biological science. Designed for students not majoring in biology. Three hours of lecture per week. Must be accompanied by Biology 51.

**51 General Biology Laboratory**

Laboratory to accompany Biology 50. One lab per week. Laboratory fee \$45.

**60 Plants and People**

An introduction to plants and our relationship with them. Topics include plant biology and ecology and the use of plants as food and in medicine. Designed for students not majoring in biology. May not be taken by students who have completed Biology 1 and 3 or its equivalent. Three hours of lecture per week. Must be accompanied by Biology 61.

**61 Plants and People Laboratory**

Laboratory to accompany Biology 60. One lab or field trip per week. Laboratory fee \$45.

**70 Invertebrate Biology**

A study of the animals without backbones. Topics include anatomy, taxonomy, and life-style of major groups. The insects and our relations with them receive special attention. Designed for students not majoring in biology. May not be taken by students who have completed Biology 1 and 3 or its equivalent. Three hours of lecture per week. Must be accompanied by Biology 71.

**71 Invertebrate Biology Laboratory**

Laboratory to accompany Biology 70. Designed to acquaint students with local species and their ways. One lab or field trip per week. Laboratory fee \$45.

**80 Vertebrate Natural History**

Fish, amphibians, reptiles, birds, and mammals are the objects of our attention. There is little anatomy—just enough to recognize identity and significant adaptations. Most time is spent on lifestyles and ecological adaptations. Considerate time is spent on outdoor observations—mostly of birds. Designed for students not majoring in biology. May not be taken by students who have completed Biology 1 and 3 or its equivalent. Three hours of lecture per week. Must be accompanied by Biology 81.

**81 Vertebrate Natural History Laboratory**

Laboratory to accompany Biology 80. One lab or field trip per week. Laboratory fee \$45.

NOTE: Biology 60 and 61; 70 and 71; 80 and 81 are offered on a three year rotating basis.

**UPPER DIVISION COURSES**

(Biology 1, 2, 3, 4 or the equivalent are prerequisite to all upper division courses unless otherwise indicated.)

**\*100 Vertebrate Anatomy**

Students investigate several areas of vertebrate anatomy of special interest to them, but with emphasis on the evolution of structure and function. Studies are conducted at the gross and histological levels using human and lower vertebrate materials and tissue preparations. Lectures and labs are integrated into two afternoon sessions per week. Laboratory fee \$45.

**\*102 Vertebrate Embryology**

Patterns of development in vertebrate animals, with emphasis on human embryology. Two lectures and two labs per week. Laboratory fee \$45.

**105 Genetics**

Principles of biological inheritance in animals, plants, and microorganisms, including some consideration of the areas of molecular, population, and human genetics. Three lectures per week.

**113 Marine Biology**

The biology of the major groups of local marine organisms, both plants and animals, with emphasis on natural history. Open to all upper division students with permission of instructor. Two lectures and two seashore field trips per week. Laboratory fee \$45.

**\*115 Theory of Evolution**

Historical development of evolutionary theories. Modern concepts concerning the process of organic evolution, including genetic changes in populations, natural selection, and the origin of species. Three hours of lecture per week. Prerequisite: Biology 105.

**\*116 History and Philosophy of Biology**

Development of the major concepts of biology from antiquity to the modern era, with a consideration of what these developmental sequences show about the nature of the scientific process. Three hours of lecture per week.

**\*119 Biostatistics**

Statistical concepts and methods as applied to the biological sciences. Of special interest to students planning to enter research careers. Three lectures per week.

**\*120 Vertebrate Zoology**

Advanced study of the vertebrates, emphasizing phylogeny, morphology, and natural history of the major vertebrate groups. Laboratory and field work emphasize taxonomy of local forms, methods of study, and special projects. Three lectures and one lab/field period per week. Laboratory fee \$45.

**\*122 Comparative Animal Physiology**

The functions of the major organ systems of vertebrate and invertebrate animals. Emphasis on general principles of function as exemplified in the major animal phyla. Three lectures and one lab per week. Laboratory fee \$45.

**\*125 General Ecology**

The relationships between biological systems and their environments. The study of these relationships at the population, community and ecosystem levels. Three lectures and one lab/field period per week. Laboratory fee \$45.

**\*130 Microbiology**

The structure, physiology, and genetics of microorganisms with emphasis on the bacteria. Special topics covered include applied and medical microbiology, virology, and immunology. Laboratory involves application of fundamental bacteriological techniques to taxonomy, genetics, and physiology of microorganisms. Three hours of lecture and one lab per week. Laboratory fee \$45.

**\*132 Cell Biology**

The study of structure and function in bacterial and higher cells. Topics covered include the major areas of active research, such as biochemical control mechanisms, membrane physiology, and molecular biology. Three hours of lecture and one lab per week. Required: Chemistry 104 and 106. (Physics 10, 11 may be taken concurrently.) Recommended: Biology 135. Laboratory fee \$45.

**\*135 Biochemistry**

The nature and metabolism of proteins, nucleic acids, lipids, and carbohydrates and their roles in the function of cells and tissues. Consideration is given to the structure and function of enzymes and the properties of enzymatic reactions. Laboratory includes demonstrations of techniques and investigation into properties of biologically important molecules. Three lectures and one lab per week. Prerequisite: Chemistry 104-106. Laboratory fee \$45. (Cross-listed as Chemistry 135.)

**\*137 Molecular Biology**

The study of the structure and function of the genetic apparatus and the mechanism of its transmission and expression in cells. This course is biochemical in nature and focuses on recent discoveries in the areas of DNA, RNA, and protein synthesis in procaryotes and eucaryotes. Laboratory sessions cover methods of nucleic acid isolation and analysis and both discussion of and practice using techniques in genetic engineering. Three lectures and one lab per week. Prerequisite: Chemistry 104-106. Laboratory fee \$45.

**\*144 General Botany**

The study of plant biology at an advanced level, including topics in the structure and development, reproductive patterns, taxonomy, identification, phylogeny, and distribution of major plant groups. Three lectures and one lab per week. Laboratory fee \$45.

**\*146 Plant Physiology and Ecology**

The functional aspects of plant life and the relation of plants to their physical, chemical, and biological environment. Emphasis on the vascular plants. Three lectures and one lab/field period per week. Laboratory fee \$45.

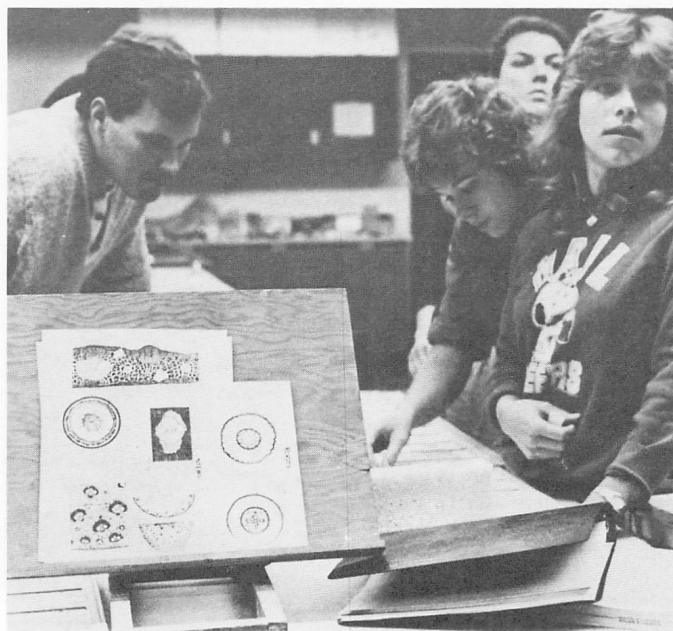
**197 Special Study**

An independent study course for students whose needs are not met by courses available in the regular offerings of the department. Permission of the instructor and the department chairperson required. Laboratory fee, when appropriate, \$45.

**199 Honors-Special Study**

A research course for upper division majors with a B average in Biology. Permission of instructor and department chairperson required. Laboratory fee, when appropriate, \$45.

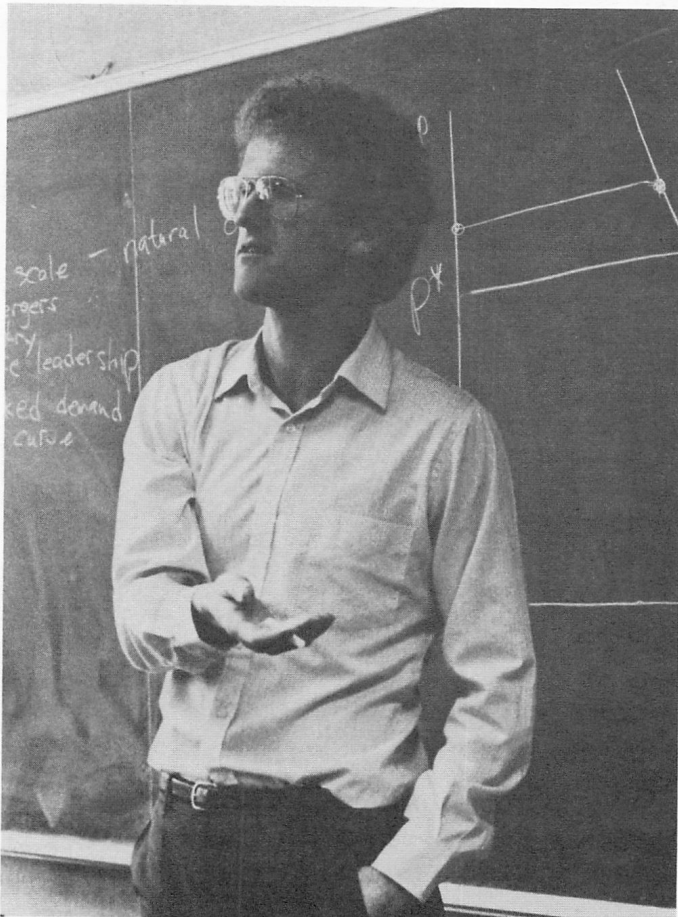
\*Offered in alternate years.



## BUSINESS ADMINISTRATION AND ACCOUNTING

### FACULTY

C. J. (Mike) Walter, Ph.D., Earl W. Smith Professor of Economics and Business Administration, Dean of the School of Economics and Business Administration  
 Fred E. Anderson, Jr., M.B.A., C.P.A., Associate Professor  
 Norman S. Bedford, M.B.A., Associate Professor  
 Jerry J. Bodily, Ph.D., Visiting Associate Professor  
 Donald S. Campbell, J.D., Visiting Associate Professor  
 George S. Cluff, Ph.D., Visiting Assistant Professor  
 Andrew DeGall, J.D., Professor  
 Allan Garrett, M.B.A., Associate Professor, Emeritus  
 Eric J. Kolhede, Ph.D., Associate Professor  
 Joseph Lupino, M.B.A., C.P.A., Associate Professor  
 Dorothy (Dotty) J. Nash, M.S., C.P.A., Lecturer  
 William F. Tauchar, Ph.D., Professor, Emeritus  
 John E. Thompson, M.B.A., Lecturer  
 Raymond J. White, Ph.D., Lecturer  
 Stanford White, M.B.A., C.P.A., Professor, Director of the Accounting Program  
 Diana Ting Liu Wu, Ph.D., Assistant Professor



One of the following: Math 3  
 Math 7, Math 23, Math 31 or  
 any up. div Math or CS except  
 Math 101.

The major in Business Administration is designed to broadly educate students in the business sciences. Graduates can choose professional management positions in financial services, operations, marketing, or strategic planning. A major in Business Administration is excellent preparation for persons who aspire to general management positions or who plan to attend graduate school in business administration.

### BUSINESS ADMINISTRATION

#### MAJOR REQUIREMENTS

##### Lower Division

Principles of Macro/Micro-Economics (Economics 1, 2)  
 Principles of Accounting (Business Administration 6, 7)  
 Statistics (Business Administration 40)  
 Recommended: Mathematics 23-24 or 31-32; Mathematics/  
 Computer Science 11.

##### Upper Division

Micro- and Macro-Economic Theory (Economics 105, 106)  
 Business Administration 115, 116, 121, 122, 124, 133, and 140  
 Waivers of prerequisites or class standing require the approval of the Dean of the School of Economics and Business Administration.

#### MINOR REQUIREMENTS

The minor in Business Administration requires Principles of Accounting 6, 7; Statistics 40; Principles of Macro-Economics 1 or Contemporary Economic Issues 10; Enterprise and Law 115; Financial Management 133; two additional upper division Business Administration courses.

#### SUGGESTED BUSINESS ADMINISTRATION MAJOR PROGRAM

Most courses are given in only one term of the year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations p. 20), as well as courses of the student's own choice.

#### FRESHMAN YEAR

##### Fall Term

Principles of Accounting 6  
 Collegiate Seminar  
 Elective  
 Elective



**January Term**

Elective

**Spring Term**

Principles of Accounting 7

Collegiate Seminar

Elective

Elective

**SOPHOMORE YEAR****Fall Term**

Principles of Macro-Economics 1

Statistics 40

Elective

Elective

**January Term**

Elective

**Spring Term**

Principles of Micro-Economics 2

Statistics 40 or elective

Elective

Elective

**JUNIOR YEAR****Fall Term**

Micro-Economic Theory 105

Enterprise and Law 115

Organization Theory 121

Elective

**January Term**

Elective

**Spring Term**

Macro-Economics Theory 106

Enterprise and Law 116

Marketing 124

Elective

**SENIOR YEAR****Fall Term**

Operations Management 122

Financial Management 133

Elective

Elective

**January Term**

Elective

**Spring Term**

Business Policy 140

Elective

Elective

Elective

**ACCOUNTING**

The Accounting major is designed to produce professional accountants. Graduates can choose professional positions as accountants or auditors in business or industry, with public accounting firms, in government service or in private practice. An Accounting major is an excellent background for persons who aspire to general management positions. An undergraduate degree in accounting also provides a valuable preparation for students who plan to attend graduate school in business administration or law.

**MAJOR REQUIREMENTS****Lower Division**

Principles of Macro/Micro-Economics (Economics 1, 2)

Principles of Accounting (Business Administration 6, 7). May

be taken either the freshman or sophomore year. If taken in

freshman year, the student will normally enroll in Intermediate

Accounting (Business Administration 160-161) in the

sophomore year, in order to have continuity in accounting

education.

Statistics (Business Administration 40)

Mathematics/Computer Science 11

Recommended: Sequence of Mathematics 23-24 or 31-32

**Upper Division**Business Administration 115, 160-161, 162-163, 164, 165,  
167, 168

Micro-Economic Theory (Economics 105)

Junior college transfers who have taken acceptable courses

in principles of accounting can expect to complete all neces-

sary upper division courses within two years. Waivers of

prerequisites or class standing require the approval of the

Dean of the School of Economics and Business Administra-

tion.

**MINOR REQUIREMENTS**

The minor in Accounting requires Principles of Accounting 6,

7; Principles of Macro/Micro-Economics 1, 2; Intermediate

Accounting 160, 161; two additional upper division Account-

ing courses.

**SUGGESTED ACCOUNTING MAJOR PROGRAM**

Most courses are given in only one term of the year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations p. 20), as well as courses of the students own choice.

**FRESHMAN YEAR**

**Fall Term**

Principles of Accounting 6  
Collegiate Seminar  
Elective  
Elective

**January Term**

Elective

**Spring Term**

Principles of Accounting 7  
Collegiate Seminar  
Computer Science 11  
Elective

**SOPHOMORE YEAR**

**Fall Term**

Principles of Macro-Economics 1  
Statistics 40  
Elective  
Elective

**January Term**

Elective

**Spring Term**

Principles of Micro-Economics 2  
Elective or Statistics 40  
Elective  
Elective

**JUNIOR YEAR**

**Fall Term**

Intermediate Accounting 160  
Enterprise and Law 115  
Micro-Economic Theory 105  
Elective

**January Term**

Elective

**Spring Term**

Intermediate Accounting 161  
Cost Accounting 165  
Elective  
Elective

**SENIOR YEAR**

**Fall Term**

Advanced Accounting 162  
Budgeting 167  
Tax Accounting 168  
Elective

**January Term**

Elective

**Spring Term**

Advanced Accounting 163  
Auditing 164  
Elective  
Elective

**LOWER DIVISION COURSES**

**6-7 Principles of Accounting**

Business accounting is studied to provide an understanding of financial and management reports. The accounting process as applied to individual businesses, partnerships and corporations is related to service, retail and manufacturing enterprises. Freshmen admitted upon completion of math test administered only on day of fall registration. BA 6 is prerequisite to BA 7.

**40 Statistics**

Introduction to statistical concepts used to assist in making decisions when conditions of uncertainty prevail. Topics include the collection and analysis of data, probability and probability distributions, hypothesis testing, linear regression and correlation.

**UPPER DIVISION COURSES**

All upper division Business Administration courses require Economics 1-2, BA 6-7, and BA 40, except for BA 115, 116, and 121, which have no prerequisites. All courses require junior standing, except BA 160-161 for accounting majors.

**115-116 Business Law**

A study of the general principals of business law with regard to the American legal system, crimes and torts, contracts, sales and product liability, agency, partnerships, corporations, commercial paper, and real and personal property. Prerequisites: BA 115 is prerequisite to BA 116.

**121 Organization Theory**

A study of the structure, functioning, and performance of organizations, and the impact of psychological and sociological variables on the behavior of groups and individuals within them. Discussions include group dynamics, corporate cultures, structure and technology, motivations, leadership, decision-making, power and influence, roles and interactions.

**122 Operations Management**

The essentials of operations management and control. Topics covered include organization of productive functions, plant location and layout, quality control and production standards.

**124 Marketing**

The principles of major areas of marketing decision-making that confront organizations. Topics include the utilization of marketing information systems as well as the formulation and implementation of integrated product, pricing, distribution and promotion strategies.



### 133 Financial Management

A study of the organization and financial administration of enterprise, and the instruments and methods employed in the financing of promotions, consolidations, and reorganizations.

### 136 Investments

Analysis of the nature of the securities markets (common stocks, bonds, etc.) from the point of view of a private investor. The student is introduced to how an investor can proceed to construct a portfolio of different securities to achieve a realistic financial goal. Particular emphasis is placed on the trade-off between risk and return in a portfolio context. (Cross-listed as Economics 136.)

### 140 Business Policy

An integrating treatment of the major operating activities of business firms. This course should be taken in the spring term of the senior year. Prerequisites: completion of BA 115, 116, 121, 122, 124, and 133, Economics 105 and 106.

### 160-161 Intermediate Accounting

Intensive consideration of accounting problems relating to valuation, classification and statement presentation of property, liability and equity accounts together with related problems in connection with the measurement of periodic operating results. Prerequisite: BA 6-7. Eligible sophomores will concurrently be taking BA 40 and Economics 1-2. BA 160 is prerequisite to BA 161.

### 162-163 Advanced Accounting

Application of fundamental theories to special fields and activities including branch accounting, mergers and consolidated statements. Special emphasis given to effects of current pronouncements of Financial Accounting Standards Board and the Securities and Exchange Commission. Prerequisite: BA 161. BA 162 is prerequisite to 163.

### 164 Auditing

Objectives and techniques in professional verification of financial statements. Duties, responsibilities and ethics of the auditor are studied in connection with the preparation of the auditor's report. Prerequisite: 162; senior standing.

### 165 Cost Accounting

Principles and techniques of cost accounting. Prerequisite 162; junior standing.

### 167 Budgetary/Government and Non-Profit Units Accounting

Study of the unique aspects of accounting for government and non-profit organizations. Prerequisite: BA 161 and BA 165; senior standing.

### 168 Tax Accounting

A study of tax law affecting the practice of public accounting. Includes the principles of income, payroll, gift and estate taxation. Prerequisite: BA 115, 161; senior standing.

### 195 Internship

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. Permission of instructor and Dean of the School of Economics and Business Administration required.

### 197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of the instructor and Dean of the School of Economics and Business Administration required.

### 199 Honors-Special Study

An independent study or research course for upper division majors with a B average in Business Administration. Permission of the instructor and Dean of the School of Economics and Business Administration required.



## CHEMISTRY

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### FACULTY

John S. Correia, Ph.D., Professor, Chairman  
 Kenneth J. Brown, Ph.D., Assistant Professor  
 Brother Myron Collins, FSC, M.S., Assistant Professor  
 Brother Augustus Rossi, FSC, M.A., Lecturer

The primary objective of the Chemistry Department is to offer a program which will prepare students for several options upon graduation: employment in industry; graduate work in chemistry and related areas; entry into professional schools such as medicine or dentistry, and even entry into certain non-technical areas such as schools of law.

The Department also recognizes that, since chemistry is a discipline that attempts to explain nature by the study of the substances that constitute the universe, it is in itself important and it also strongly influences other areas. To this end, courses are offered which are not an integral part of the major program but are useful components of the overall education of many college students.

### Admission Requirements

Students planning a major in chemistry must present credits in four years of high school mathematics, chemistry, and physics, and must have at least a B average in these subjects. Students with a good high school record but lacking credit in these subjects may be admitted on the condition that any deficiencies are removed in summer school or at Saint Mary's College.

### MAJOR REQUIREMENTS

#### Lower Division

The following lower division courses are required for the major in chemistry: Chemistry 5, 8, 9, 10, 11, 89; Physics 4, 5, 6, 20, 21, and Mathematics 31-32, 33. One year of foreign language (especially German) is highly recommended. Students wishing to split their major with biology may omit Chemistry 89 and, although not recommended, may take Physics 10, 11, instead of Physics 4, 5, 6, and Mathematics 23-24 instead of Mathematics 31-32, 33.

#### Upper Division

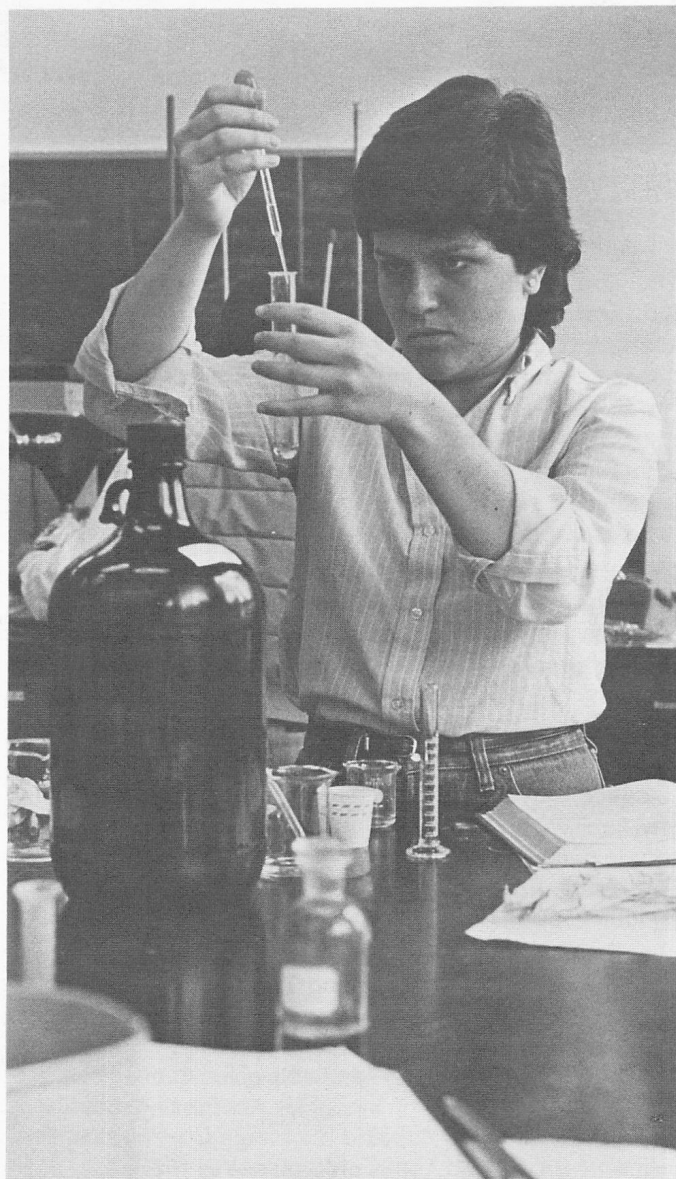
The major will consist of the following upper division courses: Chemistry 104, 105, 106, 107, 108, 111 or 119, 114, 115, 116, 118, 130, 197 or 199. The split major in Chemistry-Biology consists of six upper division courses (in addition to Chemistry 104, 105, 106, 107) and two upper division biology courses. The upper division chemistry courses must include Chemistry 113 or 114, 115 and 135.

### MINOR REQUIREMENTS

The minor in Chemistry requires Chemistry 8-9 and 10-11, and any three upper division chemistry courses except Chemistry 100, 101, 104 and 106. Only one special study (Chemistry 197 or 199) is accepted.

### SUGGESTED CHEMISTRY MAJOR PROGRAM

Note: All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations, p. 20), as well as courses of the student's own choice.



**FRESHMAN YEAR**

**Fall Term**

Chemistry 8, 9  
 Mathematics 31  
 Better Writing  
 Collegiate Seminar

**January Term**

Elective

**Spring Term**

Chemistry 10, 11  
 Mathematics 32  
 Better Writing  
 Collegiate Seminar

**SOPHOMORE YEAR**

**Fall Term**

Chemistry 104, 105  
 Mathematics 33  
 Foreign Language  
 Elective

**January Term**

Chemistry 5

**Spring Term**

Chemistry 106, 107  
 Chemistry 89  
 Foreign Language  
 Elective  
 Elective

**JUNIOR YEAR**

**Fall Term**

Chemistry 108  
 Chemistry 114  
 Physics 4, 20  
 Elective

**January Term**

Physics 5

**Spring Term**

Chemistry 115  
 Chemistry 116  
 Physics 6, 21  
 Elective

**SENIOR YEAR**

**Fall Term**

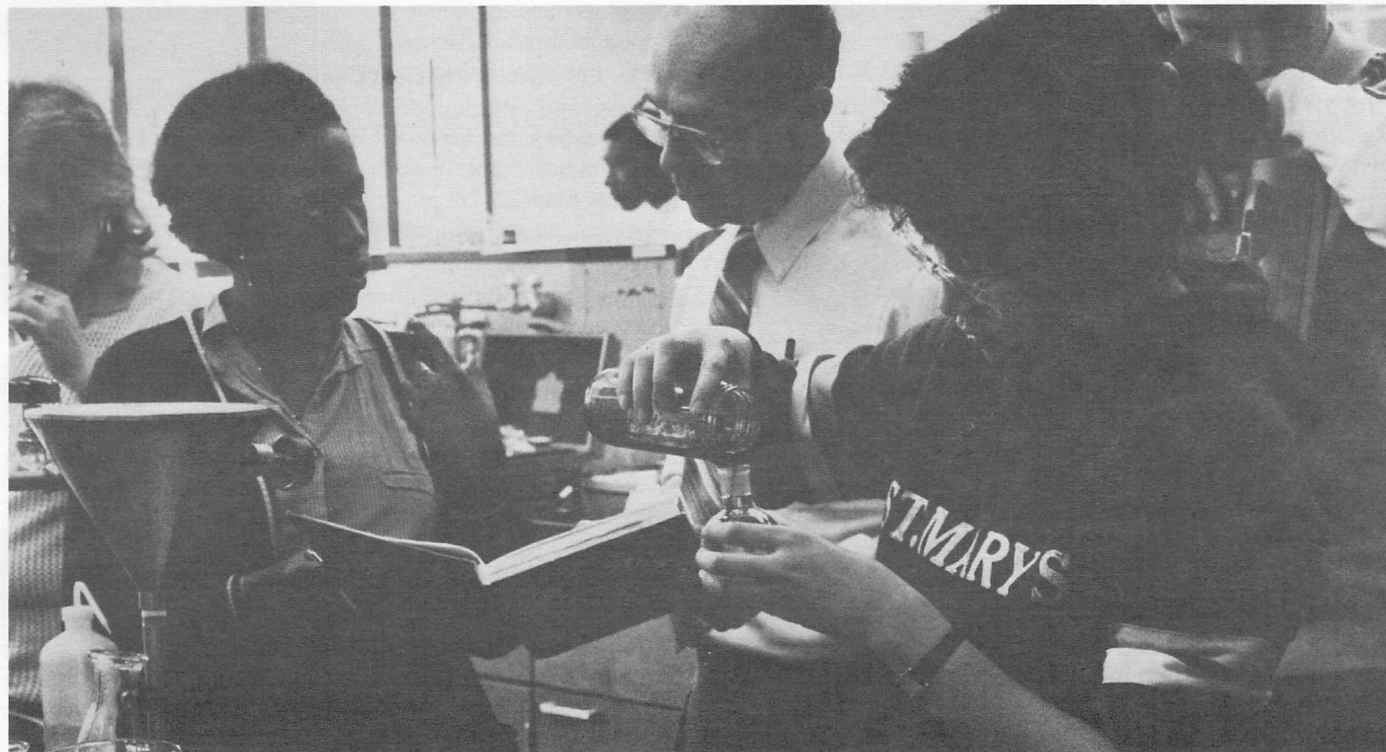
Chemistry 119  
 Chemistry 130  
 Elective  
 Elective

**January Term**

Chemistry 197 or 199

**Spring Term**

Chemistry 111  
 Chemistry 118  
 Chemistry 197 or 199  
 Elective



**LOWER DIVISION COURSES****2 Principles of Chemistry**

An introduction to topics in inorganic, organic, and biochemistry for those students with an interest in the life sciences. This course cannot be used to satisfy the prerequisites for any other chemistry course the Department offers. Students may not enroll in this course until they have been sufficiently counseled as to whether it is appropriate to their needs. Four lectures per week. Prerequisite: one year of high school chemistry or 6 semester units of laboratory science; one year of algebra (second-year algebra recommended).

**3 Principles of Chemistry Lab (0.25)**

To accompany Chemistry 2. A simplified introduction to experimentation in chemistry. One lab period per week. Laboratory fee, \$40.

**5 Quantitative Chemical Analysis**

An introduction to the principles and methods of analytical chemistry as applied to the quantitative analysis of chemical substances. One lecture and two labs per week. Prerequisite: Chemistry 8, 10. Laboratory fee \$35.

**8 General Chemistry I**

A study of the fundamental principles of chemical science and the chemistry of the more common elements and their compounds. Five meetings per week. Prerequisite: high school chemistry and a satisfactory grade in a mathematics examination given at the beginning of the school year. Chemistry 8 is offered only in the fall semester.

**9 General Chemistry Lab I (0.25)**

To accompany Chemistry 8. An introduction to experimentation in chemistry. One lab period per week. Laboratory fee \$40.

**10 General Chemistry II**

A continuation of Chemistry 8. Chemistry 8 is prerequisite to Chemistry 10 which is offered only in the spring semester.

**11 General Chemistry Lab II (0.25)**

To accompany Chemistry 10. An introduction to experimentation in chemistry. One lab period per week. Laboratory fee \$40. Chemistry 9 is prerequisite to Chemistry 11.

**89 Chemical Literature (0.25)**

A systematic study and use of the literature of chemistry and allied fields. One meeting per week.

**UPPER DIVISION COURSES**

Chemistry 8, 10 is prerequisite to all upper division courses except Chemistry 100 and Chemistry 101. Chemistry 104, 106 is prerequisite to Chemistry 108, 111, 135.

**100 Chemistry for Elementary School Teachers**

A study of key concepts and theories of chemistry that the elementary school teacher will be asked to teach in California. The laboratory component of the course is aimed at developing techniques and confidence in demonstrating and

conducting experiments. Three meetings and one lab per week. Laboratory fee \$35.

**101 Chemistry, Man, and Society**

A course specially designed to acquaint the nonscience student with science as a way of thinking and to introduce chemical principles in relation to man's activities. Three lectures and one lab per week. Laboratory fee \$35.

**104 Organic Chemistry I**

An introduction to the concepts of structure and reactivity of organic compounds. Four lectures per week. Chemistry 104 is offered only in the fall semester.

**105 Organic Chemistry Lab I (0.00)**

To accompany Chemistry 104. An introduction to experimentation in organic chemistry. One lab period per week. Laboratory fee \$40.

**106 Organic Chemistry II**

A continuation of Chemistry 104. Chemistry 104 is prerequisite to Chemistry 106 which is offered only in the spring semester.

**107 Organic Chemistry Lab II (0.00)**

To accompany Chemistry 106. An introduction to experimentation in organic chemistry. One lab period per week. Laboratory fee \$40. Chemistry 105 is prerequisite to Chemistry 107.

**108 Organic Analysis**

The separation and identification of organic compounds by means of chemical and spectroscopic techniques. One lecture and three labs per week. Laboratory fee \$40.

**111 Organic Chemistry Theory**

The application of current chemical theory to the study of the physical and chemical properties of organic compounds. Three lectures per week.

**113 Elementary Physical Chemistry**

A simplified introduction to physical chemistry. This course may not be used for credit toward a full major in chemistry. Three lectures per week. Prerequisite: Mathematics 31, 32 or Mathematics 23, 24.

**114 Physical Chemistry I**

A study of chemical theory; specifically thermodynamics, chemical kinetics, and quantum mechanics. Three meetings per week. Prerequisite: Mathematics 31, 32. Chemistry 114 is offered only in the fall semester.

**115 Physical Chemistry II**

A continuation of Chemistry 114. Chemistry 114 is prerequisite to Chemistry 116 which is offered only in the spring semester.

**116 Physical Chemistry Measurements**

A study of experimental methods in physical chemistry. To be taken concurrently with Chemistry 115. One lecture and two labs per week. Laboratory fee \$40.

**118 Chemical Instrumentation**

A study of the principles used in constructing instruments and their applications in chemistry. One lecture and two labs per week. Laboratory fee \$40.



**119 Environmental Chemistry**

A study of the theory and practice of water, air, and soil chemistry with emphasis on the problem areas within our environment. Three lectures per week.

**130 Advanced Inorganic Chemistry**

A study of the structures, reactions, and relationships of the elements and their compounds. Three lectures and one lab per week. Laboratory fee \$40.

**135 Biochemistry**

A study of the fundamentals of the chemical activity of living organisms. Three lectures and one lab per week. Laboratory fee \$40. (Cross-listed as Biology 135.)

**140 Glass Blowing (0.25)**

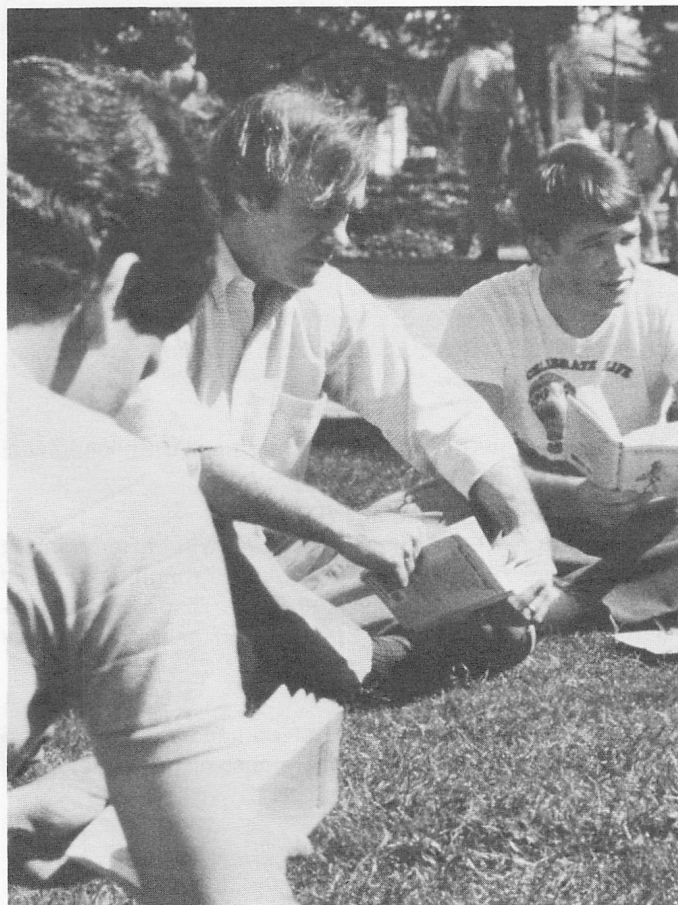
Practice in the construction and repair of chemical glass apparatus. One meeting per week. Laboratory fee \$40.

**197 Special Study**

Laboratory research in chemistry. Three labs per week minimum. Prerequisite: senior standing and consent of the instructor. Laboratory fee \$40.

**199 Honors-Special Study**

Laboratory research in chemistry. Three labs per week minimum. Prerequisite: majors with senior standing, with B average in chemistry and consent of instructor.



## CLASSICAL LANGUAGES

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### FACULTY

John A. Dragstedt, Ph.D., Professor, Chairperson  
 Brother Theophane Ke, FSC, B.A., Lic. Rel. Sc., Lecturer  
 Brother S. Dominic Ruegg, FSC, Ph.D., Professor, Emeritus

The specific aim of the Classics program is to provide a sufficient training for those majoring in Classics to enable them to enter graduate studies in Classics or the various related fields of philosophy, ancient history, archeology (for example). The courses are broad enough in conception to satisfy the general cultural appetites of the college student, apart from any interest in further study.

Historically, the department has worked closely with the Integral Curriculum program: the lower division Greek courses are identical to the language tutorial courses for the first two years.

Entering freshmen and transfer students will be placed in courses suitable to the level of their preparation.

### MAJOR REQUIREMENTS

Eight upper division courses with a concentration in either Greek or Latin, or a combination of courses in Greek and Latin.

### MINOR REQUIREMENTS

The minor in Latin or Greek requires Latin 101, 102, 110, and two electives in Latin; or Greek 101, 102, 106, and two electives in Greek.

### GREEK

#### Lower Division Courses

##### 1 Elementary Greek

Beginner's course. Morphology, syntax, introduction to the reflective and scientific analysis of language. (Cross-listed as Integral 40.)

##### 2 Elementary Greek

Continuation of Greek 1. Reading of texts of Plato and Aristotle. Prerequisite: Greek 1. (Cross-listed as Integral 41.)

##### 3 Intermediate Greek

Reading of selected authors, study of various types of discourse. Reading of Plato, Aristotle, lyric poetry, and drama. Discussion of logic, rhetoric, and dialectic. Prerequisite: Greek 2. (Cross-listed as Integral 90.)

##### 4 Intermediate Greek

Continuation of Greek 3. Prerequisite: Greek 3. (Cross-listed as Integral 91.)

#### Upper Division Courses

Greek 3 and 4 or an acceptable equivalent are prerequisite to all upper division courses, except for Greek 163 and 166.

**101 Plato**

A reading of a shorter and of a longer dialogue with consideration of the contemporary background, and the range of philological and philosophical questions. A number of the dialogues which are lesser-known are read and considered in translation. An attempt to view the totality of Plato's work and life is made.

**102 Homer**

A study of epic dialect and technique of composition; methods of historical and literary interpretation. The nature of myth and a comparison of the diverse forms of ancient epic in various cultures are topics.

**103 Greek Historians**

The history of Greek historiography is studied by examples of the methods of Herodotus, Thucydides, Xenophon and Polybius from their texts.

**105 Greek Orators**

Why Rhetoric was the major science of Antiquity is investigated. Examples are taken from the canon of Attic orators.

**106 Greek Dramatists**

Greek playwrights are studied in as broad a representation as possible: the tragedians, Aristophanes and Menander.

**107 Aristotle**

A study of Aristotle's scientific method and its relationship to metaphysics as exemplified in the *Physics and Metaphysics*, as well as of his concept of dialectic as opposed to that of Plato.

**110 New Testament Greek**

A sampling of Hellenistic Greek is studied as background, and the course then concentrates upon the Gospels and Paul in selection.

**115 Greek Lyric Poets**

Special attention is accorded Pindar. The history of Greek lyric is studied in examples.

**163 Greek Civilization and History**

A study of the religious, social, political, and economic conditions of Ancient Greece (2000-250 B.C.) through history and archeology. Selected ancient authors are read in their historical context. The course is the first half of a study of ancient history.

