The University of Notre Dame
MISSION STATEMENT OF THE UNIVERSITY OF NOTRE DAME

The University of Notre Dame is a Catholic academic community of higher learning, animated from its origins by the Congregation of Holy Cross. The University is dedicated to the pursuit and sharing of truth for its own sake. As a Catholic university, one of its distinctive goals is to provide a forum where through free inquiry and open discussion the various lines of Catholic thought may intersect with all the forms of knowledge found in the arts, sciences, professions, and every other area of human scholarship and creativity.

The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students. The Catholic identity of the University depends upon, and is nurtured by, the continuing presence of a predominant number of Catholic intellectuals. This ideal has been consistently maintained by the University leadership throughout its history. What the University asks of all its scholars and students, however, is not a particular creedal affiliation but a respect for the objectives of Notre Dame and a willingness to enter into the conversation that gives it life and character. Therefore, the University insists upon academic freedom, which makes open discussion and inquiry possible.

The University prides itself on being an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body and spirit that characterize educated, skilled and free human beings. In addition, the University seeks to cultivate in its students not only an appreciation for the great achievements of human beings but also a disciplined sensitivity to the poverty, injustice and oppression that burden the lives of so many. The aim is to create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to justice.

Notre Dame also has a responsibility to advance knowledge in a search for truth through original inquiry and publication. This responsibility engages the faculty and students in all areas of the University, but particularly in graduate and professional education and research. The University is committed to constructive and critical engagement with the whole of human culture.

The University encourages a way of living consonant with a Christian community and manifest in prayer, liturgy and service. Residential life endeavors to develop that sense of community and of responsibility that prepares students for subsequent leadership in building a society that is at once more human and more divine.

Notre Dame’s character as a Catholic academic community presupposes that no genuine search for the truth in the human or the cosmic order is alien to the life of faith. The University welcomes all areas of scholarly activity as consonant with its mission, subject to appropriate critical refinement. There is, however, a special obligation and opportunity, specifically as a Catholic university, to pursue the religious dimensions of all human learning. Only thus can Catholic intellectual life in all disciplines be animated and fostered and a proper community of scholarly religious discourse be established.

In all dimensions of the University, Notre Dame pursues its objectives through the formation of an authentic human community graced by the Spirit of Christ.
The University of Notre Dame

Notre Dame is at once a Catholic university, a national symbol and an international community of religious faith, intellectual inquiry and devotion to the powerless. Among its conspicuous features are its academic reputation, an elaborately designed and golden-domed administration building, a famous collegiate football team, a popular shrine to the Mother of God, two fascinating lakes, a pleasantly landscaped campus and a spirited student body surrounded by an intensely loyal community of alumni and friends who unabashedly refer to themselves as the Notre Dame "family."

The institution was founded on the site of an old Catholic missionary outpost in 1842. The founders were a small and impoverished band of French and Irish religious brothers whose leader was Rev. Edward F. Sorin, C.S.C., an impetuous, strong-willed, and apparently tireless priest. In a memoir titled My Notre Dame, Thomas Stritch, professor emeritus of American Studies and Notre Dame historian, wrote that Father Sorin "curved Notre Dame out of the Northern Indiana wilderness and by sheer strength of character made it go. He built and rebuilt, recruited students where he could, and gradually began the unique image Notre Dame still enjoys. In a college or university, reputation is everything. Somehow Sorin developed a favorable one for Notre Dame, one that reverberated throughout the American Catholic world, the Eastern Seaboard as well as the Midwest. Long before football was invented, Notre Dame caught the imagination of American Catholics."

Father Sorin was a member of the Congregation of Holy Cross, a then recently formed Catholic religious community that would own and administer the University from its foundation until 1967, when the University's governance was legally transferred to a predominantly lay board of trustees. The University's bylaws ensure that the Congregation will continue to exert a prominent influence on its administration. They stipulate, for example, that Notre Dame's presidents must always be chosen from among the priests of the Congregation's Indiana Province. The Congregation also ministers to the University it founded through the many Holy Cross priests serving on the University's faculty, the counselors and chaplains who live with the undergraduate students in the residence halls, and the staff of the campus ministry office.

In 1972, five years after the change in governance, a new chapter of University history began to be written as the first undergraduate women were admitted to Notre Dame. A quarter of a century later, the majority of living Notre Dame alumni have been graduated from a fully coeducational institution.

Obviously, many other aspects of the University have been changed by more than a century and a half of turbulent and unpredictable happenings in the Catholic Church and in American life and culture. Fires, outbreaks of infectious diseases, the Civil War, waves of European immigrants and refugees, Church controversies, the Great Depression, two world wars and several smaller bloodletnings, the civil rights movement and other social convulsions in America, all have involved members of the Notre Dame family and have left deep and indelible imprints on the character and rich tradition of the institution. Rev. William Corby, C.S.C., a successor to Father Sorin, played a memorable national role as a Union chaplain at the Battle of Gettysburg; Rev. Julius Nieuwland, C.S.C., a scientist and faculty member, invented synthetic rubber; Notre Dame students were participants in a nationally publicized scuffle with a repressive Ku Klux Klan; the University's colorful football team and something of its campus atmosphere were enshrined in American history and myth by a film featuring a memorable performance by an actor who later became a president. More recently, a second film dramatized the University's spirit and gave a new name to unheralded athletes — Rudy.

Most notably, Notre Dame's reputation, so zealously nurtured, sustained and celebrated by Father Sorin and his successors, has become increasingly international in recent years because of the establishment of numerous academic and community service programs in the Holy Land, Mexico, Chile, Ireland, England, Austria, France, Italy, Spain, Australia, Japan and other countries. Despite these remarkable and generally welcome alterations in institutional shape and scope, Notre Dame's proud and self-conscious claim to be a Catholic university and its intent to be a great Catholic university remain unchanged from Father Sorin's day. The University boasts a core curriculum that includes required courses in theology and philosophy. In administrative and disciplinary affairs, Notre Dame holds itself responsible to the teaching of the Catholic Church, and it holds its students, faculty and staff responsible for their own conduct, particularly in matters affecting the common good. Precisely because it is a Catholic university, it is a place where men and women from all faiths and backgrounds are to be made welcome. The staffs of the residence halls, campus ministry, the Center for Social Concerns, and the Alumni Association all continue to invite and encourage Notre Dame students, graduates, faculty and administrators to pray together, to discuss and share their joys, joys and sorrows, to bear with and sustain one another, and always to serve those most in need.

Student Life

First and foremost, Notre Dame offers its students a quality education, made possible by an excellent faculty, advanced research facilities, experienced administration and a well-developed educational philosophy. But cognizant that values, character and leadership skill are developed as often in the context of caring relationships as in selected reading from various textbooks, the University offers more to its students — a student life rich in depth and variety, one that is nationally recognized and characteristically deep in its impact on those who share in it. To make our "definition" of the University more complete, we shall briefly describe some of the main aspects of student life. Our first consideration will be the students themselves.

Students. Notre Dame is one of a handful of truly national universities, with students drawn from all 50 states and some 70 countries. One factor all the students have in common, though, is strong academic ability. In addition, an annual survey of freshmen taken by the American Council on Education indicates that Notre Dame students, to a greater degree than their peers nationally, are confident in their academic success and see themselves as having originality and leadership potential.

The Campus. One especially appealing aspect of life at Notre Dame is the campus itself. The University's 1,250 acres, with two lakes, extensive wooded areas and tree-lined quadrangles, contribute to a serene park-like atmosphere that does wonders to alleviate the pressures of academic life. The collegiate gothic style of many of the structures, the ornate Main Building (with a golden dome) and the Basilica of the Sacred Heart and the statuary and masonry carvings that abound on campus have always been a source of delight to students and tourists alike.

Residentiality. Over the years no single nonacademic characteristic of Notre Dame has made a greater impression on students than the University's residential tradition. It is a tradition as old as the University itself. Father Sorin established at Notre Dame the sort of residential ambience he had known at French universities. Nineteenth-century students slept, ate and attended classes en masse in wings of the Main Building. The regimen was strict: a prefect roused students at 6 a.m., supervised their prayer, meals, study and recreation and returned them to bed 16 hours later.

Times have changed, as well as the discipline, but not the importance of residentiality in student life. According to a committee focusing on University priorities, "Next to its academic mission and Catholic character, residentiality is the least dispensable of Notre Dame's hallmarks."
STUDENT LIFE

Each of Notre Dame’s 27 undergraduate residence halls has an atmosphere and character of its own. Each has its traditions and generates a feeling of loyalty and camaraderie among its inhabitants. The halls are staffed by rectors, assistant rectors and resident assistants who endeavor to challenge, facilitate and support students in integrating the meaning and practice of Christianity today through the development of a community that is humanizing, worshiping and service-oriented. Consequently, the residence halls form the base of many spiritual, athletic, social and volunteer service activities. Spirited rivalries between residence halls in various sporting and social events are common. Life in the residence halls provides the context for many relationships among students; social fraternities and sororities are thus considered unnecessary.

First-year students are required to live on campus, and the vast majority of upperclass students find it worthwhile to do the same when space is available. More than 80 percent of undergraduates live on campus. At the same time, a variety of off-campus housing is available in the South Bend area.

Spiritual Life. Notre Dame stands for the belief that all who teach, work and study at the University should discover, reinforce and strengthen their convictions, values and traditions. A mature religious or spiritual life is integral to full human development. This can be hidden, stifled or allowed to stagnate; but it can also be challenged and encouraged to grow. In residence hall life and classroom, in liturgy and celebration, in volunteer work and athletic competition, Notre Dame people strive for a wholeness in their lives, even a holiness, as they discover who they are in these multiple arenas.

The Office of Campus Ministry provides a series of retreats, catechetical instruction for those who wish to discover the Catholic Church or find deeper understanding of religious matters, a program of preparation for marriage, and counseling in matters of personal conscience formation. Mass is celebrated daily in the Basilica of the Sacred Heart and in many of the residence hall chapels. There are frequent prayer services of many forms throughout the year, including ecumenical prayer services sponsored by Campus Ministry. Students who are not Catholic are always welcome at any of the various activities sponsored by Campus Ministry. Congregations of many faiths in South Bend also welcome students in their worship.