**166 Classical Archeology**

A study of the topography and monuments of Greece and Rome. Methods of archeological research.

**199 Honors-Special Study**

An independent study or research course for upper division majors with a B average in Greek. Permission of the instructor and department chairperson is required. Course normally requires Greek composition. On an individual basis, students work with composition textbooks in order to submit for revision their own renderings into Classical Greek.

**LATIN****Lower Division Courses****1 Elementary Latin**

Beginner's course. Morphology, syntax, exercises in composition and translation.

**2 Elementary Latin**

Continuation of Latin 1. Prerequisite: Latin 1.

**3 Intermediate Latin**

Reading of prose. Deepened study of language. Prerequisite: Latin 2.

**4 Intermediate Latin**

Reading of poetry. Prerequisite: Latin 3.

**Upper Division Courses**

Latin 3 and 4 or an acceptable equivalent are prerequisite to all upper division courses, except for Latin 163.

**101 Cicero**

The full variety of Cicero's texts is sampled, and he is located within the history of the Republic.

**102 Roman Historians**

A study of representative texts of Sallust, Livy and Tacitus, with attention to the widest range of interpretative problems.

**103 Patristic Latin**

Texts of Tertullian, Augustine and Boethius are read, with special attention to the *Confessions*.

**104 Roman Comedy**

A study of the plays of Plautus and Terence, with attention to contemporary social history and the traditions of the stage.

**108 Horace**

A study of Horace's major lyrics, with admission of various methods of interpretation for discussion.

**109 Roman Law**

The nature and history of Roman law is studied in translation. Its theoretical and historical relation to Common Law is examined.

**110 Virgil**

The entire corpus of Virgil's writing is sampled. Philosophical and literary problems are all considered.

**163 Roman Civilization and History**

A study of pre-Roman Italy and the growth of Rome into a worldwide empire (1000 B.C.-450 A.D.) through history and archeology. Selected ancient authors are read in their historical context. The course is the second half of a study of ancient history.

**199 Honors-Special Study**

An independent study or research course for upper division majors with a B average in Latin. Permission of instructor and department chairperson is required.

## COLLEGIATE SEMINAR

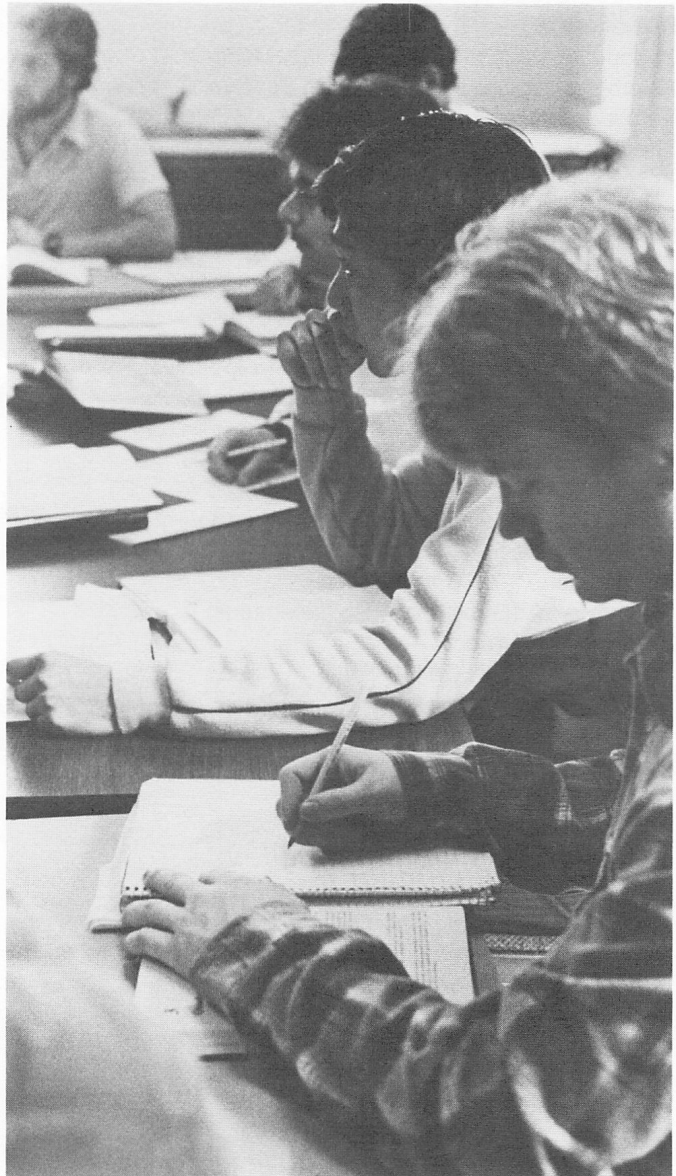
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### FACULTY

- O. DeSales Perez, Ph.D., Professor, Department of Modern Languages, Chairman of the Collegiate Seminar Governing Board
- Chester Aaron, M.A., Professor, Department of English, member of the Collegiate Seminar Governing Board
- Brother William Beatie, FSC, Ph.D., Professor, Department of Philosophy
- Steven A. Cortright, M.A., Assistant Professor, Department of Philosophy and of the Integral Curriculum
- Frank Ellis, Ph.D., Professor, Department of Philosophy and of the Integral Curriculum
- Benjamin Frankel, Ph.D., Professor, Department of History
- Elmer Gelinias, Ph.D., Professor, Department of Philosophy
- Robert Hass, Ph.D., Professor, Department of English
- Brother Ronald Isetti, FSC, Ph.D., Professor, Department of History
- Brother Brendan Kneale, FSC, M.A., M.S., Associate Professor, Integral Curriculum
- Edward Porcella, Ph.D., Associate Professor, Collegiate Seminar and the Integral Curriculum
- Katherine Roper, Ph.D., Professor, Department of History, member of the Collegiate Seminar Governing Board
- Mary Doyle Springer, Ph.D., Professor, Department of English
- Norman Springer, Ph.D., Professor, Department of English
- Brother Raphael Patton, FSC, Ph.D., Associate Professor, Integral Curriculum and Department of Mathematics

The Collegiate Seminar program, the core program of the Saint Mary's College curriculum, is designed to confront students with some of the great writings that have shaped the thought and imagination of the Western World. By means of this confrontation, students develop skills of analysis and interpretation that help them read difficult books with increasing understanding and enjoyment. Books selected for the Seminars depict situations or pose questions fundamental to human experience. The program thus has a double purpose. It aims on the one hand to bring students into direct contact with the works of great minds—poets, philosophers, scientists, historians—so that students may experience at first hand the unique values which such encounters with great minds have to offer. It aims on the other hand to use these encounters to cultivate habits of careful and disciplined reading so that students can discover for themselves the meanings embodied in any book they read. So conceived, the program is concerned as much with teaching a method of reading as with teaching a collection of readings.

Classes meet around a seminar table in groups of about twenty students so that each person can participate actively in discussion of the readings. The role of the faculty discussion leader is to raise questions about the meaning of the



work and to formulate such problems as will challenge the students to develop, through the process of discussion, defensible interpretations of their own. Discussion means stating an opinion, uncovering its assumptions, presenting evidence in its favor or defending it against objections, relating it to what others have stated, exposing contradictions or discovering ambiguities. By such active discussion the students learn how to read critically and sensitively; and the skills they come to acquire are possessed not merely as inert information but as living abilities.

### Reading Lists

The reading lists which follow are representative and are subject to modification.



**20/120 Greek Thought**Homer, *Iliad*Sophocles, *Oedipus Rex*, *Antigone*, *Oedipus at Colonus*Aeschylus, *Agamemnon*, *Libation Bearers*, *Eumenides*Euripides, *Bacchae*Thucydides, *Peloponnesian Wars* (selections)Aristophanes, *Birds* or *Lysistrata*Euclid, *Elements* (Book I, 1-8)Plato, *Euthyphro*, *Apology*, *Crito*, *Meno*Aristotle, *Nicomachean Ethics* (Books I, II, III, 1-5, V)Ptolemy, *Almagest* (Book I, 1, 2)

Heraclitus (selections)

**21/121 Roman, Early Christian, and Medieval Thought**Lucretius, *On the Nature of Things*Virgil, *Aeneid*, *The Golden Age Returns*Plutarch, *Cicero*Marcus Aurelius, *Meditations*

Roman Poets: Catullus, Horace, Ovid and Virgil

Galen (selection)

St. Augustine, *The Confessions*St. Thomas Aquinas, *Summae* (selections)Dante, *The Inferno*Cicero, *On Duties*, *On Old Age***122 Renaissance, Seventeenth and Eighteenth Century Thought**Machiavelli, *The Prince*Luther, *On Christian Liberty*Shakespeare, *King Lear*Cervantes, *Don Quixote*Galileo, *Two New Sciences* (selections)Harvey, *Motion of the Heart and Blood* (selections)Descartes, *Discourse on Method*Pascal, *Pensees* (selections)Hobbes, *Leviathan* (selection)Swift, *Gulliver's Travels*, *A Modest Proposal*Pascal, *Pensees* (selection)Montaigne, *Essays* (selection)Rousseau, *The Social Contract*Kant, *Principles of the Metaphysics of Morals* (selection)**123 Nineteenth and Twentieth Century Thought**Kierkegaard, *The Point of View* (selection)Newman, *Idea of a University* (selection)Darwin, *On the Origin of Species by Means of Natural Selection* (selections)Dostoevski, *The Grundrisse*Freud, *General Introductory Lectures on Psychoanalysis* (selections)Camus, *The Stranger*Sartre, *Literary and Philosophical Essays* (selection)Woolf, *Three Guineas*Wittgenstein, *Philosophical Investigations* (selections)Maritain, *Education at the Crossroads*Garcia Marquez, *One Hundred Years of Solitude***COMMUNICATIONS****FACULTY**

Rev. Michael A. Russo, Ph.D., Associate Professor, Chairman

Brother Raymond C. Berta, FSC, M.A., Lecturer

Thad Coberg, M.A., Lecturer

Martin J. Cohen, M.A., M.S., Lecturer

James Friscia, M.S., Lecturer

Melinda C. Hornby, M.A., Assistant Professor

Kusum J. Singh, Ph.D., Associate Professor

David C. Thomson, M.A., M.J., J.D., Associate Professor

Edward E. Tywoniak, M.F.A., Lecturer

Communications is an emerging interdisciplinary area of inquiry, with a foundation in Aristotle's *Rhetoric* and contemporary social-scientific theories of human communication. The curriculum is intended for students who wish to develop a fundamental understanding and knowledge of the functions of communication in society. A series of core courses is designed to provide the student with the background needed to explore one of several fields in depth. Currently, these areas are interpersonal, group, organizational, and mass communications (including journalism and broadcasting).

The intent of the program is to guide each student toward realistic academic and career goals. The commitment is to the intellectual and personal growth of each student. In this quest, the Communications Department seeks to encourage a variety of educational alternatives—a responsive environment in which to learn. Differing, yet complementary approaches are a strength of this Department, which brings together a faculty with diverse backgrounds.

Beginning with the 1985-86 academic year, all new majors will take six core courses in the Communications Department, plus a selection of electives (field studies). In addition, each student will complete a sequence of arts and skills courses, meet a foreign language requirement, and participate in a senior seminar or write a senior thesis. For most students, a comprehensive field examination will be required to finish the curriculum. Only students who have done a senior honors thesis, at the invitation of the faculty, will be exempt from the comprehensive exam.

In addition to the language requirement, a total of 11 courses—within the Department—is required for graduation. The six core courses, two electives, two arts and skills courses, and either the senior seminar or the honors thesis make up the total.

**MAJOR REQUIREMENTS**

In the listing below, required courses are listed by the areas Core Courses, Field Studies, and Arts and Skills. Within these areas the identifying number in parentheses indicates the appropriate group: (1) Core Curriculum, (2) Field Studies in

Mass Communication, (3) Field Studies in Interpersonal/Organizational Communications, (4) Broadcast Group, (5) Print Group, (6) Interpersonal/Organizational Group.

**CORE COURSES (1)**

**Lower Division**

Communications 2, 10, 25, and 50.  
Foreign language requirement (see below).

**Upper Division**

Communications 112, 118, and 196 or 198.

**FIELD STUDIES**

Two courses must be taken from one of the following groups:

**Mass Communications (2)**

Communications 105, 106, 107, 156, 157, 158, 159 and 161.

**Interpersonal/Organizational Communications (3)**

Communications 104, 113, 116, 117, 119, 120, 160, 161, and 162.

**ARTS AND SKILLS**

One of the following two course sequences:

**Broadcast Group (4)**

Communications 140 and 141, or 132 and 133.

**Print Group (5)**

Communications 122 and 123

**Interpersonal/Organizational Group (6)**

Communications 170 and 171.

For Communication: History and Society 25, and Communication Theory 50, and all upper division Communications courses (except as otherwise specified in course descriptions), the prerequisites are either Introduction to Communications 1 or Perspectives on Communication 2, or consent of instructor.

The Department's foreign language requirement may be satisfied in one of two ways. First, a student may demonstrate competency by obtaining a score of four or higher on a CEEB Advanced Placement language proficiency exam. Secondly, a student may demonstrate competency by satisfactorily completing a two course sequence at Saint Mary's. For entering students who have taken less than three years of a foreign language in high school, or elsewhere, the normal sequence would be the elementary and continuing elementary courses (e.g., Elementary French and Continuing Elementary French). For those who have taken three years or more before entering Saint Mary's, the normal sequence would be the intermediate and continuing intermediate courses (e.g., Intermediate Italian and Continuing Intermediate Italian).

**MINOR REQUIREMENTS**

The minor in Communications requires Communications 1, 10; either 25 or 50; one course from the following: 105, 106, 112, 118, 119 or 120; one of the following two-course sequences: 122 and 123, 132 and 133, 140 and 141, 170 and 171.

**SUGGESTED COMMUNICATIONS MAJOR PROGRAM**

Note: All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations, p. 20), as well as courses of the student's own choice.

**FRESHMAN YEAR**

**Fall Term**

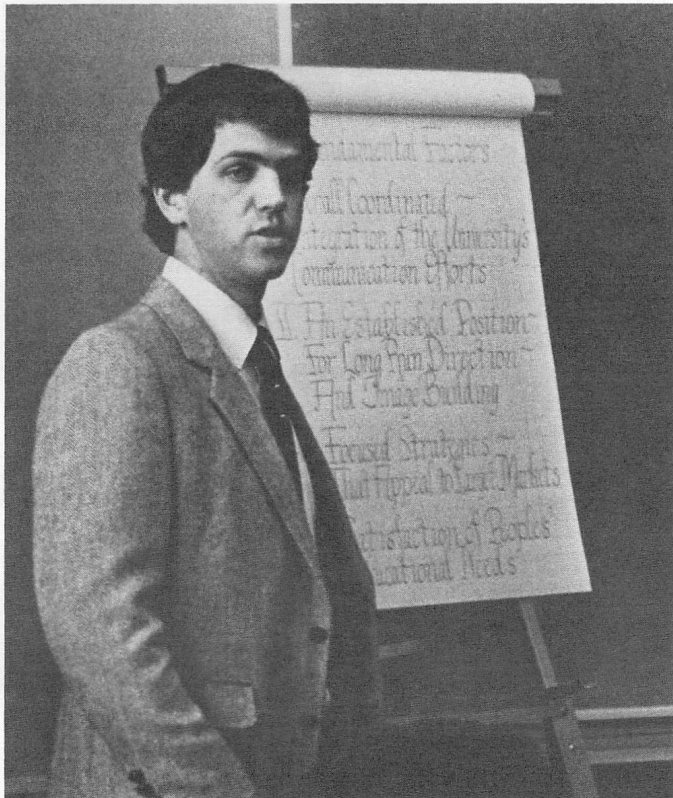
- Perspectives on Communication 2
- Collegiate Seminar
- Better Writing
- Foreign Language

**January Term**

- Elective

**Spring Term**

- Oral Communication 10
- Collegiate Seminar
- Better Writing
- Foreign Language



**SOPHOMORE YEAR****Fall Term**

Communication: History and Society 25

Elective

Elective

Elective

**January Term**

Elective

**Spring Term**

Communication Theory 50

Elective

Elective

Elective

**JUNIOR YEAR****Fall Term**

Department elective (Field Study)

Media Arts and Skills

Interpersonal Communication 112

Elective

**January Term**

Elective

**Spring Term**

Communication Law and Public Policy 118

Media Arts and Skills

Elective

Elective

**SENIOR YEAR****Fall Term**

Department elective (Field Study)

Senior Seminar

Elective

Elective

**January Term**

Elective

**Spring Term**

Internship or elective

Elective

Elective

Elective

**LOWER DIVISION COURSES**

(The number in parentheses following the course title indicates the group of the major.)

**1 Introduction to Communication**

A panoramic view of communication in all its forms—interpersonal, organizational, political, and mass media processes. Ethical and public policy issues. New developments in technology, theory, and research. (For non-majors)

**2 Perspectives on Communication (1)**

Fundamentals of human communication in a variety of contexts, including public speaking, interpersonal communication, and mass communication. Purpose of the course is to introduce majors to the required four year reading list, discuss students' academic and career goals, and initiate faculty-student dialog on the multi-perspective program of study in communications. Lectures by members of the Department supplemented by field trips. (For Communications majors only.)

**10 Oral Communication (1)**

Fundamentals of oral communication. Communication theory, rhetorical theory, and speech criticism. Emphasis on learning how to prepare and deliver a speech before an audience. A variety of situations are provided to prepare students to speak with greater confidence and competence.

**#20 Writing as Communication (5)**

Skills and tools required to pursue research and writing in communications. Methods of research, construction of arguments, organization of analytical reports.

**25 Communication: History and Society (1)**

Social history of systems of mass communication in America from the beginning of the 19th century. Chronicle of the development of urban ideology and vision through the creation of mass communication tools including telegraph, newspaper, film, radio, and television. (Prerequisite: 1 or 2.)

**50 Communication Theory (1)**

Communication as a social science. Characteristics of social theories, components of theories, development and testing of hypotheses, general models, and research with reference to human communication theory. Recent developments in the study of mass communication content and effects, with emphasis on the broadcast media. (Prerequisite: 1 or 2.)

**UPPER DIVISION COURSES**

Communications 1 or 2 is prerequisite to all upper division courses, except as indicated.

**104 Sociolinguistics (3)**

A review and analysis of the various approaches to the study of human symbolic behavior. The relationship of language and social class, race, age, sex and other subcategories. Prestige and stigma associated with different ways of speaking. Political and educational implications. Interaction between linguistic and social factors in linguistic variation.

**105 International Communication (2)**

A look at global issues affecting message flows within and among capitalist, socialist, and the different kinds of "third world" countries. Special focus on the United Nations, UNESCO, and their role in mediating conflicts in international communication.

**106 Media Criticism (2)**

Theories and methods used in critical analysis of mass-mediated entertainment and narrative forms. Analysis of the



systems that generate the meanings produced by these texts and how these meanings are determined historically.

### **107 Political Communication (2)**

A review of the growing role of communication, information, and media technologies in electoral and legislative processes. Interplay between styles of leadership and the media. Special attention to development of non-media forms of political communication.

### **112 Interpersonal Communication (1)**

Analysis and application of current theories of interpersonal communication. Lectures, experiential activities, and group discussion applying communication theory to development of skills to enhance interpersonal relationships. (Cross-listed as Psychology 176.)

### **113 Seminar in the Psychology of Communication (3)**

An in-depth study of particular problems in the psychology of communication. Topics include symbolism in films, current literature in the psychology of communication, special problems in group communication. May be repeated for credit as content varies. (Cross-listed as Psychology 177.)

### **115 Seminar in Cultural Studies**

Topics and problems in the study of cultural forms as they are shaped by communication and communications media, including semiological approaches to ancient and contemporary cultural forms. Admission by consent of instructor. May be repeated for credit as content varies.

### **116 Advertising (3)**

Critical issues in advertising and its role in contemporary society, including its purposes and effects, its impact on consumers, and future prospects and alternatives.

### **117 Public Relations (3)**

Provides an understanding of the place of public relations in our society and how it is planned, produced, and evaluated. Emphasis on the role of written communications. Students become familiar with the scope of communication channels available for effective relations with an organization's essential publics.

### **118 Communication: Law and Public Policy (1)**

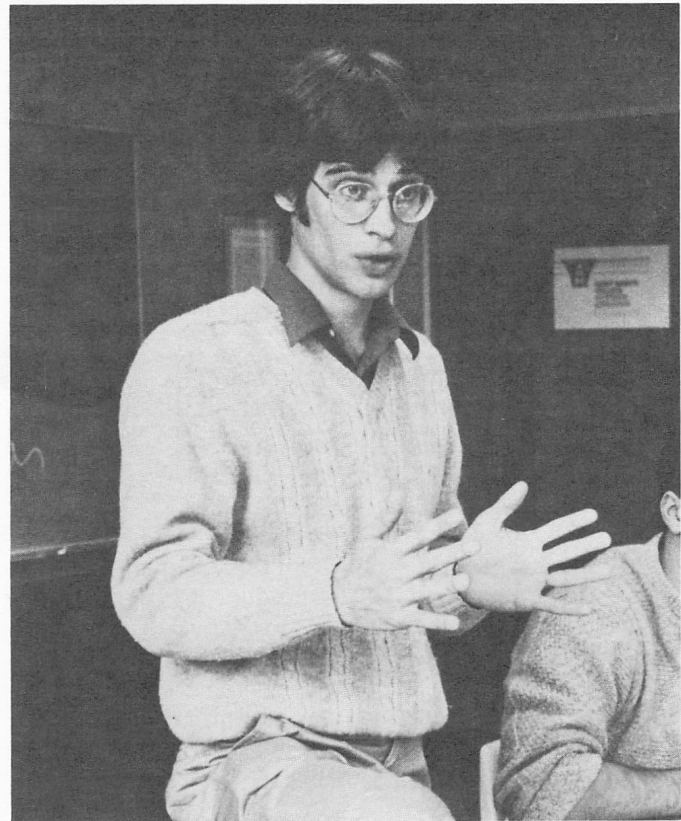
Substance and process of the law affecting communications. Substance answers the question "What does the law say?" regarding libel, privacy, access, freedom of information, and other communications topics. Process focuses on legal analysis and legal thinking, including an understanding of how the substance of the law evolves.

### **119 Intercultural Communication (3)**

Analysis of differences in the attitudes, social organization, role expectations, language, and nonverbal behavior that affect communication within and among ethnic groups and national cultures.

### **120 Organizational Communication (3)**

Analysis of current communication theories of group formation, goals, structure, and leadership within organizations.



### **#122 Introduction to the Print Medium (5)**

Analysis of the forms and techniques of the print medium. Historical development of books, magazines, and newspapers—with an emphasis on their differing roles in society. Evaluation of the functions of the print media in modern society. Critical study of "stylistic" issues such as layout and typography.

### **#123 News Writing and Reporting (5)**

Introduction to the principles and practices of journalism with emphasis on the modes of presentation. Critical study of the content of various forms such as news reports, analyses, and editorials. Practice in writing in these styles for the print and electronic media. Prerequisite: Communications 122.

### **#124 Advanced News Reporting (5)**

Analysis of sources of information and their use in examining issues and institutions of public concern, with focus on government agencies and services, politics and elections, the legal process, and related topics. Students combine news gathering techniques and writing skills in a variety of investigative reporting assignments. Prerequisite: Communications 123.

### **#132 Radio Production I (4)**

An introduction to the fundamentals and techniques of radio broadcasting. The course develops practical skills of audio production, production vocabulary and a working knowledge of audio equipment.

**#133 Radio Production II (4)**

The purpose of this advanced course is to expose students to the variety of radio programming: news, sports, drama and documentary. Each student produces an example of creative radio programming. Prerequisite: Communications 132.

**#140 Introduction to TV Studio (4)**

Introduction to and practice regarding the TV production team, operation of studio and control room equipment, the television script, program formats, production elements and process. Lecture, discussion, and program exercises in the studio.

**#141 Television Forms and Techniques (4)**

Television techniques and processes from script writing through production. Introduction to program formats and production processes. Practice operating studio and control room equipment. Lecture, discussion, and program exercises in the studio. Prerequisite: Communications 140.

**#145 Electronic Field Production: Documentary (4)**

This course trains students in the production of documentary video and/or other information programs designed for television. The class covers all stages of producing either a documentary or shorter piece for television from the idea, through development, marketing planning, shooting, editing, and post-production. Students produce their own projects on videotape. Prerequisite: Communications 141.

**#146 Electronic Field Production: Television News (4)**

Deals with the writing and producing of television news. Students learn to write their own news stories and rewrite wire copy for television. Special emphasis on coordinating copy with film, videotape, or graphics. Students report, write, edit, and order complete television newscasts. Prerequisite: Communications 141.

**156 Propaganda and Public Opinion (2)**

Critical understanding of the methods used to influence the perceptions and behaviors of others. Analysis of the processes and techniques of persuasion and their social and moral implications for 20th-century society.

**157 Communication: Technology and Society (2)**

Emerging communications technologies and their interaction with society. Readings and discussion of critical text which explicate the effects of communications technologies on society and the governance of the technologies by society, including works by Norbert Wiener, Lewis Mumford, Jacques Ellul, Marshall McLuhan and their respondents.

**158 Film History (2)**

Survey of major trends in the history of world cinema. Emphasis on the development of cinematic style in various socio-cultural and industrial settings. The growth of differing structures of film production, distribution, and exhibition in various political and economic contexts. Attention to the many alternative practices which emerged in response to the dominant Hollywood style.

**159 Telecommunications (2)**

An introduction to telecommunications services. Problems and issues in the development, implementation, and evaluation of new interactive services. The relationship of technological innovation to the policy environment and the impact of new communications technologies.

**160 Nonverbal Communication (3)**

Exploration of various disciplinary approaches to study of nonverbal communication, using current research in semiology, psychology, anthropology, and communications. Attention to the significance of nonverbal communication in the language development of children and its continuing importance in the understanding of personal relationships.

**161 Ethics in Human Communication (2) or (3)**

Value perspectives in varied settings; interpersonal, organizational and mass. Issues of truth and responsibility in family, social interactions, advertising, and governmental communication.

**162 Ethnography of Communication (3)**

A course on methods of understanding and analysis of the "ways of speaking." Participant and observation skills will be developed for intensive analysis of linguistic repertoire, rules of use, ethnosemantics and linguistic history of speech communities.

**163 Seminar in Special Topics**

Special interest courses exploring particular problems in the field of communication. Topics will be determined by the instructor and will cover the range of communication theory, interpersonal, intercultural and international communication, rhetoric and persuasion, law, and visual media.

**#170 Interviewing, Consulting, and Training (6)**

Organization and direction of professional, business, and political communication programs, and application of communication principles to interviewing in the context of such programs. Program simulation and role playing will supplement discussion and written analysis of organizational needs assessment, communication auditing, and decision making.

**#171 Leadership in Groups and Organizations (6)**

The structure and function of informal and formal group processes in contemporary society. The role of the individual participant and leadership functions. Examination of current theories of group formation, goals, structure and leadership as they relate to communication processes. Prerequisite: Communication 170.

**172 Church: Communication and Community (6)**

The role of communication in forming community is a central feature in the design of Church models. This course examines means of effective communication with the Church as an organization and use of the media to serve goals of the Church as a community.

## CROSS-CULTURAL STUDIES

### 173 Culture, Education and Communication (6)

Using the concepts of anthropology, this course will examine communication theories in a multi-cultural context and explore issues related to learning in a culturally and structurally pluralistic urban society.

### #195 Internship (1)

Work in an appropriate internship position in the field of communications, under the supervision of a faculty member. Normally open only to Communications majors, in the senior year, with approval of the Department internship director. Majors may qualify with a B average or better.

### 196 Senior Seminar (1)

Critical examination of problems and issues in contemporary communication. Significance and relations of the major fields of communication. (Senior standing required. Course includes Comprehensive Field Examination.)

### 197 Special Study

An independent study of a problem in the communications field determined by the student and instructor.

### 198 Senior Honors Thesis (1)

Directed reading, research, and writing culminating in the preparation of a thesis under direction of a faculty advisor. (Senior standing required. Course admission by invitation and approval of Honors Committee.)

### 199 Honors Special Study

An independent study or research course for upper division majors with a B average or better in Communications courses. Permission of the instructor and department chairperson required.

# Does not fulfill an Area requirement.

Students who intend to pursue careers of graduate work in such fields as bilingual education, community services, or international relations, or who wish to broaden their program of studies, may petition to establish an alternative plan major in Cross-Cultural Studies. Such a major must include courses from at least three disciplines and must have the approval of chairpersons of the departments concerned. An alternative plan major must consist of nine upper division courses with at least two chosen from each of the three disciplines. Lower division courses will be dependent upon the various disciplines chosen. Appropriate courses might be chosen from:

Anthropology 1, 112, 115, 116, 118, 120

Economics 160, 190, 195

English 12, 22-23, 153, 154

Government 108, 112, 120, 122, 144, 145

History 7, 129, 130, 131, 132, 133, 134, 135

Philosophy 116

Psychology 10, 11, 14, 160

Sociology 1, 121, 160

Spanish 140, 141, 143, 144, 150, 151.

For information regarding the composition of the individual Cross-Cultural alternative plan major, student should contact the chairpersons of the appropriate departments which form the major.



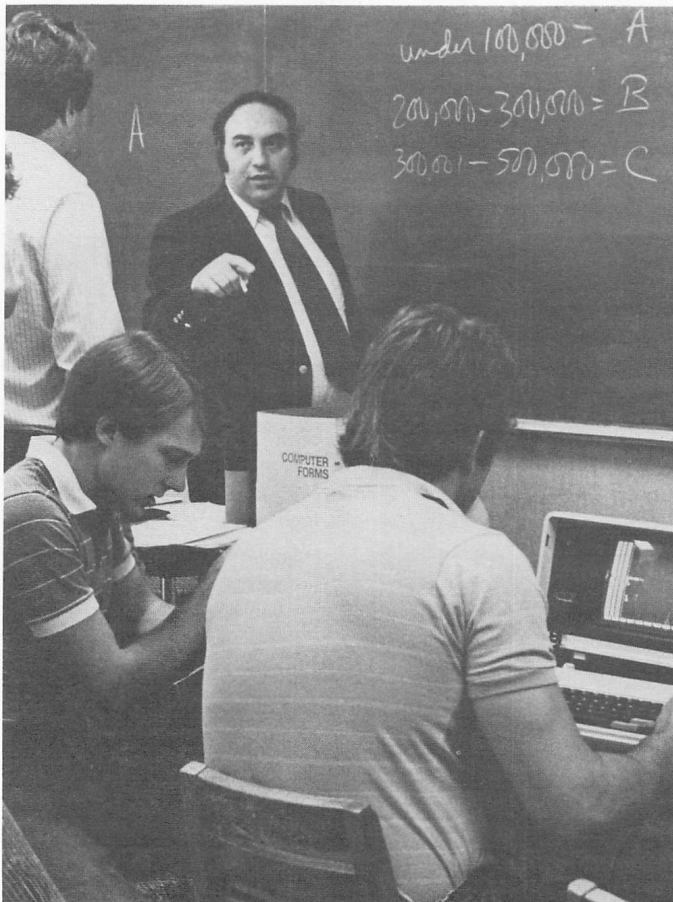


## ECONOMICS

### FACULTY

C. J. (Mike) Walter, Ph.D., Earl W. Smith Professor of Economics and Business Administration, Dean of the School of Economics and Business Administration  
 Roy E. Allen, Ph.D., Assistant Professor  
 Jerry J. Bodily, Ph.D., Visiting Associate Professor  
 Kristine L. Chase, Ph.D., Associate Professor  
 George S. Cluff, Ph.D., Visiting Assistant Professor  
 Andrew L. DeGall, J.D., Professor  
 William C. Lee, Ph.D., Associate Professor  
 William F. Tauchar, Ph.D., Professor, Emeritus  
 Brother T. Jerome West, FSC, M.A., Associate Professor

The major in Economics is designed to produce professional economists. Graduates can choose professional positions as economists in business or industry, in government service, or in consulting. The Economics major is an excellent background for persons who plan to attend graduate school in business administration, law or government.



### MAJOR REQUIREMENTS

#### Lower Division

Principles of Macro/Micro-Economics (Economics 1, 2)  
 Principles of Accounting (Business Administration 6, 7)  
 Statistics (Business Administration 40)  
 Mathematics 23-24 or 31-32  
 Mathematics/Computer Science 11

#### Upper Division

Economics 105, 106, 141-142, and four additional upper division courses in Economics

Waivers of prerequisites or class standing require the approval of the Dean.

Some upper division courses may be given in alternate years only. The student must determine, prior to his/her pre-registration for the junior year, in a conference with his/her advisor, which courses are currently being given in alternate years so that he/she will have an opportunity to complete all required courses in a timely manner.

### MINOR REQUIREMENTS

The minor in Economics requires Principles of Macro/Micro Economics 1, 2; Principles of Accounting 6; Statistics 40; Micro-Economic Theory 105, Macro-Economic Theory 106; two additional upper division Economics courses.

### SUGGESTED ECONOMICS MAJOR PROGRAM

Most courses are given in only one term of the year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations, p. 20), as well as courses of student's own choice.

### FRESHMAN YEAR

#### Fall Term

Principles of Accounting 6  
 Collegiate Seminar  
 Computer Science 11 or elective  
 Mathematics 23

#### January Term

Elective

#### Spring Term

Principles of Accounting 7  
 Collegiate Seminar  
 Elective or Computer Science 11  
 Mathematics 24

**SOPHOMORE YEAR****Fall Term**

Principles of Macro-Economics 1  
 Statistics 40  
 Elective  
 Elective

**January Term**

Elective

**Spring Term**

Principles of Micro-Economics 2  
 Elective or Statistics 40  
 Elective  
 Elective

**JUNIOR YEAR****Fall Term**

Micro-Economic Theory 105  
 Methods of Quantitative Analysis 141  
 Elective  
 Elective

**January Term**

Elective

**Spring Term**

Macro-Economic Theory 106  
 Methods of Quantitative Analysis 142  
 Elective  
 Elective

**SENIOR YEAR****Fall Term**

Economics elective  
 Economics elective  
 Elective  
 Elective

**January Term**

Elective

**Spring Term**

Economics elective  
 Economics elective  
 Elective  
 Elective

**LOWER DIVISION COURSES****1 Principles of Macro-Economics**

Introduction to the concepts and tools of macro-economic analysis. Macro-economics is concerned with the relationship between major economic aggregates including firms, households and government. Topics include the determination of the level of aggregate economic activity, inflation, unemployment as well as government's ability to achieve a full employment non-inflationary Gross National Product using fiscal and monetary policy.

**2 Principles of Micro-Economics**

Introduction to the concepts and tools of micro-economic analysis. Micro-economics is concerned with individual economic units including representative consumers, firms and markets. Topics include resource allocation, the operation of firms in competitive and non-competitive markets, consumer behavior, factor markets as well as applications of micro-economic analysis to current economic issues.

**10 Economics and Society**

The use of contemporary economic issues to present a non-technical, introductory approach to micro- and macro-economic principles. Topics include price controls, pollution, energy, international trade, poverty, inflation and the national debt. Not open to Economics or Business Administration majors or to students who have taken Economics 1-2.

**UPPER DIVISION COURSES**

Principles of Macro/Micro-Economics (Economics 1-2) are prerequisite to all upper division courses except Economics 111.

**102 Development of Economic Thought**

Major theoretical contributions to economics from Mercantilists and Smith through Keynes, with emphasis on 19th and early 20th century thought. Prerequisite: Economics 105.

**105 Micro-Economic Theory**

An intermediate level analysis of the motivation and behavior of producers and consumers under alternative market settings with particular emphasis on price formation, resource allocation, and income distribution.

**106 Macro-Economic Theory**

An intermediate level analysis of the aggregate interrelationship between consumers, businesses, and government in the determination of national income, unemployment, price level, and national growth rate.

**111 Economic History of the United States**

Economic interpretation of the history of the United States with particular emphasis on the development of agriculture, industry, transportation, finance, labor force, and the increasing role of government in economic affairs.

**130 Money, Credit, and Banking**

A description and analysis of the money and banking system in the United States. Special emphasis is placed on the role of the Federal Reserve System and the impact of its actions on the financial markets, interest rates, inflation, and the general level of economic activity.

**135 Public Finance**

Public finance or public sector economics is an analysis of the taxing and spending activities of government using theoretical, empirical and institutional material. Topics include collective goods, externalities, cost-benefit analysis, tax analysis and the national debt.

**136 Investments**

Analysis of the nature of the securities markets (common

stocks, bonds, etc.) from the point of view of a private investor. The student is introduced to how an investor can proceed to construct a portfolio of different securities to achieve a realistic financial goal. Particular emphasis is placed on the trade-off between risk and return in a portfolio context. (Cross-listed as Business Administration 136)

**\*141-142 Methods of Quantitative Analysis**

The first part of this sequence applies calculus techniques and matrix algebra to the analysis of economic problems. Mathematics is used to derive theoretical propositions as well as to find the optimal economic decision given a certain set of opportunities.

The second part is aimed at integrating the entire process from development of an economic theory, derivation of hypotheses, empirical testing, and evaluation of test results. The student is introduced to the necessary statistical manipulation of data using mainframe computers. 141 is a prerequisite for 142.

**152 Labor Economics**

Labor relations, wage theory, collective bargaining, labor force trends, and the labor movement in the United States.

**160 Comparative Economic Systems**

Analysis and evaluation of existing economic systems including their historical development and philosophical background. Divergence of goals and priorities in the free market, socialist and communist systems. Similarities and differences in their organization of production and distribution.

**175 Economic and Social Planning**

The many different meanings and ideological implications of planning are studied. After surveying the evolution of planning by individuals, enterprises, and governments, this course focuses on peace-time and war-time planning in the United States, in a global context. Special attention is given to management planning, budgetary planning, economic and social indicators, as well as economic debates on issues such as unemployment, inflation, environment management, etc.

**190 International Economics**

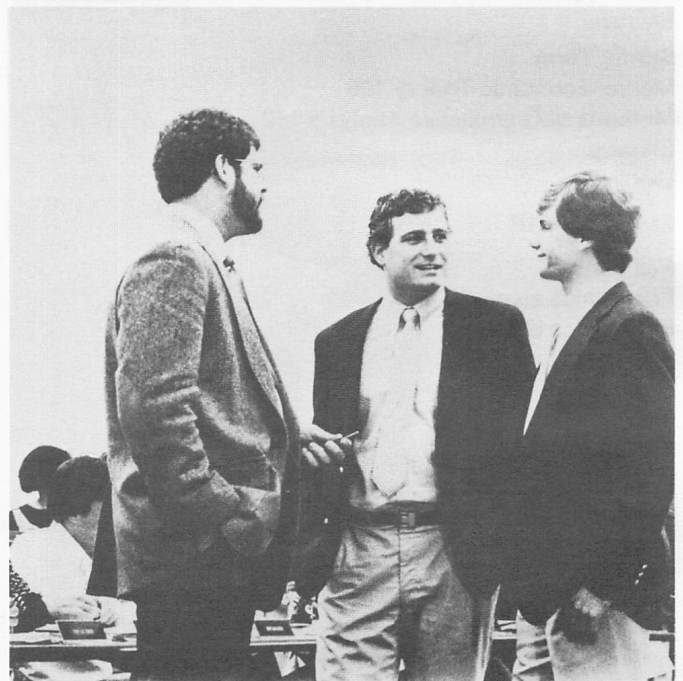
An analysis, using the law of comparative advantage, of the international supply and demand relationships that cause international trade and the associated problems such as balance of payments, exchange rate fluctuations, and government dictated commercial policies.

**192 Economic Development**

An evaluation of economic growth in terms of measures, theories, cultural influences and history, with special reference to Latin American economies as they confront United States policy-making.

**195 Internship**

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. Permission of instructor and Dean of the School of Economics and Business Administration required.



**197 Special Study**

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of instructor and Dean of the School of Economics and Business Administration required.