Clubs and Organizations. Notre Dame has a wealth of clubs and organizations for interested students. Interests and commitments vary widely and are reflected in the number and scope of groups.

Some clubs have an academic orientation, ranging from campus branches of national organizations, such as the American Institute of Architects, to strictly local clubs, such as the Chemistry and Finance clubs.

Other groups relate to ethnic and special-interest groups. These clubs include the Asian American Association, the Black Cultural Arts Council, the Chinese Students Association and the Native American Students Association, to name a few.

Students who enjoy music may choose from a wide selection of choirs, bands and ensembles. Students may audition for the renowned Notre Dame Glee Club, the Liturgical Choir, the Notre Dame Choral, the Notre Dame Folk Choir, the Notre Dame Women’s Choir. The famous Notre Dame Marching Band, the nation’s oldest university marching band, is one of many choices available for musicians. Another is the concert band, which travels to a different part of the United States each spring, representing Notre Dame in concert. Other specialty groups include a jazz band and orchestra.

Center for Social Concerns (CSC). The Center for Social Concerns provides a wide variety of service and social action opportunities, programs, seminars and courses.

I. Students may choose from multiple opportunities that serve the needs of others on campus, in South Bend, in the nation and abroad.

A. Some 40 service groups provide one-to-one or small-group relationships. Some of these groups are Big Brothers/Big Sisters, Women’s Care Center and Logan Center. There are also service activities available that are coordinated directly through the halls and other campus organizations.

B. Social action groups sponsor workshops, projects and retreats that mobilize students to face issues of injustice. Amnesty International and World Hunger Coalition are two such groups.

II. The Center seeks to undergird all service and social action with an academic foundation. Contemporary ethical and moral issues are studied from a variety of perspectives, especially that of the Catholic Church’s social teaching concerning justice and peace.

A. Academic credit is available for the following experiential and service learning seminars. (This is a partial list. See Theology section for a complete list of one and three credit opportunities.)

Primarily developed and coordinated by Center staff, the seminars are offered through the Department of Theology and crosslisted with other departments. (See the appropriate college section for the maximum number of credit hours allowed.)

Note: Three credits are available for each of the following courses.

THEO 359A: Summer Service Learning Internship: ACCION
A pioneer in micro-lending, ACCION is a non-profit organization with a 37-year history of reducing poverty and creating employment in the Americas. ACCION is dedicated to providing financial services to the smallest of small business people, and, in turn, families, through providing loans. Twelve-week Internships will offer students exposure and experience in areas such as community outreach and marketing, fundraising and public relations, management and information systems, loan processing and monitoring, micro-lending and economic development.

THEO 359B: Summer Service Learning Internship: African American Leadership Intern Program
The overall goal of the eight week summer internship is to collaborate with the community of St. Agatha, the ND Alumni Club of Chicago, the Black Alumni Association of ND-Chicago, Multicultural Student Programs and Services and the CSC in the following service-learning opportunities: contribute to specific summer programs of St. Agatha’s Parish as determined by the staff; learn about African American Urban Ministry, develop leadership skills, explore the potential for relationships of partnering with
Alumni in Chicago and suburbs, and participate in the follow-up related to all Summer Service Project students, including a four-hour-a-week student assistant work with the CSC.

THEO 359C: Summer Service Learning Internship: Hispanic Leadership Intern Program
This internship is designed to immerse students in Hispanic communities where they respond to specific areas of need through various programs, such as St. Pius V parish and the Alivio Medical Clinic, both in Chicago, La Casa de Amistad here in South Bend, and the Barrio Station and Our Lady of Angels Parish in San Diego. Leadership is emphasized. Student interns will live in a Hispanic community for 10 weeks. See Summer Service Project description (THEO 360) for academic requirements.

THEO 359D: Summer Service Learning Internship: Worker Justice
The result of a collaborative project between the National Interfaith Committee for Worker Justice and several Catholic Colleges and Universities, this ten-week internship begins in Chicago for an intense week of training and orientation with a wide array of social justice professionals and theologians. Delegation of interns will then travel to local interfaith committees around the country for eight weeks, before returning back to Chicago for reflection and exploration of next steps. Within these contexts, undergraduates have the opportunity to learn and increase their ability to apply the principles and foundations of Catholic Social Teaching to a wide range of vocational and social arenas, and to work with local interfaith committees on issues facing workers and develop coalition building, organizing, advocacy, public policy and communication skills. Academic requirements are similar to those associated with THEO 360.

THEO 360: Summer Service Learning: Confronting Social Issues
This service-learning course takes place before, during, and after student participation in the eight-week Summer Service Projects sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through readings, journals, discussion and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, a reflection paper of six to eight pages and responses to a set of study questions related to the reading packet. The course is completed during the first seven weeks of the fall semester.

THEO 360A: Summer Service Learning: Confronting Social Issues (Directed Studies)
Inquire at the Center for Social Concerns for more information.

THEO 360B: Summer Service Learning: International
This internship seeks to provide international service-learning experiences in social concerns inspired by Gospel values and Catholic social teachings through challenging students who have domestic service-learning experiences to encounter international realities and to provide them the opportunity to work with and learn from the poor and marginalized in international settings; providing students the opportunity to work with persons and grassroots groups working to address the needs of the poor and to learn from those who raise questions and share insights about the social, political, economic, religious and cultural forces operative in the international setting. Academic requirements bear similarity to THEO 360, including follow-up presentations, a pre and post retreat weekend and assisting in the future recruiting of next year’s interns, and evaluation/development of the ISSLP site and program.

THEO 360C: Summer Service Learning: National Youth Sports Program
Notre Dame, in past summers, has been the recipient of an NCAA grant that generously provides for a five-week enrichment and athletic program for economically disadvantaged kids, ages 10 to 16. For the duration of this formation program, computer instruction, math and science assistance, drug and alcohol education, and other classes beneficial to at-risk youth will be held.

Each Youth Coordinator will be responsible for leading a group of participants through these activities. Assignments are identical to those listed in the THEO 360 (Summer Service Project) description.

Note: One credit is available for each of the following seminars.

THEO 358/PSY 310A: Social Concerns Seminar: Children and Poverty
The goal of this service-learning experience is to expose participants to issues related to children living in poverty, such as education, early intervention, resiliency, violence, and foster care. Students will begin their exploration during orientation sessions, which will examine the current state of children in poverty and present insights from educators and children’s advocates. During a week in New York City, students will learn from individuals and community-based organizations. Visits with both children and program administrators will enable participants to experience first-hand the realities of growing up in poverty. Following the week-long immersion, facilitated discussions will occur.
THEO 361: Social Concerns Seminar: Appalachia
This seminar introduces students to the culture and social issues of the Appalachian region through service learning. The course provides the opportunity for active participation in the community and direct relationship with the Appalachian people. During the week of service in Appalachia, students learn from individuals and community-based organizations focusing on issues of health, education, environment and/or basic living conditions.

THEO 362/SOC 363/IPS 362: Social Concerns Seminar: Cultural Diversity
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. During break, students participate at selected sites in a five-day program that provides an orientation to culturally diverse communities and allows students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

This course centers on a trip to Washington, D.C., over fall break, during which time students analyze a significant social issue through contact with various agencies, government offices and church organizations. Students examine issues through dialogue and written reflection. Themes (e.g. Educational Reform, Violence in America) vary each year.

THEO 365C: Social Concerns Seminar: The Church and Social Action
This course centers around a 48-hour immersion (colloquially known as the “Urban Plunge”) in an urban setting during the Christmas break, prior to return to campus. This course includes a preparation workshop in the fall semester, readings, a reflection paper, and follow-up.

THEO 366: Social Concerns Seminar: Mexico Service Learning
This seminar involves two weeks of service learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through intercultural exchange, shared work experience and faith reflection. Students examine the social, cultural and international forces operative in the region through discussion, relevant readings and written reflection.

THEO 367: Social Concerns Seminar: Advanced Studies
Directed studies. Inquire at the Center for Social Concerns (CSC) for more information.

THEO 368A: Social Concerns Seminar: Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame through engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, providing students the opportunity to integrate their experiences with the insights of speakers and the authors of course readings in written and oral expression, and evaluating with the students what could be the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 369/IPS 369: Social Concerns Seminar: Leadership Issues
This seminar will examine leadership issues from a multidisciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. This course will provide students with an opportunity to examine and develop their personal leadership styles and potentials through a variety of experientially based learning opportunities.

THEO 369A: Social Concerns Seminar: Learning and Leadership (For Student Seminar Coordinators)
Inquire at the CSC for information on this new opportunity.

THEO 371/IPS 371: Social Concerns Seminar: International Issues
Directed studies. Inquire at the CSC for more information.

THEO 372: Social Concerns Seminar: Field Education
Directed studies. Inquire at the CSC for more information.

B. Courses in justice and peace are offered by center faculty in various disciplines, such as Theology and Social Ministry, Power and Change in America and Children and Poverty.

C. The Center’s Senior Transition Programs offer students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates (HCA) and numerous other national and international possibilities.

There are several facilities at the Center available for use. The Coffee House provides an informal atmosphere for students, faculty, staff and alumni to discuss issues and programs. The Resource Room furnishes visual accounts of the Center’s programs and provides information on a variety of social concerns involvements. There are specific materials related to postgraduate service opportunities. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality with social concerns.

THEO 369/IIPS 369: Social Concerns Seminar:Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame through engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, providing students the opportunity to integrate their experiences with the insights of speakers and the authors of course readings in written and oral expression, and evaluating with the students what could be the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 369A: Social Concerns Seminar: Learning and Leadership (For Student Seminar Coordinators)
Inquire at the CSC for information on this new opportunity.

THEO 371/IPS 371: Social Concerns Seminar: International Issues
Directed studies. Inquire at the CSC for more information.

THEO 372: Social Concerns Seminar: Field Education
Directed studies. Inquire at the CSC for more information.