**199 Honors-Special Study**

An independent study or research course for upper division majors with a B average in Economics. Permission of instructor and Dean of the School of Economics and Business Administration required.



## EDUCATION

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### FACULTY

Paul J. Burke, Ed.D., Professor, Dean of the School of Education  
 Gerald J. Brunetti, Ph.D., Associate Professor  
 Coordinator: Single Subject Credential Program  
 Marguerite Dawson Boyd, Ph.D., Associate Professor  
 Coordinator: Multiple Subject Reading Leadership Programs  
 David Bruce, M.A., Lecturer  
 Elaina Rose Lovejoy, Ph.D., Associate Professor  
 Brother John O'Neill, FSC, Ed.D., Associate Professor (on leave 1985-1988)  
 Katherine D. Perez, Ed. D., Assistant Professor  
 Coordinator: Special Education Programs  
 Rosemary Peterson, Ph.D., Associate Professor  
 Coordinator: Early Childhood Education Programs and Montessori Teacher Training Program  
 Tony Roffers, Ph.D., Associate Professor  
 Coordinator: Counseling Leadership Program  
 Susan Springborg, M.A., Lecturer  
 (A more complete list is available in the School of Education Graduate Bulletin.)

### EDUCATION COURSES

The School of Education offers undergraduate courses in education with a double orientation: 1) as preliminary preparation for a career in teaching, and 2) as part of a liberal education for the general citizen and prospective parent. The courses provide opportunities to gain an understanding of current educational philosophies and practices. Visits to local schools provide an opportunity for students to examine education as a process and as a possible career. Each January term a supervised field experience is offered to undergraduates who feel that work in a classroom on a daily basis would help them clarify vocational choices.

Seniors may be admitted, with the chairman's approval, to graduate level courses. Ordinarily, a maximum of four Education courses are permitted toward the undergraduate degree. Such courses may be applied toward teacher certification requirements, and may be counted toward a master's degree if not needed to fulfill undergraduate degree requirements. Those who plan to teach should consult with a School of Education advisor early in their undergraduate years to develop an appropriate program leading to a teacher credential. This applies to both elementary and secondary school teaching. The future elementary teacher would ordinarily take the Diversified Liberal Arts major (listed below) or the Integral Curriculum described elsewhere. The future secondary teacher would select a major in a field ordinarily taught in secondary schools. Saint Mary's College currently offers

approved teaching majors (waiver programs) in the following fields: art, biology, English, French, government, history, mathematics, physical education and Spanish. Students planning to earn a teaching credential should take a course to fulfill the U.S. Constitution requirement.

Students are encouraged to speak to a School of Education advisor early in their studies to ensure that they understand the California requirements (academic and professional) for various teaching credentials. Early advisement may prevent costly mistakes in programming.

The School of Education publishes a separate *Bulletin* for its graduate programs. Write to the School of Education, P.O. Box K, Moraga, CA 94575, or phone (415) 376-1330.



## DIVERSIFIED LIBERAL ARTS MAJOR

The Diversified Liberal Arts major offers a broad interdisciplinary education and is primarily intended for undergraduates who plan to teach in public or private preschools, primary or elementary schools. The major is approved by the California Commission on Teacher Credentials and therefore waives the National Teachers Examination required of other applicants for the California Multiple Subject Teaching Credential. This major is under the auspices of the School of Education.

### MAJOR REQUIREMENTS

The following description of the Diversified Liberal Arts major is intended to be an overview only and does not reflect specific course requirements. A complete list of courses is available from the Registrar or the School of Education.

The major consists of 24 required courses distributed equally throughout the following four areas: (Please note that Education courses are *not* part of the DLA major.)

#### English

Composition (at least one course)  
 Grammar—English 110: English Structure (formerly Linguistics) required  
 Literature (at least one course)  
 Speech (at least one course)  
 Electives

#### Social Science

American Institutions (at least one course)  
 Human Development (at least two courses)  
 Electives from the above but may also include selected Business Administration and Collegiate Seminar courses or any course in Economics, Sociology, Government, History or Psychology.

#### Mathematics and Sciences

Mathematics: Modern Math sequence (two courses)  
 Life Sciences (at least one course)  
 Physical Sciences (at least one course)  
 Electives

#### Humanities and Fine Arts

Fine Arts (at least one course) includes: Art, Music and selected English and Religious Studies courses.

## MONTESSORI TEACHING CERTIFICATE PROGRAM

Undergraduates who are interested in teaching young children according to the principles of Maria Montessori may enroll in Education and related courses while they are undergraduates, and thereby complete a major part of the preparation. The School programs are approved by the American Montessori Society, and graduates are much in demand in Montessori schools. Programs must be planned with the Early Childhood Education advisor, School of Education.



## LOWER DIVISION COURSES

Please note that undergraduate Education courses are acceptable as electives toward a bachelor's degree but are not applicable to either Diversified Liberal Arts major requirements or credential requirements.

Education 105 and 125 are open to lower division students.

### 50 Career Development

Emphasis on work attitudes, clarifying values, goal-setting, identifying personal and work skills and prioritizing what the student wants in an occupation. Classroom participation required. Discussion in small groups; individual and group research projects; identifying and contracting for personal objectives will be evaluation criteria of this graded course.

## UPPER DIVISION COURSES

### 105 Personal Growth and Teaching

Communication model for effective relationships in teaching, business and family. Self-responsibility and values clarification. Application of skills to professional and personal life. Skill mastery in pairs and small groups. Open to both upper and lower division students.

### 106 Personal Exploration Group

Application of communication skills to a small-group, peer-counseling setting. Enrollment limited. Prerequisite: Ed 105 or instructor approval.

**115 Philosophies of Education**

Implications of idealism, realism, experimentalism and existentialism as they relate to educational practices in modern schools. Writings of representative philosophers. Visits to public and private schools, with study of their statements of educational philosophy. Clarification of one's own personal philosophy of education.

**120 Secondary School Field Experience**

An advanced field experience course mainly for the undergraduate student Brothers who are seriously pursuing a teaching career at the junior or senior high school levels. Readings and seminar discussions which relate to the history, philosophy and teaching procedures of Christian Brothers schools in particular, and to secondary education in general, and a term paper and required; as well as school visitations, observation and participation.

**122 Field Experience in Education**

A field experience course for the undergraduate student seriously pursuing a teaching career or interested in exploring that possibility. Readings and seminar discussions pertinent to the grade level experience as well as a journal and other written assignments. Requires one full day per week of field work.

**125 Contemporary American Education**

Issues and controversies in contemporary education. Innovations and trends toward more humane schooling. Background for future teachers, parents, citizens. Visits to schools and sharing of experience. Open to upper and lower division students.

**160-161 Resident Assistant Training**

A program of in-service education for R.A.'s, providing theory and practical skills in: procedural issues, emergency and first aid techniques, paraprofessional counseling and crisis intervention skills, alcohol and drug abuse, and other pertinent matters. Combined with practical experience in residential living. Open only to current Resident Assistants.

**162-163 Advanced Resident Assistant Training**

A continuation of the R.A. in-service education program providing for further skill development and exploration of relevant issues associated with the position. An integration of student developmental theory, paraprofessional student affairs and counseling skills, and personal growth opportunities through training and practical experience in residential living. Open only to current Resident Assistants who have completed one year of experience and Ed 160, 161.

**197 Special Study**

An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the proposal by the Dean of the School.

**GRADUATE COURSES**

Note that the following graduate courses are open only to seniors with approval from the Dean of the School.

**EDUCATION****210 Learning and Development (3)**

Psychological principles and major learning theories applied to education. Developmental states of growth, focusing on education of the whole child, right/left hemisphere brain functioning, synthesizing affective/cognitive perspectives, group process theory and practices, sex role socialization. 35 hours plus field visits and conferences.

**216 Cognitive Development (3)**

In-depth study of theories and research in cognitive development, especially Piaget. Relation of intellectual development to the total development of the child, pre-school through adolescence. Application to educational practices (including Learning Handicapped and diverse populations). Field observation and research (twenty hours field work). Not open to those who have taken Ed 144 or Psych 144.

**253 Teaching of Reading (3)**

Current theories and methods of teaching reading in elementary and secondary schools. Development of reading curriculum. Emphasis on scope and sequence of instruction and its evaluation. Application to diverse cultural communities. 35 hours plus field visits.

**260 Communication: Theory and Practice (3)**

A communication model for effective student-teacher relationships, based on self-responsibility. Reflective listening, use of "I" messages, and conflict resolution through problem-solving. Use of skills to reduce problems and increase effective communication in teaching, business, health services and personal relationships. Skill mastery in pairs and small groups. Not open to those who have taken Ed 105 except by consent of instructor.

**273 Mainstreaming Exceptional Children (3)**

Development of skills of the classroom teacher to facilitate learning of exceptional students in the mainstreamed classroom. Includes observation in the field, terminology, types of handicaps, application of principles, curriculum and instruction strategies, use of diagnostic/assessment/evaluation tools, program planning and legislation.

**ELEMENTARY****310 Supervised Teaching I: Multiple Subject (3)**

Introductory experience. Observation, participation, and teaching in diverse types of schools and on several grade levels K-12, in self-contained classrooms. Law and the teacher. 60 hours field work and biweekly seminars.





### **345 Curriculum and Instruction: Multiple Subject (3)**

Methods and curriculum for the self-contained classroom including: multi-cultural education, group process, integrated curriculum, classroom management, creating learning environments, planning, parent conferences, questioning strategies, and ethics. Health education, including use and abuse of drugs, alcohol and tobacco, in school settings.

### **346 Curriculum Laboratory: Multiple Subject (3)**

Strategies providing creative learning environments to reach the whole child, while meeting other educational requirements. Through experiential learning, students practice skills and develop leadership abilities. Content focuses on language arts, mathematics, science and social studies. Combination of weekend and weekly class meetings. Master teachers in the field lead some of the workshops.

## **SECONDARY EDUCATION**

### **273 Teaching in the Mainstreamed Classroom (3)**

Development of skills to facilitate the learning of exceptional children in mainstreamed classrooms. Applications of principles; use of diagnostic/assessment tools; program planning. Instruction and curriculum strategies appropriate to mainstreamed children. Prerequisite: 310 or coordinator's approval.

### **310 Supervised Teaching I: Single Subject (3)**

Introduction to supervised teaching: observation in a variety of schools and at different grade levels; participation in classroom activities at a designated school. Overview of mainstreaming legislation and kinds of exceptional children; familiarity with terminology; observing exceptional children and professionals working with them. 70 hours field experience. Biweekly seminars.

### **345 Curriculum and Instruction: Single Subject (3)**

Strategies and issues related to curriculum development in both the cognitive and affective domains. Investigation of various models of teaching; examination of curriculum materials, development of behavioral objectives and an approach to grading. Health education unit, including study of substance abuse.

### **346 Curriculum Laboratory: Single Subject (3)**

Strategies providing creative learning environments to reach the whole child, while meeting other educational requirements. Through experiential learning, students practice skills and develop leadership abilities. Content focuses on language arts, mathematics, science and social studies. Combination of weekend and weekly class meetings. Master teachers in the field lead some of the workshops.

## ENGINEERING

### FACULTY

John S. Correia, Professor of Chemistry, Liaison Officer

Through an association with Washington University in St. Louis, Missouri, Saint Mary's College offers its students the opportunity to obtain an engineering degree from one of the country's leading engineering schools. They can do this in addition to gaining the broader educational background offered by Saint Mary's liberal arts curriculum.

By enrolling in the Three-Two program, as it is called, students attend Saint Mary's for three years, taking courses in a wide range of subject areas. They then transfer to Washington University for two more years of study in one of several possible areas of engineering at its Sever Institute of Technology. At the completion of five years, the successful student will receive two degrees: a bachelor of arts from Saint Mary's and a bachelor of science from Washington University.

### REQUIREMENTS

In order to transfer into the engineering phase of the program, and to complete it within two years, students must take the following courses at Saint Mary's:

60 units of transferable college credit with a minimum grade point average of 3.00. Courses with grades below C do not transfer.

Mathematics 31, 32, 33, 34

Chemistry 8, 9, 10, 11

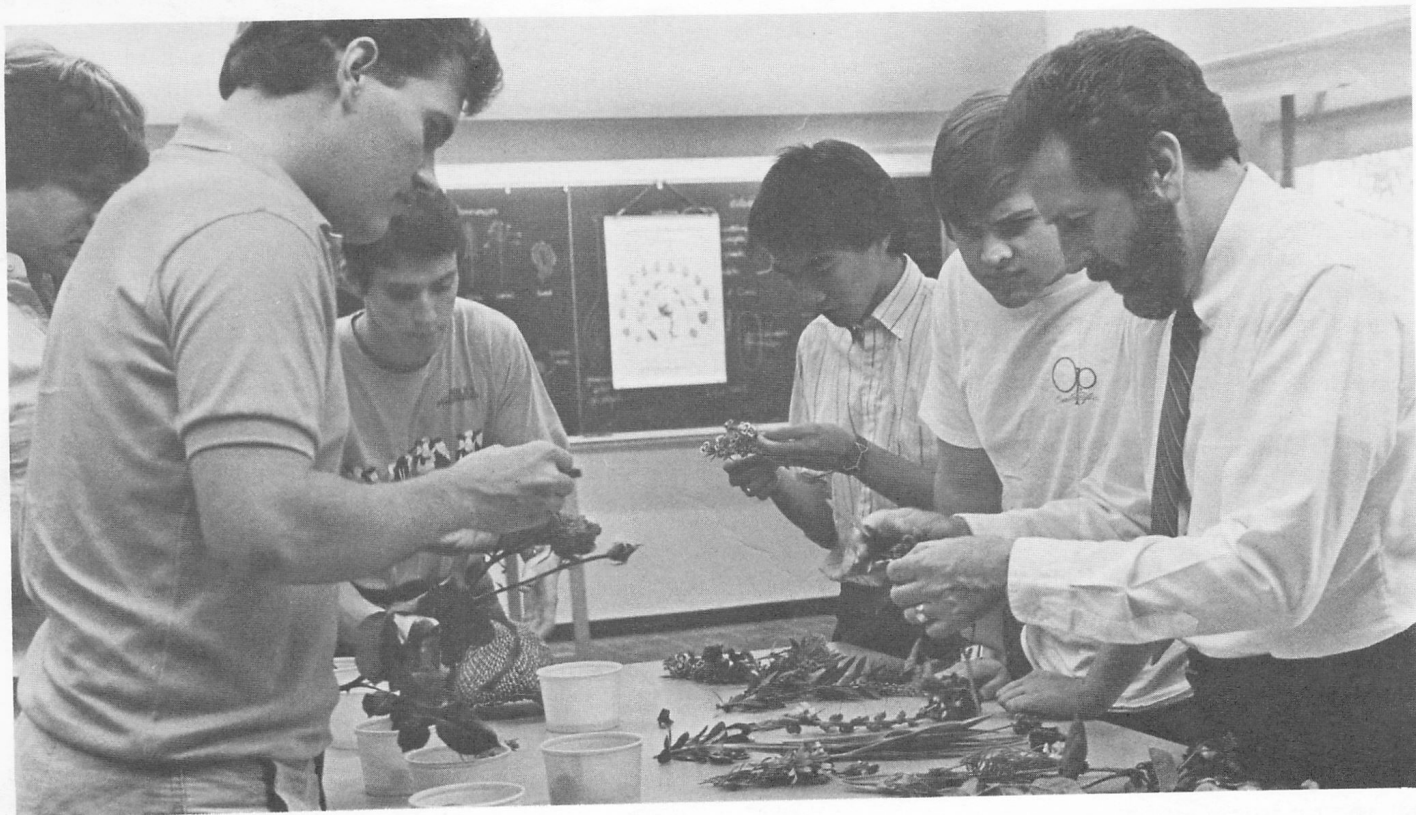
Chemistry 104, 105, 106, 107 (required for chemical engineering majors only)

Physics 4, 5, 6, 20, 21

Satisfaction of Saint Mary's College requirement in English writing competency

Humanities and Social Science: 18 units, with at least 8 units in one department including one area of concentration at the junior or senior level. (Courses in physical science, physical education, etc., are not classified as humanities courses. No more than 9 units of performing arts or skills courses may count toward the 18 units required.)

Computer Science: Computer Science 11 with Computer Science 12 and 110 highly recommended.





## ENGLISH AS A FOREIGN LANGUAGE

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See Programs in English for International Students

## ENGLISH AND DRAMA

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### FACULTY

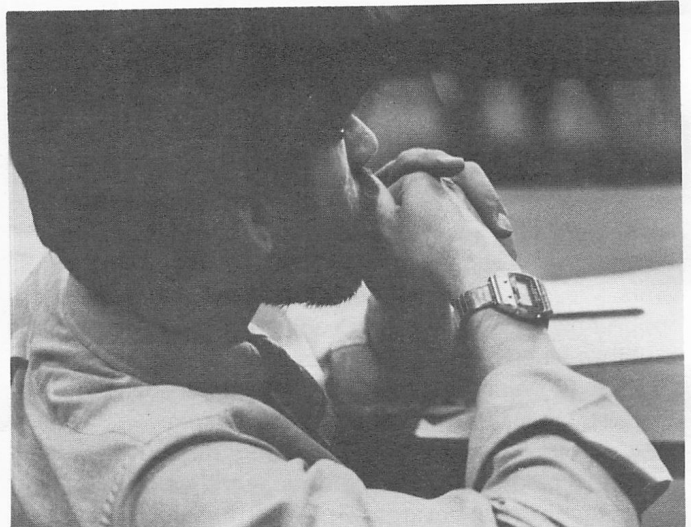
Norman Springer, Ph.D., Professor, Chairman  
 Chester Aaron, M.A., Professor  
 Yvonne F. Alexander, M.F.A., Lecturer  
 Brother Matthew Benney, FSC, M.A., Associate Professor  
 Carol L. Beran, Ph.D., Assistant Professor  
 Clinton Bond, Ph.D., Associate Professor  
 Glenna Breslin, Ph.D., Associate Professor  
 Byron R. Bryant, Ph.D., Professor, Emeritus  
 Basil DePinto, O.S.B., M.A., M.S.W., Lecturer  
 Janice Doane, Ph.D., Assistant Professor  
 Brother Ronald Gallagher, FSC, M.A., Lecturer  
 Robert E. Gorsch, Ph.D., Assistant Professor  
 Sandra Anne Grayson, Ph.D., Lecturer  
 Robert Hass, Ph.D., Professor  
 Brenda L. Hillman, M.F.A., Lecturer  
 Barry D. Horwitz, M.A., Lecturer  
 Carol S. Lashof, Ph.D., Assistant Professor  
 Mark G. McFadden, Ph.D., Lecturer  
 Brother Patrick Moore, FSC, Ph.D., Associate Professor  
 Marsha Newman, Ph.D., Lecturer  
 Rafael Alan Pollock, Ph.D., Professor  
 Alden J. Reimonenq, Ph.D., Assistant Professor (on leave 1984-1986)  
 Anne Schnoebelen, M.A., Lecturer  
 Naomi Schwartz, M.A., Lecturer  
 Mary Doyle Springer, Ph.D., Professor  
 Phyllis L. Stowell, Ph.D., Associate Professor  
 James E. Townsend, Jr., Ph.D., Professor, Emeritus  
 Thomas J. Twomey, B.A., Assistant Professor

It is the aim of English studies to broaden the liberal arts education of our students by 1) introducing them to the important works of English and American literature from their beginnings to the present; 2) teaching them to read, think and write critically about the major genres of literature and the associate medium of the film; 3) encouraging their own creative abilities by means of independent study, creative writing and dramatic performance.

### MAJOR REQUIREMENTS

#### Lower Division

English 20-21 (two courses)



### Upper Division

English 175 or 176 (one course)

Literary Criticism (two courses). May be fulfilled by taking any two courses chosen from the following: English 167, 168, or 170 series courses. (By permission of the department other courses with critical or aesthetic emphasis may fulfill this requirement.)

Five upper division courses in English. Only one course of English 102 may be counted as part of the major group; a second course goes on the record as an elective course. In consultation with the department certain January term courses with literary emphasis, usually taught by English Department faculty, can count toward the English major. Students planning to teach in the field of English are advised to take English 110 (The Structure of English).

The department recommends the study of foreign languages. Especially those students who plan to do graduate work towards higher degrees should consult their advisors about work in other languages (e.g. German, Italian, French, Spanish, Latin, Greek).

A major in "English with Drama Concentration" is available to interested students. Fulfillment of this major includes all the above requirements and among the five elective courses must be included 182, 183, 184, and 185.

### TEACHING CREDENTIAL IN ENGLISH

The major in English has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with both the English Department Waiver advisor and with the credential analyst of the School of Education to make sure that all the prerequisites for the credential are fulfilled.



## MINOR REQUIREMENTS

The minor in English requires English 20, 21; 175 or 176; one of the following: 167, 168, 170; and two upper division English electives.

## LOWER DIVISION COURSES

### # 1-2 Better Writing

English 1 considers the theory and practice of the processes and modes of composition. It includes pre-writing, re-writing, and editing; completed written work ranges from the brief description or narration to the longer essay. English 2 examines the techniques of formal argument and research; it emphasizes writing argumentative essays, analysis of evidence, library and research skills and culminates in a lengthy research essay. English 1 is a prerequisite to English 2.

### 10 Introduction to Poetry and Short Fiction

Reading and discussion of lyric poetry, the short story, and the short novel. Open to non-majors, as well as to prospective English majors.

### 11 Introduction to Drama and the Novel

Reading and discussion of plays and novels. Open to non-majors, as well as to prospective English majors. English 10 is not a prerequisite.

### 12 Black Literature

An introduction to Afro-American literature: novels, essays, short stories, and poems by Black authors from early America up to the present.

### 20-21 Major British Writers

Introduction to a varying series of great British authors, studied in chronological sequence, and selected with attention to their works in the major genres (lyric, drama, narrative, satire). Examples of author selections: (20) Chaucer, Spenser, Shakespeare, Donne, Milton, Swift; (21) Austen, Keats, Browning, George Eliot, Yeats. English 20 is not prerequisite to English 21.

### 22-23 Major American Writers

Reading and discussion, in chronological sequence, of important American writers through their works in poetry, prose, drama, and fiction. Includes works of American literature by Black and Chicano authors.

### 25 Creative Writing

Creative writing for lower division students. Prerequisite: consent of instructor. May be repeated once for credit.

## UPPER DIVISION COURSES

### #100 Advanced Composition

Designed to help hesitant writers who would like to become confident, and competent writers who would like to become masterful. Students read exemplary prose of various kinds and write, discuss, and revise their own essays. Emphasis—on the research paper, the critical essay, the personal essay, the journalistic article—may vary. This course does not count as part of the English major. Prerequisite: English 1-2.

### 102 Creative Writing

Creative writing for upper division students. Only one term of this course may be counted as part of the major group; a second term goes on record as an elective course. Prerequisite: consent of the instructor. May be repeated once for credit.

### 105 Children's Literature

Intensive readings in imaginative literature for children, with emphasis on the period from the 19th century to the present. Topics include history, enduring themes, forms of fantasy, conventions and relationship to adult literature.

### 110 The English Language

Study of what language is and how it works, how language is learned, and the varieties of usage in current American English.

### 111 Topics in Linguistics

A study of influential contemporary developments in linguistics, including transformational generative grammars, language learning theories (dialect studies, second language problems), and semantic theories.

### 115 Chaucer

Studies in the poetry of Chaucer with emphasis on the *Canterbury Tales*; a study of Chaucer's language directed toward the ability to read the poetry with ease and understanding.

### 116 Middle English Poetry

Studies of Middle English poetry other than Chaucer's; lyric, drama, romance, allegory, *fabliau*.

### 118 Twentieth Century Literature

Reading and discussion of major works of literature written since 1900. Poetry, fiction, drama, or essays included.

### 119 Contemporary Literature

Reading and discussion of contemporary poetry, fiction, drama, or essay, with occasional inclusion of other media.

### 120 The Short Poem

Study of the development of lyric poetry written in English from the sixteenth century to the present.

### 125 Film

Viewing and discussion of films with emphasis on theory, history, and aesthetics of film. Fee charged.

### 126 Film

Viewing and discussion of films of a particular genre, country, or director. Examples: American comic film, Japanese film, film *noire*, films of Hitchcock. Fee charged. May be repeated for credit as content varies.

### 130 Single Author

Intensive study of the major works of one important author. Some attention to background and biography. May be repeated for credit as author varies.

### 135 Epic and Long Poem

Study of works which are epic in spirit and outlook. Epics of traditional form, drama of panoramic theme and situation, long poems, and prose works of epic magnitude. May be repeated for credit as content varies.

**138 Short Fiction**

Close reading of short stories and novellas of the 19th and 20th centuries by British, American, and European authors.

**140 Essay: Reading and Writing**

Study of the essay in English from the 17th century to the present. Some attention to allied forms such as articles, journals, letters. Practice in journalistic and research papers.

**151 American Literature**

Study of American prose, poetry, and fiction and accompanying literary movements from early America to 1865.

**152 American Literature**

A study of American prose, poetry, fiction, and drama from 1865 to the present.

**153 American Ethnic Writers and Oral Traditions**

Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Americans of oriental descent, American Jews, specific Black cultural groups, Hispanic American or Chicano communities.

**154 Studies in Black American Literature**

Study of various aspects of the tradition of Black American writing. Examples: Black American novelists, the Harlem Renaissance, Contemporary Black poets, etc. May be repeated for credit as content varies.

**155 Satire**

Study of the development of prose and verse satire in English.

**156 Tragedy**

Study of tragic form and spirit from antiquity to the present. Attention to major formulations of tragic theory.

**157 Comedy**

Study of comic form and spirit from antiquity to the present. Attention to major formulations of comic theory.

**160 Development of English Fiction**

Studies in the origin and development of the English novel with attention to foreign influences.

**161 Development of English Fiction**

Continuation of English 160.

**162 The American Novel**

Studies in the range and varieties of the American novel.

**163 The Other English Literature**

Studies in literature in English outside the English and American traditions. Examples: the Commonwealth novel, the African novel in English, the writers of the Caribbean, Canadian literature. May be repeated for credit as content varies.

**167 Literary Criticism**

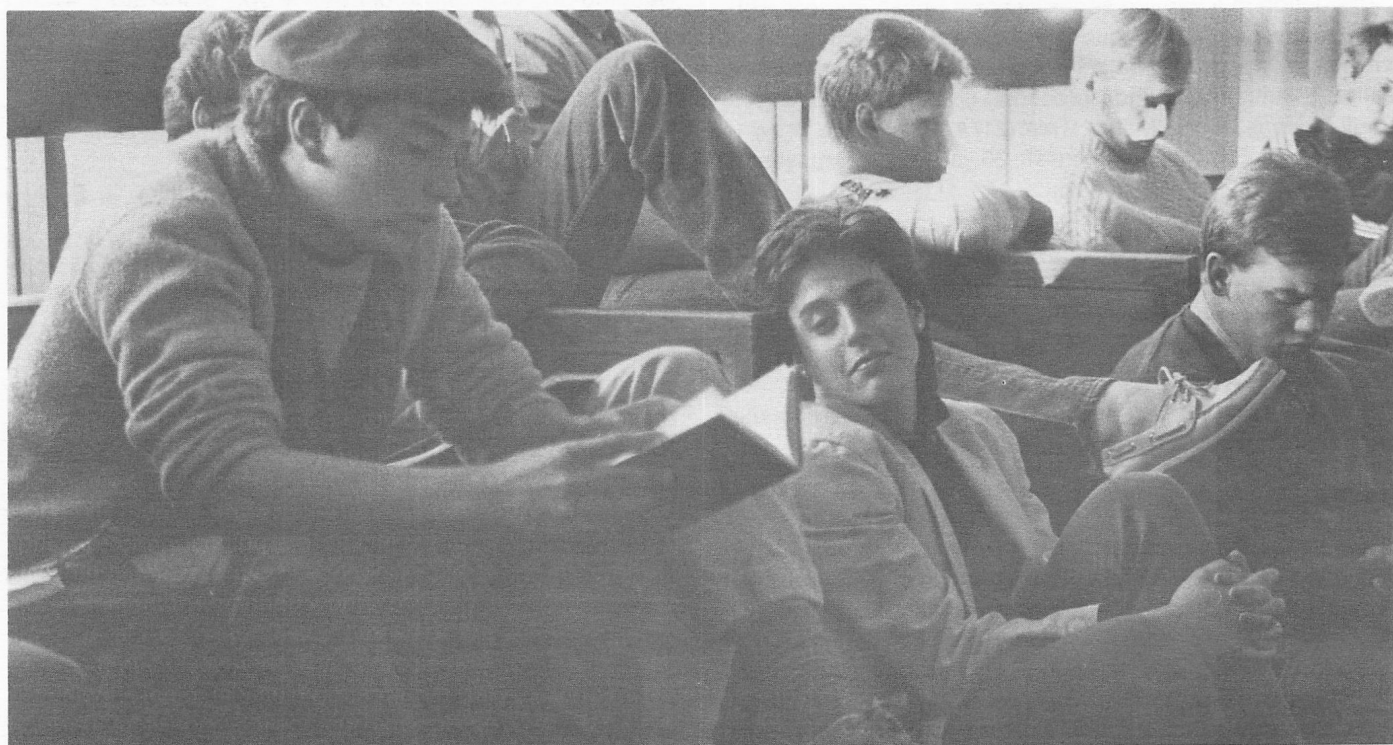
Readings in the development of critical theory from Aristotle to Coleridge.

**168 Literary Criticism**

Readings in 19th and 20th century criticism and aesthetics.

**170 Problems in Literary Theory**

Intensive study of the varying problems in literary theory. Examples of recent course offerings: Metaphor, Symbol, and Myth; Philosophy in Literature; Historical Perspectives in the Study of Literature; Perspectives in Comparative Literature; Comparing Literary Kinds. May be repeated for credit as content varies.



**171 Literary Movements**

Study of groups of writers related by time, place or interest. Examples of possible offerings are: the Metaphysical poets, modernism, the Bloomsbury Group, Negritude, American expatriots. Surrealism, feminist literature, the Tory satirists.

**173 Women Writers**

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-century British novelists; contemporary women poets; American and Canadian short story writers.

**175 Shakespeare**

Study of the histories, comedies, and tragedies, with some attention to Shakespeare criticism. Readings in the non-dramatic poetry.

**176 Shakespeare**

Continuation of English 175.

**180 Milton**

Study of the minor poems, of *Paradise Lost* and *Paradise Regained*, and of representative prose works such as the *Areopagitica*. Attention will be given to Milton's life and times.

**190 Senior Honor Seminar**

A seminar for senior English majors with a 3.0 average or above in the major. The seminar is designed by the students in consultation with the English Department chair. Offered in the spring term only.

**197 Special Study**

An independent study or research for students whose needs are not met by courses available in the regular offerings of the Department of English. Permission of the instructor and the department chairperson required.

**199 Honors—Special Study**

An independent study or research course for upper division majors with a B average in English. Permission of the instructor and department chairperson required.

**DRAMA****182 The Drama**

Critical appreciation of ancient and modern plays, tragic, comic, and tragicomic. Attention is given to the plays as works designed for theatrical production. Emphasis on the structures and forms of dramatic texts.

**183 Topics in Drama**

Intensive study of a group of plays as products of their times and places. Examples of possible offerings are: theater of the absurd, women playwrights, mythic drama, Expressionist drama, Restoration drama. The plays are considered as works designed for theatrical production. May be repeated for credit as topic varies.

**184 Contemporary Drama**

Introduction to current plays by American and British playwrights. Attention is given to the plays as works designed for theatrical production.

**185 Individual Dramatist**

Intensive study of the major works of one important dramatist. Some attention to background, biography, and criticism, as well as to the plays as works designed for theatrical production. May be repeated for credit as content varies.

**SPEECH****#22 Public Speaking (.50)**

An introduction to practical speech problems with training in the principles of effective delivery. An introduction to the oral reading of prose and poetry.

**#131 Advanced Public Speaking (.50)**

Advanced study of oral interpretation. Emphasis on the use of the body and voice with various readings from Shakespeare to John F. Kennedy.

**#135 Collegiate Debate (.25)**

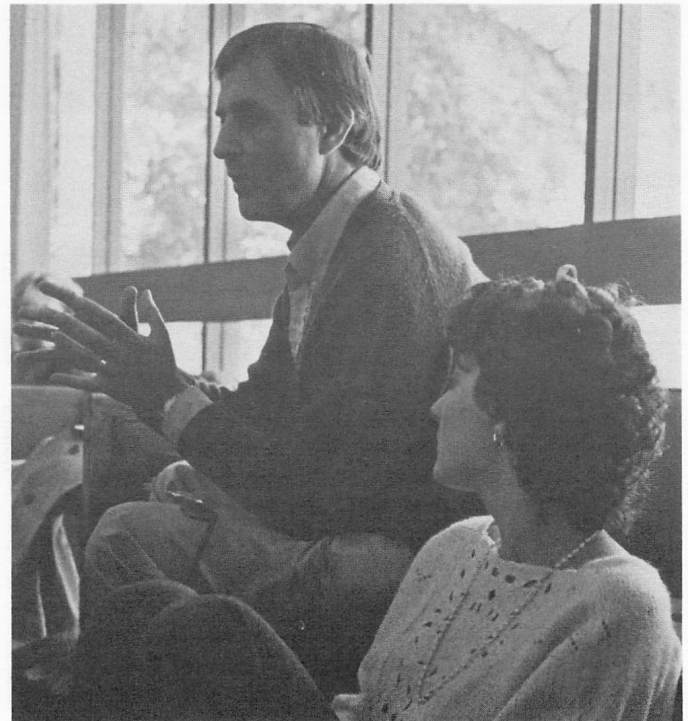
May be repeated for credit.

**#163 Study of Oratory (.50)**

Analysis of selected speeches as delivered by orators from the ancient classical period to the present. Included are examples from Pericles, Demosthenes, Cicero, St. John Chrysostom, William Pitt, Edmund Burke, Patrick Henry, Robert Emmet, Mirabeau, Daniel Webster, Lincoln, Kossuth, William Jennings Bryan, Father Peter C. Yorke, Franklin D. Roosevelt, Adlai Stevenson, and John F. Kennedy. Students give speeches in class analyzing the above.

\*Offered in alternate years.

#Does not fulfill Area requirement.

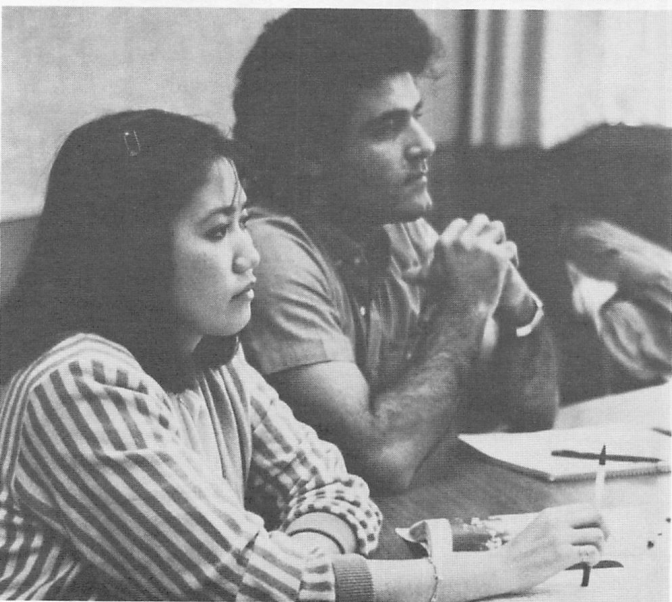




## GOVERNMENT

### FACULTY

Sepehr Zabih, Ph.D., Professor, Chairman  
 David Alvarez, Ph.D., Associate Professor (on leave  
 1985-1986)  
 Wilber A. Chaffee, Ph.D., Associate Professor  
 Gerald Houseman, Ph.D., Visiting Professor  
 Richard C. Kelley, Ph.D., Assistant Professor  
 Stephen Woolpert, Ph.D., Associate Professor



The Government major is designed to provide systematic understanding of government and politics, both national and international. A student whose particular need or interest requires concentration can choose from one of five fields of American government and politics, political theory, comparative government, public administration and international relations. The department advises students to divide their work among the five fields, although a concentrated major may be advised in a particular case. The department recommends a substantial amount of work in related departments such as Economics and History and normally advises majors to take a minimum major in order to have an opportunity for a broad liberal arts education.

The Government major is not designed as a vocational major, although some students with an undergraduate major in government and an emphasis in public administration go directly into government service, private administration agencies, journalism, or secondary teaching.

A Government major may be the basis for graduate study leading to administrative work in government, in international agencies, or in private agencies, and for graduate study in law. Students seeking a career in the legal profession will find that the Government Department's prelaw concentration will prepare them with a broad background and specific tools with which to build their graduate study. Advisors within the Department will assist the students in the selection of courses. Free preparation seminars for the LSAT (Law School Admission Test) are provided by the College.

Students who expect to do graduate study should notice that a reading knowledge of one modern language is often required for a master's degree and that some knowledge of statistics is often assumed. For the doctor's degree, two modern languages or one modern language and statistics are often required. A knowledge of modern languages is particularly important for students who expect to work in international relations.

### MAJOR REQUIREMENTS

#### Lower Division

Government 1, 2 and 3  
 Economics 1, 2

#### Upper Division

Eight upper division courses which must include at least one course each from groups I and V, and 120 from group III.

#### Group I

American Government: 101, 102, 103, 104, 105, 106, 107, 108

#### Group II

Political Theory: 110, 111, 112, 113

#### Group III

International Politics: 120, 121, 122, 123

**Group IV**

Public Administration: 130, 131, 132, 133

**Group V**

Comparative Politics: 143, 144, 145, 146, 147

**TEACHING CREDENTIAL IN GOVERNMENT**

The major in Government has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with the Government Department Waiver advisor and with the credential analyst of the School of Education to make sure that all the prerequisites for the credential are fulfilled.

**MINOR REQUIREMENTS**

The minor in Government requires Government 1, 2, 120; either 105 or 107; one course from Group V (143, 144, 145, 146 or 147), and one course from either Group I (101, 102, 103, 104, 105, 106, 107, 108), Group II (110, 111, 112, 113), or Group IV (130, 131, 132, 133).

**LOWER DIVISION****1 Introduction to Government**

Investigates the nature of political life and the possibilities of political analysis. Approaches theoretical and practical problems of politics through comparative case studies. Surveys various methods applicable to different areas of political analysis.

**2 American Government**

Considers three aspects of the American political system—its setting, institutions, and participants, in that order—as they generate a model of stable government. A counter-model to accommodate change reverses the three aspects, asking the student to consider the potential for variations of participants, or institutions, or even the constitutional setting itself.

**3 Research Methods**

This course is directed toward explaining modern empirical methods of investigating political behavior. The course stresses the development and testing of hypotheses, polling techniques, and data analysis. To be taken in junior year.

**UPPER DIVISION****101 State and Urban Politics**

Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organ-

ization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education, and taxation.

**102 Political Parties and Pressure Groups**

An investigation into the theory and practice of political groups. Analysis of the nature of political behavior within and among groups through reading and discussion of certain classic texts on groups. Topics include the influence of the political environment on group activity; the roles of leaders and followers, the identification and pursuit of group goals; the organization and function of American political parties; and the phenomenon of party loyalty.

**103 Elections and Voting Behavior**

A study of the electoral process in America with emphases on the organization and the conduct of elections, and the behavior of the electorate. Topics include campaign organization, primaries and nominations, the role of the media, the impact of issues and personalities, and electoral realignment. Depending on the year, the course will focus on presidential elections or the midterm congressional elections. Government 102 is not a prerequisite for this course.

**104 United States Public and Constitutional Law**

A study of the landmark opinions of the U.S. Supreme Court. Topics include separation of powers, federalism, judicial review, government regulation of business, and civil rights. Methods of legal reasoning and case analysis are taught. Prerequisites: Government 1 and 2 or consent of the instructor.