B. Courses in justice and peace are offered by center faculty in various disciplines, such as Theology and Social Ministry, Power and Change in America and Children and Poverty.

C. The Center’s Senior Transition Programs offer students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates (HCA) and numerous other national and international possibilities.

There are several facilities at the Center available for use. The Coffee House provides an informal atmosphere for students, faculty, staff and alumni to discuss issues and programs. The Resource Room furnishes visual accounts of the Center’s programs and provides information on a variety of social concerns involvements. There are specific materials related to postgraduate service opportunities. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality with social concerns.

THEO 369/IIPS 369: Social Concerns Seminar:Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame through engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, providing students the opportunity to integrate their experiences with the insights of speakers and the authors of course readings in written and oral expression, and evaluating with the students what could be the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 369A: Social Concerns Seminar: Learning and Leadership (For Student Seminar Coordinators)
Inquire at the CSC for information on this new opportunity.

THEO 371/IPS 371: Social Concerns Seminar: International Issues
Directed studies. Inquire at the CSC for more information.

THEO 372: Social Concerns Seminar: Field Education
Directed studies. Inquire at the CSC for more information.

B. Courses in justice and peace are offered by center faculty in various disciplines, such as Theology and Social Ministry, Power and Change in America and Children and Poverty.

C. The Center’s Senior Transition Programs offer students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates (HCA) and numerous other national and international possibilities.

There are several facilities at the Center available for use. The Coffee House provides an informal atmosphere for students, faculty, staff and alumni to discuss issues and programs. The Resource Room furnishes visual accounts of the Center’s programs and provides information on a variety of social concerns involvements. There are specific materials related to postgraduate service opportunities. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality with social concerns.

THEO 369/IIPS 369: Social Concerns Seminar:Discernment
This seminar focuses on senior students open to discerning and envisioning the integration of faith/theology and social concerns into their lives beyond Notre Dame through engaging students in a process that builds on their previous connections with the CSC and points them toward integrating social concerns into their lives beyond ND, providing students the opportunity to integrate their experiences with the insights of speakers and the authors of course readings in written and oral expression, and evaluating with the students what could be the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 369A: Social Concerns Seminar: Learning and Leadership (For Student Seminar Coordinators)
Inquire at the CSC for information on this new opportunity.

THEO 371/IPS 371: Social Concerns Seminar: International Issues
Directed studies. Inquire at the CSC for more information.

THEO 372: Social Concerns Seminar: Field Education
Directed studies. Inquire at the CSC for more information.

B. Courses in justice and peace are offered by center faculty in various disciplines, such as Theology and Social Ministry, Power and Change in America and Children and Poverty.

C. The Center’s Senior Transition Programs offer students discernment and information sessions regarding postgraduate service opportunities such as Holy Cross Associates (HCA) and numerous other national and international possibilities.

There are several facilities at the Center available for use. The Coffee House provides an informal atmosphere for students, faculty, staff and alumni to discuss issues and programs. The Resource Room furnishes visual accounts of the Center’s programs and provides information on a variety of social concerns involvements. There are specific materials related to postgraduate service opportunities. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality with social concerns.
The University is committed to a well-rounded program for both men and women. The Fighting Irish athletic tradition, renowned throughout the United States, encompasses much more than football and basketball. Notre Dame boasts national contenders in many Olympic sports, including women’s soccer, baseball, and men’s fencing, all of which ranked number one in the country at some point during the 2000-01 season, and women’s basketball, winner of the 2001 national championship.

The women’s intercollegiate athletic program, which has grown tremendously over the last 15 years, now includes 13 varsity sports. (There are also 13 men’s sports.) Notre Dame women athletes compete in basketball, tennis, fencing, lacrosse, swimming, volleyball, softball, golf, indoor track, outdoor track, cross country, soccer and rowing.

The greatest influence on the Student Union is the unique blend of elements that gives the Notre Dame community its identity, has, over a period of years, shaped the character of the Student Union.

Student Union. The Student Union is the system of residence halls, which not only provides students with a place to live but also serves as the principal center for social interaction on campus. Each hall has its own government, consisting of a hall president, vice president, cabinet, and judicial board, which works in cooperation with the hall staff to develop the best possible environment for its residents. As the basic unit of student government, the halls and their needs significantly shape the campuswide Student Union.
The University reserves the right to notify a student that she or he may not return for the following semester or to suspend or dismiss a student who has committed a serious transgression of the University rules and regulations. The University also reserves the right to deny the privilege of enrollment to any student whose conduct or attitude is believed to be detrimental to the welfare of the institution.

The Spirit of Inclusion at Notre Dame.

"Strangers and foreigners no longer..." (Ephesians 2:19)
The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality and warmth in which none are strangers and all may flourish.

One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God—the gentle as well as the Jew, women as well as men, the poor as well as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God. The individual and collective experiences of Christians have also provided strong warrants for the inclusion of all persons of good will in their communal living. Christians have found their life together enriched by the different qualities of their many members, and they have sought to increase this richness by welcoming others who bring additional gifts, talents and backgrounds to the community.

The spirit of inclusion at Notre Dame flows from our character as a community of scholarship, teaching, learning and service founded upon Jesus Christ. As the Word through whom all things were made, Christ is the source of the order of all creation and of the moral law which is written in our hearts. As the incarnate Word, Christ taught the law of love of God and sent the Holy Spirit that we might live lives of love and receive the gift of eternal life. For Notre Dame, Christ is the law by which all other laws are to be judged. As a Catholic institution of higher learning, in the governance of our common life we look to the teaching of Christ, which is proclaimed in Sacred Scripture and tradition, authoritatively interpreted by church teaching, articulated in normative understandings of the human person, and continuously deepened by the wisdom born of inquiry and experience. The rich heritage of the Catholic faith informs and transforms our search for truth and our understanding of contemporary challenges in higher education.

This statement was adopted by the officers of the University on August 27, 1997.

Saint Mary's College. Because of the proximity and rich tradition common to Notre Dame and Saint Mary's, the two institutions share many activities in the area of academics as well as social events, student organizations and community service projects. The two institutions maintain a cooperative program permitting a limited number of courses to be taken at the neighboring institution. Because of the extensive cooperation between the two, the campuses are aptly referred to as the "Notre Dame-Saint Mary's community."
The Mendoza College of Business offers the degree of bachelor of business administration with majors in:
- Accountancy
- Finance
- Management
- Management Information Systems
- Marketing

The College of Engineering offers curricula leading to degrees of:
- B.S. in Aerospace Engineering
- B.S. in Chemical Engineering
- B.S. in Civil Engineering
- B.S. in Computer Engineering
- B.S. in Computer Science
- B.S. in Electrical Engineering
- B.S. in Environmental Geosciences
- B.S. in Mechanical Engineering

The College of Science offers the degree of bachelor of science majoring in:
- Biochemistry
- Biological Sciences
- Chemistry
- Chemistry/Business
- Chemistry/Computing
- Environmental Sciences
- Mathematics
- Physics
- Physics/Computing
- Physics/Education
- Physics in Medicine
- Preprofessional Studies
- Science-Business
- Science-Computing
- Science-Education

The School of Architecture offers the degree of bachelor of architecture (five-year program).

African and African American Studies, Gender Studies, and Computer Applications may be taken only as supplementary majors. Students may take supplemental majors/minors in departments of other colleges, but their dean may specify certain modifications in their major program. Undergraduates may obtain bachelor degrees in combination programs with other colleges in integrated five-year programs.

The course and program requirements for degrees are determined by the various colleges and schools.

These colleges are independent of one another and provide academic instruction within the various programs and departments. The dean of each college has authority, along with the college council, to determine minimum admission standards, requirements for a major and a degree from the program and dismissal from the college and University.

The student who wishes to transfer from one college to another college within the University must have the approval of the deans of both colleges. The accepting dean has discretion about which credits are acceptable toward the degree in the new college.

Dual Degree. Programs leading to dual degrees (two undergraduate degrees, such as a bachelor of arts and a bachelor of business administration) are distinct from programs in which a student receives one degree with two majors (such as a bachelor of business administration with a major in finance and a major in government). Dual degree programs require the permission of the deans of both colleges. There are additional requirements, which usually result in the need for a fifth year. (154-credit-hour minimum, total number depending on program.)

Academic Governance. The major source of academic governance within the University is the Academic Council, made up of administrators, faculty and students from each of the four colleges and chaired by University President Rev. Edward A. Malloy, C.S.C. All major decisions concerning academic policy and scheduling throughout the University are made by this board.

Advising. Once students have chosen a college, they should contact the Office for Undergraduate Studies of the appropriate college and speak with one of the advisors: Architecture — 110 Bond Hall; Arts and Letters — 101 O’Shaughnessy Hall; Business — 101 Mendoza College of Business; Engineering — 257D Engineering Building; Science — 229 Nieuwland Science. After a major has been declared, students are assigned a departmental advisor as well.

Pre-Law Advising. For those students whose career plans include law school, there is a pre-law society with special counseling from Arts and Letters Assistant Dean Ava Preacher in 101 O’Shaughnessy Hall.

The Summer Session. Summer courses are offered by the regular University faculty to students at all levels — undergraduate, graduate, professional and special.

In addition to meeting the needs of the academic-year students who are continuing work on their degrees, the summer session also serves teachers, industry personnel and professional and career groups. These graduate students are provided an opportunity to work on advanced degrees, fulfill certification requirements, improve their professional position or take enrichment courses. The summer session embraces not only the traditional seven-week period of course work but also a series of one- to two-week minicourses and workshops.
Degree Requirements

Application must be made to the registrar for a degree.

The receipt of a baccalaureate degree from the University requires the satisfactory completion of the curriculum. This includes:

**University Requirements Courses**

- Composition 1
- Mathematics 2
- Natural Science 2
- *History* 1
- *Social Science* 1
- *Theology* 1
- *Philosophy* 2
- *Fine Arts or Literature* 1
- *Physical Education* 2

* One of these requirements must be a University Seminar 180.
† This requirement can also be fulfilled through first-year enrollment in ROTC.

(a) In addition to these University requirements, each college has its own requirements that must be completed.