**105 Presidency and Congress**

An investigation of the institutional and behavioral characteristics of the Presidency and the Congress. The course focuses upon the development of the office of the Presidency, the nature and scope of presidential power, and the interaction of the Presidency with the cabinet, bureaucracy, media, political parties, and public opinion. It also considers the operation of the modern Congress through an examination of the committee system, congressional procedures and customs, and the relationship between the representative and the constituency.

**106 Women, Law, and Politics**

A study of the social, economic, political and legal status of women in contemporary America. The course is an introductory survey of the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, the Equal Rights Amendment, abortion, sexism in the workplace, feminist social theory, and women in politics.

**107 American Legal Institutions**

A survey of the American judicial process. The role of the courts in the political process is described, with special emphasis on the Supreme Court. Topics include: how judges are selected, how courts decide cases, the limits of the courts' power, and the impact of court rulings.

**\*108 Problems in American Politics**

A detailed analysis of selected problems in American politics involving the investigation of such contemporary issues as campaign reform, morality in politics, executive-legislative relationships, the military in American politics, and legal-political issues of the intelligence apparatus. May be repeated for credit as content varies.

**\*110 Political Thought Through Machiavelli**

A survey of works by ancient masters of political theory from the foundation of political philosophy by Plato through the revolt against it by Machiavelli. Classical, Roman, Medieval and Renaissance theories are compared and contrasted. Topics include the diverse causes and effects of political stability and change. Students learn to evaluate and criticize political arguments and gain insight into practical political life.

**\*111 Modern Political Thought**

A survey of works by modern masters of political theory from the Protestant reformation up to the contemporary era. Works by Luther, Hobbes, Locke, Rousseau, Marx, Mill and Freud are compared and contrasted. Topics include the alternative theoretical foundations of modern political movements and regimes. Students learn to evaluate and criticize political ideas and gain insight into contemporary political problems.

**\*112 American Political Thought**

This course seeks to illuminate the philosophical antecedents to the foundations of the American regime as well as the thought of the Founders themselves, and concludes with a review of some of the diverse views regarding the American political order.

**\*113 Topics in Political Theory**

A detailed investigation of selected problems in political theory. Topics such as freedom, equality, justice, authority, ideology, violence, political economy and political psychology will be explored. May be repeated for credit as content varies.

**120 International Relations**

A study of the forces and forms of international politics and modern state system; nationalism, internationalism, imperialism; war and "cold war." Restraints on the struggles for power: balance of power, morality, and law. The problems of world stability and peaceful change today; diplomacy, disarmament, collective security, the United Nations, regional federations, world government, universal empire.

**121 United Nations Workshop**

This course is given in association with the Model United Nations at Harvard University held at the end of each February. The first three weeks of the class will be devoted to a discussion of international organizations as a whole and the United Nations in particular. After participation in the Model United Nations at Harvard, the class will simulate the Security Council and the International Court of Justice with each student representing one of its member states. 120 is normally a prerequisite for this course, but consideration will be given to both government and nongovernment majors for other factors such as debating skill and similar experiences.

**\*122 Problems in International Politics**

A detailed analysis of selected problems in international politics, involving case studies of major geographical regions such as Western Europe, Southeast Asia and the Middle East, together with a critical examination of the influence of contemporary ideologies on the behavior of nation states. May be repeated for credit as content varies.

**123 American Foreign Policy**

An investigation of the institutions and processes of modern American diplomacy. Examination of case studies to illustrate the role of the State Department, the military, intelligence agencies, the Presidency, Congress, and interest groups. Consideration of current problems in foreign policy and discussion of future developments.

**130 Introduction to Public Administration**

A basic introduction to the theory and practice of public administration. Major works in organization and decision theory are read, and particular attention is given to the creation and implementation of programs in the U.S. Federal government.

**131 Topics in Public Policy**

This course is designed, first, to give the student some background in the literature on the formation and execution of public policies, and second, to take a deeper look at one particular area of public policy, such as health, environment, defense, education, etc.

**132 Taxation, Finance, and Budgeting**

An introduction to the political processes which affect how the government raises, borrows, allocates, and spends money. Both state and local governments and the Federal government are examined, as well as the relationships between executives and legislatures, and between budget agencies and operating departments of government.



**133 Comparative Administration**

An introduction to the comparative study of government administration in various nations of the world. Attention is given to the effects cultural and historical differences have on the development of a country's governmental arrangements and processes, and to the different ways other countries deal with the problems and changes in the world with which we also must contend.

**\*143 Government and Politics in the Middle East**

An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation and the consequences of socio-economic disparities resulting from the recent influx of oil wealth.

**\*144 Government and Politics in Asia**

Analysis of political systems in the non-western developing regions of Asia, with emphasis on the process of modernization and the problem of political stability.

**\*145 Government and Politics in Latin America**

Examination of political systems in selected Latin American countries. Emphasis on institution, ideologies, political modernization and the role of the military.

**\*146 Comparative Government—Western Countries**

Examination of politics, institutions, ideologies, patterns of stability and change in selected countries like Great Britain, France, Germany, Italy, and Canada. Theory of comparative studies.

**\*147 Comparative Government—Communist Bloc**

Theory of comparative studies. Examination of politics, institutions, ideologies, patterns of stability and change in selected Communist countries such as U.S.S.R., China, East European countries, Cuba and others.

**195 Internship in Government**

Offers the student the opportunity to earn credit while learning about the day-to-day functioning of government by working part-time in the office of a government agency or elected official. Internships in local, state, and Federal offices may be arranged to fit the interests of the student. Interns also meet as a group with the instructor to share experiences and discuss reading assignments.

**197 Special Study**

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of instructor and department chairman required.

**199 Honors-Special Study**

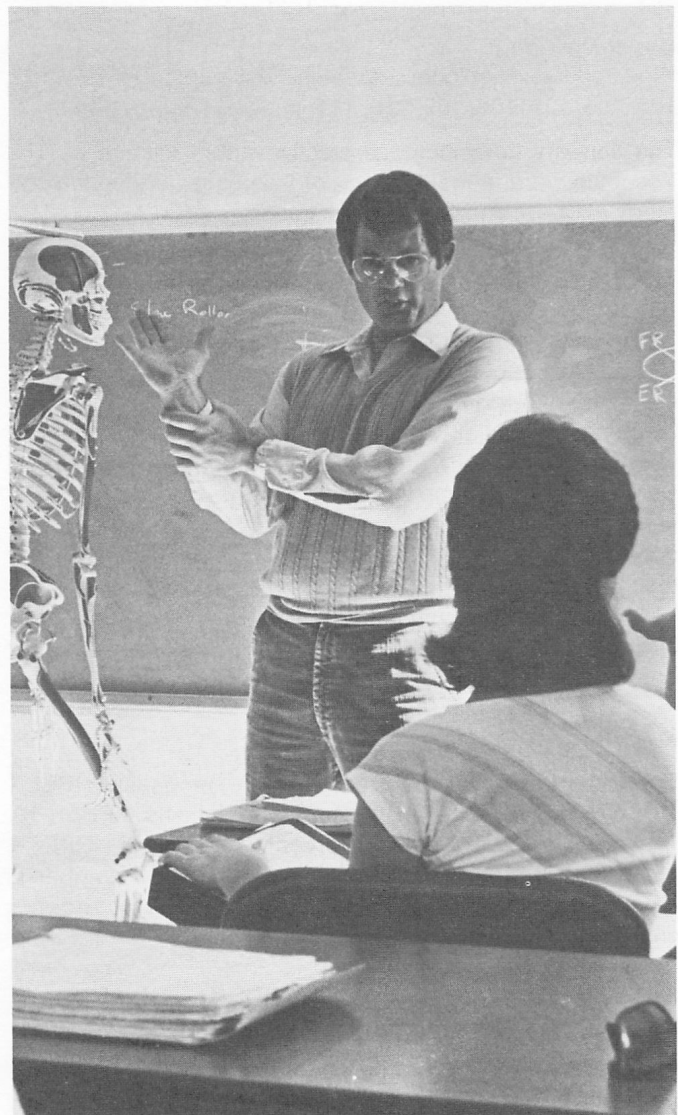
An independent study or research course for upper division majors with a B average in Government. Permission of the instructor and department chairman required.

\*Offered in alternate years.

## HEALTH, PHYSICAL EDUCATION AND RECREATION

### FACULTY

Donald McKillip, Ed.D., Professor, Chairman  
Joseph DeLuca, M.A., Lecturer  
James R. Farris, M.S., Lecturer  
Christopher Jacobson, M.S., Lecturer  
Craig Johnson, Ph.D., Associate Professor  
Paige Lettington, M.S., Lecturer  
Robert Martin, M.S., Lecturer  
James McDonald, M.S., Lecturer  
William Oates, M.A., Lecturer  
Sharon Otto, Ph.D., Lecturer  
Joan M. Tamblin, M.A., Lecturer  
Thomas Wheeler, M.A., Lecturer



The physical education major at Saint Mary's College is a four-year course of study administered by the Department of Health, Physical Education and Recreation leading to a bachelor of arts degree. It is designed for students with an interest in the field of recreation and physical activity or for students wishing to obtain a professional teaching credential in physical education. The program is academic in nature, offering a scientific study of the motor functions of human life.

### MAJOR REQUIREMENTS

#### Lower Division

HPE&R 10, 12, 14, 15, 16

Biology 15, 16; 25, 26; 50, 51; and Psychology 1

In addition, six different activity classes (HPE&R 5, 6) or complete proficiency tests, are required.

#### Upper Division

Nine upper division courses which must include: HPE&R 102, 105, 106, 107, 108, 109, 110, 111, and Psychology 140.

The January term includes elective courses such as The Yosemite Experience, Analysis of Teaching Concepts, Sociology of Sport, and Outdoor Education.

### TEACHING CREDENTIAL IN PHYSICAL EDUCATION

The major in Health, Physical Education, and Recreation has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with both the HPE&R Department Waiver advisor and with the credential analyst of the School of Education to make sure that all the prerequisites for the credential are fulfilled.

### MINOR REQUIREMENTS

The minor in HPE&R requires: Coaching emphasis: HPE&R 10, 16, 106, 107, 108, 109. Recreation emphasis: HPE&R 10, 14, 105, 108; 103 or 111. Sports medicine emphasis: HPE&R 15, 102, 108, 109, 110, 119. Health education emphasis: HPE&R 12, 16, 108, 109, 110, 118. Teaching concepts emphasis: HPE&R 10, 15, 103, 113, 116, 117.

### SUGGESTED HEALTH, PHYSICAL EDUCATION AND RECREATION MAJOR PROGRAM

Note: All freshmen are required to complete two Collegiate Seminars in the freshman year, one each in the fall and spring terms. Electives are used to fulfill the remaining two Collegiate

Seminar requirements in the sophomore and junior years, two Religious Studies requirements and additional College requirements (see Academic Regulations, p. 20), as well as courses of the student's own choice.

### FRESHMAN YEAR

#### Fall Term

Biology 50, 51

HPE&R 10

Elective

Collegiate Seminar

HPE&R activity class

#### January Term

Elective

#### Spring Term

HPE&R 12

HPE&R 16

Elective

Collegiate Seminar

HPE&R activity class

### SOPHOMORE YEAR

#### Fall Term

Psychology 1

Biology 15, 16

HPE&R 14

Elective

HPE&R activity class

#### January Term

Elective

#### Spring Term

Psychology 140

Biology 25, 26

HPE&R 15

Elective

HPE&R activity class

### JUNIOR YEAR

#### Fall Term

HPE&R 102

HPE&R 106

Elective

Elective

HPE&R activity class

#### January Term

Elective

#### Spring Term

HPE&R 110

HPE&R 107

Elective

Elective

HPE&R activity class

**SENIOR YEAR****Fall Term**

HPE&amp;R 105

HPE&amp;R 108

HPE&amp;R 109

Elective

**January Term**

Elective

**Spring Term**

HPE&amp;R 111

HPE&amp;R 118

Elective

Elective

Elective

**LOWER DIVISION COURSES****5 Intercollegiate Athletics (.25)**

The various courses provide the student with a detailed knowledge of the mechanics of the sport. Rules and techniques are studied towards a better understanding and appreciation of the activity in competition on a collegiate level. Sports offered are: football, soccer, baseball, basketball, rugby, tennis, crew and golf (men); crew, tennis, basketball, volleyball (women). Each intercollegiate athletics course may be repeated four times for credit towards graduation.

**6 Activity Courses (.25)**

These courses are a combination of classroom instruction, text books and written examinations combined with demonstration and student participation in the following sports: volleyball, swimming, bowling, archery, badminton, weight training and body mechanics, tennis, modern dance, jazz dance, ballet, golf, gymnastics, fencing, physical conditioning, jogging, jujitsu, racquetball. Activity courses may not be repeated for credit towards graduation.

**10 Philosophical Foundations**

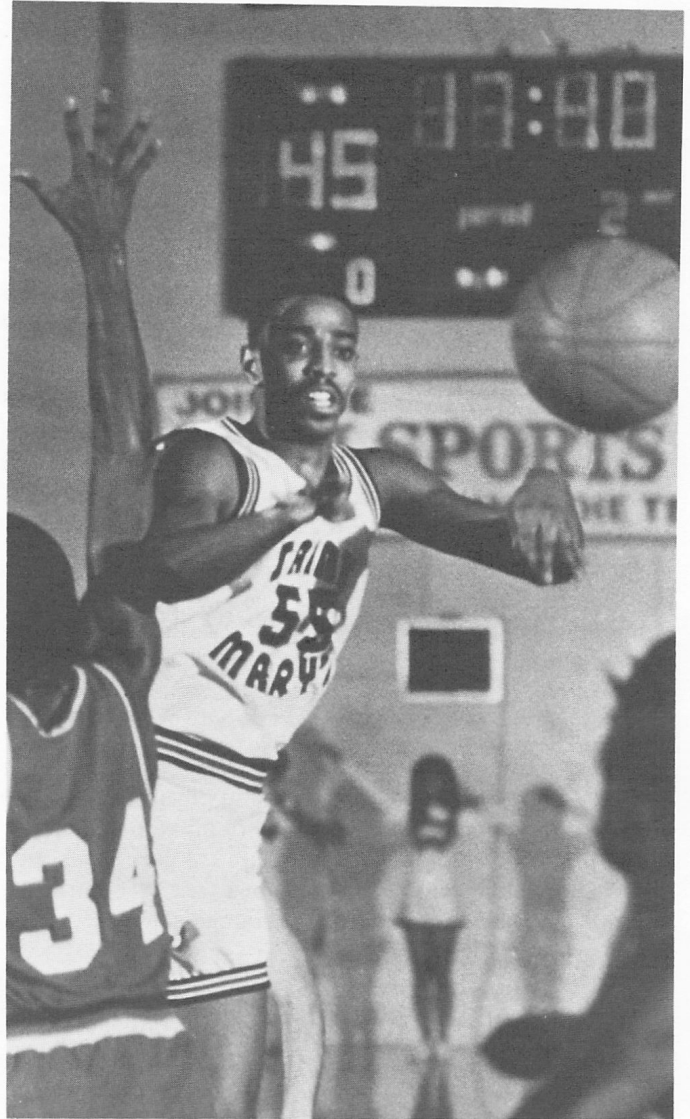
An introductory course designed to acquaint students with the origin, scope, development, and purpose of health, physical education and recreation.

**12 Health Education**

A course designed to provide an understanding of the responsibilities we all have for our own health choices, to explore recent developments and trends on the total life cycle from birth to death, and to promote "wellness" as a life-long personal investment. (Satisfies California State Teaching Credential requirement.)

**14 Organization of Intramurals**

Principles and techniques of effective supervision of an intramural sports program. The study of organizational structures and evaluative techniques used to determine the effectiveness of these structures as related to administration of programs, policies, and procedures at the high school and college level.

**15 Test and Measurement in Physical Education**

A study of practical methods of testing and measuring in physical education together with the theoretical and statistical material necessary for test interpretation.

**16 First Aid and CPR**

A study of the accepted first aid and cardiac pulmonary resuscitation (CPR) methods and techniques, stressing the anatomical understanding of injuries caused by common accidents, as well as the diagnosis and treatment of injuries. Certification for Standard First Aid card and CPR card.

**UPPER DIVISION COURSES****102 Kinesiology**

A study of the effects of muscular activity on the various organs and systems of the body. Includes a study of the structure of the human body. Prerequisite: Biology 15, 25.



**103 Physical Education in the Elementary School**

A study of the methods and materials of teaching movement experiences to children of elementary school age. Course includes laboratory practice with children. Special emphasis on recent trends in movement dealing with the elementary school child.

**105 Leadership in Community Recreation**

A study of the organization and supervision of playgrounds, interpretation of play, recreational activities and trends, with specific attention to the school and community recreational program.

**106 Theory and Analysis of Physical Activity (Team Sports)**

Laboratory work and lectures on methods of instruction and theory in calisthenics, football, basketball, baseball, and track and field. Special emphasis on recent trends and systems. (Men and women)

**107 Theory and Analysis of Physical Activity (Individual Sports)**

Laboratory work and lectures on methods and techniques of instruction and theory in volleyball, softball, tennis, badminton, swimming, speed ball and track and field. (Men and women)

**108 Organization and Administration of HPE&R**

Considers administrative policies of the physical education department. The staff, activities, care of equipment, budget, plant, playing field, and locker rooms. Attention is also directed toward the organization of physical education material for a comprehensive program in public schools.

**109 Care and Prevention of Athletic Injuries**

A course of study covering the prevention and treatment of athletic injuries. Helpful in solving the training problems of the physical educator.

**110 Physiology of Exercise**

A study of physiological parameters and mechanisms that determine adaptations of the physiological systems of man in response to exercise, i.e., exercise metabolism, work and fatigue; development of strength and flexibility; cardiorespiratory effects of exercise and training; sport activity in extreme environmental conditions—high altitudes, heat, cold; measurement of factors determining sport fitness. Prerequisite: Biology 15, 25.

**111 History and Principles of Physical Education**

Background and principles upon which sound practices of physical education are based. The aims and objectives of the modern physical education program are also discussed. History traces the development of physical education from Ancient Greece to modern times. Prerequisite: HPE&R 10, 106, 107.

**112 Psychological Analysis of Activity**

A study of the psychology of coaching and an exploration of the various philosophies in management and coaching of

athletes. The personality traits and the characterization of individuals involved with athletics are analyzed. The responsibilities and organizational procedures of coaching are studied.

**113 Adapted Physical Education**

Designed to give students a basic understanding and background of adapted physical education. Contents include historical background, elements of adapted physical education, organizational patterns, and understanding the handicapped.

**114 Issues and Problems in Physical Education**

A study of cultural, ethical problems and issues resulting from the physical education—athletics relationship; examination of ethical bases for decision making and values formation; exploration of methods for evaluating and resolving issues. Prerequisite: HPE&R 10; upper division standing.

**115 Curriculum Development**

Theoretical analysis of curriculum development and evaluation for elementary and secondary physical education programs. The principles of curriculum development are related to the philosophy, aims and objectives of physical education with regard to structuring sound physical education programs. Prerequisite: HPE&R 10.

**116 Analysis of Teaching Concepts as Applied to Physical Education**

A comparative analysis of the theoretical and philosophical rationale for various styles of teaching physical education. A spectrum of teaching styles which reflect personalized instruction, the individualized learning process, and cognitive development is discussed.

**117 The Nature of Human Motor Performance**

A neurophysical approach to understanding our sensory and perceptual mechanisms which allow for efficient physical activity. An examination of various factors which affect human motor performance and learning (motor development, timing, practice, transfer, etc.).

**118 Problems in Community Health**

A study of the concepts and methods which form the basis for community health education. Identification and discussion of functions of governmental and voluntary health organizations and analysis of their role in promoting and protecting the health of the community.

**119 Therapeutic Exercise and Physical Therapy Modalities**

The various modalities used by the athletic trainer for rehabilitation of injuries. Therapeutic exercise such as isotonic, isometric and isokinetic weight programs, stretching techniques and massage. The uses and theories behind mechanical modalities including ultrasound, electrical muscle stimulation, and the heat and cold modalities are also covered. Prerequisites: Biology 15, 16; HPE&R 109; instructor approval.

**120 Sports Medicine Concepts**

A class in advanced recognition and evaluation of athletic

injuries. It covers general evaluation techniques applicable to all injuries and studies the most common injuries to each area of the body, including neurological signs and symptoms, emergency procedures and guidelines for referral to a physician. Prerequisites: Biology 15, 16; HPE&R 109.

### 197 Special Study

An independent study or research course for students whose needs are not met by courses available in the regular offerings of the department. Permission of instructor and department chairman required.

### 199 Honors-Special Study

An independent study or research course for upper division majors with a B average in Health, Physical Education and Recreation. Permission of instructor and department chairman required.

## MASTER'S DEGREE IN HEALTH, PHYSICAL EDUCATION AND RECREATION

Saint Mary's College offers a master's degree in physical education with special emphasis in administration and management of sports and athletic programs.

The program should provide a broad understanding of the scientific, behavioral, historical, and philosophical basis of Health, Physical Education and Recreation. The program is designed for the development of competencies in planning, organizing, interpreting, administering, and evaluating a school health and physical education program.

The graduate curriculum in physical education is primarily a summer program with selected offerings during the academic school year. All of the graduate courses have a unit value of three semester units each.

### Core Courses

- HPE&R 200 Introduction to Graduate Study
- HPE&R 205 Philosophical Basis of Physical Education
- HPE&R 220 Seminar: Administration of Physical Education
- HPE&R 230 Seminar: Supervision of Instruction and Legal Aspects in Physical Education
- HPE&R 270 Psychological Analysis of Sport and Activity

Elective courses may be taken during the summer or when offered during the spring or fall terms. Elective courses are HPE&R 221, 222, 240, 275, and 299.

Undergraduate physical education majors with senior standing and at least a 2.75 grade point average in their major may be admitted to the summer (five-week term) as special students.

For further details concerning graduate physical education courses and additional requirements for admission to the program, visit or phone the department chairman's office in McKeon Pavilion on the Saint Mary's College campus, (415) 376-4411, extension 383.

## HEALTH SCIENCE

Students who intend to pursue careers or graduate work in health education, community health programs, health counseling and guidance, or who wish to follow a pre-physical therapy course of study, may petition to establish an alternative plan major. The program may be designed to meet the individual needs and interests of the student. For example, a possible course of study for a pre-physical therapy emphasis is indicated below:

Biology 15, 16; 25, 26; 50, 51; 120 (Biology 1, 2; 3, 4 is prerequisite to all upper division Biology courses)

Chemistry 8, 9; 10, 11

Physics 10

HPE&R 12, 15, 16, 102, 110, 113, 117, 118

Psychology 1, 140, 141, 148, 152

For information regarding an alternative plan major in Health Science, contact the chairman of the Health, Physical Education and Recreation Department.



## HISTORY

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### FACULTY

Benjamin A. Frankel, Ph.D., Professor, Chairperson  
 John A. Dennis, Jr., M.A., Assistant Professor  
 Carl J. Guarneri, Ph.D., Assistant Professor  
 Brother Ronald Isetti, FSC, Ph.D., Professor  
 Mary L. Kenefick, Ph.D., Lecturer  
 Katherine S. Roper, Ph.D., Professor  
 Andrew J. Rotter, Ph.D., Assistant Professor

By offering a disciplined study of the past the History Department attempts to provide perspective on a wide variety of issues that arise out of the tensions societies have to face in every generation—tensions between freedom and authority, between reason and faith, between human free will and impersonal forces. The department aims to promote the ability to read critically and to write coherently, and it also attempts to meet the needs of students with varying objectives: the serious history major, the student from another department seeking a broader background for his or her own discipline, or the student who is simply curious about a specific age or society. In each course the history faculty seeks to cultivate understanding rather than memorization of facts in the belief that the experience gained through systematic analysis of historical issues equips students not only for the teaching of history or for advanced study in history and related fields, but also for the study of law, journalism, or librarianship, for the pursuit of careers in local, state, or national public service, and for business positions in which an understanding of domestic and foreign affairs is desirable.



### MAJOR REQUIREMENTS

#### Lower Division

Four courses chosen from the following: History 4, 5, 7, 17, 18

#### Upper Division

Students majoring in history must complete 8 upper division history courses including:

1. Either two proseminars in specific problems of research and writing (History 103) taught by different instructors or one proseminar (History 103) and one course in historical theory (History 105).
2. At least two upper division courses in each of three areas of concentration to be chosen from the following:  
 United States: History 100 (when applicable), 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131  
 Latin America: History 100 (when applicable), 131, 132, 133, 134, 135, 136, 137  
 Medieval Europe: History 100 (when applicable), 110, 111, 113  
 Modern Europe: 100 (when applicable), 113, 114, 115, 116, 117, 118, 119  
 Africa: History 100 (when applicable), 142, 143  
 Asia: History 100 (when applicable), 140, 141

Students intending to work toward advanced degrees should consult with their advisor about foreign language preparation.

Area Studies: Alternative plan majors in area studies are offered in American Studies, Latin American Studies and European Studies. For requirements consult with appropriate instructors in History and other departments concerned.

### TEACHING CREDENTIAL IN HISTORY

The major in History has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with their advisor about the history waiver, the History Department Waiver advisor and with the credential analyst of the School of Education to make sure that all the prerequisites for the credential are fulfilled.

### MINOR REQUIREMENTS

The minor in History requires the following: any two lower division History courses; History 103 or 105; two additional upper division courses, each of the two to be in a different area of concentration.



**LOWER DIVISION****4 History of Western Civilization**

An introduction to history through the study of Western Civilization from its origins in the Mediterranean world to the age of discovery in the 15th century. Readings include primary sources as well as works dealing with issues of interpretation.

**5 History of Western Civilization**

A study of Europe's political, social, economic and cultural evolution from the 16th century to the present, focusing on major aspects of modernization through reading and discussion of primary documents and differing historical interpretations.

**7 Latin American Perspective**

Latin America from its pre-Columbian beginnings to the present. A study of the impact of Spanish colonialism in America, the rise of new Latin American nations, ethnic, social, economic, political, and religious developments through the 19th and 20th centuries. Recent developments include "The Third World" mentality, a result of underdevelopment and neocolonialism.

**17 History of the United States**

A survey course in American history which begins with the European discovery of the New World and ends with the era of Reconstruction following the Civil War. The approach is chronological, with emphasis on major historical interpretations.

**18 History of the United States**

A survey course in American history which begins with the Compromise of 1877 and moves forward to the present day. The approach is chronological, with emphasis on major historical interpretations.

**UPPER DIVISION****100 Problems and Issues in History**

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to preregistration each semester. Course may be repeated for credit as content varies.

**103 Proseminar in Historical Research**

This seminar develops the student's ability to do historical research by focusing on a specific historical problem or development through intensive, systematic use of a wide range of sources. Each student carries out a research project under the guidance of the instructor. The topic of every proseminar will be announced and described prior to preregistration each semester. Course may be repeated for credit as content varies.

**\*105 Modern Approaches to History**

A study of the development of history as a scholarly discipline beginning with fundamental questions of method and research by 19th-century historians followed by analysis of major controversies stemming from contemporary approaches to historical research. In addition, resident authors discuss

the nature of the problems encountered in their research and writing.

**\*110 Medieval Europe**

A survey of the development of medieval society and institutions and the influences which contributed to it the heritage of the Roman Empire, the effects of tribal invasions and migrations, the rise of Christianity, and the evolution of the medieval papacy, monasticism, feudalism, and manorialism from 450 A.D. to 1000 A.D.

**\*111 Medieval Europe**

A study of the rise of cities and trade, the development of universities, the institution of feudal monarchy, the medieval papacy and the Crusades, followed by an analysis of social, economic, political, and religious factors that brought crisis to the society. This course covers the period from 1000 to 1450.

**\*113 The Reformation Era**

A survey of European society from the brilliance of the Renaissance to the devastation of the wars of religion, culminating in the mid-17th century, emphasizing the upheavals wrought by the Protestant and Catholic reformations, the transition from feudalism to capitalism, and the rise of the nation state.

**\*114 Enlightenment and Revolution**

Beginning with an examination of the political, social, economic and intellectual aspects of the old regime, this course will analyze 18th-century challenges to that regime. The ideas of the *philosophes*, the upheavals of popular revolution in France, and the spread of revolutionary institutions by Napoleon's conquests will be major issues for reading and discussion.

**\*115 Nineteenth-Century Europe**

A survey of the formation of modern European society from the Congress of Vienna in 1815 to the outbreak of World War I, emphasizing political, diplomatic, social, and ideological responses to industrialization, urbanization, and nationalism.

**\*116 Twentieth-Century Europe**

A survey of European society from the outbreak of World War I to the present. Major themes include the failures of international stability, the problems of technological society, the effects of the Russian Revolution, the rise of fascism, and the phenomenon of decolonization.

**\*117 History through Fiction: Nineteenth-Century Europe**

This course uses as its main source a selection of the abundant fiction produced by sensitive observers of the political, social, technological, and cultural revolutions that transformed European society in the 19th century. Class discussion analyzes the fictional realms they created and considers the extent to which their visions reflect social and historical reality.

**\*118 History through Fiction: Twentieth-Century Europe**

A study of novels, dramas, and other works by major European writers of the 20th century, examined in the context of developments such as the rise of mass movements, the advent of total war, and the growth of technology.

**\*119 Germany: The Third Reich and After**

What made the triumph of Nazism in Germany possible and how complete was its downfall in 1945? This course examines many aspects of these questions including Germany's historical tradition, Hitler's life, the nature of the Nazi dictatorship. Germany's role in precipitating the second World War, and the outlook for German democracy today.

**\*120 Colonial History of the United States**

A study of three "experimental" societies in the New World: the "holy experiment" of the Quakers in Pennsylvania, the Puritan "city on a hill" in Massachusetts, and the plantation society of the Anglicans in Virginia. Emphasis is placed on religious, cultural, social and political developments within the colonies, with brief mention of the British imperial and mercantile systems.

**\*121 The American Revolution in the Early Republic**

A study of the American Revolution, the Confederation period, the ratification of the Constitution, the Federalist decade, the emergence of Jeffersonian democracy and the Era of Good Feelings. Emphasis is placed on intellectual, political, economic, military, and diplomatic history, as well as on major historical interpretations of the periods covered.

**\*122 Era of the Civil War and Reconstruction**

An examination of American society and politics from the Age of Jackson to the end of Reconstruction. Major focus is on the War as the great crisis of national unity: the economic, political, social, and cultural forces that brought it on, and the new nation that emerged in its aftermath.

**\*123 Recent History of the United States**

A study of the Twenties, the origins of the Great Depression, the New Deal, America during World War II, and the postwar periods including the Civil Rights Movement and Watergate. Emphasis is placed on social, cultural, and literary history. Readings include plays, novels, and autobiographies, as well as historical works. The course concentrates on domestic developments rather than on foreign affairs.

**\*124 United States Foreign Relations: 1898 to the Present**

An examination of the nation's foreign affairs from the rise of imperialism in the late 19th century to the nuclear dilemmas of the present. United States policy is considered as the result of both domestic and foreign economic, political and psychological influences.

**\*125 Immigration and Ethnicity in American History**

A study of immigrant groups in the United States from the Revolution to the present, assessing their response to and impact upon American society. Topics to be discussed include the foreign background of immigration, the problems of adjustment, assimilation and mobility in comparative perspective, ethnic politics and culture, nativism, black migration, and the "melting pot" vs. "cultural pluralism" as descriptions of the American pattern.

**\*126 History of the American City**

This course surveys the historical development of the American city from the colonial town to the 20th-century metropoli-

tan area, and also traces the city's political, social, economic, and intellectual impact upon American life. Special attention is given to the historical background of contemporary urban issues and problems.

**\*127 American Culture since the Civil War**

This course draws upon sources from American popular and high culture since the Civil War in order to examine key ideas, attitudes, and forms of expression in 19th- and 20th-century America and suggest their relationship to the changing social context.

**\*128 History of Women in America**

A study of the changing roles and status of American women from the Colonial period to the present. Topics considered include work and family life, the legal status of women, education, reform movements, and the campaigns for suffrage and women's rights.

**\*129 Afro-American History: 1619 to 1865**

A study of the role of the Afro-American in the unfolding of American history up to the time of the Civil War. Emphasis on major developments within the Black community.

**\*130 Afro-American History: 1865 to the Present**

A study of Black emancipation, Jim Crow and northern exodus. Black political movements, and contemporary Civil Rights movements.

**\*131 California and the Southwest**

A regional study from its aboriginal beginnings to the present, including development of California and the Southwest as it changed from an Indian society to Spanish rule, eventually to Mexican domination, and finally to United States' sovereignty. Cesar Chavez and the role of Mexican-Americans (Chicanos) represent one of the major focuses of the course's analysis of the region's modern scene.

**\*132 Contemporary Latin America**

A study of Latin America's Revolution of Rising Expectations, from 19th-century independence to 20th-century nationalism, the course traces the region's struggle for stability, the political, social and economic conflict, and examines most recent attempts at solution ranging from democracy to Marxism by means of reform, revolution or reaction.

**\*133 Latin American Insurrection and Revolution**

A study of the many insurrections experienced in Latin America as a basis of comparison with the revolutions of Mexico, Cuba, and Chile. An analysis of the degree of success achieved in Latin America's attempts to challenge the traditional society, characterized by the three R's of Reform, Reaction and Revolution.

**\*134 Latin America: Race and Society**

By a comparison with the United States the course traces the bases for racial conflict in Latin America. Comparisons include differences in ethnic composition between the United States and Latin America. Central to class discussion is the attempt to analyze the phenomenon of white supremacy in Latin America's predominately non-white society.

**\*135 Latin America and the United States**

A study of the nature of intervention experienced by Latin America from its independence to the present. An analysis of the various forms of intervention, including gunboat diplomacy, armed invasion, political, cultural, and economic intervention exercised by Europe and of Latin America's relations with the United States from the Monroe Doctrine to the Bay of Pigs and the Dominican Intervention.

**\*136 History of the Caribbean**

The Caribbean represents the major area of conflict in America for the major powers of the world from the 16th century to the present. The Caribbean area is in a stage of transition from political colonialism to economic colonialism, as previous colonies become the newest republics in America. The course traces the area's development from colonial beginnings to its rise to nationhood.

**\*137 Cuba: The Great Exception**

A study of Cuba from its colonial origins on the outposts of the Spanish empire to Castro's Cuba of today. The course addresses the question of Cuba's success in achieving the first Marxist revolution in the Western hemisphere and the question of why Cuba was the exception of all Spain's former holdings. With the benefit of hindsight is it possible to find clues in Cuba's background that explain this riddle?

**\*140 Modern Japan**

The course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present day Japan. Emphasis is placed on political, economic, cultural, and social history. Special attention is given to the "Japanese character" as it evolved historically. A main theme of the course is Japan's success in modernizing or Westernizing.

**\*141 Modern China**

The course begins in 1644 with the establishment of the Ch'ing (Manchu) Dynasty and ends with present day Communist China. Emphasis is placed on political, economic, cultural and social history. The main themes of the course are China's struggle to modernize, and reaction and revolution in late 19th- and 20th-century China.

**\*142 African History to 1850**

A study of human origins in Africa, Black migrations, the expansion of Islam in Africa, the slave trade, and the rise of ancient Kingdoms of Ghana, Mali, Zulu.

**\*143 African History Since 1850**

A study of the major themes of state building, Islamic revolutions, colonialism, nationalism and pan-Africanism and the role of the military in the past decade.

**197 Special Study**

An independent study or research course in an area not offered by the department. Permission of the instructor and department chairperson are required.

**199 Honors Special Study**

An independent study or research course for upper division majors with at least a B average in History. Permission of the instructor and the department chairperson are required.

\*Offered in alternate years.

## INTEGRAL CURRICULUM OF THE LIBERAL ARTS

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**FACULTY**

Brother Raphael Patton, FSC, Ph.D., Associate Professor,  
Director of the Integral Program

Michael Beseda, B.A., Lecturer

Brother Kenneth Cardwell, FSC, M.A., (Oxon), Lecturer

Theodora Carlile, M.A., Lecturer

Steven Cortright, M.A., Assistant Professor

John Albert Dragstedt, Ph.D., Professor

Frank Ellis, Ph.D., Professor

Brother Brendan Kneale, FSC, M.S., M.A., Associate  
Professor

Joseph Lanigan, Ph.D., Professor

Jacob Lester, Ph.D., Associate Professor

Brother Gabriel Murphy, FSC, S.T.B., S.T.L., S.T.D.,  
Associate Professor

Rafael Alan Pollock, Ph.D., Professor

Edward Porcella, Ph.D., Associate Professor

Michael Riley, Ph.D., Assistant Professor

The Integral Curriculum of the Liberal Arts is founded on the principle: a truly educated person should be able to understand and evaluate human thinking in any form. The curriculum reflects the traditional belief that a few basic skills of the mind give shape to the many kinds of human creative and intellectual excellence—physics, philosophy, history, poetry, mathematics, theology, economics, psychology, biology. In this curriculum, three sequences of classes require students' active participation in proving mathematical theorems, translating and analyzing short texts, observing and explaining natural phenomena. These "tutorials" encourage students to think about the activities as well as engage in them. The tutors help students to ask the questions appropriate to each discipline and to follow the arguments wherever they lead, whether the art is mathematical, verbal, or experimental. The mathematics, language and laboratory tutorials encourage the students to reclaim their sense of wonder and begin asking questions which are truly their own.

In their fourth class, students meet two hours twice a week in seminar discussion starting from a single question on their reading of a great book. The seminar unifies material examined in the tutorials and provides the chance for students to integrate their developing skills. Above all, in seminar, private and partial vision can be shared and become communal and whole.

Students begin the reflective acquisition of the arts of a free society by entering into the world of their origin, where communication between those who excelled at different arts enabled the mind to aim at an integral understanding of the whole. Study of the mathematics and sciences that the Greeks invented, of the complex and subtle language they used, and of the poetry, history, drama, and philosophy which founded and continue to define the Western world, permits





the student to begin at the very beginning. Tutors ask students to avoid appealing to secondhand “knowledge”—textbooks, expert opinion, and secondary sources. (The faculty do not lecture, but assist, as “tutors.”) Instead, students begin with common experience and basic intuition and go as far as ability and four years of hard work will allow. Sophomores make a start at music, studying it both as a liberal art (i.e., as a symbolic “language” and a science of sound) and as a fine art—one well-suited to deliver the student from the confines of unexamined likes and dislikes. Their seminar readings add the voices of the Jewish prophets and Christian theologians to “the great conversation.” Juniors examine selected topics in natural science, repeating famous experiments, and studying classics of scientific discovery. The four years of language tutorials lead the student through the classical arts of grammar, logic, and rhetoric into the modern studies of linguistics, hermeneutics, and method. The books of the senior seminar bring their readers home to the modern world.

Throughout this progress toward the present, the unity of the Greek world (and our study in it) remains the ideal, not always possible to achieve. The seniors’ study of non-Euclidean geometries marks best how far they (and the world) have travelled and points out the difficulties of being at home in the twentieth century. Any theorem consistent with a self-consistent set of axioms is now possible; spatial intuition is no longer a guide to geometric truth; and experimental evidence argues that the strictly unimaginable best accounts for the facts. The citizen of this fragmented world must be careful to grant to each kind of knowledge its appropriate kind of assent. A confident grasp of fundamental truths, a healthy skepticism towards passing dogmas, and reliance on reasoned deliberation should mark the bachelor of arts. The

curriculum is designed to promote the acquisition of these virtues.

The four-year Integral Curriculum (or “the Program”) is not a traditional major; it is rather like a college within a college. The Program’s courses do fulfill college-wide requirements. Completion of the freshman year satisfies six of the College’s general education requirements—four “area” and two seminar. The Program is not an honors program, though its demands differ significantly from those of the College at large. Because of its structure, transfer into the Program after the first semester is difficult. Continuation in the Program depends on student progress. Tutors judge this progress from the student’s day-to-day performance in the common work at the chalkboard, laboratory bench, or seminar table, and in regular written assignments. There are no formal examinations. The Program’s tutors supplement the traditional grading system with more personal exchange in the twice-yearly “Don Rag”, when the student faces all his or her tutors to hear their evaluations and respond to them. At the end of this course of study, each graduating senior must write and defend in public a major essay on a serious topic as evidence of qualification for the degree Bachelor of Arts in Integral Liberal Arts.

The program began in 1955 with a two-year study at Saint Mary’s financed by the Rosenberg Foundation. Exchange of tutors and lecturers, visits, and personal ties have brought the Program close to the plan of study offered at St. John’s College in Annapolis and Santa Fe. The Program nonetheless maintains a distinct approach and emphasis. Lectures, readings, plays, concerts and occasional revels bring students and tutors together for a four-year community experience in education.

## DESCRIPTION OF COURSES

### FIRST YEAR

#### 20-21 Seminar

Reading and discussion of poetry, drama, history, and philosophy by Greek authors: Homer, Aeschylus, Plato, Aristophanes, Herodotus, Plutarch, Sophocles, Aristotle, Euripides, Thucydides.

#### 30-31 Mathematics Tutorial

Analysis and discussion of the definitions, postulates, common notions, theorems and problems of Euclid's *Elements*, and a study of the first part of Ptolemy's astronomical classic, *Almagest*.

#### 40-41 Language Tutorial

Introduction to the vocabulary, morphology and syntax of Greek. The nature and function of parts of speech, phrases, and clauses. Exercises in translation from selected passages of St. John's Gospel, Aristotle's *Categories* and *On Interpretation*, and a Platonic dialogue.

#### 60-61 Laboratory

Observation, description and measurement of natural phenomena—astronomy, optics, statics, acoustics. Field and laboratory study of living and preserved animals. Readings from Aristotle, Archimedes, and Galen; theory of measurement. Laboratory fee: \$35 per term.

### SECOND YEAR

#### 70-105 Music Tutorial

Development of the ear: recognition and vocal reproduction of pitches, intervals, and rhythms. Music theory: study of scale, mode, and key. Reading music. Treatment of melody, texture, structure and rhythm, and elementary principles of polyphony and harmony; analysis of selected compositions of Bach, Mozart, Beethoven, Schubert.

#### 90-91 Language Tutorial

Analysis and translation in context of selected passages from Greek authors, with emphasis on logic: Aristotle's *Categories*, *Prior* and *Posterior Analytics*, *Rhetoric*; Plato's *Phaedrus*, *Theatetus*, *Sophist*; and, circumstances permitting, Plato's *Statesman* and Sextus Empiricus' *Against the Logicians*.

#### 100-101 Seminar

Reading and discussion of significant works of poetry, history, religion, philosophy, and theology by Jewish, Christian, Roman, medieval, and Renaissance authors: selections from the Law and the Prophets, the New Testament, Virgil, Tacitus, Plotinus, Anselm, Aquinas, Dante, Chaucer, Machiavelli, Bacon, Rabelais, Descartes, Luther, Shakespeare.

#### 102-103 Mathematics Tutorial

Continuation of Ptolemy's *Almagest*; selections from Copernicus' *On the Revolutions of the Heavenly Spheres*, and

Kepler's *Epitome of Copernican Astronomy*, with emphasis on the dynamics of scientific change; problems from Apollonius's *Conic Sections*, Books I-III and Descartes' *Geometry*.

### THIRD YEAR

#### 110-111 Seminar

Reading and discussion of significant works of the 17th to 19th centuries: Cervantes, Hobbes, Racine, Moliere, Milton, Pascal, Bunyan, Spinoza, Locke, Swift, Leibniz, Voltaire, Fielding, Adam Smith, Hume, Kant, Rousseau, Blake.

#### 120-121 Laboratory

Experimental investigation of natural phenomena. Selected topics in classical mechanics, optics, pneumatics, chemistry and genetics. Readings from Galileo, Newton, Huygens, Torricelli, Boyle, Black, Priestly, Lavoisier, Avogadro, Darwin, Mendel, Morgan. Laboratory fee: \$35 per term.

#### 130-131 Mathematics-Science Tutorial

Quantified accounts of motion and change of motion in the works of Aristotle, Descartes, Galileo, and Newton, with substantial selections from *Principia Mathematica*; introduction to the differential and integral calculus.

#### 140-141 Language Tutorial

Logic and language: Aristotle's *Organon* (selections), Ockham's *Summa Logicae* (selections) and nominalism, Wittgenstein's *Tractatus Logico-Philosophicus*. Language and discovery: truth and historical evidence: Vico's *New Science* (selections); hermeneutics; Gospel of Saint John, symbol in Saint Augustine's *On Christian Doctrine*; poetic exegesis: John Donne.

### FOURTH YEAR

#### 160-161 Seminar

Reading and discussion of significant works by 19th- and 20th-century authors: Austin, Hegel, Kierkegaard, Melville, Darwin, Twain, Marx, Tolstoi, Dostoevsky, Nietzsche, Freud, Joyce, Heidegger, Wittgenstein. Writing and defense of a long essay under the direction of a tutor.

#### 175-176 Mathematics-Science Tutorial

Modern mathematics: Lobachevski, Dedekind, Frege; Einstein's theory of relativity and its relation to Maxwell's work on electromagnetism.

#### 190-191 Language Tutorial

Speech and methodology. Ancient and modern dialectic: Plato's *Philebus* and *Parmenides*; Kant's *Critique of Pure Reason* and *Critique of Judgement*; Hegel's *Logic*; Marx's *Capital*, I, Chapter 1.

## INTENSIVE ENGLISH PROGRAM

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See Programs in English for International Students

## MATHEMATICS

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### FACULTY

Gerald S. Eisman, Ph.D., Associate Professor, Chairman  
 Brother V. Dominic Barry, FSC, M.A., Professor Emeritus  
 Michael C. Berg, Ph.D., Assistant Professor  
 Brother Alfred Brousseau FSC, Ph.D., Professor Emeritus  
 Charles R. Hamaker, Ph.D., Associate Professor  
 Lidia R. Luquet, Ph.D., Associate Professor  
 Brother Raphael Patton, FSC, Ph.D., Associate Professor  
 Jane R. Sangwine-Yager, Ph.D., Associate Professor  
 Kevin B. Taylor, M.S., Assistant Professor  
 Richard P. Wiebe, Ph.D., Assistant Professor

Mathematics has traditionally been held to be a liberal art, fundamental to a true education. Graduates of the department are active in an extraordinarily wide range of careers. Mathematics is, in addition, of service to the exact and social sciences. The Department of Mathematics offers courses in pure, applied and computer mathematics. (Computer science courses are listed separately.) The department offers both an arts and a science degree. There is a degree program for prospective secondary teachers and a degree program with a concentration in computer science. Minors in both mathematics and computer science are offered.

Students majoring in the School of Economics and Business Administration and non-mathematics majors in the School of Liberal Arts may wish to consider minors or split majors in mathematics or computer science. Students will find many lower division courses open to them (Math 1, 2, 3, 4, 7, and 23-24 as well as Computer Science 11 and 12).

### Admission Requirements

A student wishing to major in mathematics should have a strong background including four years of high school mathematics (two years of algebra, one year of geometry and one year of analysis or equivalent). It is advisable that the applicant take the SAT and score at least 500 on the math section.

### MAJOR REQUIREMENTS

#### Lower Division

Mathematics 7, 31-32, 33, 34. Computer Science 11-12 are required for majors concentrating in computer science.

#### Upper Division

All majors must take eight upper division courses including Math 111-112, 150 and either 135 or 140. Math 101 may not be included towards the major. At most, two January term courses designated as satisfying the major requirements may be included.

A student wishing to concentrate in computer science must complete the upper division requirement by taking four courses from the following: Math 128, Math 140, upper division computer science courses.

A candidate for the Bachelor of Science degree must take, in addition, Chemistry 8-11 and two further courses from the following disciplines: biology, chemistry, computer science, physical science and physics.

Students should contact the Mathematics Department for descriptions of split majors in mathematics with biology, business or economics, and computer science with business or economics.

### TEACHING CREDENTIAL IN MATHEMATICS

The major in Mathematics has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with both the Mathematics Department Waiver advisor and with the credential analyst of the School of Education to make sure that all the prerequisites for the credential are fulfilled.

### MINOR REQUIREMENTS

The minor in mathematics requires Math 31-32 and three upper division courses in mathematics excluding Math 101.

The minor in computer science requires either Math 23-24 or Math 31-32, CS 11-12, and any three courses from the following: Math 128, Math 140, upper division computer science courses.

### LOWER DIVISION COURSES

#### 1 Fundamental Mathematical Concepts I

This course provides prospective teachers with part of the background needed for teaching the content of contemporary elementary mathematics programs. The topics include the historical development of major mathematical concepts, the whole numbers and their operations, number theory, geometry and measurement. Prerequisite: One year each of high school algebra and geometry or equivalent.

#### 2 Elementary Functions

A survey of polynomial, trigonometric, logarithmic and exponential functions. This course is appropriate preparation for



calculus for those students with weak backgrounds in high school mathematics. Prerequisite: One year each of high school algebra and geometry or equivalent.

### 3 Finite Mathematics

Linear equations and matrices, linear programming, Markov chains, game theory and graphs. The emphasis is on applications to life, management and social sciences. Prerequisite: One year each of high school algebra and geometry or equivalent.

### 4 Introduction to Probability and Statistics

Introductory course appropriate for a student with a good background in high school mathematics. This course may not be taken for credit in addition to Business Administration 40 or Psychology 3. Prerequisite: One year each of high school algebra and geometry or equivalent.

### 7 Linear Algebra

Introductory course dealing with matrices, linear transformations, vector spaces and bases, independence and determinants, eigenvalues. Prerequisite: One year each of high school algebra I, II and geometry or equivalent. (An accelerated version of the course, Math 7J, is offered each January term. The prerequisite for Math 7J is either Math 24 or 32 or equivalent.)

### 23-24 Non-Major Calculus I, II

Differential and integral calculus with analytic geometry are covered in two terms. The applications of the calculus are taken from biology and economics. Credit will not be given for Math 23 in addition to Math 31. Students will be admitted after an examination. Prerequisite for Math 23: One year each of high school algebra I, II and geometry or equivalent. Math 23 or equivalent is prerequisite to Math 24.

### 31-32 The Calculus I, II

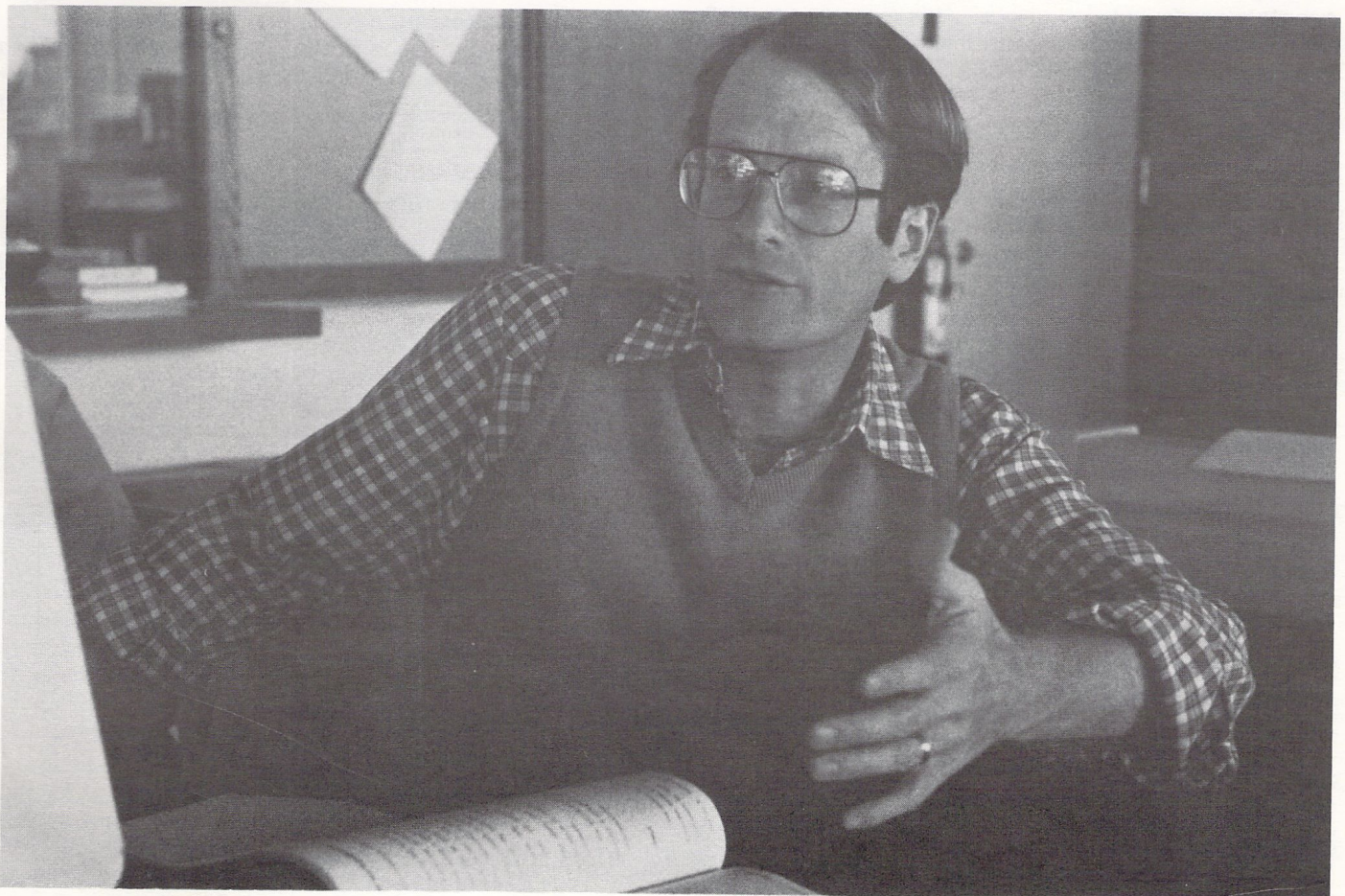
This course is intended for majors in mathematics and science as well as engineering and those fields demanding a great deal of mathematics. A strong background in high school mathematics is required (geometry, two years of algebra and trigonometry). Students will be admitted after an examination. Math 31 or equivalent is prerequisite for Math 32.

### 33 Vector Analysis

A continuation of the Calculus, dealing with two- and three-dimensional analysis. Prerequisite: Math 32 or equivalent.

### 34 Differential Equations

Introductory course in ordinary differential equations. Prerequisite: Math 32 or equivalent.





### VISION COURSES

#### 101 Fundamental Mathematical Concepts II

This course is a continuation of Math 1 and focuses on the development of the real number system and its subsystems, probability, descriptive statistics and introductory computer concepts using the computer language LOGO. Prerequisite: Math 1 or Math 7 or calculus (23 or 31) or equivalent.

#### 111-112 Abstract Algebra I, II

Groups, rings, vector spaces, fields and Galois theory, algebras and finite structures. Math 111 is prerequisite to Math 112. Math 32 and 7 or equivalent are prerequisite to Math 111.

#### 113 Probability and Statistics

Discrete and continuous random variable, moments and generating functions, independence, distributions and expectation. Also, survey of statistical methods: estimation, sampling central and dispersive tendencies and correlation. Prerequisite: Math 32, or Math 4 and Math 24, or equivalent.

#### 115 Number Theory

Number systems, divisibility, primality, congruences, diophantine equations, quadratic forms. Prerequisite: Math 7 or a calculus course (23 or 31) or equivalent.

#### 128 Numerical Analysis

Finite differences, interpolation methods, numerical solutions to transcendental equations, matrix inversion, polynomial approximations and numerical integration. Includes computer methods. Prerequisite: Programming ability, Math 7, 33 and 34 or equivalent.

#### 130 Abstract Geometry

Selection of topics which may include projective geometry, euclidean and affine groups and axiomatic geometry and classical problems. Prerequisite: Math 7 or equivalent.

#### 135 Foundations of Mathematics

Set theory, cardinal and ordinal numbers, axiomatic methods, real number system and metamathematics. Prerequisite: Math 7 or a calculus course (23 or 31) or equivalent.

#### 140 Discrete Structures

Logic and set theory, boolean algebra, functions and relations, digraphs, trees, finite state automata, semigroups, recurrence systems. Prerequisite: Math 7 or CS 12 or equivalent.

#### 150 Advanced Calculus

Rigorous development of analysis, Riemann integral, uniform convergence, Taylor and Fourier series, functions of several variables. Prerequisite: Math 33 or equivalent.

#### 160 History of Mathematics

A selection of topics in the development of the field. This course is of general interest but some background in algebra and geometry is useful. Prerequisite: A calculus course (23 or 31) or equivalent.

#### 185 Complex Variables

Differentiability of complex functions, power series and residues, conformal mappings. Prerequisite: Math 33 and 34 or equivalent.

#### 197 Special Study

Independent research in topics not covered in listed courses. Permission of the chairman is required.

#### 199 Honors Special Study

Independent study or research for majors with a B average in mathematics. Permission of the chairman is required.

### COMPUTER SCIENCE

#### LOWER DIVISION COURSES

##### #11-12 Programming I, II

Introductory course using PASCAL. CS 11 is prerequisite for CS 12. Laboratory fees charged. CS 11 does not fulfill the Area requirement; CS 12 does fulfill the requirement.

#### UPPER DIVISION COURSES

##### 110 Computer Systems

Structure and machine languages, assembly language, macros, file I/O, program linkage and segmentation. Prerequisite: CS 12 or equivalent.

##### 120 Formal Languages

Language definition structure, control and data flow, run-time considerations, interpretative languages, lexical analysis and parsing. Prerequisite: CS 12 and Math 140 or equivalent.

##### #153 File Processing

Environment and sequential access, data structures and random access, use of COBOL. This course is appropriate for business and accounting majors as well. Prerequisite: CS 12 or equivalent.

##### 174 Analysis of Algorithms

Basic notions of the design and efficiency of computer algorithms, non-numerical algorithms for sorting and searching, and numerical algorithms (matrix multiplication). Underlying data structures are examined. Prerequisite: CS 12, Math 7 and either Math 24 or 32 or equivalent.

##### #197 Special Study

See Math 197.

##### #199 Honors Special Study

See Math 199.

#Does not fulfill Area requirement.



## MODERN LANGUAGES

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### FACULTY

O. DeSales Perez, Ph.D., Professor, Chairman  
 Maximilian Berg, J.D., Assistant Professor, Emeritus  
 Agnes Dimitriou, Ph.D., Lecturer  
 Odile Dwyer, B.E.C., Lecturer  
 Brother Ronald Gallagher, FSC, M.A., Lecturer  
 Valerie M. Gomez, Ph.D., Professor  
 Joan U. Halperin, Ph.D., Associate Professor  
 Paola Sensi-Isolani, Ph.D., Associate Professor  
 Brother Manuel Vega, FSC, D.M.L., Assistant Professor  
 Maureen Wesolowski, Ph.D., Lecturer

A knowledge of foreign languages facilitates communication with men and women of other cultures and provides an introduction to other ways of thinking and of conceiving of the world. The study of foreign literature asks students to examine the universal aspects of the human condition through intellectual and emotional involvement in the literary masterpieces of different cultures.

Foreign languages are important in careers because so many facets of American life have become truly international in scope. Involvement of American business with foreign countries is continually expanding and language versatility is crucial.

Large concentrations of ethnic groups are a fact on our continent, making second-language knowledge imperative in business as well as in community and educational endeavors.

Students should keep in mind that as a prerequisite to graduate work in many fields a knowledge of at least one foreign language is essential.

A student will ordinarily not be allowed credit for that part of any language levels 1, 2, 3, 4 which duplicates courses previously completed in high school with a grade of B or better. The first two years of secondary school credit in the language are considered to be the equivalent of the first lower division semester course. Each successive year of secondary school credit is equal to one additional semester in the sequence of four lower division semester courses in college.

French, German, Italian, Spanish, Literature in Translation are listed separately in this section.

Majors are offered in French and Spanish.

### Lower Division Courses

Courses 1, 2, 3, 4, 10, 11 (or their equivalents). Students intending to major in the department must present evidence by examination or otherwise that their preparation includes the equivalent of the courses enumerated above. Courses 1, 2, 3, 4 normally consist of four one-hour class meetings per week.

The course listings are alternated regularly so as to furnish the major with the widest coverage in his/her field. The conversation-composition courses 10, 11 are required for the language major. Upper division courses in literature are conducted in the foreign language.

### PREPARATION FOR GRADUATE WORK

Students wishing to continue toward an advanced degree in either French or Spanish should note that a broad foundation in Latin is essential. A minimum of one year of college Latin is strongly recommended. M.A. degrees in French and Spanish normally require a reading knowledge of an additional modern language. Accordingly, the prospective graduate student is urged to begin this language preparation in his/her undergraduate years.

### FRENCH

#### MAJOR REQUIREMENTS

French 10-11 and eight upper division courses: three linguistic courses (100, 101, 102) and five in literature (121, 122 and three other courses).

#### TEACHING CREDENTIAL IN FRENCH

The major in French has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with the Modern Languages Department Waiver advisor and with the credential analyst of the School of Education, to make sure that all the prerequisites for the credential are fulfilled.

#### MINOR REQUIREMENTS

The minor in French requires 10 and/or 11; French 101, 121, 122, and one additional upper division elective. Students exempted from French 10/11 must substitute an additional upper division elective in French.

#### LOWER DIVISION COURSES

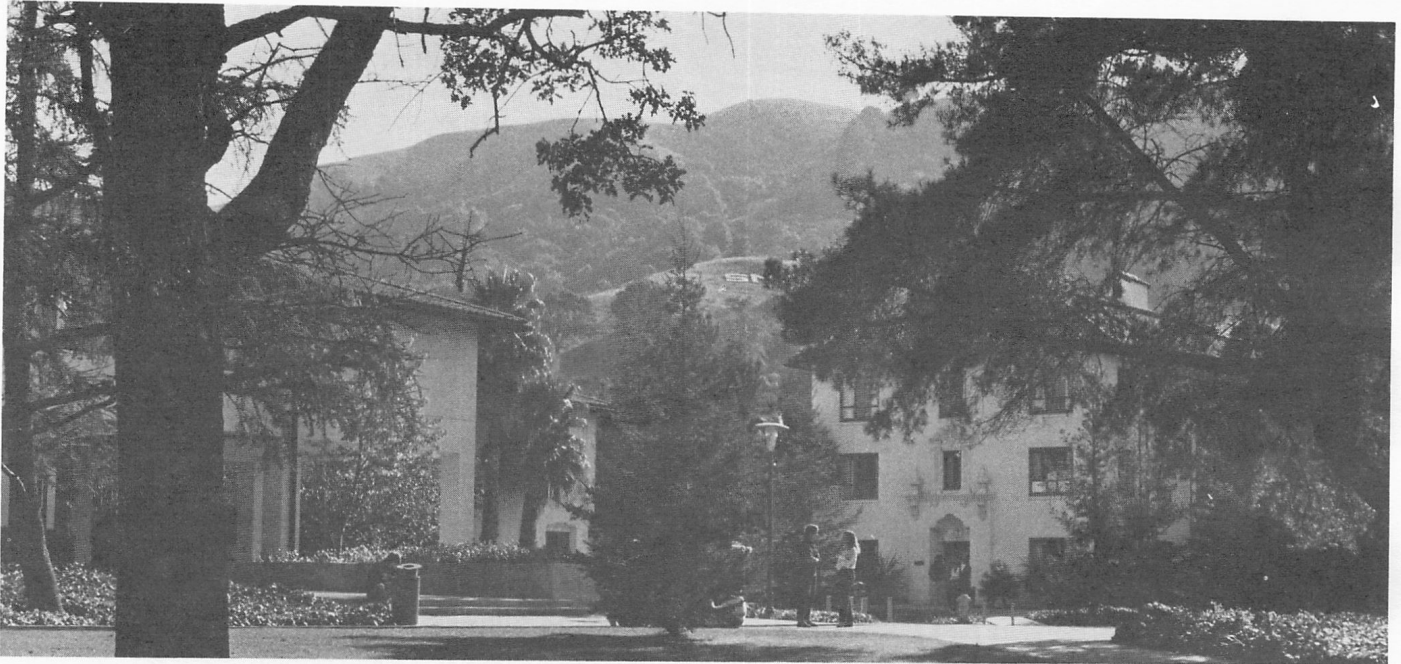
##### 1 Elementary French

For students with no previous study in French. Emphasis is on speaking and understanding. Considerable attention is also given to the grammatical structure of the language. By the end of the semester students are expected to write simple compositions.

##### 2 Continuing Elementary French

Continuation of French 1. Prerequisite: French 1, or one year of high school French with a B average or better.





### 3 Intermediate French

Continuation of French 2, with collateral reading in facets of contemporary French life (university, business, the political world). Increased emphasis on original compositions related to these fields.

### 4 Continuing Intermediate French

Continuation of French 3. A complete review of grammar with further development of oral expression, reading ability, and writing skills, and continued emphasis on contemporary French as an instrument of communication in the business, academic and political fields.

### 10-11 Conversation-Composition

Prerequisite: French 4, or approval of instructor. This course has two aims:

- a) for those considering a French major, the aim is to develop students' skills in speaking and writing to the point at which they will be able to take upper division courses with profit. French 10, 11 are required of the major.
- b) for those considering another major (government, science, etc.) the aim is the ability to enjoy reading French prose of moderate difficulty, to converse effectively with French-speaking people, and to translate literature pertinent to the student's major.

### 17 French for Business

Introduction to commercial French for students interested in international business and finance. Study of the business customs and institutions of contemporary France. Special emphasis on oral and written communication in business transactions. Prerequisite: French 4 or the approval of the instructor. May be taken concurrently with French 10 or 11.

## UPPER DIVISION COURSES

### \*100 French Phonetics and Lexicon

A detailed study of the formation of French sounds and intonation, together with practical exercises in the language. Particular stress is given to the problems English-speaking students face in acquiring an authentic pronunciation of French. Also involves methods of vocabulary building with special attention to word families, topical vocabularies, word formation, cognates, etc.

### \*101 Advanced French Syntax

A detailed study of French syntax, stressing the experimental descriptive approach.

### \*102 Advanced Composition

Improvement of mastery of the language through regular written assignments and self-criticism. Introduction to stylistics and literary analysis; discussion of literary genres.

### \*121 Survey of French Literature: Middle Ages to the 17th Century

Readings in the epic poem, lyric poetry of the Middle Ages, and medieval theatre; Renaissance poetry and prose; baroque poetry; the classical theatre, and the early novel.

### \*122 Survey of French Literature: 18th Century to the Present

Readings in works by the Enlightenment authors; 19th-century romanticism; the social novel; Parnassian and symbolist poets; 20th-century prose writers and modern poets.

### 123 French Literature of the 17th Century: The Classical Age

Study of plays by Corneille, Moliere and Racine; the fables of La Fontaine; the ideas of Descartes and Pascal; Mme de Lafayette and the birth of the psychological novel.

**124 French Literature of the 18th Century: The Enlightenment**

Study of the works of Montesquieu, Voltaire, Diderot, Rousseau; the *Memoires* of Saint-Simon; plays by Marivaux and Beaumarchais; the poetry of Andre Chenier; literature of the French Revolution.

**125 French Literature of the 19th Century**

A study of the principal literary movements of the 19th century: romanticism and symbolism in poetry, realism and naturalism in the novel and short story. Representative selections as well as full-length works are read and discussed.

**126 French Literature of the 20th Century**

Development of the novel, from Proust to the *nouveau roman*; trends in modern poetry, drama and philosophy.

**129 French Literature in the New World**

Survey and analysis of the prose, poetry and drama of Quebec, Louisiana Cajun, and the French West Indies in search of the ethnic, aesthetic, and moral expression of a people.

**130 Intensive and Stylistic Study of a Single Author or Genre**

May be repeated for credit as content varies.

**150 French Civilization**

A study of the relationship between the rich culture of France and its turbulent history. Attention given to the interchange between artistic or literary expression and the political process, with consequent socio-economic developments. Recommended to students in Business Administration or interested in international trade.

**197 Special Study**

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chairperson required.

**199 Honors Special Study**

An independent study or research course for senior French majors with a B average in French. Permission of the instructor and department chairperson required.

**GERMAN****LOWER DIVISION COURSES****1 Elementary German**

For students with no previous study in German. Although the emphasis is on speaking and understanding the spoken language, attention is also given to grammatical constructions and developing skill in reading.

**2 Continuing Elementary German**

Continuation of German 1. Prerequisite: German 1 or one year of high school German with a B average or better.

**3 Intermediate German**

Continuation of German 2, with increased emphasis on reading of contemporary German prose, and critical discussion and composition skills.

**4 Continuing Intermediate German**

Designed primarily for students in the humanities, the course stresses German literary prose, spoken German and composition.

**ITALIAN****LOWER DIVISION COURSES****1 Elementary Italian**

For students with no previous study in Italian. The emphasis is on speaking and understanding the spoken language. Attention is also given to grammatical construction and to developing skill in reading.

**2 Continuing Elementary Italian**

Continuation of Italian 1. Prerequisite: Italian 1 or one year of high school Italian with a B average or better.

**3 Intermediate Italian**

Intensive review of Italian 1 and 2. Reading material chosen from modern Italian authors. Course includes written and oral composition.

**4 Continuing Intermediate Italian**

Continuation of Italian 3. Prerequisite: Italian 3.

**197 Special Study**

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chairperson required.

**SPANISH****MAJOR REQUIREMENTS:**

Spanish 10-11 and nine upper division courses, three linguistic (100, 101, 102) and six in literature (121, 122, and four electives).

**TEACHING CREDENTIAL IN SPANISH**

The major in Spanish has been accepted, with certain modifications, as meeting the academic requirements of the State of California for a teaching credential. Completion of the approved program waives the National Teachers Examination. It is still necessary to take a sequence of Education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career check with the Modern Languages Department Waiver advisor and with the credential analyst of the School of Education, to make sure that all the prerequisites for the credential are fulfilled.

**MINOR REQUIREMENTS**

The minor in Spanish requires, for Option A: Spanish 10 and/or 11; either 100, 101, or 102, and three additional upper division electives. Students exempted from Spanish 10/11 must substitute either Spanish 101 or 102. For Option B (Business Spanish emphasis): Spanish 10 and/or 11; Spanish 160, 161, 170, 171. Students exempted from Spanish 10/11 must substitute Spanish 101.

**LOWER DIVISION COURSES****1 Elementary Spanish**

For students with no previous study of Spanish, an introductory course to develop ability in speaking and understanding basic Spanish. The fundamentals of Spanish grammar are studied, and attention is given to elementary writing skills and reading ability.

**2 Continuing Elementary Spanish**

Continuation of Spanish 1. Prerequisite: Spanish 1 or one year of high school Spanish with a B average or better.

**3 Intermediate Spanish**

An intensive review of Spanish 1 and 2. Reading material chosen from Latin American authors. Course includes written and oral composition.

**4 Continuing Intermediate Spanish**

Continuation of Spanish 3. Reading material chosen from Spanish peninsular authors. Prerequisite: Spanish 3.

**10-11 Conversation-Composition**

Stresses self-expression through the practical application of the language, spoken and written, through selected texts of contemporary Spanish authors. Emphasis on the contemporary short story in Spanish. A sound knowledge of Spanish grammar is expected. Prerequisite: Spanish 4 or four years of high school Spanish with the approval of the instructor. Spanish 10, 11 are required of the major.

**UPPER DIVISION COURSES****\*100 Spanish Phonetics and Lexicon**

Detailed study of the formation of Spanish sounds and intonation, together with practical exercises in the language. Particular attention given to the problems English-speaking students face in acquiring an authentic pronunciation of Spanish. Also involves methods of vocabulary building with special attention to word families, topical vocabularies, word formation, cognates, etc.

**\*101 Advanced Spanish Syntax**

A detailed study of Spanish syntax, stressing the experimental descriptive approach.

**\*102 Advanced Composition**

A study of the structure of composition through textual analysis of literary texts in the various genres. Study of literary terminology, poetics, stylistics.

**\*121 Survey of Spanish Literature: Middle Ages to 1700**

The epic masterpiece, *Cantar de mio-Cid*, medieval ballads, early lyric and didactic poetry; readings in medieval prose and drama. Selections from lyric and mystic Renaissance poetry; the picaresque novel. A survey of the prose, poetry, drama of the Golden Age: Cervantes and *Don Quijote*, the poetry of Gongora, the plays of Lope de Vega and Calderon.

**\*122 Survey of Spanish Literature: 1700 to Mid-20th Century**

An overview of 18th-century ideological renewal in Spain as manifested in essays, the neoclassic theatre, social satire.

Nineteenth-century romanticism in poetry and drama. Realism and naturalism in the 19th-century novel; Galdos. The Generation of 1898; Unamuno. Modernism in prose, poetry and theatre as the background to contemporary literary developments.

**123 Literature of the Golden Age: Drama and Poetry**

The theatre of 17th-century dramatists: Lope de Vega, Calderon, Tirso de Molina, and others. Lyric poetry of Garcilaso, Herrera, Lope de Vega, Quevedo, Gongora; poetry of mysticism: Fray Luis de Leon, San Juan de la Cruz, Santa Teresa.

**124 Literature of the Golden Age: Prose**

Cervantes' masterpiece, *Don Quijote*, and representative selections from his *Novelas ejemplares*. The picaresque novel of the 16th and 17th centuries: *Lazarillo de Tormes*; the *picaros* of Aleman and Quevedo.

**125 Literary Currents of 19th Century**

A study of the principal literary movements of the 19th century, culminating with the Generation of '98. Emphasis given to representative novelists.

**127 Contemporary Peninsular Literature: Poetry**

A study of the *vanguardista* poetry of the Generation of 1927 and the poetry of the Generation of 1936 to the present.

**128 Contemporary Peninsular Literature: Prose**

A study of the essay (from Ortega to the present) and the novel and short story (from Gabriel Miro to the present). At least six novels and representative essays and stories are read.

**129 Contemporary Peninsular Literature: Drama**

A survey of the modern Spanish theatre, including the study of at least twelve 20th-century dramas.

**130 Intensive and Stylistic Study of a Single Author or Genre**

May be repeated for credit as content varies.

**\*140 Survey of Latin American Literature**

An overview of the literature of the colonial period through neoclassicism, Mexico's picaresque novel, the literature of the struggle for independence, romanticism in prose and poetry.

**\*141 Survey of Latin American Literature**

Modernism in poetry and prose; Ruben Dario; the novel of the revolution, *Los de Abajo*; selections from various genres of the contemporary period: essays, poetry, novels, short stories, drama.

**143 Contemporary Latin American Fiction**

Fiction writers from Borges to the exponents of *la nueva novela*, studied through readings in at least six novels and selected short stories. Attention given to the essays of thinkers and writers who have influenced and reflect the Latin American mind.

**144 Modern Latin American Poetry**

A study of the work of significant Latin American poets from the post-Modernist period to the present.



**150 Chicano Literature: The Short Story, the Novel, the Essay**

The short story of Chicano authorship: history, characteristics, development, linkage to the Latin American and American short story traditions. Analysis and criticism of several contemporary Chicano novels. Study of representative essayists on themes of philosophy, values, and issues affecting Chicano life in the United States.

**151 Chicano Literature: Poetry, Theater, Media Literature**  
Survey and analysis of the history and development of Chicano poetry, as the political, aesthetic, and moral expression of Chicano/Mexican-American consciousness. Study of the beginnings of Christian drama in Spain, religious drama in Mexico and in the Southwest to the present, with concentration on the *auto*, the *teatro campesino*, and other media literature as expressive of the Chicano experience.

**\*160 Culture and Civilization of Spain**

Highlights of Spain's culture against the backdrop of Spanish civilization. Attention is given to the masterpieces of Spanish literature and other forms of artistic expression, including the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times. (Not open to Spanish majors who have completed Spanish 121-122.)

**\*161 Culture and Civilization of Hispanic America**

The culture of the various Hispanic American nations, from pre-Columbian civilizations to the present. Attention given to significant Hispanic American literature and other forms of artistic expression. Study of the influence of social, religious and political values on Hispanic culture; analysis of similarities and divergencies among the Hispanic nations. (Not open to Spanish majors who have completed Spanish 140-141.)

**\*170 Business Spanish**

Practice in the composition and translation of Spanish business letters to develop familiarity with vocabulary and usage of the Spanish commercial idiom. Readings in Spanish on topics from economics, banking, industry—the business world. Oral practice in business Spanish. Prerequisite: Spanish 10-11, or native fluency. Recommended for qualified majors in the School of Economics and Business Administration.

**\*171 Spanish for International Trade**

Study of international correspondence and business documents in Spanish. Readings in Spanish on international trade and economics, with focus on Spain and Hispanic America. Oral practice in business Spanish. Prerequisite: Spanish 170. Recommended for qualified majors in the School of Economics and Business Administration.

**197 Special Study**

An independent study or research course for students whose special needs are not met by the regular course offerings of the department. Permission of the instructor and department chairperson required.

**199 Honors-Special Study**

An independent study or research course for senior Spanish majors with a B average in Spanish. Permission of the department chairperson and instructor is required.

**Literature in Translation****120 Medieval and Early Renaissance Poetry and Music**

A study of popular and cultivated poetry of Medieval and Renaissance Europe and the musical expressions in the context of the Medieval and Renaissance world and mind.

**130 Renaissance and Baroque Literature of Europe**

A study of the literature of 17th-century Europe. May be repeated for credit as content varies.

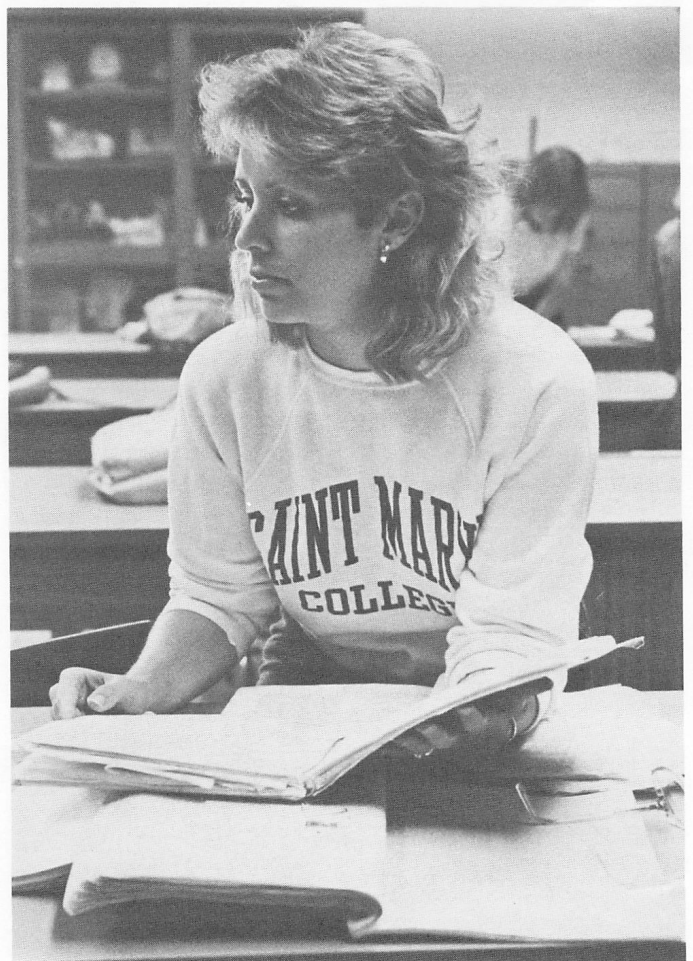
**140 The Romantic Movement in Literature**

A study of the literary expressions of the 19th century. May be repeated for credit as content varies.

**150 Authors, Genres and Themes in Modern Literature**

An intensive study of a single author, genre or theme in modern Western literature. May be repeated for credit as content varies.

\*Offered in alternate years.