(b) First-year students are required to complete a University Seminar; Composition; two semester courses in mathematics; two semester courses in natural science; one semester course chosen from: history, social science, philosophy, theology, fine arts; and two semester courses in physical education or in ROTC. Foreign language is not a University requirement, but it is required in the programs of the College of Arts and Letters, the College of Science and the School of Architecture. (The University seminar will satisfy the relevant requirement in fine arts, literature, history, social science, philosophy or theology.)

(c) Satisfactory work in a major or a concentration program of study.

(d) A minimum cumulative average of 2.000.

(e) A minimum of 60 credit hours at the University.

(f) The last year in residence.

**Composition.** The aim of First-Year Composition is to help students learn how to craft an argument based on different sources of information. This entails teaching students a general set of reasoning strategies that they can use to persuade an audience. A course in argument is essentially a course in rhetoric: rhetoric provides a way to think about writing and speaking as part of conversation, a conversation that aims to bring about both understanding and, perhaps, agreement.

**University Seminars.** University seminars are designed to foster interaction between first-year students and faculty in small settings. These courses, designated by the “180” number, are offered by every department (except CAPP) within the College of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts and social science and the first course of the philosophy or theology requirement. These seminars will include a significant writing component and require a minimum of 24 pages with at least one rewrite of a corrected paper. Each first-year student will be required to complete one University Seminar.

**Mathematics.** The University requirement of two mathematics courses can be met in one of two fashions. Most students in the College of Arts and Letters will take two mathematics courses of non-duplicating content chosen from a list of courses with numbers starting with 104. Students majoring in the Arts and Letters Preprofessional Program or Mathematics, or in other colleges or the School of Architecture, will fulfill the requirement through the appropriate calculus sequence.

For students in the Mendoza College of Business, the general calculus sequence is MATH 105-108. Also acceptable are the calculus sequences required of students in the College of Engineering or the College of Science. Students in the School of Architecture take MATH 105-110. Also acceptable are the calculus sequences MATH 105-108, or the calculus sequences required of students in the College of Engineering or the College of Science. Students majoring in the College of Science will fulfill their University mathematics requirement through one of the following calculus sequences: MATH 119-120, MATH 125-126, MATH 165-166, or MATH 195-196. The sequences MATH 119-120 and MATH 195-196 are acceptable for students in certain programs emphasizing the life sciences such as biological sciences or the preprofessional programs in either the College of Science or the College of Arts and Letters. For students in the College of Engineering, the mathematics requirement is fulfilled through the calculus sequence MATH 125-126 or MATH 165-166.

Non-preprofessional students in the College of Arts and Letters may fulfill their mathematics requirement by taking any of the calculus sequences required of students in other colleges or the School of Architecture. Additionally, there are other mathematics courses specially designed for students in this college. These include Finite Mathematics (MATH 104) or Principles of Finite Mathematics (MATH 107), Survey of Calculus II in Basic Sciences (MATH 110), and options courses chosen from the grouping MATH 111 through 118. (Note: The course MATH 103 fulfills only University natural science requirements and not University mathematics requirements.)

For details concerning the proper selection of a mathematics sequence for a given major, see later in this Bulletin.

**Natural Science.** The University requirement of two natural science courses can be met in one of two fashions. Students majoring within either the College of Science or the College of Engineering will complete this requirement in their first year with a “flagship” introductory sequence such as BIOS 155-156, CHEM 117-118, or PHYS 131-132. Students majoring within the College of Arts and Letters or the Mendoza College of Business either may follow the above pattern and study one science in depth or alternatively may choose two from the group of specially designed survey courses offered by the departments of biological sciences, chemistry and biochemistry, mathematics and physics. Among the offerings, students find courses emphasizing the environment from various perspectives (BIOS 107, CHEM 102, PHYS 104); courses surveying chemistry, mathematics or physics from the conceptual and elementary level (CHEM 101-102, MATH 103, PHYS 101-102, PHYS 115-116); and a wide variety of courses on specialized topics of general interest in science, including BIOS 101 through 116, CHEM 104, PHYS 110 or 210, PHYS 171, PHYS 174, PHYS 176, SCPP 101 and SCPP 102.

Students are warned that it is possible to lose degree credit because of overlapping content between “flagship” courses and survey courses. See page 302 of this Bulletin.

**History.** The study of history incorporates the essential elements of liberal learning — namely, acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills. It reflects concern for human values and appreciation of various contexts and traditions. It provides a perspective essential to understanding contemporary issues.

History courses examine various aspects of the religious, political, economic, social and cultural developments of the principal European and Asian nations and of the United States and Latin America.

The University requires that each student take one history course. The requirement may be satisfied by an appropriate University Seminar 180.

**Social Sciences.** Social sciences, through the development of theoretical perspectives and systematic methodologies, aim at describing and understanding the human condition today. Comparing and contrasting other societies and modes of social organization with our own demonstrates the complexities of our time and place.

Through social science courses, the student achieves an understanding of the individual in social relationships. Principles in each course are illustrated from the data of contemporary society. Human relationships are described and analyzed in the cultural, familial, communal, economic and political orders. The study of the social sciences also involves insights into motives, attitudes and values. The student learns the methods and techniques of the social sciences.
DEGREE REQUIREMENTS  Grading System

The social science requirement can be satisfied by any three-hour course in the departments of anthropology, economics, government and international studies, psychology and sociology.

The University requires that each student take one social science course. This requirement may be satisfied by an appropriate University Seminar 180.

**Theology.** Theology is required of all students because the University strongly believes that every student should reflect upon the questions of a human being’s relation to God in a manner that is consistent with University-level discourse.

The University requires that all students take two courses (six credit hours) in theology. The first course, Foundations of Theology: Biblical and Historical (THEO 100, 180, or 200), is an academic introduction to the college-level study of Scripture and, through discussions of the early church, a critical understanding of the foundations of Christian doctrine.

The second course is normally chosen from courses numbered 202-299. This course builds on an intelligent grasp of tradition to show how theological doctrines developed, especially in the Catholic tradition. This understanding helps students come to a more mature comprehension of their faith and appreciate the intellectual history of Catholicism.

Students with adequate background may petition to substitute a course from the 300 or 400 levels to satisfy the second requirement.

**Philosophy.** Philosophy is perhaps the only general college discipline not formally encountered in high school or elementary school. Together with theology, it offers an opportunity for students to address, in a systematic and intellectually rigorous way, ultimate questions about the nature of the human person and the meaning of human life in both its individual and communal dimensions, about the origins and destiny of the universe, and about the nature of understanding and of rational inquiry. In this way, philosophy helps students to reflect carefully about the most basic issues involved in the orientation of their lives.

All students are required to take at least two courses in philosophy. The first course (PHIL 101, 180 or 201) is meant to introduce the student to central philosophical problems and some of the most important figures in the history of philosophy. The second course gives the student the opportunity to explore in greater detail more specific issues in philosophical anthropology (PHIL 205-239), moral and political theory (PHIL 240-259) or philosophical theology (PHIL 260-279). In special cases, the second course may, with the approval of the director of undergraduate studies in philosophy, be taken at a higher level. (Note that Informal Logic [PHIL 203], Critical Reasoning [PHIL 204] and Formal Logic [PHIL 313] do not fulfill the University requirement.)

Students normally are expected to take both of the required philosophy courses at Notre Dame. Those who wish to transfer philosophy credits from another college or university must receive the permission of the director of undergraduate studies in philosophy.

**Fine Arts or Literature.** The University requires one course in fine arts or literature. Students who have first majors in the College of Arts and Letters are required to take one course each in fine arts and literature.

**Fine Arts.** Liberal education involves not only the development of skills of analysis and expression but also the acquisition of sensitivities to the nuances of aesthetic value. Fine arts is broadly conceived. Courses in painting, sculpture, art history, music appreciation and history, creative writing, screen arts, filmmaking and theatre are among the available offerings. This requirement also may be satisfied by an appropriate University Seminar 180.

**Literature.** The literature courses aim at cultivating in the student habits of precision and accuracy as well as an interest in, a respect for and a reasonable control of the English language. There is precision of thought and word in Shakespeare and Yeats that is different from, but no less precise than, Newton and Euclid. In works of literary art these uses of language evoke and sustain a created world in which individuals find satisfaction and fulfillment of their sense of beauty and truth. Most college students can enrich their whole lives by acquiring discriminating judgment in the selection and personal appraisal of what they read and view. The courses in literature, by systematic and extensive practice in the reading of works of various kinds, will help the student become a judicious reader of literary form.

Appropriate courses from the departments of English, classics, East Asian languages and literatures, Romance languages and literatures, German and Russian languages and literatures, and, occasionally, American studies satisfy this requirement. The requirement may also be satisfied by an appropriate University Seminar 180.

**Graduation Rate**

Of the students entering a full-time, first-year, bachelor degree-seeking program in the fall of 1994, 94 percent graduated within six years. (Note: The graduation rate for students entering in the fall of 1995 will be available in the Office of Institutional Research in August 2001.)

The complete IPEDS Graduation Rate Survey may be found in the Office of Institutional Research.

---

**Grading System**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Value</th>
<th>Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>Zero point value for graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Lowest passing grade for undergraduate students; zero point value for graduate students.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure.</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>Given with the approval of the student’s dean in extenuating circumstances beyond the control of the student. It reverts to “F” if not changed within 30 days after the beginning of the next semester in which the student is enrolled.</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete (reserved for advanced students in advanced studies courses only). It is a temporary and unacceptable grade indicating a failure to complete work in a course. The coursework must be completed and the “I” changed prior to the beginning of the final examination period of the next semester in which the student is enrolled; otherwise, the “I” grade remains on the transcript and is computed as equivalent to an “F” in calculating averages. Pass in a course taken on a Pass-Fail basis. Each junior or senior undergraduate may file with the registrar during the first seven class days of the semester the decision to take one elective course, outside the student’s major department and not required by the student’s program, per semester on a Pass-Fail basis. Such a filing is irrevocable and will result in conversion of the registrar of the</td>
</tr>
</tbody>
</table>
instructor’s final grade report into an entry of F ("pass") or F ("fail") on the student’s record. The instructor will not be informed that the student has elected the pass-fail grading option. The registrar will interpret the final grades of “A,” through “D” as “pass,” which is not computed into the grade point average. If a final grade of “F” is issued, it will be computed into the student’s grade point average.