## MUSIC, DANCE AND THEATER

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### FACULTY

Brother Carl Lyons, FSC, B.A., Associate Professor, Acting Chairman  
Mori Achen, B.S., Lecturer  
Daniel D. Cawthon, Ph.D., Associate Professor, Coordinator of Performing Arts  
Rebecca Engle, M.A., Lecturer  
Martin Rokeach, Ph.D., Lecturer  
Nancy Rude, M.A., Lecturer  
Claire Sheridan, B.A., Lecturer  
Mark Sullivan, B.A., Lecturer



No major in Music, Dance and Theater is offered. Music, Dance and Theater courses may be part of a minor, split major or an alternative plan major.

### MINOR REQUIREMENTS

The minor in Music, Dance and Theater requires courses 100, 190, and three courses, one each from the three areas of Music, Dance, and Theater.

### DEPARTMENTAL COURSES

#### 1-2 Perceiving the Arts

A two-semester survey course exploring the relationship of the fine and performing arts from the viewpoint of their common principles: rhythm, line, form, space, harmony, perspective. Examples for the study are chosen from all periods and styles of painting, sculpture, architecture, music, dance, theater and film.

#### 100 Exploring the Arts

A course to complement the Collegiate Seminar by experiencing and analyzing those great works of Western civilization meant to be seen and experienced in performance rather than through the print medium. Each semester the course studies a particular style, i.e., Classic, Baroque, Romantic, Modern, and the meaning of the style within the arts of painting, sculpture, architecture, film, music, dance and theater. May be repeated for credit when content varies.

#### 190 Infinite Variety of Arts

A study of the interrelationship of the arts through the study of a single theme as explored by different arts, i.e., Romeo and Juliet, Arthurian legends, Faust, etc. The course studies how the nature of each art form affects its interpretation of the common theme. May be repeated for credit when content varies.

### MUSIC

#### 10 Introduction to Music: Rock to Bach

Introduction to the elements of music: melody, rhythm, texture, harmony and form as illustrated in the music from all periods and styles. No prerequisites.

#### #12/112 Applied Music (.25-1.00)

Instruction in musical instruments (piano, guitar, band, etc.), and voice (choir, glee club, voice), by group. Beginning, intermediate and advanced classes are offered. No prerequisites for beginning classes.

#### 13 Music Theory

Introduction to musical theory: sight reading of keyboard music, ear training, chord progression and resolution, modal harmonies, two-part harmony, as applied to the music of all periods and styles.

#### 15/115 Music in Performance

Study of the different forms of music through attendance at performances available in the Bay Area each semester.

Opera, ballet, musicals, revues, symphony, jazz, etc., will serve as the subject of the class. May be repeated for credit when content varies.

#### **110 Forms and History of Music and Dance**

A study of a particular classical or popular musical form or the history of such forms. Subjects include opera, blues, jazz, dance, ballet, musicals, film music, etc. May be repeated for credit when content varies.

### **DANCE**

#### **20 Introduction to Dance: Invitation to the Dance**

An introductory study of leading dance techniques, dance companies, choreographers, and dancers of the Western world, through film, lectures, demonstration, and attendance at performances. No prerequisites.

#### **# 22 Applied Dance (.25-1.00)**

Instruction in dance (ballet, dance, folk, jazz, modern) by group. Beginning, intermediate and advanced classes are offered. No prerequisites for beginning classes.

#### **120 Forms and History of Dance**

A study of a particular form of dance or the history of such a form from its beginning through its present state. May be repeated for credit when content varies.

### **THEATER**

#### **30/130 Introduction to Theater: Forms of Theater**

An analysis of theater in its many modes of expression: tragedy, comedy, satire, melodrama, theater of the absurd, experimental forms, etc. No prerequisites.

#### **# 32/132 The Play in Production (.25-1.00)**

Up to one full credit is available to students participating in a major production for all aspects of the play production from acting to stagecraft to set design to costume, etc. May be repeated for credit.

#### **33/133 Fundamentals of Acting**

This course explores the many facets of the art of acting for the stage. Emphasis is given to the inner journey the actor must take in preparing a role and developing the skills of expression: movement, speech and voice. May be repeated once for upper division credit.

#### **35/135 Theater in Performance**

A course in playgoing. While studying the contributions made by the playwright, director, actors and technicians to the production of a play, students attend several performances of productions in the Bay Area. May be repeated once for upper division credit.

#### **137 Fundamentals of Directing**

How does a director make a script come alive? This course examines the structure of several plays and the techniques used by the director to interpret them to an audience.

# Does not fulfill an Area requirement.

## **NURSING PROGRAM**

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**An Intercollegiate Nursing Program offered in cooperation with Samuel Merritt College of Nursing.**

### **FACULTY**

Abby M. Heydman, R.N., M.N., Dean

(For a complete listing of nursing faculty, refer to the Samuel Merritt College of Nursing Catalog.)

The Intercollegiate Nursing Program is a unique cooperative baccalaureate degree program, bringing together the historical strengths and rich resources of Saint Mary's College and Samuel Merritt College of Nursing. Both Colleges jointly contribute to the administration and operation of the program. The four-year curriculum provides students with an education which emphasizes the liberal arts, together with rigorous professional education in nursing. The liberal arts core curriculum serves as a foundation for professional education and is integrated into the professional education component. The Interinstitutional Council, composed of administrative, faculty, and student representatives from both Colleges, oversees the Intercollegiate Nursing Program. A Bachelor of Science degree in Nursing, given jointly by Saint Mary's College and Samuel Merritt College of Nursing, is awarded upon completion of curriculum requirements. Students take classes on both campuses throughout the program, sharing their experiences with students in other majors at Saint Mary's and learning with other health professionals in diverse clinical settings. The Intercollegiate Nursing Program is accredited by the California Board of Registered Nursing.

### **Admission Requirements**

Prospective applicants to the Intercollegiate Nursing Program must meet admission requirements of Saint Mary's College and Samuel Merritt College of Nursing. Applicants begin the admissions process at the College of Nursing. Application packets and information may be obtained by contacting: Admissions Office, Samuel Merritt College of Nursing, 370 Hawthorne Avenue, Oakland, California 94609.

Priority in registration for selected general education courses (i.e., Chemistry 2, 3, Principles of Chemistry) which are required as foundation courses in the nursing major will be given to students who are enrolled in the Intercollegiate Nursing Program.

Because of the significant emphasis on science courses in the nursing major, some students may wish to plan their academic program over a five-year period. Students wishing advice on this option should consult with the Chairperson. Enrollment at Saint Mary's College with an undeclared major, or as a student in any other major, in no way guarantees



admission to the nursing program. Admission to the nursing program requires action by both sponsoring colleges.

**Transfer Students**

Students with prior experience in nursing, including licensed vocational or licensed registered nurses, may be admitted with advanced standing following an evaluation of requisite knowledge and skills. Transfer students must complete at least one academic year (ten courses) in the intercollegiate program in order to meet requirements for the baccalaureate degree. This year of study shall include a minimum of five courses at Saint Mary's College.

**TUITION FEES**

Tuition and fees for the Intercollegiate Nursing Program are published by and are payable to Samuel Merritt College of Nursing. In general, tuition will be slightly higher for the nursing major than is true of other Saint Mary's College majors, because of the special costs of operating this professional program. Financial aid is available through the College of Nursing. Students are urged to apply for the California Grants program prior to the February 1 deadline date each year.

**INTERCOLLEGIATE NURSING PROGRAM**

**FRESHMAN YEAR**

**Fall Term**

	Semester Units
+ Nursing 10, Introduction to Key Curricular Concepts	1.0
Collegiate Seminar 20 or 120	3.5
+ Chemistry 2/3 (lab), Principles of Chemistry	5.0
English 1, Better Writing	3.5
Biology 15/16 (lab), Human Anatomy	3.5

Total 16.5

**Intersession**

+ Nursing 15/16 (lab), Introduction to Professional Nursing	4.0
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**Spring Term**

+ Nursing 2, Nutrition	2.0
Collegiate Seminar 21 or 121	3.5
English 2, Better Writing	3.5
+ Psychology 1, Introduction to Personal-Social Psychology	3.5
Biology 25/26 (lab), Human Physiology	3.5

Total 16.0

+ Course can be taken either semester

**SOPHOMORE YEAR**

**Fall Term**

	Semester Units
+ Nursing 40, Interactive Processes in Nursing	1.0
+ Nursing 50/51 (lab), Nursing of Adults with Chronic Health Problems <i>or</i> Nursing 55/56 (lab), Nursing of Adults with Acute Health Problems	7.0
+ Sociology 1, Introduction to Sociology <i>or</i> Anthropology 1, Introduction to Social and Cultural Anthropology	3.5
+ Psychology 140, Human Development <i>or</i> Psychology 144, Theories of Cognitive Development	3.5
Total	<u>15.0</u>

**Intersession**

Psychology 173, Effective Helping	4.0
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**Spring Term**

+ Nursing 41, The Personal, Social, and Professional Self	1.0
+ Nursing 50/51 (lab), Nursing of Adults with Chronic Health Problems <i>or</i> Nursing 55/56 (lab), Nursing of Adults with Acute Health Problems	7.0
+ Religious Studies elective	3.5
+ Biology 40/41 (lab), Introductory Microbiology	3.5
Total	<u>15.0</u>

(LEVEL I)

**JUNIOR YEAR**

**Fall Term**

	Semester Units
+ Nursing 101, Systems and Change <i>or</i> Nursing 102, Professional Roles, Issues, and Values	2.0
+ Nursing 120/121 (lab), Family Centered Nursing of Children and Youth	6.0
+ Nursing 130/131 (lab), Psychiatric/Mental Health Nursing	6.0
+ Nursing 140/141 (lab), Family-Centered Nursing During Childbearing Experience	6.0
+ Nursing 150/151, Comprehensive Adult Nursing (Take two of these clinical courses)	6.0

Total 14.0

+ Course can be taken either semester

<b>Intersession</b>	
General education elective	4.0
<b>Spring Term</b>	
+ Nursing 101, Systems and Change <i>or</i> Nursing 102, Professional Roles, Issues, and Values	2.0
+ Nursing 120/121 (lab), Family Centered Nursing of Children and Youth	6.0
+ Nursing 130/131 (lab), Psychiatric/Mental Health Nursing	6.0
+ Nursing 140/141 (lab), Family-Centered Nursing During Childbearing Experience	6.0
+ Nursing 150/151 (lab), Comprehensive Adult Nursing	6.0
(Take two of these clinical courses)	
Total	14.0

(LEVEL II)

**SENIOR YEAR**

<b>Fall Term</b>	
	Semester Units
+ Statistics (Psychology 3, Mathematics 4, Business 40, or Biology 119)	3.5
+ Nursing 105, Health Politics and Professionalism <i>or</i> Nursing 108, Nursing Research	2.0
+ Nursing 160/161 (lab), Nursing Leadership and the Management Process <i>or</i> Nursing 170/171 (lab), Community Health Nursing	5.0
Collegiate Seminar 122	3.5
+ Religious Studies elective	3.5
Total	17.5

<b>Intersession</b>	
Nursing elective	4.0

<b>Spring Term</b>	
+ Nursing 105, Health Politics and Professionalism <i>or</i> Nursing 108, Nursing Research	2.0
+ Nursing 160/161 (lab), Nursing Leadership and the Management Process <i>or</i> Nursing 170/171 (lab) Community Health Nursing	5.0
Collegiate Seminar 123	3.5
General education elective	3.5
Total	14.0

(LEVEL III)

Because of State Board of Nursing requirements and curriculum requirements of the major, the normal sequencing of Collegiate Seminars differs slightly from that of other undergraduate majors.

+ Course can be taken either semester

**LOWER DIVISION****2 Nutrition (2 semester units)**

As an introduction to the role of nutrition in nursing, the course includes the relationships between nutrition, health, the basic nutrients, and the biological, personal, and social aspects of food and eating throughout the life cycle.

**10 Introduction to Key Curricular Concepts (1 semester unit)**

This required entry level course introduces the philosophy, conceptual framework and key curricular concepts of the intercollegiate baccalaureate degree nursing program.

**15 Introduction to Professional Nursing (4 semester units)**

Students learn and apply basic therapeutic and preventive nursing knowledge and skills in the care of adult (including gerontological) clients. The course emphasizes the beginning role of the professional nurse in maintaining and promoting optimal client wellness. Practice is provided in the nursing resource lab and clinical settings. Prerequisite: Nursing 10.

**40 Interactive Processes in Nursing (1 semester unit)**

Using the nursing process as a framework, students learn about the nurse's role and the interactive processes of the concepts of communication, teaching/learning, and management. Prerequisites: Nursing 10, Nursing 15 (may be taken concurrently)

**41 The Personal, Social, and Professional Self (1 semester unit)**

The course focuses on concepts related to the historical development of nursing and legal issues. Using the nursing process as a framework, emphasis is placed on the relationship between an individual's personal and social system, environment, and health. Prerequisite: Nursing 10.

**50 Nursing of Adults with Chronic Health Problems (7 semester units)**

Application of the nursing process, pathophysiology, and nursing assessment skills involved in the care of chronically ill adults including gerontological clients is emphasized. Clinical experience is provided in long-term and acute care settings. Prerequisites: Nursing 15, Nursing 2, Chemistry, Anatomy, and Physiology.

**55 Nursing of Adults with Acute Health Problems (7 semester units)**

Application of the nursing process, basic nursing assessment skills, medication administration and pathophysiology involved in the care of acutely ill adults including surgical clients is emphasized. Clinical experience is provided in acute care settings. Prerequisites: Nursing 15, Nursing 2, Chemistry, Anatomy, and Physiology.

**UPPER DIVISION****101 Systems and Change (2 semester units)**

The nurse's role is explored as it relates to change and the

subsequent impact on an individual's and family's personal/-social system. Prerequisites: Nursing 40, Nursing 41.

**102 Professional Roles, Issues, and Values** (2 semester units)

The student examines in greater depth the professional role as teacher, professional issues, and moral and ethical decision-making processes. Prerequisites: Nursing 40, Nursing 41.

**105 Health Politics and Professionalism** (2 semester units)

The political and professional power bases challenging and supporting the organization of the health care delivery system are examined for their impact on the nation's health and the nursing profession. Students review and further develop a nursing philosophy and analyze a professional nursing issue using concepts from nursing theory, general systems theory and general education courses. Prerequisite: Nursing 102.

**108 Nursing Research** (2 semester units)

Students identify a nursing problem and prepare a scholarly paper which applies research concepts in professional nursing practice. Prerequisite: Level II standing.

**120 Family Centered Nursing of Children and Youth** (6 semester units)

Using wellness-illness and human development as a conceptual base, students apply the nursing process to the health care of children. Children's health problems are viewed through family and social systems theory as well as response to hospitalization and illness. The clinical component includes experience in acute care and ambulatory settings. Prerequisites: Level II standing, Microbiology and Human Development.

**130 Psychiatric/Mental Health Nursing** (6 semester units)

Focus is on the application of advanced communication concepts and nursing process with psychiatric clients in acute and community health settings. Students develop and maintain a therapeutic relationship, use group skills and assess the role of psychiatric nursing in the therapeutic milieu. Prerequisites: Level II standing, Psychology 140; either Communications 112, Psychology 173 or Psychology 176; and Nursing 101 (or taken concurrently).

**140 Family-Centered Nursing During the Childbearing Experience** (6 semester units)

Students apply the nursing process to the family in all phases of the childbearing process with an emphasis on changes in the biological, personal, and social systems. The health needs of the childbearing family are studied from the perspective of wellness-illness and the teaching-learning process. Clinical experiences are provided in hospital and community settings. Prerequisites: Level II standing, Microbiology, and Human Development.

**150 Comprehensive Adult Nursing** (6 semester units)

The course focuses on the role of the professional nurse in

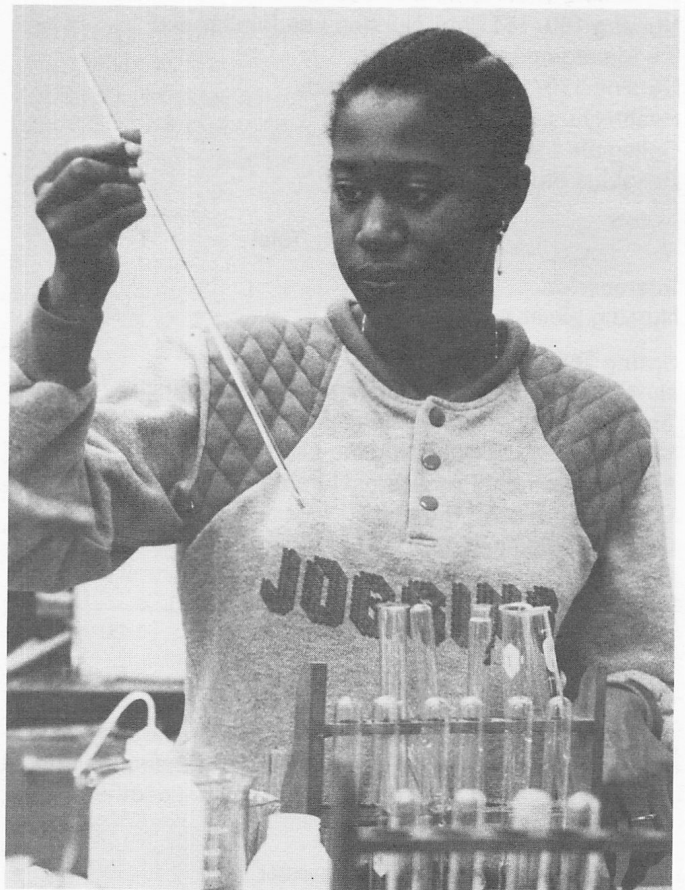
the care of acutely ill adult clients with multisystem problems. Using the nursing process and systems theory as a framework for practice, students expand previous knowledge and skills to the nursing care of clients in acute and critical care settings. Prerequisites: Level II standing and Microbiology.

**160 Nursing Leadership and the Management Process** (5 semester units)

Using a knowledge base in management and leadership theory and research, students practice leadership skills including organizational assessment, decision making, communication and evaluation in the management of clients and staff. Emphasis is placed on the use of personal and professional power in effecting change in the professional work setting. Prerequisite: Level III standing.

**170 Community Health Nursing** (5 semester units)

The student synthesizes and integrates a comprehensive theoretical knowledge base in clinical practice while developing competencies in the autonomous role of the community health nurse. Using the nursing process and systems theory as a framework for practice, students participate in health promotion, community assessment, direct health care, and education for clients and families. Students function as a member of an interdisciplinary community health team in a variety of community settings. Prerequisite: Level III standing.





## PHILOSOPHY

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### FACULTY

Elmer T. Gelinas, Ph.D., Professor, Chairman  
 Brother William Beatie, FSC, Ph.D., Professor  
 Owen Carroll, Ph.D., Professor  
 Steven Cortright, M.A., Assistant Professor  
 Brother Edmund Dolan, FSC, Ph.D., Professor  
 John A. Dragstedt, Ph.D., Professor  
 Frank Ellis, Ph.D., Professor  
 Joseph F. Lanigan, Ph.D., Professor

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time—questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word "philosophy" itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered, not only to satisfy a major, but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

### MAJOR REQUIREMENTS

#### Lower Division

The department encourages students who plan to major in Philosophy to complete Philosophy 3 and 4, Introduction to Philosophy; however, neither of these courses is prerequisite to upper division work in philosophy for either majors or non-majors.

#### Upper Division

The major consists of any 8 upper division courses in Philosophy. Students should distribute these courses among problem-centered courses (like the Philosophy of Science), individual philosopher courses (like Plato), and subject matter courses (like Metaphysics). The student who intends to do graduate work in Philosophy is encouraged to take French or German, for contemporary Philosophy, or Latin or Greek, for classical Philosophy.

### MINOR REQUIREMENTS

The minor in Philosophy requires at least five philosophy courses, at least three of which must be upper division. Selection of upper division courses should parallel distribution of courses for major.

### LOWER DIVISION COURSES

#### 3 Philosophical Thinking

A study of selected philosophical texts with a view to such questions as: what is philosophy? what is philosophizing?

#### 4 Philosophies of Life

A study of classical and modern philosophical works which deal with questions such as: what is a good life? what is ethical behavior? what is justice?

#### 5 Practical Logic

A course in the analysis and evaluation of everyday arguments. Recognition of patterns of argumentation, fallacies, and ambiguities in English is stressed. This course aims primarily at refining and disciplining the student's natural ability to think critically.

### UPPER DIVISION COURSES

#### 100 Philosophical Psychology

An investigation of the philosophical foundations of modern psychology. Emphasis is upon basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science. (Cross-listed as Psychology 100.)

#### 108 Philosophy of Science

A study of the characteristic features of scientific discourse: "measurement," "law," "theory," and "hypothesis and verification." Reading and discussion of some major philosophical statements on the nature of scientific thinking.

#### 109 Psychology and the Philosophy of Science

A study of the characteristic features of psychology as an empirical human science, with emphasis on the structure of its scientific method. Focus is on the distinction between the physical and the human sciences and on key factors of the scientific method: "measurement," "law," "theory," "verification." (Cross-listed as Psychology 209.)

#### 110 Philosophy of Religion

A phenomenological study of man which seeks to discover the essential structure of the human phenomenon of religion through its various manifestations. Consideration is given to the ultimate meaning of human existence and those common principles rooted in man which give rise to religion. The orientation of the course is philosophical and considers religion as involving both man and God.

#### 111 Philosophy of Art

An analysis of doing and making, of Truth, Good, Beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc. Fee \$20. (Cross-listed as Art 111.)

#### 112 Phenomenology

A consideration of the philosophical method initiated by Husserl and its development in other phenomenological philosophers.

#### 113 Contemporary Problems in Ethics

A study of the ethical aspects of such contemporary prob-

lems as personal freedom, personal rights, civil disobedience, and situation ethics.

**\*114 Philosophy of Law**

A study of the philosophy of law from Sophocles' *Antigone* through the great thinkers of the middle ages, giving particular attention to the notion of natural law of Thomas Aquinas.

**\*115 Modern Legal Philosophy**

The philosophy of law from Thomas Hobbes and John Locke to Marxism and contemporary legal positivism.

**116 Political Philosophy**

An investigation of the philosophical development of the notion of the "state," "man's relationship to the state," and "forms of government."

**117 Philosophy of Nature**

Raises the question of the possibility of a knowledge of nature which is independent of the quantification and mathematical methods of the "physical" sciences.

**118 Theory of Knowledge**

A study of the human approach to the nature of being, through an analysis of the works of Sartre, Descartes, Kant, Hegel, Aristotle, and Thomas Aquinas. Particular emphasis on the philosophical method and the practice of reflection.

**\*119 Existentialism**

Readings and discussions of some of the principal existential philosophers of the continent, such as Kierkegaard, Camus, Sartre and Heidegger.

**\*130-131 Ethics**

An investigation of the following questions: What is the difference between good and evil? What is the difference between virtue and vice? What is the relationship of virtue to choice, knowledge, power, happiness, and pleasure? What is the relationship of the moral agent to God, nature, and society? How are freedom and necessity, and responsibility interrelated? Texts (130) by Plato and Aristotle and (131) by Aristotle and Thomas Aquinas and, time permitting, Kant and Sartre. Philosophy 130 is prerequisite to 131.

**\*133 The Art of Logic**

A study of classical logic with reference to primary texts. Logic is approached as the art of attending to and refining the acts of the discursive intellect—definition, predication and argument (reasoning)—in its coming to know. Among the major topics considered: signification, categories, predicates, categorical and complex propositions, syllogistic, induction, formal and informal fallacies.

**\*134 Introduction to Modern Formal Logic**

An introduction to the propositional calculus and to first-order predicate logic with relations and identity. Logic is approached as the science of identifying and analyzing valid and invalid forms of inference. Among the major topics considered: proof theory for propositional and first-order logic, truth-tables, truth-trees, the notion of a formal system.

**\*135-136 Metaphysics**

A study, through close reading and discussing and writing, of "metaphysical" texts of (135) Plato and Aristotle (and, through them, of Parmenides and Heraclitus); and (136) of Thomas Aquinas and Hegel (with some attention, as time permits and inclination prompts, to texts of one or more of the following: Descartes, Kant, Wittgenstein, Heidegger). Philosophy 135 is prerequisite to 136.

**160 A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy**

Such philosophers will be chosen as Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel, and Heidegger. A "school" of philosophy, e.g., Empiricism, Rationalism, Idealism, is offered from time to time. May be repeated for credit as content varies.

**170 Contemporary Philosophy**

A study of a major philosopher or "school" of the contemporary period. Course may be repeated for credit as content varies.

**176 Medieval Philosophers**

A consideration of the metaphysical and world view of major philosophers of the medieval period such as Saint Augustine and Thomas Aquinas. Course may be repeated for credit as content varies.

**178 Renaissance Philosophers**

A survey of major thinkers and artists from early 14th century to 16th century. The concern will be with questions of God, man, and the world, and the contrast of the world of the middle ages and the beginning of the modern world.

**197 Special Study**

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chairman and instructor required.

**199 Honors-Special Study**

An independent study or research course for upper division majors with a B average in Philosophy. Permission of the department chairman and instructor required.

\*Offered in alternate years.

## PHYSICAL SCIENCE

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The School of Science offers certain interdisciplinary courses dealing with critical issues of science and human society. These are non-laboratory courses designed to be accessible to students from any major or field of academic specialization. While they examine topics of importance to all citizens, they would be of particular value to those planning careers in business and industry, law, education, communications, and science. These courses are open to juniors and seniors only. There are no science or mathematics prerequisites.

### UPPER DIVISION COURSES

#### 101 Energy and Man

A study of the role of energy in modern society. Considers the physical nature of energy and the laws describing energy transformations. Analyzes the potential of present and future energy resources and technologies. Emphasizes the complex interrelations of science and technology with economic, social, and political issues on the national and global scene.

#### 102 Environmental Science

A study of the human environment, including key physical and biological processes of our planet. The relationship of the human species to its environment is explored through current problems such as economic development, resource availability, and pollution. Emphasizes the roles of economic and political structures and of social/philosophical values in the interactions of humans with environment.

## PHYSICS

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### FACULTY

John S. Correia, Ph.D., Professor, Chairman  
 Brother Eric Vogel, FSC, Ph.D., Associate Professor  
 John Waddell, M.S., Associate Professor, Emeritus

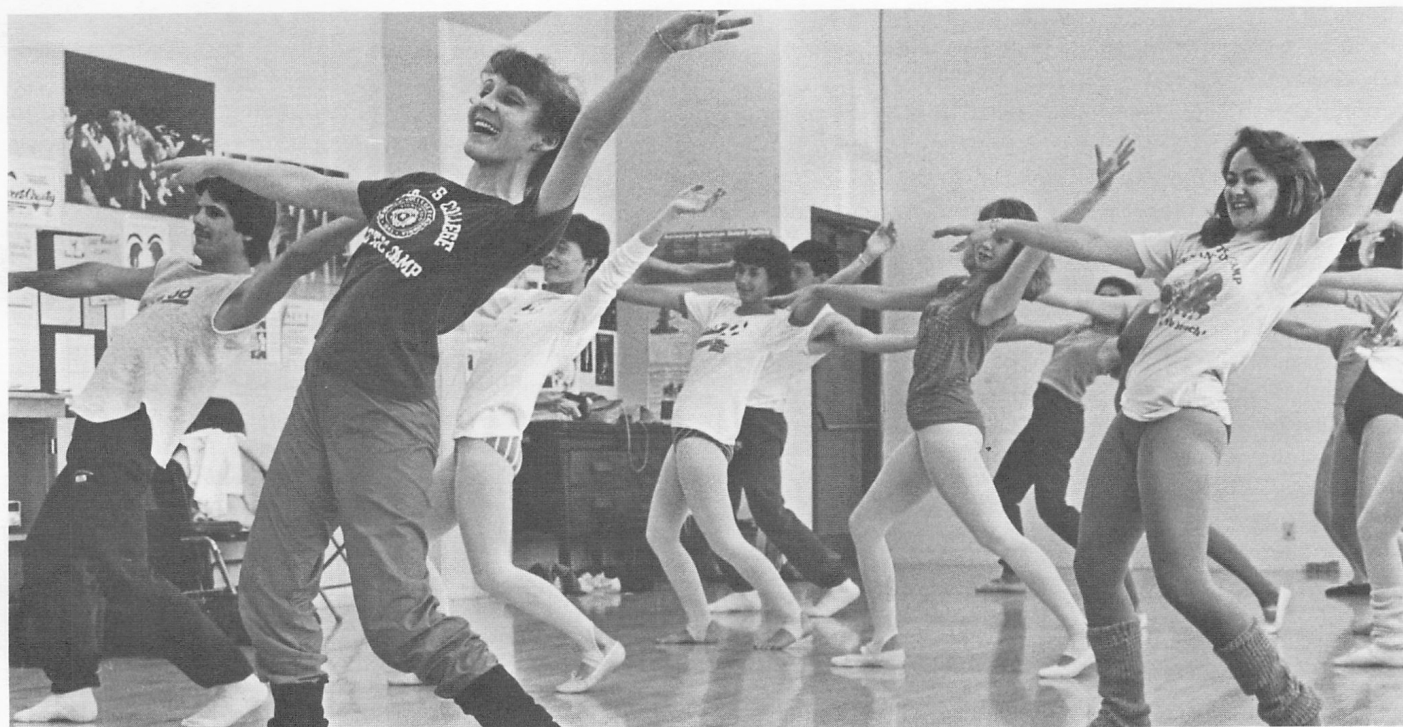
No major in Physics is offered at present. Courses available are designed to meet the needs of students in other fields of science and those of others who wish to profit by the intellectual training which is characteristic of the study of this discipline.

### LOWER DIVISION COURSES

#### 4 Physics for Mathematicians, Physical Scientists, and Engineers I

This course is designed to meet the needs of students majoring in chemistry, mathematics, and biophysics, and of those preparing for physics or engineering programs offered elsewhere. The course is an intensive study of the full range of topics usual to such a program. It is devoted to Newtonian mechanics, vibration, wave motion, and sound.

The treatment is highly mathematical and includes many topics of special interest to students of mathematics (such as Fourier series and transforms, and treatment of classical methods of solution of ordinary and partial differential equations). Five lectures and at least concurrent enrollment in Mathematics 33.





### 5 Physics for Mathematicians, Physical Scientists, and Engineers II

A continuation of Physics 4. Physics 5 treats heat (thermodynamics and kinetic theory of matter) and electricity (electrostatics and electric conduction). Physics 4 (grade C or better) is prerequisite to Physics 5.

### 6 Physics for Mathematicians, Physical Scientists, and Engineers II

A continuation of Physics 5. Physics 6 includes magnetism, electromagnetic oscillations and waves, geometrical and physical optics, and modern physics. Physics 5 (grade C or better) is prerequisite to Physics 6.

### 10 General Physics I

A course specially designed for students of the biological sciences. The course (along with Physics 11) covers all of the general areas of physics: mechanics, heat, vibrations, wave motion and sound, electricity and magnetism, optics and modern physics. The topics discussed are chosen for their relevance to biological systems, and these systems are extensively treated by means of explicit discussion, examples, and problems. The course contains detailed treatment of topics such as the mechanics of musculoskeletal systems; sensory perceptions and equilibrium; structure and function of organisms; transport of nutrients; thermodynamics of metabolism; mammalian circulatory systems; sound, ultrasound and the human body; the optics of living optical systems; flight of birds; nervous systems; color perception by the human eye; radiation safety; and medical uses of radiation.

Five class meetings per week. Prerequisites: Mathematics 23 and 24 (or 31 and 32) with a grade C or better; Chemistry 8, 9, 10, and 11; Biology 1, 2, 3, 4 (may be taken concurrently). Required for graduation in any area of biological sciences. Should preferably be taken in the junior year.

### 11 General Physics II

A continuation of Physics 10. Physics 10 is prerequisite to Physics 11.

### 20 Physics Lab I (0.25)

A systematic study of the problem of the making and interpretation of observation of physical quantities. To accompany Physics 4 and Physics 10. Physics 20 studies the fundamental principles regarding the statistical treatment of experimental data. The laboratory provides, through the rigorous observation of a single, simple physical variable (a length), data sufficient to illustrate the application and operation of the principles of statistical analysis. The course meets once a week: 1 hour lecture-seminar and three hours laboratory. Laboratory fee \$25.

### 21 Physics Lab II

A continuation of Physics 20. To accompany Physics 6 and Physics 11. Physics 20 is prerequisite to Physics 21.

Physics 21 is devoted to investigation of various methods of measuring a complex physical parameter and to a comparison between them. The early lectures are devoted to the problems of curve-fitting and the method of least squares. Later, the lectures become a seminar study of the history of the measurement of the speed of light. Laboratory fee \$25.

## PRE-PROFESSIONAL CURRICULA

### PRE-LAW

The Association of American Law Schools (AALS) and the Law School Admissions Council do not recommend any specific undergraduate major or program for students planning to study law. While they consider the prescription of particular courses unwise, the AALS *Pre-Law Handbook* does believe that the Association can call attention to the quality of undergraduate instruction it believes fundamental to the subsequent attainment of legal competence. The three general aspects of education stressed are:

#### Comprehension and expression in words.

Language is the lawyer's working tool. Courses which can help the student to gain this competency include those in English and others which stress writing, oral discussion, speech and debate. Courses in foreign languages which can enhance an appreciation of the student's own language are also useful.

#### Critical understanding of human institutions and values.

A person pursuing a legal career can expect to encounter a number of institutions under circumstances in which his/her conduct necessarily shapes the conduct of others and their values. The lawyer is a force in the operation and shaping of institutions, and it is vital that he/she performs with a consciousness that the lawyer's conduct counts in the choice of preferable means and ends. Courses in religious studies, economics, government, history, psychology, philosophy, and sociology/anthropology are recommended. The Integral Curriculum would be particularly valuable.

#### Creative power in thinking.

Any test can be done better by one who possesses the power of creative thinking. A large part of the work lawyers are called upon to do calls for problem solving and sound judgement. They will be called upon to create or give advice concerning an almost infinite variety of relationships. In addition to the subject areas mentioned above, courses in mathematics and the natural sciences are recommended. (The AALS specifically suggests accounting as an area that lawyers must appreciate, since it is in many ways the language of business, and recommends it as a course for prospective law students.)

In sum, whatever best contributes to the liberal education of the prospective law student will best contribute to his/her preparation for legal studies.

The pre-law advisor at Saint Mary's is Thomas Brown, Dean, Advising Services, De La Salle Hall. Additionally, a wide range of information on specific law schools and the LSAT is maintained in the Career Center in the library.

### HEALTH PROFESSIONS

Saint Mary's can offer an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered such professions as medicine, dentistry, physical therapy, pharmacy, and medical technology.

Students interested in careers in these and other health care areas should consult with the Health Professions Advisor in the Biology Department.

### MEDICINE

Traditionally, Saint Mary's students intending to enter the medical profession have majored in biology or chemistry. It is important to note that medical schools do give the non-science major equal consideration. Thus, a student interested in medicine should not automatically exclude any course of studies when entering Saint Mary's. Rather he/she should consider such factors as personal interest, aptitude, and alternative career goals when choosing a major.

However, regardless of choice of major, there are certain courses that are required by virtually all medical schools. These include one-year courses in general chemistry (Chem 8, 9, 10, 11), organic chemistry (Chem 104, 105, 106, 107), general biology (Bio 1, 2, 3, 4), general physics (Phys 10, 11, 20, 21 or 4, 5, 6, 20, 21), calculus (Math 23, 24 or 31, 32) and English. These courses should be completed by the end of a student's junior year as this is when the Medical College Admission Test (MCAT) is normally taken. In addition, it is often advisable to take at least one upper division science course (Chem 111, 113, Bio 100, 102, 105, 132, 135) as an elective if a science major is not chosen. Many medical schools have additional entrance requirements such as one year of a foreign language or a psychology course. Thus, the premedical student is advised to obtain a copy of the catalog from medical schools to which he/she may apply in order to determine particular requirements. All premedical students, regardless of academic major, should seek counseling from the Health Professions Advisor in the Biology Department initially upon entering Saint Mary's and thereafter on a regular basis.

### DENTISTRY

Although a student's overall record is important in determining entrance to dental school, much emphasis is placed on performance in science. Therefore, the most advisable pre-dental curriculum at Saint Mary's is either the biology, chemistry, or biology-chemistry split major (although other possibilities should not be excluded). The general course requirements are the same as for premedical students. Each pre-dental student should plan his/her curriculum through close consultation with their academic advisor and the Health Professions Advisor in the Biology Department, taking account of special requirements of particular dental schools.

### PHYSICAL THERAPY

Students wishing to enter a masters degree program in physical therapy following graduation from Saint Mary's may choose any undergraduate major. However, pre-physical therapy study at Saint Mary's should include certain courses that are required for entrance into most physical therapy

masters programs. These are one year of general chemistry (Chem 8, 9, 10, 11), general biology (Bio 1, 2, 3, 4), and general physics (Phys 10, 11, 20, 21), plus courses in human anatomy (Bio 15, 16) and human physiology (Bio 25, 26). Other subjects that are advised include psychology, sociology, statistics, and health, physical education, and recreation. Appropriate pre-physical therapy curricula may include the biology major or the alternate plan major in health science. For further information, contact the Health Professions Advisor in the Biology Department or the chairperson of the Health, Physical Education, and Recreation Department.

### PHARMACY

Students planning to enter the field of pharmacy should follow the recommended biology or chemistry major. Any pre-pharmacy course of studies should include Chemistry 5, Biology 119, 130, and 135. Some schools of pharmacy allow transfer students to enroll after three years of pre-professional education. Pre-pharmacy students should consult closely with the Health Professions Advisor in the Biology Department.

### OTHER HEALTH PROFESSIONS

Saint Mary's College provides pre-professional preparation for a number of other health care fields. Students interested in medical technology, respiratory therapy, optometry, podiatry, and veterinary medicine should contact the Health Professions Advisor in the Biology Department.



## PROGRAMS IN ENGLISH FOR INTERNATIONAL STUDENTS

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### INTENSIVE ENGLISH PROGRAM

#### FACULTY

Nushafarin Safinya, M.A., EFL Instructor, Director of IEP  
 Ann Hogue, M.A., EFL Instructor  
 John Knight, M.A., EFL Instructor  
 Nancy Millick, M.A., M.A.T., EFL Instructor  
 Brother Timothy Rapa, FSC, M.A., Instructor in IEP

The Intensive English Program is a program of language study designed for non-native speakers of English who need to improve their proficiency before enrolling as undergraduate students. It is required for all international students who have not achieved a TOEFL score of 525 or more. (See International Student Admissions, p. 5.) Students with TOEFL scores below 475 take the full-time program, consisting of 25 hours weekly (Level I or Level II). Those with scores of 475-524 take a total of 15 hours per week (Level III) and two undergraduate courses selected in consultation with the faculty advisor.

Since IEP courses are a prerequisite to undergraduate enrollment, they carry no college credit and do not satisfy the College's English composition requirement.

#### DESCRIPTION OF LEVELS AND COURSES

There are three levels of instruction in the Intensive English Program: Level I—Beginning/low intermediate (below 425 TOEFL, full-time), Level II—Intermediate (425-475 TOEFL, full-time), and Level III—High intermediate/advanced (475-524 TOEFL, part-time). While goals and objectives remain the same, the content of these courses is periodically modified and adjusted according to students' needs.

#### LEVEL I COURSES

##### 10 Grammar

The goal of this course is to establish the rudiments of English grammar through a situational/structural approach. The syllabus includes the verb system of English, an introduction to all parts of speech, and basic sentence structure.

##### 20 Communications Skills

The purpose of this course is to gain oral fluency for everyday life in an English-speaking environment. Students further develop their understanding of grammatical structure and vocabulary through speaking and listening. The course is thematically organized to stress the communicative value of language as it is applied to real life situations.

##### 30 Writing

The course introduces the elementary conventions of the English writing system. Students learn how to apply these

conventions methodically to short units of written discourse (4-6 sentences). Elementary passages containing familiar lexis and structure are used for copying and transforming. These gradually increase in complexity until the students are asked to express their own ideas in a limited and controlled context.