Grades assigned by the registrar, i.e., not to be given by the faculty:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Discontinued with permission. To secure a “W” the student must have the authorization of the dean.</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported. Final grade(s) not reported by the instructor because of extenuating circumstances.</td>
</tr>
<tr>
<td>F*</td>
<td>No final grade reported for an individual student.</td>
</tr>
</tbody>
</table>

Grades that may be given but are not included in the computation of the average are as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies, workshops; field education and skill courses).</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory work (courses without semester credit hours, as well as research courses, departmental seminars or colloquia or directed studies; workshops; field education and skill courses).</td>
</tr>
<tr>
<td>V</td>
<td>Auditor (graduate students only).</td>
</tr>
</tbody>
</table>

Honors at Graduation. In the undergraduate colleges, degrees will be granted with honors if the student has a 3.400 cumulative average; a 3.600 cumulative average is required for graduation with high honors; and a 3.800 cumulative average is required for graduation with highest honors.

Note: Beginning with the class that enters in the fall of 2001, the following honors-at-graduation regulations will apply:

- In the undergraduate colleges or schools, degrees will be granted with highest honors (summa cum laude) if the student’s grade-point average ranks among the top 5.000 percent of those students graduating from the student’s college or school; for students whose grade-point average ranks among the top 10.000 percent of the student’s college or school, degrees will be granted with high honors (magna cum laude); for students whose grade-point average ranks among the top 30.000 percent of the student’s college or school, degrees will be granted with honors (cum laude). Students who meet the requirements of more than one category of honors will be awarded only the highest honor for which they qualify.

Accreditation and Academic Association.

The University of Notre Dame is a member of the North Central Association of Colleges and Secondary Schools, the National Catholic Education Association, the Association of American Colleges, the American Council on Education, the National Commission on Accrediting (not an accrediting agency), the Council of Graduate Schools in the United States, and the Midwest Conference on Graduate Study and Research, and it is fully accredited by the Indiana State Board of Education. The University is also a member of the Indiana Conference of Higher Education, the International Association of Universities, the Catholicarum Universitatum Foederatio (Federation of Catholic Universities) and the Institute of International Education.

Academic Code of Honor

The University of Notre Dame is a community of students, faculty and administrators who come together to learn, work and grow in moral character. Central to the concept of community is a belief in the importance of honorable behavior for oneself and for the community as a whole. The Academic Code of Honor fosters this dual sense of honorable behavior.

The Academic Code of Honor represents a valuable educational tool for exercising the power of community and for expressing the Christian values of the University. By setting high standards of conduct for the members of the Notre Dame community, the Academic Code of Honor formally recognizes the ability of students to take responsibility for their ethical behavior. The Academic Code of Honor commits all students to perform academic work honestly. It commits a student to take action when academic dishonesty occurs. It commits faculty to strive to engender an atmosphere of trust in the classroom and to share responsibility. The Academic Code of Honor advocates responsibility, an integral part of the moral growth that Notre Dame espouses.

A handbook provides an outline of procedures under the Academic Code of Honor and a summary of the thinking that has gone into the establishment of the code at the University of Notre Dame. To obtain a copy of the handbook, write or call: Office of the Provost, 300 Main Building, Notre Dame, IN 46556, (219) 631-8261.
Academic Resources

Faculty. In 2000-01, Notre Dame’s regular teaching and research faculty numbered 736 full-time and 355 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows, numbered 372 full-time and 75 part-time. Ninety-eight percent of the full-time instructional faculty have terminal degrees; 92 percent of them have doctorates. Ninety-eight percent of the full-time instructional faculty are lay persons.

University Libraries. The University library system consists of 10 libraries, which house most of the books, journals, manuscripts and other nonbook library materials available on the campus. Currently, the collections contain nearly 3 million volumes, more than 3 million microform units, more than 3,000 electronic titles and more than 18,000 audiovisual items to support the teaching and research programs. In the past year, the libraries added more than 62,563 volumes and received about 23,000 serial titles.

The Theodore M. Hesburgh Library, a 14-story structure, serves as the main library, and its collections are of primary interest to the students and faculty of the College of Arts and Letters and the College of Business Administration. The tower also contains the University Archives; the Medieval Institute Library, with the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, and the Anastos Byzantine Collection; the Mary K. Davis Drawings Collection; and the Jacques Maritain Center.

The Engineering Library, located on the first floor of Cushing Hall of Engineering, has a collection of 43,570 volumes and approximately 25,000 microform units and receives more than 859 paper journals and about 500 e-journals related to engineering. The facility provides database searches as well as bibliographic instruction.

The Architecture Library has a collection of 24,358 volumes and more than 110 currently received journals pertaining to various aspects of architecture.

The Chemistry/Physics Library, located in Room 231 of the Nieuwland Science Hall, maintains a collection of some 46,039 volumes and currently receives more than 399 paper journals and 383 e-journals in all fields of chemistry and physics. It can provide database searches and bibliographic instruction.

The Life Sciences Library, located on the first floor of the Paul V. Galvin Life Sciences Center, houses an estimated 27,000 volumes and receives approximately 602 journals in the fields of biology and microbiology. It offers database searching and bibliographic instruction.

The Mathematics Library, located in Room 200 of the Computing Center and Mathematics Building, has a collection estimated at 527,585 books and microform equivalents of law and law-related material and subscribes to more than 5,800 serial publications.
Institutes, Centers, and Laboratories. The many and diverse institutes, centers and laboratories maintained by the University are an indication of the spectrum of scholarly interest that students are able to join in and profit from.

Institutes, centers and specialized research laboratories at Notre Dame include the Helen Kellogg Institute for International Studies, the Joan B. Kroc Institute for International Peace Studies, the Keough Institute of Irish Studies, the Erasmus Institute, the Nanovic Institute for European Studies, the Medieval Institute and the Radiation Laboratory. Other institutes, centers and similar entities are the Center for Environmental Science and Technology (CEST); the Center for Advanced Scientific Computing; the Center for Astrophysics at Notre Dame University (CANDU); the Center for Applied Mathematics; the Center for Molecularly Engineered Materials; the Center for Civil and Human Rights; the Center for Philosophy of Religion; the Center for Continuing Education; the Center for Nanoscale Science and Engineering; the Center for Philosophy of Religion; the Center for Environmental Science and Technology; the Environmental Research Center (UNDERC); the W.M. Keck Center for Transgene Research; the Walther Cancer Research Center; the Institute for Church Life, which embraces the Center for Pastoral Liturgy and Retreats International; the Institute for Scholarship in the Liberal Arts; the Jacques Maritain Center; the Reilly Center for Science, Technology and Values; the Urban Institute for Community and Educational Initiatives; the Thomas J. White Center for Law and Government; and the William and Katherine Devers Program in Dante Studies.

Other laboratories include: the Hessert Center for Aerospace Research, the Air and Water Quality Analysis Laboratory; the Aquatic Biology Laboratory, the Biofluid Mechanics Laboratory, the Catalysis Laboratory, the Fluid Dynamics Laboratory, the Bernard J. Hank Family Environmental Research Laboratory, the LOBUND Laboratory, the Parasitology Laboratory, the Solid State Material and Devices Laboratory, the Vector Biology Laboratory and the Zebrafish Research Facility. These research centers contain specialized facilities and equipment.

Research. The University receives approximately $50 million in sponsored research and sponsored program funds annually. Active programs of scholarly work occur in discipline-oriented departments in the humanities, fine arts, science, social science, engineering, law and business areas of the University. In addition, University institutes and centers facilitate research across departmental lines.

The Graduate School’s Office of Research is responsible for assisting faculty in various aspects of sponsored program activity and technology transfer. It reviews and transmits all formal proposals, monitors the status of proposals, negotiates contracts and grants, accepts awards for the University on behalf of faculty members, and is responsible for the administrative management of all grants, contracts and cooperative agreements supporting research, training, service and equipment. The Office of Research also provides guidance in seeking external sponsored program support, assistance in proposal and budget preparation, and support in all areas of electronic research administration.

The Office of Research Home Page is designed to assist faculty from all academic units in the identification of funding sources. Current issues related to sponsored program activity as well as proposal preparation are also highlighted.

Inquiries regarding this information should be addressed to the Graduate School, Office of Research, 511 Main Building; www.nd.edu/~research/.

Snite Museum of Art. The museum features collections that place it among the finest university art museums in the nation.

The Mesoamerican collection highlights is the comprehensive, exceptional holdings of Olmec works, the earliest Mexican collection.

The Kress Study Collection has been the foundation for developing Italian Renaissance art, which includes a rare Ghirlandaio altarpiece panel. The Baroque collection highlights works by Bloemaert, Cypel, and van Ruisdael. Selections from the Feddersen Collection of 70 notable Rembrandt van Rijn etchings are exhibited frequently; and the 18th-century collection includes such masters as Boucher, Vige-Lebrun, Reynolds, Conca, and de Mura.

The critically acclaimed John D. Reilly Collection of Old Master to 19th-Century Drawings includes examples by Tintoretto, Tiepolo, Oudry, Fragonard, Ingres, Gericault, Millot, and Degas. The Noah and Muriel Butkin Collection of 19th-Century French Art is the foundation of one of the museum’s major strengths, featuring paintings and drawings by Corot, Boudin, Couture, Courbet, and Gericault.

The Decorative and Design Arts Gallery spans the 18th through 20th centuries and exhibits early porcelains from Sevres and Meissen. Exceptional ceramics, furniture, glass, and silver pieces represent both the Arts and Crafts and Art Nouveau styles of the 19th century in addition to the Art Deco and Bauhaus modern movements. Twentieth-century-designed pieces by Wright, Stickley, and Hoffman are also on view.

The Janos Scholz Collection of 19th-Century European Photography contains some 5,500 images of persons and places taken during the first 40 years of camera use.
Native American art focuses on early 19th-century, Plains Indian-painted war records and costumes; it also features Mimbres- and Anasazi-painted ceramics from the prehistoric Southwest.

The developing American collection has 19th-century landscapes by Durand and Inness and portraits by Eakins, Sargent, and Chase. Among highlights of the West and the Southwest regions are paintings by Higgings, Ufer, Russell, and Remington.

Traditional works of African art such as textiles, masks, and sculptures are in the collection as well.

Twentieth-century styles and movements are seen in paintings by Miro, O’Keeffe, Avery, Glackens, Pearlstein, and Scully. Modern sculptures by Barlach, Zorach, Cornell, Calder, and Rickey complement the paintings and drawings.

Croatian-American sculptor Ivan Mestrovic, who taught at Notre Dame from 1955 until his death in 1962, created many works that remain on campus. Major pieces can be seen in the museum, at the Eck Visitors’ Center, and at the Basilica of the Sacred Heart.

Loan exhibitions from major museums and private collections mounted by the Snite are offered periodically in the O’Shaughnessy Galleries, as is the annual exhibition of student art by candidates for M.F.A. and B.F.A. degrees. Special events and programs include lectures, recitals, films, and symposia held in the 304-seat Annenberg Auditorium and in the galleries.

Academic Regulations. Embodied within the Academic Code are policies and regulations governing the student attainment of academic credit and degrees from the University of Notre Dame. Such regulations have been enacted by the Academic Council of the University, which retains the authority and responsibility for its review and amendment. The administration and interpretation of academic regulations rest with the administrative academic officers of the University, namely, the provost, the deans and the University registrar. The responsibility to abide by the Academic Code resides with the students, faculty and administration, who are accordingly required to know and observe its stipulated regulations. The complete academic code is published in *du Lat*, the University’s guide to student life, as well as the *Faculty Handbook*.
Students seeking admission to Notre Dame’s entering class must choose to have their applications reviewed under one of two procedures.

1. Early Action — If you are an outstanding student with strong junior-year SAT I or ACT scores, you should consider applying for Early Action admission. You must apply by November 1 and have all supporting documents in the Office of Admissions by that date. Early Action applicants will receive a decision letter before Christmas. If admitted under Notre Dame’s Early Action procedures, you are not required to withdraw your other college applications and have until May 1 to confirm your enrollment at Notre Dame. You will receive financial aid consideration under the same procedures as Regular Action applicants. The Committee on Admissions will defer decisions on some Early Action applicants until we can compare their credentials with those of the Regular Action applicants. We will mail a decision to the deferred applicants by early April. If you are denied admission under Early Action, that decision is final, and you may not reapply in Regular Action.

2. Regular Action — Most applicants choose this plan, which requires that you apply by January 9 and have all supporting documents in the Office of Admissions by that date. We will mail decision letters by early April.

   Early Action:
   - Apply by November 1
   - Decision before Christmas
   - Confirm enrollment at Notre Dame by May 1

   Regular Action:
   - Apply by January 9
   - Decision by early April
   - Confirm enrollment at Notre Dame by May 1

Deposits. If admitted, you must confirm your intention to enroll by submitting a $500 advance payment by May 1. This enrollment deposit is not refundable.

Waiting List. Some applicants will be notified that they have been placed on a waiting list and will receive a final decision during the period of mid-May to mid-June. If placed on the waiting list, you should make plans to attend another institution because we cannot predict how many applicants will gain admission from the waiting list in a given year. Students admitted from the waiting list have two weeks to submit a $500 advance payment, confirming their intention to enroll in the first-year class.

The Campus Visit. We welcome visits from prospective applicants. Our staff members meet with groups of students and parents to discuss admissions policies and procedures, the First Year of Studies program, degree programs, student life, financial aid and other topics of interest. Appointments for weekday sessions are available from March through mid-December. Appointments for Saturday morning sessions are available from early September to early May. You should call our office for an appointment at least two weeks in advance of your visit. Campus tours are available when classes are in session and on most weekdays of the summer. If you would like a guided tour, please request tour information when you call for an appointment.

The Office of Admissions is closed on certain holidays and holiday weekends. Be sure to call us for an appointment before you confirm any travel plans. Our telephone number is (219) 631-7505.

The Selection Process

Notre Dame seeks to enroll intelligent, inquisitive, energetic and compassionate students who will bring a diversity of talents and backgrounds to our campus. In selecting the class, the Committee on Admissions evaluates thoroughly each applicant’s personal and academic credentials.

Academic Achievement. In evaluating a student’s academic achievement, the Committee on Admissions considers a student’s curriculum, class rank, concentration of talent in the high school, test scores, teacher evaluation and essays. Most students admitted to Notre Dame have taken the most demanding courses available, rank among the top students in their schools and have done quite well on standardized tests. We could cite the average rank and median test results of our admitted students, but a listing of such numbers is often misinterpreted. Each year, some applicants with high test scores and class rank are not admitted while some students with less impressive numbers are selected for admission based on their other outstanding academic and personal accomplishments.

Personal Qualities. The lifeblood of Notre Dame resides in its people: faculty, staff and students. Each potential student’s application is studied to determine what talents, skills and interests that person might offer Notre Dame’s community. We have a strong interest in people who can make unique contributions and will share their talents with us — talents as musicians, writers, technicians, tutors, athletes, artists, volunteer workers, actors, organizers, thinkers, conversationalists, poets, jugglers or dancers. There is need in each freshman class for a variety of talents and personalities. The listing of activities, written statements and evaluations gives us a view of the person represented by the application. It is important to present talents and intellectual interests on the application form.

The Notre Dame Scholar. Each year the Committee on Admissions designates a select number of the admitted students as Notre Dame Scholars. This recognition is based upon their outstanding academic and extracurricular accomplishments throughout their high school careers. These students appear to exhibit the greatest potential for academic and social contributions within the Notre Dame community and are generally the strongest prospects from an applicant pool of more than 10,000 individuals.

All admitted applicants are considered for the Notre Dame Scholar distinction. Notre Dame Scholars will be notified of the designation in their letter of admission.

A monetary award accompanies this distinction if the student has demonstrated substantial financial need as determined by a careful review of the Financial Aid Profile of the College Scholarship Service and the FAFSA.
During the academic year the Office of Admissions enlists many of the scholars to serve as hospitality hosts to prospective students. Through this program, applicants may tour the campus and spend a night in a residence hall.

**STUDENTS WITH DISABILITIES**

Each year Notre Dame admits a number of academically talented students with various disabilities. Once enrolled here, students with disabilities may use a variety of services intended to reduce the effects that a disability may have on their educational experience. Services do not lower course standards or alter essential degree requirements but instead give students an equal opportunity to demonstrate their academic abilities. Students can initiate a request for services by registering with the Office for Students with Disabilities (OSD) and providing information that documents his or her disability. Individual assistance is provided in selecting the services that will provide access to academic programs and facilities of the University.

OSD provides services to students with mobility, hearing and visual impairments as well as students with learning disabilities. The services that are typically used include alternative formats of textbooks, modifications in the way students take exams, and readers, note takers and academic aides. The University maintains accessible rooms in nine residence halls for students with physical disabilities.

All Notre Dame students must supply the necessary initiative and determination to discover and utilize the available campus resources. Students with disabilities will find that a truly creative ability to solve daily problems may be as important to success as developing alternative skills through academic experience. We invite admitted applicants to demonstrate their academic abilities. Students can initiate a request for services by registering with the Office for Students with Disabilities (OSD) and providing information that documents his or her disability. Individual assistance is provided in selecting the services that will provide access to academic programs and facilities of the University.

OSD provides services to students with mobility, hearing and visual impairments as well as students with learning disabilities. The services that are typically used include alternative formats of textbooks, modifications in the way students take exams, and readers, note takers and academic aides. The University maintains accessible rooms in nine residence halls for students with physical disabilities.

All Notre Dame students must supply the necessary initiative and determination to discover and utilize the available campus resources. Students with disabilities will find that a truly creative ability to solve daily problems may be as important to success as developing alternative skills through academic experience. We invite admitted applicants to visit Notre Dame and become familiar with the facilities here before making a final college choice.

For more information, contact the Office for Students with Disabilities at (219) 631-7157 or (219) 631-7173 (TTY).

**INTERNATIONAL STUDENTS**

Notre Dame welcomes students from around the world. These international students enhance the cultural and intellectual atmosphere of our community.

The admission process for international students who are not Permanent Residents of the United States differs slightly from the process for U.S. citizens. To complete an application, an international student must submit a Certification of Finances. This document is provided with the application and is on our Web site: http://admissions.nd.edu/international/index.cfm. Additionally, as English proficiency is critical to a student’s academic success at the University, students who do not speak fluent English must take the Test of English as a Foreign Language (TOEFL). The Scholastic Aptitude Test (SAT I) or the American College Test (ACT) is also required for admission. Students who have difficulty locating a test center that administers the SAT or ACT should contact the American Embassy or an American school in their area.

International students wishing to apply for our limited need-based financial assistance must complete both the Certification of Finances and a CSS Foreign Student Aid Application. Based upon a review of academic credentials, financial need, and availability of scholarship resources, a student may be considered for financial assistance. Financial aid packages may include student loans, student employment, and University scholarship assistance.

To avoid potential problems with international mail, we urge students living outside the United States to apply online via our Web site, admissions.nd.edu, and to submit all other application materials by courier service.

**TRANSFER ADMISSION**

Some students are admitted to Notre Dame with advanced standing. If you wish to apply for admission as a transfer student, you must have (1) completed at least one academic year at an accredited college or junior college, (2) obtained the equivalent of at least 27 semester hours of transferable credit, and (3) maintained a cumulative “B” average in all courses. (The competition is such that the average GPA for admitted students is significantly higher.) The Office of Admissions will notify you of its decision between December 1 and January 15.

You must submit your transfer application for the fall semester by April 15. The Transfer Admissions Committee will notify you of its decision between June 1 and July 15. The deadline for the spring semester is November 1. The committee will notify you of its decision between December 1 and January 15.