##### 40 Reading

The basic habits necessary for fluent reading and comprehension in the English language are established. To develop these skills, students read dialogues and narratives which recombine and reintroduce words, phrases and structures learned and practiced previously. New vocabulary is introduced and practiced within the range of the 1000 most common words in the English language.

##### 50 Listening and Pronunciation

Pronunciation and formal listening skills are stressed. Students practice the sounds, rhythms and intonation patterns of American English through appropriate drills, exercises, narratives, and song.

#### LEVEL II COURSES

##### 11 Grammar

The units of grammar taught in this course continue the situational/structural syllabus to review and perfect the verb system, the basic sentence patterns and the major grammatical structures of the English language.

##### 21 Communication Skills

Course work takes the learner from competency in everyday situations towards fluency when speaking in a social or academic environment. The content of the course may include songs, TV and radio commercials, phone conversations, dialogues and skits as well as outlining and note-taking exercises.

##### 31 Writing

By the end of the course, students are able to write simple and compound sentences and to compose descriptive and narrative pieces of 3-5 paragraphs in length with relative control of rhetorical principles. In addition, students practice eliminating mechanical errors from their writing.

##### 41 Reading

The readings presented enable students to read longer and more complex passages with greater ease and rapidity. There is a greater emphasis on identifying main ideas and supporting details, making inferences and discussing topics covered in the materials. Techniques to determine meaning of vocabulary through context are taught.

##### 51 Listening and Pronunciation

A further development of the students' ability to listen and comprehend materials presented at normal or near normal speed of delivery and to converse in idiomatic English. Students discuss and make presentations on social and academic topics and respond to more advanced listening selections.



**LEVEL III COURSES****12 Grammar**

The course syllabus prepares students for full-time academic study. The structures that have been taught in previous levels of grammar are reviewed to insure student mastery. In addition, the course examines more closely the characteristics of advanced clause and phrase structures found in academic writing.

**22 Listening and Lecture Skills**

By the end of the course, students are able to understand and summarize lectures presented at the university level and to respond critically to lecture content. Note-taking and formal outline techniques are taught. Additionally, students prepare, present, and respond to short speeches and reports. Emphasis is on coherent and concise presentations and critical listening and response.

**42 Reading and Writing**

At the advanced level, reading and writing activities are coordinated to better prepare students for academic work. Readings are presented in their original and unabridged form in English to prepare students to meet the demands of a college reading load. Students write essays and compositions of 300-500 words in length to prepare them for college writing. In addition, they keep journals and are introduced to library research skills.

**ENGLISH AS A FOREIGN LANGUAGE****FACULTY**

Ann Hogue, M.A., EFL Instructor  
 John Knight, M.A., EFL Instructor  
 Nancy Millick, M.A., M.A.T., EFL Instructor  
 Nushafarin Safinya, M.A., EFL Instructor

The prime objective of the English as a Foreign Language program is to serve the international undergraduate students at Saint Mary's College. EFL 1 and EFL 2 are designed to equip these students with the essential linguistic tools to handle college-level academic reading and writing skills, and constitute the ordinary English composition requirement for non-native speakers of English (see Academic Regulations, p. 20). EFL 15 is not an English language course but rather it is a study of American culture and values.

**EFL 1 Written English for Non-Native Speakers**

This course has three components: reading, to develop vocabulary and discussion skills; grammar, to eliminate basic errors in structure and mechanics; rhetoric, to build a knowledge of the primary forms and conventions of English rhetoric. During the first half of the course the concentration is on writing at the paragraph level; during the second half it is on the essay level. Narration, description, and exposition may all be taught.

**EFL 2 Written English for Non-Native Speakers**

Composition work is at the essay level. Readings are used as a basis for student-generated compositions. The skills of summarizing and paraphrasing are further developed, as well as the conventions of using quoted material for support. There may be additional sentence-level work to improve style, but it is expected that students have no major problems with structure and mechanics. The primary focus is on expository writing and argumentation. A research paper is required, and the techniques of producing one are a major part of the course. Prerequisite: EFL 1.

**EFL 15 American Culture and Civilization**

A study of American values, lifestyles, and traditions, and their social, historical, and philosophical origins. Designed primarily for international students, this course compares American values and traditions with those of the students' home countries, with the objective of better understanding both. Lectures, library readings, group work, discussions, case studies, visiting professors, and individual student speeches are used to prepare students for the work that will be encountered in a four-year undergraduate program. Required for all international students who have not completed a year or more of study in an American high school or university. Must be taken during the first semester of attendance.

## PSYCHOLOGY

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### FACULTY

Brother Michael Quinn, FSC, Ph.D., Professor, Chairman  
 Jack B. Arnold, Ph.D., Professor  
 Brother William Beatie, FSC, Ph.D., Professor  
 Brother Camillus Chavez, FSC, Ph.D., Lecturer  
 Jacquelyne F. Jackson, Ph.D., Assistant Professor  
 Brent C. LaMon, Ph.D., Assistant Professor  
 Arcenta W. Orton, M.A., Lecturer  
 Rosemary Peterson, Ph.D., Associate Professor  
 Sara K. Stampp, Ph.D., Associate Professor  
 David Wallace, Ph.D., Lecturer

The major in Psychology is a four year program leading to either a B.A. or a B.S. in Psychology, depending on the student's field of interest. Students majoring in Psychology are introduced to a spectrum of psychological theories, experiments, and problems within the context of a liberal arts college. Although there is considerable variety in the Psychology Department's course offerings, an orientation which is at once rational and human is emphasized. Psychology majors who have earned their bachelor's degrees may pursue further study at the graduate level; prepare for the MFC Counseling license in the State of California; become involved with the work of counseling centers, elementary and secondary schools, youth authority facilities, industrial or business personnel offices; or earn a credential in Early Childhood Education and/or in Special Education (exceptional children).

### MAJOR REQUIREMENTS

#### Lower Division

Psychology 1, 2, 3. (If Psychology majors use a course in introductory statistics from any department other than a Psychology department to substitute for Psychology 3, then they must take Psychology 103, Advanced Psychological Statistics, as part of their major.)

Biology 25, 26. (Psychology 110 may be substituted for Biology 25, 26, but may not at the same time be used as one of the elective courses required for the major).

#### Upper Division

There are four major programs in the Psychology Department. A student may elect to follow any one of these four programs in pursuit of the bachelors degree:

**General Psychology Major (Bachelor of Arts Degree):** A sequence of eight upper division courses toward a general education in psychology; these courses must include Psychology 100, either 103 or 104, 120, 140, 150, 160, and one course each from two of the following areas of concentration: Experimental Psychology: 113, 125  
 Developmental Psychology: 141, 142, 143, 148.

Personality: 152, 156

Social Psychology: 164, 170, 172, 180.

**Psychology Science Major (Bachelor of Science Degree):** A sequence of courses leading to advanced studies in psycho-physiology and/or experimental psychology. In this sequence are required Psychology 100, 103, 104, 113, 120, 125, 140, 150, and 160; Biology 50, 51 and Computer Science 11 (after Psychology 3).

**Psychology Major in Child Development (Bachelor of Arts Degree):** A sequence of ten upper division courses for those students who intend to earn a credential in Early Childhood Education or a credential in Special Education (exceptional children). In this sequence the following courses are required: 100, 104, 120, 140, 141, 144, 150, 160, and two of the following three courses: 142, 145, 148. A field study (Psychology 195) in child development is strongly recommended.

**Organizational/Industrial Major (Bachelor of Science Degree):** A sequence of ten upper division courses for those students interested in a career in organizational, personnel, or industrial psychology. In this sequence the following upper division courses are required: 100, 103, 104, 120, 140, 150, 156, 160, 172, and 180. Computer Science 11 is also required.

The split major in which psychology is the predominant field of study consists of Psychology 1, 2, 3 and six upper division courses which must include Psychology 120, 140, 150, 160. The split major in which Psychology is not the predominant field of study consists of Psychology 1, 2, and 3 and three upper division psychology courses, including two of the following: Psychology 120, 140, 150, 160.

### MINOR REQUIREMENTS

The minor in Psychology requires Psychology 1, 2, 3; and from the following four pairs of courses, the student must select three courses, no two of which are from the same pair: Psychology 110 or 120, Psychology 140 or 170, Psychology 150 or 156, Psychology 160 or 172.

**Transfer Credit in Psychology:** Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus upper division psychology course must submit a formal petition to do so to the chairperson of the Psychology Department before enrolling in the course. Only for compelling reasons will transfer credit be granted for Psychology 120, 140, 150, or 160. Upper division extension courses are not transferable.

### LOWER DIVISION COURSES

Psychology 1 is prerequisite to all upper division courses; Psychology 2, 3 are prerequisite to courses as indicated below.

#### 1 Introduction to Personal-Social Psychology

A survey of personality theory and assessment and social psychology.

**2 Introduction to Physio-Experimental Psychology**

An exploration of the scope and methods of developmental, physiological and experimental psychology.

**3 Introduction to Psychological Statistics**

Application of descriptive and inferential statistics to psychological research. Prerequisite: competence in basic algebra.

**10 Black Psychology**

Psychological factors in our society contributing to the difficulties encountered by black persons: cultural differences, racism and prejudice, social and psycho-sexual development, unique defense mechanisms and personality disorders.

**11 Black Psychology**

A continuation of Psychology 10.

**14 Hispanic Psychology**

Mestizo perspectives of psychology: a review of empirical research and theory about the effects on Hispanics of multiculturalism in relation to cognitive, educational, personality, and social development.

**UPPER DIVISION COURSES****100 Philosophical Psychology**

An investigation of the philosophical foundations of modern psychology. Emphasis is upon basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science. (Cross-listed as Philosophy 100.)

**103 Advanced Psychological Statistics**

A review of advanced procedures for reducing and evaluating psychological data. Topics generally included: theoretical sampling distributions, probability, inverse probability, decision theory, analysis of variance, multiple and partial regression analysis. Prerequisite: Psychology 3.

**104 Test Construction**

A study of the principles of psychological testing and measurement; general history, function and use of tests, norms, reliability, validity, item analysis. Prerequisite: Psychology 3.

**110 Psychobiology**

The biological basis of behavior with emphasis on the physiological and biochemical substrates of behavior in animals and man. Prerequisite: Psychology 2.

**113 Animal Behavior**

A study of behavior of infrahuman species and of the mechanisms that control behavior at both the biological and psychological levels.

**120 Experimental Psychology**

A study of the logic of experimentation as applied to psychological problems through selected experiments in sensation, perception, cognition, learning, and motivation. Laboratory fee \$10. Prerequisites: Psychology 2 and 3. Limited to upper division students.

**125 Learning and Perception**

Theories underlying the traditional topics of experimental

psychology examined from the perspective of knowing and the landmark experiments designed to reveal the mechanisms of knowing. Prerequisite: Psychology 120.

**140 Human Development**

A study of the major influences which affect human development from conception through adulthood: biological, experiential, environmental.

**141 Child Development**

A study of the major influences which affect child development: biological, experiential, environmental. Prerequisite: Psychology 140.

**\*142 Adolescent Development**

A study of the major influences on human development from puberty to adulthood. Prerequisite: Psychology 140.

**\*143 Adult Development**

A study of the major psychological factors which influence development from early childhood through old age. Prerequisite: Psychology 140.

**144 Theories of Cognitive Development**

An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Prerequisite: Psychology 140.

**\*148 The Exceptional Individual**

Examination of orthogenetic and pathogenetic individuals in terms of cognitive, social, and emotional development. May be supplemented by required field trips. Prerequisite: Psychology 140.

**150 Theories of Personality**

A critical review of traditional and modern theories of personality: psychoanalytic, humanistic, behavioristic, phenomenological, and existential. Limited to upper division students. Prerequisites: Psychology 140 and 160.

**\*152 Abnormal Psychology**

The abnormal personality with special emphasis on those afflicted with psychoneuroses, psychoses, psychosomatic reactions, brain damage or personality disorders. Limited to upper division Psychology majors.

**\*156 Personal and Professional Adjustment**

A research-oriented treatment of personal and vocational adjustment, including: stress and stress tolerance, defensive and constructive coping, social and job satisfaction, behavior modification, and interpersonal communication.

**160 Social Psychology**

An introduction to social psychology including the study of attitude formation and change, group structure and leadership, social interaction, social norms, and cultural influences on personality formation.

**\*164 Frontiers of Social Psychology**

Critical analysis of current thought, significant explorations, and recent break-throughs in the field of social psychology. May be repeated for credit if content varies. Prerequisite: Psychology 160.



**170 Theories of Counseling**

A critical review of traditional and modern theories of counseling and psychotherapy.

**172 Groups and Organizations**

Fundamental concepts of organizational theory with practical training in successful group functioning. In-depth analysis of leadership, decision-making, norms, communication, group structure, and group processes. A preparation for becoming an effective member in an organization.

**173 Effective Helping**

Interpersonal relating and the helping process within an integrated didactical/ experimental format. The focus is on interpersonal skills in everyday life and within professional contexts through the use of videotapes, training films, and role playing.

**\*174 Psychotherapy with Children**

The treatment of childhood psychological disorders with special emphasis on case histories involving both individual and group therapy and on the practice of play therapy.

**176 Interpersonal Communication**

Analysis and application of current theories of interpersonal communication. Lectures, experiential activities, and group discussion applying communication theory to development of skills to enhance interpersonal relationships. (Cross-listed as Communications 112.)

**177 Seminar in the Psychology of Communication**

An in-depth study of particular problems in the psychology of communication. Topics include symbolism in films, current literature in the psychology of communication, special problems in group communication. May be repeated for credit as content varies. (Cross-listed as Communications 113.)

**\*180 Industrial Psychology**

Introduction to the field of industrial psychology including personnel selection and training, the implementation of testing in industry, leadership and management, and organizational structure. Prerequisite: Psychology 104.

**195 Special Field Study**

Independent research and study in psychology conducted off campus (including the January term). This course may be taken only on a pass/fail basis and does not count toward the major. Prerequisites: upper division standing as a Psychology major, consent of the instructor and the chairperson of the department.

**199 Honors Special Study**

Independent study and research on campus in an area of interest to the student culminating in a written presentation of the problem, method of analysis and findings. Prerequisites: upper division standing as a Psychology major, B average in upper division psychology courses already taken, consent of the instructor and the chairperson of the department. May be repeated for credit if content varies.

\*Offered in alternate years.

**THE M.A. IN PSYCHOLOGY**

Saint Mary's College offers an M.A. in general Psychology and an M.A. in organizational/ personnel Psychology. In addition, graduate courses are offered in the area requirements for the Marriage, Family Child Counseling License in the State of California.

Prerequisites for admission to the M.A. programs in Psychology are: introductory psychology, test construction, advanced statistics, and any two of the following courses: social psychology, experimental psychology, theories of personality, psychobiology, or any course in developmental psychology. Candidates to the M.A. programs must have earned a bachelor's degree (not necessarily in Psychology) and have a 3.0 grade point average in Psychology courses already taken.

**Core Curriculum**

- 201 Systems and Theories
- 202 Research Methodology
- 204 Psychological Assessment
- 205 Psychological Assessment
- 209 Psychology and the Philosophy of Science
- 240 Advanced Human Development
- 251 Psychopathology
- 261 Theories of Human Communication
- 278 Cross-Cultural Problems
- 283 Professional Ethics and the Law
- 299 Thesis Preparation

**Special Graduate Courses**

- 257 Human Sexuality
- 262 Applied Human Communication
- 271 MFC Counseling
- 276 MFC Psychotherapeutic Techniques
- 280 Introduction to Organizational Psychology
- 294 Practicum in MFC Counseling and Therapy
- 295 Internship: Organizational/Personnel Psychology

For further details concerning graduate Psychology courses and additional requirements for admission to the program, consult the *Graduate Psychology Bulletin*. Senior undergraduate Psychology majors at Saint Mary's College who wish to enroll in graduate Psychology courses should consult the *Bulletin* for prerequisites; enrollment of an undergraduate student in graduate courses must be approved by the chairperson of the graduate program.

## RELIGIOUS STUDIES

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### FACULTY

Brother Timothy McCarthy, FSC, Ph.D., Associate Professor,  
Chairman

Daniel Cawthon, Ph.D., Associate Professor

John Dwyer, Ph.D., Associate Professor

Brother Paul Giurlanda, FSC, Ph.D., Assistant Professor

Brother James Leahy, FSC, S.T.D., Associate Professor

Brother Carl Lyons, FSC, B.A., Associate Professor

Brother Michael Meister, FSC, M.A., Lecturer

Felicidad Oberholzer, Ph.D., Assistant Professor

Brother S. Dominic Ruegg, FSC, Ph.D., Professor, Emeritus

Human beings yearn to know the ultimate meaning of things: of life, of the world, of their own nature and destiny. For much of human history, people have sought to discover the meaning of things through religion. The religious phenomenon is part of the very fabric of human nature and for this reason the study of religion is an important part of a liberal education.

The scholarly study of religion has become a well-developed humanistic discipline in its own right. A liberal education cannot neglect the task of introducing students to the religious questions, beliefs, and practices of the human race. Students should be familiar with the scriptures and other primary theological sources, as well as the works of contemporary scholars in the fields of religion and theology.

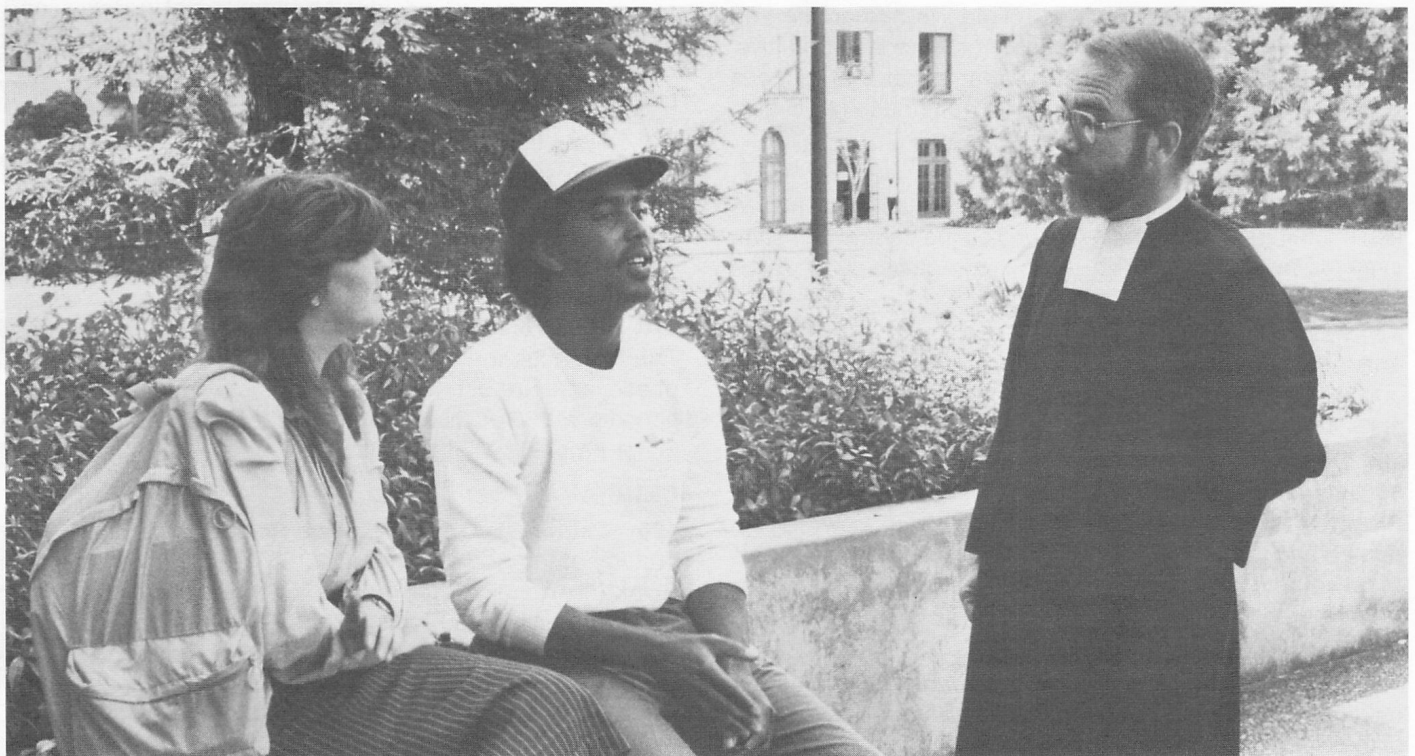
Saint Mary's is a Catholic college and the courses below are concerned primarily with the content of the Christian message as it has been understood in the long and rich tradition of the Catholic Church.

A number of students belong to other churches and other religious traditions. Many of the courses below can be of value to these students because they are broad enough to enable the students to study the place of religion in life and history.

The Religious Studies Department offers two kinds of courses:

**Courses to fulfill the College requirements:** Any of the courses in the department can be taken to fulfill the College requirement of two courses in Religious Studies. Although some courses are designed especially for Religious Studies majors and minors, these, too, may be taken in fulfillment of the academic requirement of the College. The department does not urge first-year students to rush into fulfilling the College requirement, especially in their first semester. First-year students may wish to defer the first Religious Studies course until they are ready for the issues involved. On the other hand, some students are ready and want to deal with these issues immediately. Normally, upper division courses are not open to first-year students.

**Special courses for the student Christian Brothers:** These courses are given at the College and at Mont La Salle Novitiate. Normally these courses are reserved for student Brothers. Those marked with an X are extension courses which are usually offered at Mont La Salle:



- X10 (.50) Eucharist and Liturgical Prayer
- X11 (0.50) The Synoptic Gospels and Acts of the Apostles
- 94 Introduction to the Old Testament
- 97 Religious Commitment
- X103 (.50) Ritual Behavior and Christian Liturgies
- X104 (.50) Pauline and Johannine Literature
- 170 Christology
- 171 God: The Development of Theological Dogma
- 172 The Development of Christian Tradition on the Church

### MAJOR REQUIREMENTS

#### Lower Division

Two of the following courses: Religious Studies 80, 95, 96, or acceptable equivalents with the permission of the department chairman.

#### Upper Division

Eight upper division courses minimum (including Religious Studies 110, 120, 130, 140, which are normally taken during the junior and senior years). Majors are strongly encouraged to take Religious Studies 121 as well as a philosophy course, the latter in consultation with the department chairman.

### MINOR REQUIREMENTS

The minor in Religious Studies normally requires five specific courses: Religious Studies 95, 110, 120, 130, and 140.

### LOWER DIVISION COURSES

#### 80 Religion: The Quest for Ultimate Meaning

An introduction to the study of religion in human life and history. Investigation of the meaning of religion in primitive, classical, and modern societies. Analysis of the religious quest in a technological civilization with emphasis on religion in American life.

#### 81 The Meaning of Christianity

An exploration of the theological, anthropological, and historical meanings of Christianity as well as the central Christian symbols in the light of the person and message of Jesus Christ.

#### 82 Psychology and the Sacred

This course explores the relationship between psychology and religion. Emphasis is placed upon the positive contributions modern psychology has made toward understanding spiritual growth and maturity.

#### 86 Prayer, Meditation and Play

Prayer, in all its forms, penetrates the boundary between the human and the divine. This course focuses upon the nature of prayer and the freedom of the human spirit which results from its practice.

#### 95 Introduction to the Old Testament

A study of that collection of writings which presents the religious and cultural life of the people of Israel. Examination of the biblical, historical, and archaeological research which

explains the process by which these writings were produced and why, for those who accept them as the word of God, they are a basis for their religious faith.

#### 96 Understanding the New Testament

Where does this basic Christian document come from? Why was it written? Why is it so special and why do people disagree about it so much? The student is provided with an historical-critical methodology to answer these questions for himself or herself.

### UPPER DIVISION COURSES

#### SCRIPTURE

#### 110 The New Testament: Principles and Methods of Interpretation

This course aims at a precise understanding of the role of the New Testament in Christian faith and in the life of the individual and the community. It tries to achieve this goal by examining the New Testament as the word of God which comes to us through the words of human beings and studies the methods of interpreting the New Testament text which are consequent on this fact.

#### 112 Paul to the Romans

The critical study of that document which has, more than any other, been fateful both for Christianity's self-understanding and for the destruction of its unity. Two basic questions: what did Paul understand by *faith*, and what is faith's role in *justification*?

#### 113 Interpreting a Gospel

This course presents a detailed explanation of the text of one of the four Gospels and an analysis of the meaning of that Gospel for Christian existence today. May be repeated for credit as content varies.

#### 114 The Problem of the Historical Jesus

An historical-critical analysis of the New Testament evidence in the attempt to find the one who is the basis of faith, the ground and norm of dogma, theology, and Christian existence. Who was and is Jesus of Nazareth and what does it mean to believe in him?

#### 116 The Prophets of Ancient Israel

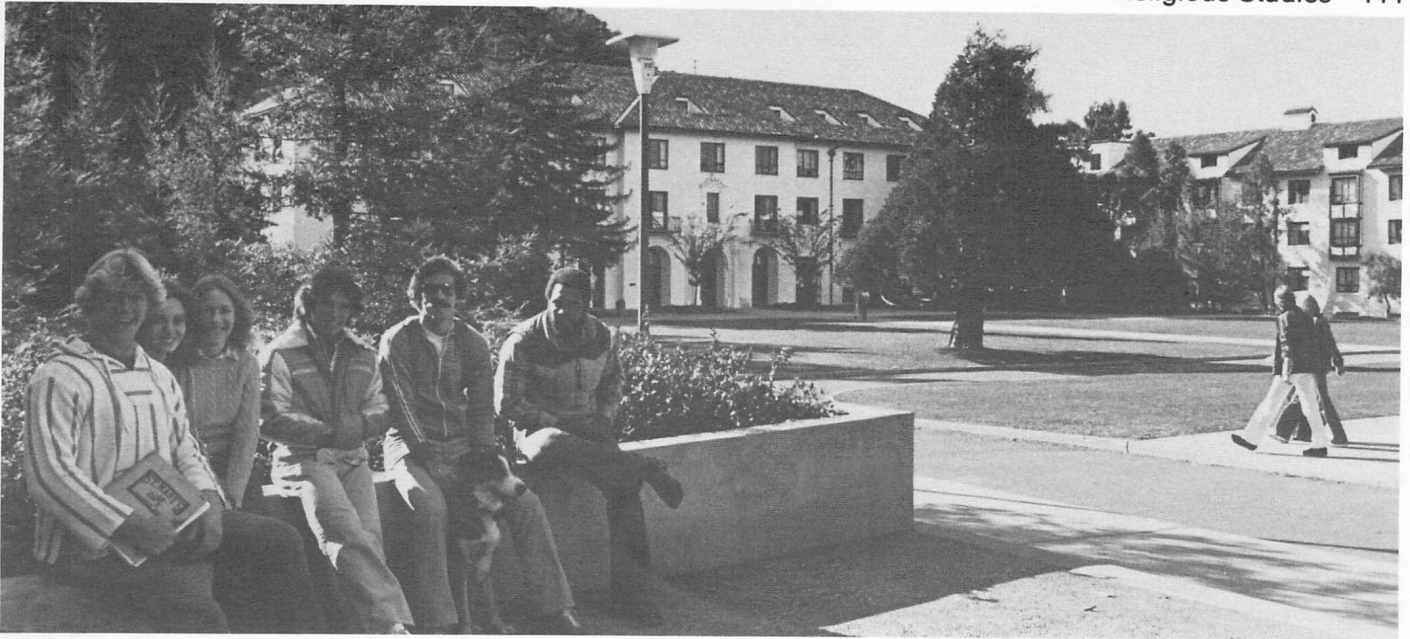
The historical, theological and ethical content of the prophetic literature of the Bible; its significance in Israel's relationship with God. Isaiah, Jeremiah, Ezekiel and the twelve minor prophets will be the focus.

#### CHURCH

#### 120 Church: Its Origins, Present Reality and Future

A study of the origins of the Church through the use of the Book of Acts and the Pauline writings, Analysis of the Catholic Church's understanding of itself as well as its mission, its inner life of sacraments, its relations with the world religions and other Christian churches, and its role in society since Vatican Council II.





### 121 Theology of the Sacraments

This course surveys the origins, nature and development of the Christian sacramental system and the relationship of the seven sacraments to daily life. It examines the contemporary theology of the sacraments with particular emphasis on baptism, reconciliation, anointing, and the priestly ministry.

### 122 Rome and Canterbury

Examination of the relationship between the Roman Catholic Church and the Church of England, the Anglican Communion, tracing the causes leading to the separation under Henry VIII and the possibility for reunion in light of Vatican II and the present ecumenical movement.

### 123 The Eucharist

A careful exploration of the sacrament of the living presence of the risen Lord within the Christian community and the cycle of feasts and seasons by which the mysteries of that faith are celebrated and understood.

### 125 Sexuality, Marriage and Family: A Catholic Perspective

A presentation of the fundamental teaching of the Catholic Church regarding human sexuality, the sacrament of marriage and family life.

### 126 History of the Church

An examination of the life of the church from New Testament times to the present. Its aim is to achieve a deeper understanding of the church and of the tensions between the real and the ideal which are a permanent element of church life.

### 127 The Protestant Tradition

For Protestants wishing to explore their roots, and for Catholics wishing to know more about Protestants, this course explores the message of the Reformers and its continuing impact on our American culture.

## DOCTRINAL-HISTORICAL

### 130 Theology and Dogma

A study of the theological vision of the church from the period of the trinitarian and christological councils of the fourth and fifth centuries, through the synthesis of Thomas Aquinas and the issues of the Reformation to its contemporary expression in Christian theology today.

### 132 Death and Eternal Life

A discussion of the physical, psychological and social definitions of death in modern society and their influence on belief in eternal life. Belief in the forms of eternal life (heaven, hell, purgatory) are studied from the New Testament origins, changing views of the Church, and current social views.

### 134 The Search for God

The course tries to answer one question: who is God and what does it mean to speak of God? Some of the old answers have lost their credibility; most of the new ones are shallow and superficial. An attempt to answer the question in a way which men and women of today can understand and accept.

### 136 Christology

The councils of the Catholic Church have described Jesus as the one in whom all people and things were created and as the one who, having saved the human race by his death, now lives in the Church and among all people. What was Jesus of Nazareth like? How is the risen Jesus experienced today?

### 137 Catholicism: Belief and Praxis

The development of the Catholic tradition from the second century to the present with emphasis on the continuity between its past and contemporary religious perspective on doctrine, sacraments, ethics and spirituality.

### 140 20th-Century Theology

Theology asks the big questions of life; e.g. who is God? what is the purpose of our suffering? The answers which have come out of contemporary theology are particularly challenging and exciting. This course attempts to deal with the major figures of 20th-century religious thought: with Barth, Tillich and Cobb; with Rahner, Teilhard and the liberation theologians.

## MORAL-ETHICAL

### 150 The Ethical Choice: Decision-Making for the Christian

The course asks if it is possible for persons to act ethically and if they can make choices which are objectively good. In answering, we turn to the Catholic tradition in moral theology to discern the sources, methods and norms of this discipline and to appreciate its role in forming the consciences of Catholics up to the present day.

**151 Theology of Human Sexuality**

Human sexuality is intended by God and derives its meaning from the fact. It is the purpose of this course to discover that meaning and to reflect on ways of thinking and acting which are appropriate to it.

**152 Freedom and its Enemies**

A study of the definition of free choice from the psychological, religious and political points of view and how these meanings correspond with the freedom preached by Jesus in the New Testament.

**155 The Christian in Society**

A consideration of the changes in the fields of ethics, economics, politics, culture and religion which have been and are still shaping the modern world, and the responses formulated and being formulated by Christian leaders and theologians to these changes.

**156 The Meaning of Love in the Christian Tradition**

This course explores the nature of love and examines its various forms. The major emphasis of the course is to understand the uniqueness of *agape*—the selfless love of God which we are challenged to imitate.

**CULTURAL**

**161 Theology and the Literary Imagination**

Nowhere is the modern quest for ultimate meaning more vividly portrayed than in the literature of the 20th century. This course examines representative works of the modern period as a way to understand the human struggle for transcendence.

**162 Theology and the Mass Media**

The mass media, in all their forms, exercise a powerful influence on contemporary life. This course evaluates how they have contributed to our understanding of the spiritual dimension of modern culture. May be repeated for credit as content varies.

**164 Theology as Autobiography**

This course invites us to tell our stories and to listen to the stories of others. Some of these "others" are famous (e.g., Augustine, Gandhi), some are our peers. In all of these stories, we will search for and perhaps find the footprints of God.

**197 Special Study**

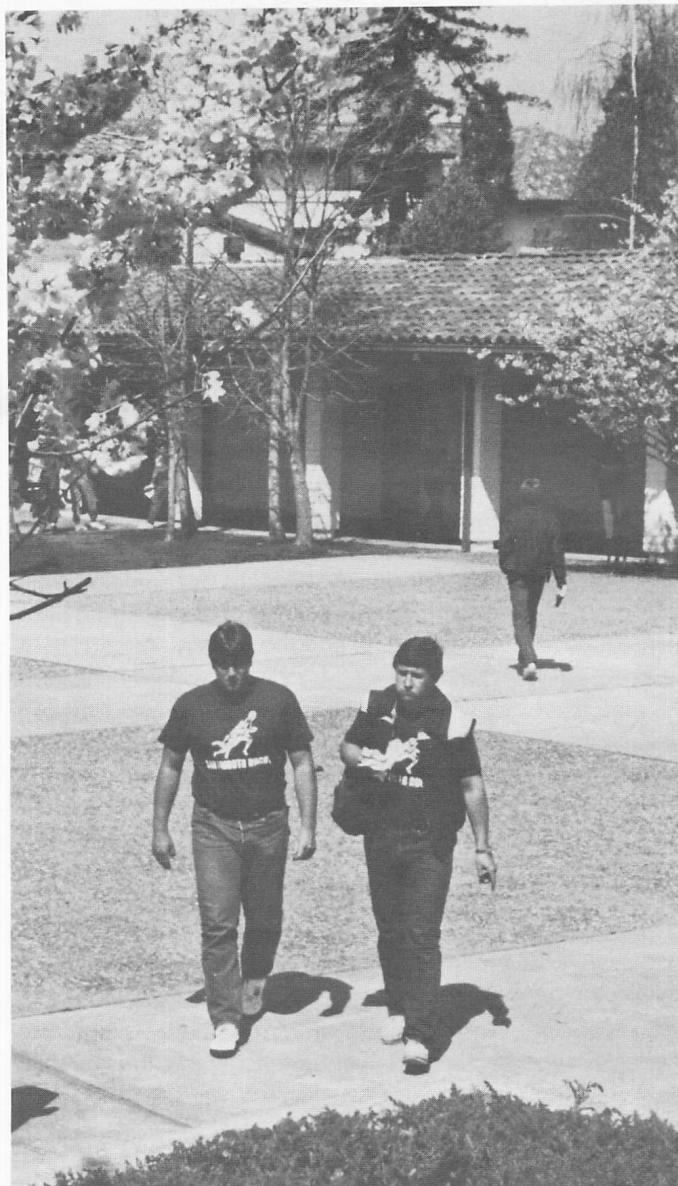
An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chairman and instructor required.

**198 Honors - Special Study**

An independent study or research course for upper division majors with a B average. Permission of instructor and department chairperson required.

**GRADUATE THEOLOGY**

For graduate courses in theology, the catalog of the graduate program is available from the Department of Graduate Theology, Box AB, Saint Mary's College, Moraga, CA 94575.



**COURSES NOT ASSIGNED TO DEPARTMENTS OR PROGRAMS**

**# 10 Study Skills (.25)**

Principles and techniques of effective study skills, with emphasis on time management, listening, decision-making and problem-solving, note-taking and motivation. Oral and written presentation skills.

**# 11 Study Skills (.25)**

Application of advanced principles and techniques in the areas of taking examinations, speed-reading, note-taking, research papers, and a sequential study skills procedure. Prerequisite: Beginning Study Skills 10.

# Does not fulfill an Area requirement.

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Assistant Professor in Collegiate Seminar; B.A., University of California, Los Angeles; M.A., M.S. in L.S., University of California, Berkeley. Additional study: University of Florence, Italy; University of California, Berkeley. At Saint Mary's since 1961.

**JOHN ALBERT DRAGSTEDT**

Professor of Classics and Philosophy and the Integral Curriculum; B.A., M.A., University of Chicago; Ph.D., University of California, Berkeley. At Saint Mary's since 1964.

**JOHN DWYER**

Associate Professor of Religious Studies; B.A., Ph.L., Loyola University, Chicago; Th.L., Woodstock College; Ph.D., University of Tuebingen, Germany. At Saint Mary's since 1971.

**ODILE DWYER**

Lecturer in Modern Languages; B.E.C., Institution Sainte Clothilde-Strasbourg, France. At Saint Mary's since 1975.

**GERALD S. EISMAN**

Associate Professor of Mathematics; B.S., California Institute of Technology; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1980.

**FRANK ELLIS**

Professor of Philosophy and the Integral Curriculum; B.S., University of San Francisco; M.A., Ph.D., Saint Louis University. At Saint Mary's since 1964.

**REBECCA ENGLE**

Lecturer in Music, Dance and Theater; B.A., Reed College; M.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1983.

**JAMES RANDOLPH FARRIS**

Lecturer/Coach in Health, Physical Education and Recreation; B.A., University of California, Berkeley; M.S., California State University, Hayward. At Saint Mary's since 1980.

**MARGARET F. FIELD**

Lecturer in Biology; B.A., University of California, Berkeley; Ph.D., University of Louisville. At Saint Mary's since 1985.

**PER FJELD**

Associate Professor of Biology; Cand. Mag., Cand. Real., University of Oslo; Ph.D., University of California, Berkeley. At Saint Mary's since 1961.

**JAMES FRISCIA**

Lecturer in Communications; B.A., State University of New York, Albany; M.S., Syracuse University. At Saint Mary's since 1985.

**BENJAMIN A. FRANKEL**

Professor of History; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1949.

**BROTHER RONALD GALLAGHER, FSC**

Lecturer in English and Modern Languages; B.A., Saint Mary's College; M.A., San Francisco State University; Ph.D. Candidate, University of Washington. At Saint Mary's since 1984.

**JACQUELINE S. GARREAU**

Lecturer in Collegiate Seminar; Bachiller en Humanidades, University of Chile, Santiago; M.A., Ph.D., University of California, San Diego. At Saint Mary's since 1985.

**ALLAN GARRETT**

Associate Professor of Business Administration, Emeritus; B.A., Brooklyn College; M.B.A., University of California, Berkeley. At Saint Mary's since 1949.

**ELMER T. GELINAS**

Professor of Philosophy; B.A., University of Western Ontario; M.A., Ph.D., University of Toronto. At Saint Mary's since 1960.

**BROTHER PAUL GIURLANDA, FSC**

Assistant Professor of Religious Studies; B.A., Catholic University of America; M.S., Syracuse University; M.A., Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1978.

**BROTHER DENNIS GOODMAN, FSC**

Professor, Emeritus; B.A., Saint Mary's College; M.S. in L.S., Catholic University of America; additional study: University of California, Berkeley. Head Librarian, 1972-1979, retired 1980. At Saint Mary's since 1953.

**ROBERT E. GORSCH**

Assistant Professor of English; B.A., University of California, Berkeley; M.A., Ph.D., Harvard University. At Saint Mary's since 1984.

**SANDRA ANNE GRAYSON**

Lecturer in English; B.A., Simmons College; M.A., Brown University; Ph.D., University of Chicago. At Saint Mary's since 1984.

**LEONARD GREENSTONE**

Lecturer in the Collegiate Seminar; B.A., Brooklyn College; M.A., Brown University. At Saint Mary's since 1979.

**BERTRAM M. GROSS**

Visiting Professor of Government and Economics; B.A., M.A., University of Pennsylvania. At Saint Mary's since 1982.

**CARL JOSEPH GUARNERI**

Assistant Professor of History; B.A., University of Pennsylvania; M.A., University of Michigan; Ph.D., Johns Hopkins University. At Saint Mary's since 1979.