Please contact us to request the appropriate application form if you are interested in applying for transfer admission. Write to:

Office of Undergraduate Admissions
Attention: Transfer Admissions Committee
University of Notre Dame
Notre Dame, IN 46556-5602

Students may apply online via our Web site: http://admissions.nd.edu.
Fees and Expenses

In the undergraduate colleges, the University is essentially a residence school for full-time students. As many students as accommodations will allow are housed in the campus residence halls. First-year students are obliged to live on campus. Permission to live off campus must be obtained from the dean of students. The fees listed below are for the academic year 2001-02 and are subject to change according to factors operating within the economy that affect universities as well as the country as a whole.

**Campus Resident Student.** The basic fee for the academic year 2001-02 ranges from $15,265 to $15,340 per semester. This fee entitles the student to instruction and tuition for the semester; meals in the University dining halls; a room in a residence hall; the use of the general library and the departmental libraries; admission to many lectures, concerts and entertainments in Washington Hall; dispensary service and medical attention in the University Health Services (special diagnostic tests, medication, X-rays and hospitalization are not included); the use of the Rockne Memorial, the Joyce Center, the Rolfs Sports Recreation Center, the athletic fields and the University golf course (there is a nominal fee for the use of the golf course and for the ice rink in the Joyce Center); a copy of each issue of the *Scholastic* (the news magazine of the University) and a copy of the *Dome* (the yearbook of the University) in the second semester (for seniors who have left at the end of the first semester, there will be a charge of $5 to cover the cost of mailing the Dome).

*Rooms are available in 27 residence halls. A security deposit of $50 is required as a room reservation guarantee and for any damages that may be caused by the campus resident student. This deposit is refundable upon graduation or departure from the University after review and approval by the Office of Student Accounts.*

**Off-Campus Student.** The tuition fee for the full-time off-campus student is $12,160 per semester for the academic year 2001-02, which entitles the student to instruction for the semester and those things listed above under the total fee for the campus resident student, with the exception of board and lodging. Dispensary service and medical attention in the University Health Services are available to off-campus students, but medication, diagnostic and other therapeutic facilities are not included in this service. For the off-campus student requiring board and lodging at the University Health Services in time of illness, there is a charge of $50 a day.

**Part-Time Undergraduate Student.** An undergraduate degree-seeking student must be in full-time status each semester. Any undergraduate student who is enrolled in at least 12 credit hours is considered full-time. A student who believes that special circumstances may require him or her to carry fewer than 12 semester hours in any semester (including a senior in his or her last semester) must seek approval to be part-time from his or her respective college. This request and conversion, if approved, will be made before the seventh class day of a fall or spring semester. If permission is granted, the dean will notify the Office of Student Accounts of the change of status and an adjustment to tuition will be made if necessary. No adjustment to tuition will be made without permission of the dean.

The 2001-02 tuition for the part-time student is $1,013 for each semester hour of instruction plus an additional general fee of $1,013, which entitles the student to the use of the general library and department libraries; admission to many lectures, concerts and entertainments in Washington Hall; and the use of the Rockne Memorial, the gymnasiums, the athletic fields (the University golf course, the school publications and admission to athletic contests may be had at extra charge). Fee for auditing is the same as for a full-time student.

**Undergraduate Fees.**

- **Technology Fee:** $50 per semester.
- **Student Activity Fee:** $32.50 per semester.
- **Observer Fee (daily student newspaper):** $6 per semester.

The above fees do not cover the cost of textbooks, stationery, etc., which is estimated at $850 per year for the average undergraduate student.

**Group Sickness or Accident Insurance.** To assist in financing any medical or hospital bills, a group insurance plan is available to students. Notre Dame requires all international students to have health insurance coverage. At the beginning of the academic year, the opportunity is provided to show proof of personal health insurance coverage. In the event such proof is not presented, the student will be automatically enrolled in the University-sponsored plan and the charge for the premium will be placed on the student’s account. The last date an international student may be waived from the University Student Insurance Plan is September 15, 2001.

Information regarding the University-sponsored plan is mailed to the student’s home address in July. Additional information is available in University Health Services by contacting the Office of Insurance and Accounts at 631-6114.

The cost of the premium for the 2001-02 academic year (effective August 15, 2001, to August 15, 2002) is $588.

**Payment Regulations.** All fees and required deposits are to be paid in advance of each semester. Billing will be made one month before each semester. The University does not accept credit card payments. Remittance should be made payable to the University of Notre Dame. Notre Dame students taking certain courses at Saint Mary’s College that carry special fees will be billed for such charges according to Saint Mary’s rates.

**Withdrawal Regulation.** Any graduate, law, MBA* or undergraduate student who at any time within the school year wishes to withdraw from the University should contact the Office of the Registrar. To avoid failure in all classes for the semester and to receive any financial adjustment, the withdrawing student must obtain the appropriate clearance from the dean of his or her college and from the assistant vice president for Residence Life.

On the first day of classes, a full-tuition credit will be made. Following the first day of classes, the tuition fee is subject to a prorated adjustment if the student (1) withdraws voluntarily for any reason on or before the last day for course discontinuance at the University, or (2) is suspended, dismissed or involuntarily withdrawn by the University, for any reason, on or before the last day for course discontinuance at the University, or (3) is later obliged to withdraw because of protracted illness, or (4) withdraws involuntarily at any time because of military service, provided no credit is received for the classes from which the student is forced to withdraw.

Upon return of the student forced to withdraw for military service, the University will allow him or her credit for that portion of tuition charged for the semester in which he or she withdrew and did not receive academic credit.

Room and board charges will be adjusted/credited on a prorated basis throughout the entire semester.

Students receiving University and/or Federal Title IV financial assistance who withdraw from the University within the first sixty percent (60%) of the semester are not entitled to the use or benefit of University and/or Federal Title IV funds beyond their withdrawal date. Such funds shall be returned promptly to the entity that issued them, on a pro rata basis, and will be reflected on the student’s University account.

This Withdrawal Regulation may change subject to federal regulations. Examples of the application of the tuition credit calculation are available from the Office of Student Accounts upon request.

*Executive M.B.A. students are subject to a different Withdrawal Regulation and Tuition Credit Calculation, both of which may be obtained from the Executive M.B.A. Program.*
Payment Plan for Budgeting Educational Expenses. The University makes available an interest-free monthly payment plan through Academic Management Services (AMS). One AMS Place, P.O. Box 991, Swansea, MA 02777. This plan allows families to spread out education payments over a 10-month period rather than make two larger payments, one at the beginning of each semester.

The annual fee to enroll in the AMS program is $50. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. For more information on the AMS Monthly Payment Plan, call AMS at (800) 635-0120.

Student Financial Aid

The Office of Student Financial Aid, which includes the Offices of Financial Aid, Student Accounts, and Cashier, administers all student financial aid programs, a broad array of financial products and services, and payment plans, to assist in helping to make a Notre Dame education affordable for all families.

Principles. Notre Dame subscribes to the principles of student financial aid administration as endorsed by the College Scholarship Service of the College Board and the National Association of Student Financial Aid Administrators. Notre Dame, along with the hundreds of other institutions, states and organizations which follow these principles, includes demonstrated financial need as a criterion in awarding financial aid. In addition to a student’s academic and personal credentials, financial need is an essential factor in the awarding of the University’s scholarship/grant programs.

Among the many myths that exist about the financial aid process, perhaps the most common is that which claims that only the low-income family is eligible for financial aid. Unfortunately, as a result, many students do not even apply for aid because it is assumed that the family income is too high. Although income is an important factor in determining a family’s ability to pay for college, it is only one of the many factors considered. The size of the family, age of parents, number of family members in college, assets and liabilities and private school costs are also considered.

Equally significant in determining need is the cost of attending an institution. The same student may have adequate family resources for attendance at a public institution but may show substantial need at a higher-cost institution, such as Notre Dame. Those families feeling the need for financial assistance are encouraged to investigate the possibilities outlined herein.

Inherent in the concept of need is the premise that the primary responsibility for financing a college education lies with the family. Notre Dame assumes that families will contribute to the student’s education to the extent they are capable.

The difference between the family contribution and the student’s total collegiate expenses for a given year is financial need. Another way of expressing this concept is outlined below:

College Budget
= Family Contribution
= Financial Need

Student Expense Budget. Of course, expenses for college will vary from one institution to another and are subject to change from one year to the next. Estimated average expenses for first-year undergraduates at Notre Dame for the 2001-02 academic year include:

- Tuition and Fees ........................................... $24,500
- Room, Board and Phone ......................... 6,350
- Books ........................................................... 850
- Personal/Transportation .............................. 1,400

Total ......................................................... $33,300

There will be variations in the above costs based on residence hall accommodations, travel costs and personal expenses. It should be noted that, because of rising costs, annual increases in the above budget can be anticipated.

Family Contribution. The University assumes parents will contribute to their children’s education to the extent they are capable as long as the student is enrolled as an undergraduate. Notre Dame cannot accept financial responsibility for students whose parents discontinue this support for reasons other than ability to pay. It is important to note that the family includes both the parents and the student. Students seeking financial aid will be expected to contribute toward their educational expenses. This self-help may include resources from a portion of their own assets, as well as earnings resulting from work prior to and during their enrollment at Notre Dame. In a very real sense, students who borrow also contribute to their costs from their future earnings.

Given the premise that families have the primary responsibility for paying for the cost of a student’s education, Notre Dame will attempt to assist those families who cannot meet all of their expenses.

Verification. The federal government requires the University to verify and document certain information provided by students and their families in relation to an application for assistance. Such documents may include copies of federal income tax returns and W-2 forms. For purposes of verification, the University currently participates in the Federal Quality Assurance Program.