**JOAN U. HALPERIN**

Associate Professor of Modern Languages; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1974.

**CHARLES R. HAMAKER**

Visiting Associate Professor of Mathematics; B.S., Antioch College; M.A., Ph.D., University of Oregon. At Saint Mary's since 1985.

**ALLAN K. HANSELL**

Associate Professor of Biology; B.A., Earlham College; M.S., Ph.D., University of Massachusetts. At Saint Mary's since 1972.

**JAMES A. HARVEY**

Lecturer in Biology; B.A., University of California, Berkeley; M.S., California State University, Hayward. At Saint Mary's since 1977.

**ROBERT HASS**

Professor of English; B.A., Saint Mary's College; M.A., Ph.D., Stanford University. At Saint Mary's since 1971.

**BRENDA L. HILLMAN**

Lecturer in English; B.A., Pomona College; M.F.A., University of Iowa. At Saint Mary's since 1985.

**ANN K. HOGUE**

EFL Instructor; Lecturer in German; B.A., M.A., University of Colorado; M.A., San Francisco State University. At Saint Mary's since 1978.

**MELINDA C. HORNBY**

Assistant Professor of Communications; B.A., Stanford University; M.A., Harvard University; Ph.D. Candidate, Stanford University. At Saint Mary's since 1985.

**BARRY D. HORWITZ**

Lecturer in English; B.A., Northwestern University; M.A., Ph.D. Candidate, University of California, Berkeley. At Saint Mary's since 1977.

**GERALD L. HOUSEMAN**

Visiting Professor of Government; B.A., M.A., California State University, Hayward; Ph.D., University of Illinois. At Saint Mary's since 1985.

**BROTHER RONALD ISETTI, FSC**

Professor of History; B.A., M.A., University of the Pacific; Ph.D., University of California, Berkeley. At Saint Mary's since 1968.

**JACQUELYNE F. JACKSON**

Assistant Professor of Psychology; B.A., Stanford University; M.S.W., Ph.D., University of California, Berkeley. At Saint Mary's since 1985.



**CHRISTOPHER JACOBSON**

Lecturer in Health, Physical Education and Recreation; B.S., University of Montana; M.S., University of Arizona. At Saint Mary's since 1983.

**CRAIG G. JOHNSON**

Assistant Professor of Health, Physical Education and Recreation; B.A., Hamline University, St. Paul; M.A., Ph.D., University of California, Berkeley; additional study: Rock Valley College, Illinois; University of Minnesota. At Saint Mary's since 1979.

**BROTHER THEOPHANE NGUYEN VAN KE, FSC**

Lecturer in Classical Languages; Baccalaureate and Licentiate in Religious Sciences, Pontifical University of the Lateran, Rome; additional study: Angelicum Ateneo, Rome. At Saint Mary's since 1976.

**RICHARD C. KELLEY**

Assistant Professor of Government; B.A., Harvard University; M.P.A., Ph.D., University of Washington. At Saint Mary's since 1983.

**MARY L. KENEFICK**

Lecturer in History; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1985.

**JOHN M. KNIGHT**

EFL Instructor; B.A., Hamilton College, New York; M.A., University of Arizona. At Saint Mary's since 1980.

**ERIC J. KOLHEDE**

Associate Professor of Business Administration; B.S., University of Santa Clara; M.B.A., University of Santa Clara Graduate School of Business; Ph.D., Golden Gate University. At Saint Mary's since 1981.

**PATRICK LEO LaBELLE, O.P.**

Lecturer in Collegiate Seminar; B.A., D.D. (Honorary), Saint Mary's College; D.Min., Aquinas Institute of Theology; M.S., University of Oregon; M.Div., Dominican School of Theology, Berkeley; Ph.B., Saint Albert's College. At Saint Mary's 1977-1979; since 1983.

**BRENT C. LaMON**

Assistant Professor of Psychology; B.S., California Polytechnic State University, San Luis Obispo; M.Phil., Ph.D., City University of New York; Post-doctoral Fellow, University of California, Berkeley. At Saint Mary's since 1985.

**JOSEPH F. LANIGAN**

Professor of Philosophy and the Integral Curriculum; B.A., Ph.D., University of Notre Dame. At Saint Mary's since 1959.

**CAROL S. LASHOF**

Assistant Professor of English; B.A., University of California, Santa Barbara; M.A., Ph.D., Stanford University. At Saint Mary's since 1983.

**BROTHER JAMES J. LEAHY, FSC**

Associate Professor of Religious Studies; B.A., M.A., Manhattan College; S.R.B., S.R.L., S.T.D., Pontifical Lateran University, Rome. At Saint Mary's since 1980.

**BROTHER ROBERT G. LEE, FSC**

Lecturer in Collegiate Seminar; B.A., Saint Mary's College; Ph.D. Candidate, Graduate Theological Union, Berkeley. At Saint Mary's since 1977.

**WILLIAM C. LEE**

Associate Professor of Economics; B.A., M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's since 1982.

**JACOB F. LESTER**

Associate Professor of Biology; B.A., Jacksonville University; M.S., Northeast Louisiana University; Ph.D., Oregon State University. At Saint Mary's since 1976.

**PAIGE LETTINGTON**

Lecturer in Health, Physical Education and Recreation; B.S., Pomona College, Claremont; M.S., University of Arizona. At Saint Mary's since 1984.

**ELAINA ROSE LOVEJOY**

Associate Professor of Education; B.A., Queens College, City University of New York; M.Ed., University of Puerto Rico; Ph.D., University of California, Berkeley. At Saint Mary's since 1971.

**JOSEPH F. LUPINO**

Associate Professor of Business Administration; B.B.A., Ft. Lauderdale University, Florida; M.B.A., Armstrong College, Berkeley; C.P.A. At Saint Mary's since 1977.

**LIDIA R. LUQUET**

Associate Professor of Mathematics; Licenciata, University of Buenos Aires; Ph.D., Cornell University. At Saint Mary's since 1983.

**BROTHER CARL LYONS, FSC**

Associate Professor of Religious Studies and Music, Dance and Theater; B.A., Saint Mary's College; additional study: Stanford University; Saint Mary's College Graduate Theology. At Saint Mary's since 1957.

**BROTHER BRENDAN MADDEN, FSC**

Lecturer in Collegiate Seminar; B.A., Saint Mary's College; M.A., University of San Francisco; additional study: Oxford. At Saint Mary's since 1980.

**ROBERT MARTIN**

Lecturer/Coach in Health, Physical Education and Recreation; B.A., University of California, Berkeley; M.S., California State University, Hayward. At Saint Mary's since 1985.

**MARY ANN MASON**

Director, Paralegal Program; B.A., Vassar College; M.A., Ph.D., University of Rochester; J.D., University of San Francisco. At Saint Mary's since 1975.

**MSGR. EDGAR PATRICK McCARREN**

Associate Professor of Anthropology and Sociology; Ph.D., Catholic University of America; additional study: Laval University; Harvard University; Stanford University; University of California, Berkeley. At Saint Mary's since 1974.

**BROTHER TIMOTHY McCARTHY, FSC**

Associate Professor of Religious Studies; B.A., Catholic University of America; M.A. (English), M.A. (Theology), Manhattan College; Ph.D., Catholic University of America. At Saint Mary's since 1978.

**JAMES McDONALD**

Lecturer in Health, Physical Education and Recreation; B.S., M.A., University of San Francisco. At Saint Mary's since 1971.

**MARK G. McFADDEN**

Lecturer in English; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1984.

**DONALD J. McKILLIP**

Professor of Health, Physical Education and Recreation; B.A., Colorado State College; M.A., North Colorado University; Ed.D., University of Utah. At Saint Mary's since 1970.

**BROTHER MICHAEL F. MEISTER, FSC**

Lecturer in Religious Studies; B.A., University of Southern California; M.A., Saint Mary's College; Ph.D. Candidate, Graduate Theological Union, Berkeley. At Saint Mary's since 1981.

**NANCY M. MILLICK**

EFL Instructor; B.A., Smith College; M.A.T., University of Massachusetts; M.A., San Francisco State University. At Saint Mary's since 1981.

**CAROLYN M. MOHR**

Lecturer in Biology; B.A., M.S., Ph.D., Texas Woman's University. At Saint Mary's since 1979.

**BROTHER PATRICK MOORE, FSC**

Associate Professor of English; B.A., Saint Mary's College; Honours B.A., M.A., Cambridge; Ph.D., University of Leicester. At Saint Mary's since 1974.

**JOHN R. MORRIS, O.P.**

Lecturer in Collegiate Seminar; B.S., M.S., University of Washington; B.Ph., M.A., M.Div., Saint Albert's College; Th.D., Graduate Theological Union. At Saint Mary's since 1981.

**ASBJORN MOSEIDJORD**

Assistant Professor of Economics; B.A., University of Bergen, Norway; M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's since 1983.

**BROTHER GABRIEL E. MURPHY, FSC**

Associate Professor of the Integral Curriculum; B.A., Saint Mary's College; M.A., University of Notre Dame; S.T.B., S.T.L., S.T.D., Pontifical University of St. Thomas, Rome. At Saint Mary's since 1965.

**DOROTHY (DOTTY) J. NASH**

Lecturer in Business Administration; B.S., University of California, Berkeley; M.S., California State University, Hayward; C.P.A. At Saint Mary's since 1982.

**MARSHA NEWMAN**

Lecturer in English; B.A., Louisiana State University, New Orleans; Ph.D., University of California, Berkeley. At Saint Mary's since 1985.

**WILLIAM A. OATES**

Lecturer/Coach in Health, Physical Education and Recreation; B.A., Occidental College; M.A., California State University, Los Angeles. At Saint Mary's since 1979.

**FELICIDAD OBERHOLZER**

Assistant Professor of Religious Studies; B.A. (Economics), B.A. (Psychology), San Jose State University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1979.

**BROTHER JOHN O'NEILL, FSC**

Associate Professor of Education; B.A., Saint Mary's College; M.A., Ateneo de Manila, Philippines; M.Ed., Ed.D., Teachers College, Columbia University, New York. At Saint Mary's since 1972 (on leave 1983-1988).

**A. W. ORTON**

Lecturer in Psychology; B.A., Lincoln University; J.D., Howard University; M.A., San Francisco State University. At Saint Mary's since 1970.

**SHARON OTTO**

Lecturer in Health, Physical Education and Recreation; B.S., Valparaiso University, Indiana; M.S., Purdue University; Ph.D., University of California, Berkeley. At Saint Mary's since 1978.

**BROTHER RAPHAEL PATTON, FSC**

Associate Professor of Mathematics and the Integral Curriculum; B.S., Saint Mary's College; M.S., University of Notre Dame; Ph.D., University of Toronto. At Saint Mary's since 1970.

**O. DeSALES PEREZ**

Professor of Romance Languages; B.A., Saint Mary's College; M.A., Middlebury College; Licenciatura en Filosofia y Letras, Doctor en Filosofia y Letras, University of Madrid. At Saint Mary's since 1967.

**JON D. PETERSON**

Lecturer in Collegiate Seminar; B.A., M.D., University of Kansas; M.A., San Francisco State University. At Saint Mary's since 1984.

**ROSEMARY PETERSON**

Associate Professor of Education and Psychology; B.A., University of Nevada, Reno; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1973.

**RAFAEL ALAN POLLOCK**

Professor of English and the Integral Curriculum; B.A., M.A., Ph.D., Yale University. Dean of Saint Mary's College, 1962-1971. At Saint Mary's since 1962.

**EDWARD H. PORCELLA**

Associate Professor of Collegiate Seminar and the Integral Curriculum; B.A., Saint Mary's College; M.A., Ph.D., University of California, San Diego. At Saint Mary's since 1978.

**BROTHER MICHAEL QUINN, FSC**

Professor of Psychology; B.A., Saint Mary's College; M.A., Ph.D., Loyola University, Chicago; LL.D., Santa Clara University. President of Saint Mary's College 1962-1969. At Saint Mary's since 1955.

**BROTHER TIMOTHY RAPA, FSC**

Instructor in Intensive English Program; B.A., Catholic University of America; M.A., Manhattan College. At Saint Mary's since 1980.

**ALDEN J. REIMONENQ**

Assistant Professor of English; B.A., University of New Orleans; M.A., Ph.D., Purdue University. At Saint Mary's since 1982 (on leave 1984-1986).

**MICHAEL W. RILEY**

Assistant Professor of the Integral Curriculum; B.A., Saint Mary's College; M.A., Ph.D., University of Washington. At Saint Mary's since 1982.

**MARTIN DAVID ROKEACH**

Lecturer in Music, Dance and Theater; B.M., M.A., San Francisco State University; Ph.D., Michigan State University. At Saint Mary's since 1984.

**KATHERINE ROPER**

Professor of History; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University. At Saint Mary's since 1969.

**BROTHER AUGUSTUS ROSSI, FSC**

Lecturer in Chemistry; B.S., Saint Mary's College; M.A., Dominican College, San Rafael. At Saint Mary's since 1970.

**ANDREW J. ROTTER**

Assistant Professor of History; B.A., Cornell University; M.A., Ph.D., Stanford University. At Saint Mary's 1981-1984; since 1985.

**NANCY RUDE**

Lecturer in Music, Dance and Theater; B.A., M.A., San Diego State University. At Saint Mary's since 1979.

**BROTHER S. DOMINIC RUEGG, FSC**

Professor of Classics and Religious Studies, Emeritus; B.A., Saint Mary's College; M.A. in Theology, University of Notre Dame; M.A., Ph.D. in Classics, Catholic University of America. Special archaeological studies: Italy, Greece, Israel, and Jordan, 1955-1956, 1964, 1966-1981. Academic Vice President of Saint Mary's College 1974-1978. At Saint Mary's since 1949.

**REV. MICHAEL A. RUSSO**

Associate Professor of Communications; B.A., Seton Hall University; M.Div., Immaculate Conception Seminary, Darlington; M.A., Ph.D., New York University. At Saint Mary's since 1984.

**NUSHAFARIN VICTORIA SAFINYA**

EFL Instructor; B.A., Colby College, Maine; Certificate in EFL, Royal Society of Arts, London; M.A., San Francisco State University. At Saint Mary's since 1978.

**JANE R. SANGWINE-YAGER**

Associate Professor of Mathematics; B.A., M.A., Ph.D., University of California, Davis. At Saint Mary's since 1978.

**MARGARET T. SANTOS**

Lecturer in Sociology; B.A., California State University, San Jose; M.S.W., University of California, Berkeley. At Saint Mary's since 1975.

**ROY E. SCHMALTZ**

Professor of Art; B.F.A., M.F.A., San Francisco Art Institute; additional study: Akademie der Bildenden Künste, Munich, Germany. At Saint Mary's since 1969.

**ANNE SCHNOEBELEN**

Lecturer in English; B.A., University of California, Berkeley; M.A., Ph.D. Candidate, Brown University. At Saint Mary's since 1984.

**MARGRIT SCHURMAN**

Lecturer in Art; B.A., M.A., University of California, Berkeley. At Saint Mary's since 1973.

**NAOMI SCHWARTZ**

Lecturer in English; B.A., San Francisco State University; M.A., University of California, Davis. At Saint Mary's since 1985.

**PAOLA A. SENSI-ISOLANI**

Associate Professor of Modern Languages, Anthropology and Sociology; B.A., University of Redlands; M.A., University of Southern California; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1977.

**CLAIRE SHERIDAN**

Lecturer in Music, Dance and Theater, and Health, Physical Education and Recreation; B.A., Saint Mary's College. At Saint Mary's since 1977.

**KUSUM J. SINGH**

Associate Professor of Communications; B.A., Syracuse University; M.A., Ph.D., University of Pennsylvania. At Saint Mary's since 1982.

**GREGORY R. SMITH**, Assistant Professor of Biology; B.S., University of California, Davis; M.S. California Polytechnic State University, San Luis Obispo. At Saint Mary's since 1981.

**SUSAN SPRINGBORG**

Lecturer in Education; B.A., Boston University; M.A., University of California, Berkeley. At Saint Mary's since 1978.

**MARY DOYLE SPRINGER**

Professor of English; B.A., Holy Names College; M.A., Ph.D., University of California, Berkeley; post-doctoral study, University of Chicago. At Saint Mary's since 1965.

**NORMAN SPRINGER**

Professor of English; M.A., University of Chicago; Ph.D., University of Iowa. At Saint Mary's since 1960.

**SARA K. STAMPP**

Associate Professor of Psychology; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1974.

**PHYLLIS L. STOWELL**

Associate Professor of English; B.A., University of Wisconsin; M.A., California State University, San Francisco; Ph.D., Union Graduate School, Cincinnati. At Saint Mary's since 1978.

**MARK J. SULLIVAN**

Lecturer in Music, Dance and Theater; B.A., San Jose State University. At Saint Mary's since 1983.

**JOAN TAMBLIN**

Lecturer/Coach in Health, Physical Education and Recreation; B.A., University of San Francisco; M.A., Stanford University. At Saint Mary's since 1982.

**WILLIAM F. TAUCHAR**

Professor of Economics and Business Administration, Emeritus; B.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1965.

**KEVIN B. TAYLOR**

Assistant Professor of Mathematics; B.S., M.S., California State University, Hayward; Ph.D. Candidate, University of California, Santa Barbara. At Saint Mary's since 1985.

**JOHN E. THOMPSON**

Lecturer in Business Administration; B.A., Princeton University; M.B.A., University of Chicago. At Saint Mary's since 1980.

**DAVID C. THOMSON**

Associate Professor of Communications; B.A., Antioch College; M.A., M.J., J.D., University of California, Berkeley. At Saint Mary's since 1984.

**MICHAEL D. TORRE**

Lecturer in Collegiate Seminar; B.A., Williams College; Ph.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1985.

**JAMES E. TOWNSEND, JR.**

Professor of English, Emeritus; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1953.

**THOMAS J. TWOMEY**

Assistant Professor of Speech; B.A., Saint Mary's College; General Secondary Certificate, University of California, Berkeley. At Saint Mary's since 1977.

**EDWARD E. TYWONIAK**

Lecturer in Communications; B.S., Saint Mary's College; M.F.A., Mills College. At Saint Mary's since 1977.

**BROTHER MANUEL VEGA, FSC**

B.A., Saint Mary's College; M.A. (Spanish), Middlebury College, Madrid; M.A. (French), Middlebury College, University of Paris; M.A. (Foreign Language Ed.), New York University; M.A. (Art History), Rosary Graduate School of Art, Florence; D.M.L., Middlebury College. Additional study: University of Madrid; University of Paris. At Saint Mary's since 1985.

**BROTHER ERIC VOGEL, FSC**

Associate Professor of Physics; B.S., Saint Mary's College; M.S., University of California, Berkeley; Ph.D., University of California, Davis. At Saint Mary's 1960-1962; 1969-1972; 1974-1976 (on leave 1976-1984). At Saint Mary's since 1985.

**JOHN F. WADDELL**

Associate Professor of Physics, Emeritus; B.A., M.S., University of California, Berkeley. Additional study: University of California, Berkeley. At Saint Mary's since 1958.

**COACHES**

George Claus

Ted Collins

Harold Coons

Joseph DeLuca

Randy Farris

Eugene Glazenberg

Robert Martin

James McDonald

Dan Noecker

William Oates

Sharon Otto

Humphrey Ratcliff

Terri Rubenstein

Craig Rundle

Joan Tamblin

Giancarlo Trevisan

Tom Wheeler

Staff

Golf

Men's Tennis

Women's Cross Country

Football

Women's Soccer

Men's Cross Country and

Men's Volleyball

Men's Soccer

Football

Rugby

Men's Basketball

Women's Tennis

Women's Crew

Women's Basketball

Football

Women's Volleyball

Men's Crew

Baseball

Women's Softball



## SCHOLARSHIPS

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Information regarding application for scholarship funds is available in the Financial Aid office (see p. 11).

### ELIZABETH ALLEN MEMORIAL SCHOLARSHIP

A scholarship fund established in memory of Elizabeth Allen by her father and friends to benefit a graduate of Las Lomas High School of Walnut Creek who demonstrates academic achievement and financial need.

### BROTHER MEL ANDERSON SCHOLARSHIP

A scholarship fund established by friends of Brother Mel Anderson, President of Saint Mary's College, to be used to assist deserving students at the College.

### BAKERSFIELD-KERN COUNTY SCHOLARSHIP FUND

The alumni of Bakersfield/Kern County have established a fund, the income from which is available for partial tuition scholarships for qualified students from Garces High School in Bakersfield.

### CHARLES F. BLAKE AND BLAIN C. HOCKRIDGE SCHOLARSHIP FUND

A scholarship fund, established in memory of the late Charles F. Blake and Blain C. Hockridge, by their families and friends, to benefit a student of high academic standing with need.

### GEORGE T. CAMERON EDUCATIONAL FOUNDATION SCHOLARSHIP

The George T. Cameron Educational Foundation, established by Helen De Young Cameron in memory of her late husband, George T. Cameron, has made funds available to Saint Mary's College for scholarships.

### BROTHER U. CLEMENT MEMORIAL SCHOLARSHIP

A friend has made available a scholarship in memory of Brother U. Clement, F.S.C., formerly librarian of Saint Mary's College.

### JAMES W. COFFROTH MEMORIAL SCHOLARSHIPS

A fund has been made available from the will of the late James W. Coffroth for a student in need of aid to continue his education.

### COLLEGE-COUNTY SCHOLARSHIP FUND, INC.

A fund established for tuition scholarships for qualified students from Contra Costa County, based upon academic standing and need.

### CROCKER NATIONAL BANK FOUNDATION SCHOLARSHIP

A scholarship fund established by the Crocker National Bank Foundation to provide aid for needy and deserving students at Saint Mary's College.

### DRUM FOUNDATION SCHOLARSHIP FUND

A scholarship fund made possible by the Drum Foundation for the aid of needy and deserving students at Saint Mary's College.

### FARMERS INSURANCE GROUP SCHOLARSHIP

A scholarship given in honor of Saint Mary's College alumni presently employed by Farmers Insurance Group.

### DELPHINE FERROGGIARO SCHOLARSHIP FUND

A fund established by Fred A. Ferroggiaro in memory of his late beloved wife, Delphine Ferroggiaro, to provide a partial tuition scholarship.

### FRED A. FERROGGIARO MEMORIAL SCHOLARSHIP FUND

A fund established by family and friends in memory of Fred A. Ferroggiaro, benefactor and regent of Saint Mary's College, to benefit needy students.

### JOHN L. HENDERSON MEMORIAL SCHOLARSHIP

A scholarship fund established by the family and friends of the late John L. Henderson IV to assist needy and deserving students at Saint Mary's College.

### KIWANIS CLUB OF MORAGA SCHOLARSHIP FUND

A scholarship for a worthy student, preferably from Moraga.

### GEORGE HENRY MAYR EDUCATIONAL TRUST SCHOLARSHIP FUND

A scholarship fund established by the George Henry Mayr Educational Trust to benefit needy students.

### GEORGE MILLER MEMORIAL SCHOLARSHIP FUND

This scholarship fund was established by friends and relatives in memory of the late Senator George Miller, Jr., Class of 1936.

### OWEN MURRAY SCHOLARSHIP

A scholarship fund established by the family and friends of Owen L. Murray, Class of 1927, to aid students attending Saint Mary's College.

### ORANGE COUNTY SCHOLARSHIP FUND

The alumni of Orange County, California, have established a fund, the income from which is available for partial scholarships for qualified students from Orange County.

**O'SHEA FOUNDATION SCHOLARSHIP**

An annual scholarship established by The O'Shea Foundation of Oakland, California, to benefit a deserving student.

**PRESIDENT'S SCHOLARSHIPS**

A partial tuition scholarship, depending upon the need of the student, is awarded to an eligible graduate of each of the following institutions:

- Cathedral High School, Los Angeles
- Christian Brothers High School, Sacramento
- De La Salle High School, Concord
- Justin-Siena High School, Napa
- La Salle High School, Milwaukie, Oregon
- La Salle High School, Pasadena
- Sacred Heart High School, San Francisco
- Saint Mary's College High School, Berkeley
- San Joaquin Memorial High School, Fresno

**MARY ANNE REYNOLDS SCHOLARSHIP**

A scholarship fund established by Mary Anne van der Linden to honor her mother. This fund will assist deserving students at Saint Mary's College, with preference being given to children and grandchildren of graduates of Immaculate Heart College in Los Angeles.

**SAINT MARY'S CLUB "HAP KENNEDY" SCHOLARSHIP**

A scholarship renewable annually under the prescribed conditions is voted annually by the Saint Mary's Club. Application for this scholarship is made directly to the College scholarship committee.

**SAINT MARY'S COLLEGE GUILD SCHOLARSHIPS**

These scholarships are awarded under the following conditions: that the student have a superior academic record and be in financial need.

**SAINT MARY'S EAST BAY SCHOLARSHIP FUND**

The alumni of the East Bay Chapter have established a fund, the income from which is available for partial tuition scholarships for qualified students from Alameda County.

**GEORGE H. SANDY FOUNDATION SCHOLARSHIP**

A scholarship fund established by the George H. Sandy Foundation of San Francisco to benefit deserving students.

**TRUST FUNDS, INC., SCHOLARSHIP FUND**

A fund in memory of Bartley Oliver, Class of 1873, to benefit deserving students. Five scholarships are granted annually.

**RICARDO A. VILLANUEVA MEMORIAL SCHOLARSHIP**

This scholarship has been established by Saint Mary's College in memory of Ricardo A. Villanueva and is awarded annually to a deserving black student from the Oakland pub-

lic high schools. Recipients are selected by the College scholarship committee on the basis of academic accomplishments and financial need.

**WALNUT CREEK JAYCEES SCHOLARSHIP**

A scholarship fund established by the Walnut Creek Jaycees to benefit a student at Saint Mary's College who resided in, and attended high school in, Contra Costa County.

**FRED D. WHELAN SCHOLARSHIP**

A scholarship in memory of the late Professor Fred D. Whelan, member of the Saint Mary's College faculty from 1959-73.

**ENDOWED SCHOLARSHIPS**

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**MICHAEL AGENO MEMORIAL ENDOWED SCHOLARSHIP**

An endowed scholarship established by Mr. and Mrs. Edward S. Ageno and Mrs. Michael Ageno in memory of their loving son and husband, Michael Ageno of the class of 1963.

**BROTHER KYRAN AVIANI, F.S.C., MEMORIAL SCHOLARSHIP**

The Ernest Aviani Family has established, in cooperation with faculty and friends, an endowment fund, the income from which is available for tuition scholarships in memory of Saint Mary's College's late Brother Kyran Aviani, Associate Professor of Art.

**EDMOND J. BARRETT ENDOWED SCHOLARSHIP FUND**

A fund established in memory of Dr. Edmond J. Barrett, Class of 1918, Regent Emeritus of Saint Mary's College, to benefit needy students.

**RUTH RESING BORGES SCHOLARSHIP FUND**

This is an endowed scholarship for needy students established by the late Jose F. Borges in honor of his wife, Ruth Resing Borges.

**JOSEPH DAVID CARDOZA SCHOLARSHIP**

An endowed scholarship established by the late Joseph David Cardoza to enable a male student of Portuguese descent to complete a four-year college course at Saint Mary's College of California.

**THOMAS M. CARLSON MEMORIAL SCHOLARSHIP**

This is an endowed scholarship fund established in memory of the late Thomas M. Carlson. The recipients of the scholarships are selected by the College's scholarship committee on the basis of academic record and financial need. Preference will be given to residents of Contra Costa County and to pre-law majors.

**LINUS F. CLAEYS ENDOWED SCHOLARSHIP**

This is a fund donated by alumnus Linus F. Claeys, the proceeds from which are to be used for scholarships for student financial aid.

**CLOUGHERTY FAMILY ENDOWED SCHOLARSHIP**

A fund established in memory of Bernard Clougherty, Class of 1931, by members of his family, to assist needy students.

**DANIEL J. CULLEN FAMILY SCHOLARSHIP ENDOWMENT FUND**

This is an endowed scholarship fund established by Daniel J. Cullen, a Trustee and Regent of the College, the interest only to be used for scholarship purposes.

**FRANK J. EDOFF SCHOLARSHIP FUND**

This fund was established by the late Frank J. Edoff to be used in such fields of education as the College Board of Trustees may deem appropriate.

**"THE FAMILY" ENDOWED SCHOLARSHIP FUND**

A scholarship to a deserving student who exhibits outstanding service and leadership in the area of student activities. The first scholarship was given in September of 1979. Each year a scholarship is offered.

**KATHLEEN M. FERROGGIARO ENDOWED SCHOLARSHIP**

A fund has been established by Fred A. Ferroggiaro in the name of his wife, Kathleen.

**URSIL R. FOLEY SCHOLARSHIP**

An endowed scholarship, income from which will provide a partial tuition scholarship for a student majoring in Economics and/or Business Administration, first preference being given to students from the Counties of Alameda and Nevada. This scholarship is in honor of Ursil R. Foley, Class of 1924, and is made possible by his son, Donald Foley.

**MANUEL T. AND MARIA BETTENCOURT FREITAS MEMORIAL SCHOLARSHIP**

This is an endowed fund established in memory of the parents of Carlos R., Louis G. and Manuel T. Freitas, all of San Rafael, to be used for tuition scholarships.

**VICTOR B. GAUL SCHOLARSHIP**

This is a scholarship fund established by the late Victor B. Gaul for scholarships to worthy students.

**CARL GELLERT MEMORIAL ENDOWED SCHOLARSHIP**

Established by the Board of Directors of the Carl Gellert Foundation in honor of its founder, the late Carl Gellert. Funds will be used to supplement tuitions for deserving stu-

dents in need of financial aid who have demonstrated accomplishments and desire to excel in scholastic endeavors.

**A. P. GIANNINI SCHOLARSHIP**

The A. P. Giannini Scholarship Foundation has made available funds for scholarships in memory of A. P. Giannini.

**HALLERBERG ENDOWED SCHOLARSHIP**

A scholarship fund established by Lee and Ann Hallerberg, the income of which is to be used annually to benefit students demonstrating a need for financial assistance to complete their course of studies at Saint Mary's College.

**THOMAS A. HANRAHAN MEMORIAL SCHOLARSHIP**

This is an endowed scholarship established in memory of the late Thomas A. Hanrahan to be awarded to a deserving graduate of Sacred Heart High School of San Francisco who enrolls at Saint Mary's College. The recipient of the scholarship shall be selected by the principal of Sacred Heart High School with the advice and consent of the president of Saint Mary's College.

**LARRY HARGADON MEMORIAL ENDOWED SCHOLARSHIP FUND**

A fund established by family and friends of Larry Hargadon, a student of Saint Mary's College, to benefit needy students.

**HEARST ENDOWED SCHOLARSHIP FUND**

An endowed fund established by the William Randolph Hearst Foundation, the income of which is to be used for student financial aid.

**JAMES IRVINE FOUNDATION SCHOLARSHIP**

Income from this endowed scholarship to be used annually to provide two tuition scholarships. Selection of the recipients will be at the discretion of the College based upon generally accepted criteria. All recipients must be bona fide residents of the state of California with preference given to students from the San Francisco Bay Area.

**BROTHER JOSEPHUS ENDOWED MEMORIAL SCHOLARSHIP**

This endowed memorial scholarship has been established by Dr. and Mrs. Edmond J. Barrett. Dr. Barrett is a former pupil of Brother Josephus.

**JUNE D. AND THOMAS F. JOYCE, JR. ENDOWED SCHOLARSHIP**

A scholarship established by Mr. and Mrs. Thomas F. Joyce, Jr., to benefit a student annually pursuing a degree in Business Administration.



**MONSIGNOR DANIEL J. KEENAN SCHOLARSHIP**

An endowed tuition scholarship in memory of Monsignor Daniel J. Keenan of Huron for his assistance in providing a Catholic education for many California students, awarded annually on the basis of need and academic standing.

**ANDREW J. LYNCH MEMORIAL SCHOLARSHIP**

Business associates have made available funds for endowed tuition scholarships in memory of Andrew J. Lynch, a former Trustee and Regent of the College.

**NETTI MARCHINI MEMORIAL ENDOWED SCHOLARSHIP**

A scholarship fund established by Louis Guisto, Class of 1916, in memory of his sister, Netti Marchini, to assist needy students.

**JOHN A. MC CARTHY MEMORIAL ENDOWED SCHOLARSHIP**

A fund established by the John A. McCarthy Foundation in memory of its founder, John A. McCarthy, to be used for scholarships for worthy students.

**LIZZ MC ELLIGOTT MEMORIAL SCHOLARSHIP FUND**

A memorial fund established by the alumni of Saint Mary's College in recognition of the many years of dedicated service provided by Lizz McElligott as a nurse on the Saint Mary's College campus. The income from this fund is to benefit needy students in the pre-medical or nursing programs.

**GERTRUDE AND GEORGE V. MC KEEVER SCHOLARSHIP**

George V. McKeever, Class of 1917, a Regent of Saint Mary's College, and his wife, have made available a scholarship fund, the income from which is awarded to qualified students.

**REVEREND BROTHER V. RALPH MC KEEVER, AND EDWARD W. MC KEEVER SCHOLARSHIP**

This endowed scholarship, established by Mary McKeever Brusatori in memory of her brothers, to be awarded by the Trustees of Saint Mary's College to a worthy and needy graduate of Sacred Heart High School of San Francisco.

**JOSEPH MC KENNA SCHOLARSHIP FUND**

Income from this fund is to be used annually to provide up to four scholarships with preference to worthy students from San Jose, California.

**DANIEL J. MURPHY ENDOWED SCHOLARSHIP FUND**

A fund established by Daniel J. and Isobel B. Murphy, benefactors of Saint Mary's College, to benefit a worthy student from the state of Nevada.

**NOCE ENDOWED MEMORIAL SCHOLARSHIP**

An endowed scholarship established by George and Lillian Noce and Clare Marie Noce to honor the following members of their family: Assunta Olivia Noce, Lillian Mary Catherine Noce, George J. Noce, Clara M. (Lena) Noce, Daniel Noce, and Lt. Gen. David H. Noce (USA), Angelo Noce, and James J. Noce.

**AMELIA DENIZ PARREIRA SCHOLARSHIP**

This is an endowed scholarship, the net income therefrom to be employed for establishing and maintaining scholarships for needy students of high scholastic standing.

**GIACOMO AND IDA PEGOLOTTI SCHOLARSHIP FUND**

This endowed scholarship is established by Antone L. and James Pegolotti and Dolores Hamilton, children of Giacomo and Ida Pegolotti, in memory of their parents. Interest from this fund to be used each year to assist needy college students with first preference to students from Humboldt, Del Norte or Trinity Counties in the state of California.

**SAINT MARY'S GUILD BROTHER S. ALBERT PLOTZ MEMORIAL SCHOLARSHIP FUND**

The Guild has established an endowment fund, the income from which is available for tuition scholarships in memory of Saint Mary's late president, Brother S. Albert, F.S.C.

**BROTHER U. ALBERT RAHILL MEMORIAL SCHOLARSHIP FUND**

A scholarship established by the Sabatte family in the name of the former president and longtime aide to the president of Saint Mary's College, to be used for a needy student.

**BROTHER U. ALBERT RAHILL - MORAGA ROTARY ENDOWED SCHOLARSHIP**

A fund established by the Rotary Club of Moraga, California, in honor of Brother U. Albert Rahill, F.S.C., the income of which will be used to benefit needy students.

**CHRISTINE W. REIS SCHOLARSHIP**

An endowed fund established by Mr. and Mrs. J. F. Reis for tuition scholarships for eligible students at the sole discretion of the Board of Trustees.

**ARMANDO J. SEGHETTI MEMORIAL ENDOWED SCHOLARSHIP**

An endowed scholarship established by Ms. Rose Seghetti in memory of her brother, Armando J. Seghetti of the Class of 1930, to assist needy and deserving students.

**SIDNEY A. SNOW SCHOLARSHIP**

An endowed scholarship established in memory of Sidney A. Snow by the late Virginia G. Snow. Income from this fund is to be awarded to one worthy candidate annually to finance an education in the field of zoology at Saint Mary's College.

**Y. CHARLES AND HELEN C. SODA ENDOWED SCHOLARSHIP FUND**

A fund established by Chet and Helen Soda, the income of which will provide financial assistance to one or more needy students during his or her four years at Saint Mary's College.

**JOHN AND HESTER SOUSA ENDOWED SCHOLARSHIP**

These partial tuition scholarships are intended to assist students from large families, who have been unable to qualify for other forms of financial aid. Eligibility is based on demonstrated academic promise and financial need.

**GLADYS CARROLL TEHANEY MEMORIAL SCHOLARSHIP**

This endowed scholarship was established by Peter J. Tehaney in memory of his wife, to be awarded to a student selected by the Saint Mary's College Admissions Office.

**ALBERT THILLE MEMORIAL ENDOWED SCHOLARSHIP**

A scholarship fund established by The Albert Thille Foundation in memory of Albert Thille, benefactor of Saint Mary's College, to benefit needy students.

**RUDY VALENCIC MEMORIAL SCHOLARSHIP**

A fund established by Ms. Valeria Valencic Castellani, Ms. Maria Valencic Garavello, and Ms. Albina Valencic Welschke in memory of their deceased brother, Rudy Valencic, a long-time employee at Saint Mary's College. This endowed fund will be used to assist needy and deserving students at the College.

**LEONARD VERNAZZA MEMORIAL SCHOLARSHIP**

Friends have made available endowment funds for a scholarship in memory of Leonard Vernazza, Class of 1964.

**WALLA WALLA, WASHINGTON SCHOLARSHIP FUND**

This is an endowment fund established in memory of the late Mr. and Mrs. J. J. Mangan and the Christian Brothers who taught in Saint Patrick's School in Walla Walla, Washington. Proceeds from this fund will be used for tuition scholarships.

**THEODORE A. WICKLAND ENDOWED SCHOLARSHIP**

A fund provided in the estate of Theodore A. Wickland to be used to supplement tuition needs of deserving students.

**VIRGINIA MOSHER WILLIAMS MEMORIAL ENDOWED SCHOLARSHIP**

A scholarship fund established by Arthur P. Williams, Class of 1941, in memory of his wife, Virginia Mosher Williams, the income of which will be used to benefit needy students.

**ENDOWED ATHLETIC SCHOLARSHIPS****DE LONG FAMILY ATHLETIC SCHOLARSHIP FUND**

Established by D. F. DeLong, Class of 1951, in memory of his parents, Clarence and Mayme DeLong, to benefit the Saint Mary's College grant-in-aid program for basketball.

**ART FLEUTI MEMORIAL SCHOLARSHIP FUND**

An athletic grant-in-aid fund established by the family and friends of Art Fleuti to benefit deserving student athletes competing in the Saint Mary's College football program.

**LEWIS GUERRIERI SCHOLARSHIP FUND**

A fund established to commemorate Lewis Guerrieri for his life-long commitment to Saint Mary's College and its athletic programs. The fund will provide scholarships for deserving student athletes.

**HARRY B. HOOPER BASEBALL FUND**

Harry B. Hooper, first Saint Mary's graduate to be elected to the Baseball Hall of Fame, established this fund to support the College baseball team.

**KAREN ANNE LIPPSTREU MEMORIAL SCHOLARSHIP FUND**

This scholarship has been established by the parents of Karen Anne Lippstreu, class of 1985, and is awarded annually to a deserving student-athlete.

**BROTHER U. ALBERT RAHILL ATHLETIC SCHOLARSHIP FUND**

A fund established in memory of Brother U. Albert Rahill by friends and alumni of Saint Mary's College to benefit deserving student athletes.

**SAINT MARY'S COLLEGE ENDOWMENT FOR STUDENT ATHLETES**

A fund established to provide financial aid to qualified student athletes.

**SCHOLARSHIPS FROM OTHER ORGANIZATIONS**

In addition to scholarships offered through the College, other grants are available from various organizations. These grants may be used at Saint Mary's College. Information about such scholarships may be obtained from the high school principal or senior advisor. Examples of such scholarships are California State Scholarship Awards, National Merit Scholarships, and those of various industrial, fraternal and service organizations.

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