Financial Aid Application Process. To be consistent in estimating a family’s ability to pay, Notre Dame has subscribed to a nationally approved uniform method of needs analysis. Many institutions and other organizations involved in the administration of student financial aid programs also subscribe to this institutional methodology.
Because the federal government is a major provider of student aid, it has created a set of criteria to determine a student’s eligibility for its programs. This information is gathered annually on the Free Application for Federal Student Aid (FAFSA). All students seeking financial aid consideration for either federal and/or non-federal student aid programs must file the FAFSA. The FAFSA is available at www.fafsa.ed.gov and should be filed between January 1 and February 15 for prospective first-year students, January 1 and February 28 for continuing students, and January 1 and March 31 for prospective transfer students.

The College Scholarship Service (CSS) also provides a supplemental application known as the CSS Financial Aid PROFILE. This application often allows the student and family to provide additional, more comprehensive information with which the institution can make a better evaluation of the family’s financial circumstances. The PROFILE (along with the appropriate fee) must be submitted to CSS by February 15 for prospective first-year students, February 28 for continuing students, and March 31 for prospective transfer students to be considered for all the financial aid programs administered by Notre Dame, including scholarship/grant programs. Students seeking only federal aid need to file only the FAFSA. Students applying for both federal and institutional aid consideration must file the FAFSA and the CSS PROFILE, listing the University of Notre Dame as a recipient. The federal code for identifying Notre Dame on the FAFSA is 001840. Notre Dame’s CSS code for the PROFILE is 1841.

Students may obtain the CSS PROFILE at www.collegeboard.com or by calling (800) 778-6888.

The CSS PROFILE is made available in the fall of the year and may be filed as soon as the applicant and family have reasonable estimates of what family income figures for the current calendar year will be. In some cases, it may be necessary to wait until the calendar year is completed to obtain more accurate information. In either case, the CSS PROFILE must be submitted as directed. If tax information for the previous calendar year is not yet completed, reasonable estimates may be used. Applicants for financial aid should also be prepared to submit directly to the Office of Financial Aid copies of parents’ and student’s Federal tax returns and parents’ W-2 forms for the calendar year prior to the academic year for which financial assistance is being requested. These documents should be signed and sent directly to the Financial Aid Office, which reserves the right to request additional documentation and/or clarification of a family’s financial situation.

It should also be noted that a prospective first-year or transfer student should not wait for an admissions decision prior to filing for financial aid. Priority consideration will be given to students who meet the FAFSA and CSS PROFILE filing deadlines. Additional consideration may be given to late applicants if funding permits.

Upon proper and timely submission of the FAFSA and the CSS PROFILE, the applicant will automatically be considered for all forms of assistance, including academic scholarships, which the Financial Aid Office administers.

**Financial Need.** Upon receipt of the FAFSA and CSS PROFILE, the Financial Aid Office will carefully review the information in light of the applicant’s individual circumstances and the funding levels of the various programs it administers. It will consider any special circumstances mentioned in the narrative section of the CSS PROFILE or brought to its attention by the student or parents.

The result of this analysis is an expected family contribution figure, which is subtracted from the student expense budget to determine financial need.

If financial need is demonstrated, the Financial Aid Office is committed to providing financial aid resources to meet the financial need. In many cases where assistance is made available, it is done in package form; that is, two or more forms of assistance are combined with each other to meet the demonstrated need. In most cases this may include opportunities for scholarships, loans and/or work.

Because the amount of financial aid awarded an individual reflects the family financial situation, the University, as a matter of policy, does not publicly announce the amount of aid awarded. All information received by the Financial Aid Office is treated as confidential.

All forms of aid awarded by the University are subject to adjustment based upon additional awards received by the student in excess of the established need. Students receiving aid from the University of Notre Dame must notify the Office of Financial Aid of all other forms of educational assistance from financial aid sources other than those directly administered by the Office.

The total financial aid received by a student may not exceed the total cost of education.

**Renewal of Financial Aid.** It is important to note that the vast majority of financial aid programs are not automatically renewed from year to year. Because of changes in family circumstances, financial aid policies, funding levels and college costs, the CSS PROFILE and the FAFSA must be filed annually. The deadline for renewal application for all forms of assistance administered by the University’s Office of Financial Aid, including scholarships, is February 28.

**International Students.** Financial aid opportunities for international students are limited. International students should be prepared to finance, either privately or through a sponsor, the full cost of their Notre Dame education. The International Student Certification of Finances (available at www.nd.edu/~finaid) must be submitted at the time of application for admission, illustrating and documenting sufficient financial support to meet the projected cost of a Notre Dame undergraduate education.
Prospective first-year students wishing to be considered for limited need-based financial assistance must first complete an International Certification of Finances alongside an International Student Financial Aid Application (available at www.nd.edu/~finaid). Based upon a review of academic qualifications, financial need and availability of student aid resources, an applicant may be considered for financial assistance, including a self-help component of a student loan and student employment along with University scholarship assistance. The Certification of Finances and the CSS International Student Financial Aid Application will be reviewed along with the student’s admission application.

The Certification of Finances is kept on file for continuing international students, outlining the family’s annual responsibility to meet educational expenses as a condition of continued enrollment at the University of Notre Dame and for satisfying the U.S. Immigration and Naturalization Service’s regulations required for maintaining an officially authorized U.S. Student Visa status.

**FINANCIAL AID PROGRAMS**

There are numerous types of financial aid opportunities for students today. They may emanate from both within the University and without. The programs are outlined below. However, because students come to Notre Dame from all 50 states and many foreign countries, further details about state and local programs must be obtained through the student and family’s individual efforts.

Most aid programs will fall into one of three categories of assistance: scholarships/grants, student employment or loans.

---

**SCHOLARSHIPS/GRANTS**

Scholarship/grant assistance is a type of aid that is free of repayment obligation.

**Notre Dame Scholarships/Grants.** All students accepted for admission, who have completed the financial aid process as outlined above, are automatically considered for University scholarships and grants. The level of University assistance is based on academic performance and demonstrated financial need and will thus vary from student to student.

Renewal of University scholarship/grant assistance is based upon a review of students’ academic performance at the University and their annual demonstrated financial need. A self-help component, including student loan and campus employment programs, serves as the foundation of a financial aid package prior to scholarship/grant consideration. The amount of self-help will grow annually, based on several factors, including increases in cost, annually determined financial need, and self-help limits of loan and work programs.

Students not receiving scholarship/grant assistance may be considered in subsequent years based on financial need and the availability of University scholarship/grant resources.

Students receiving scholarships/grants are often asked to cooperate in the University’s relations with benefactors. This may include granting the University permission to release academic information to scholarship/grant donors. Students receiving scholarships may also be asked to correspond directly with the benefactor(s) of their scholarship(s).

**Notre Dame Alumni Club Scholarships.** Many Notre Dame Alumni Clubs offer scholarships in varying amounts to students in their geographic area. Since these awards are based upon information supplied by the University’s Admissions and Financial Aid offices, applicants who follow the standard admissions and financial aid procedures of the University will be considered by alumni clubs offering such awards. Some alumni clubs will require additional steps, such as the completion of a local application and/or a personal interview.

**Federal Pell Grant.** The Pell Grant is a non-repayable grant made available by the federal government to eligible undergraduate students enrolled in a degree-granting program.

Notre Dame cooperates with the U.S. Department of Education in administering this program. Applicants must be U.S. citizens or permanent residents of the United States.

The FAFSA serves as the application for the Pell program. Eligibility is determined by a U.S. Department of Education formula uniformly applied to all applicants. Within four to six weeks after applying, the student will receive a Student Aid Report (SAR) from the federal government. Eligible students will be notified by the Financial Aid Office of Notre Dame. For 2001-02, the grants may range from $400 to $3,750 at Notre Dame.

**SEOG.** Notre Dame participates in the Federal Supplemental Educational Opportunity Grant Program (SEOG). These federal grants currently range up to $4,000 for students with exceptional financial need. The Financial Aid Office selects recipients from among the most needy applicants, in accordance with guidelines established by the U.S. Office of Education. The number and amount of these grants will depend upon the availability of funds from the federal government each year. Federal SEOG funds are available only to U.S. citizens or permanent residents of the United States.

**State Scholarships and Grants.** Although programs vary from state to state, all applicants are encouraged to seek information about the possibility of obtaining a state scholarship/grant as a student at Notre Dame. Details regarding application processes, eligibility requirements, amounts, etc., vary from state to state. Among the states that currently award scholarship/grant assistance to Notre Dame students are Indiana, Pennsylvania, Rhode Island and Vermont.

**Military Scholarships.** The University of Notre Dame, in cooperation with the military services, offers Army, Navy, Marine Corps and Air Force Reserve Officers’ Training Corps (ROTC) programs for interested and qualified students. Satisfactory course completion leads to an Officer’s Commission upon graduation from the University.

ROTC scholarships are available on a competitive basis for both men and women. Scholarships may be awarded to cover up to the full cost of tuition, books and fees, plus an in-school subsistence.

Scholarships are awarded on merit and personal qualifications. Applications must be filed during the fall semester of the student’s high school senior year.

Application forms and further program descriptions are available from high school counselors, military recruiting officers and ROTC departments at any participating college or university.

First-year students and upperclassmen are eligible to voluntarily enroll in the three ROTC college programs at Notre Dame and compete for a limited number of scholarships within the units.

For more information, contact: ROTC (Army, Navy and Marine Corps or Air Force), University of Notre Dame, Notre Dame, IN 46556.
Other Federal Assistance Benefits. Certain students may be eligible for special forms of federal agency benefits. Among these agencies are the Veterans Administration, the Office of Vocational Rehabilitation and the Bureau of Indian Affairs. Further details may be obtained through the appropriate local office of the particular agency.

Private Scholarships. Many private organizations provide financial assistance to Notre Dame students. Scholarship information may be obtained by contacting civic, professional, religious, and other community organizations.


Caution is advised when using fee-based scholarship search enterprises.

STUDENT EMPLOYMENT

Excellent part-time employment opportunities, including those offered through the need-based Federal Work-Study Program as well as other programs, are made available in an effort to assist students in meeting some of the costs related to college attendance.

Approximately 40 percent of Notre Dame undergraduates are employed on campus annually.

Many student employees average 10–12 hours of work per week. Students, who are employed in areas such as the dining facilities, the many campus libraries and computer labs and in office/clerical positions, are paid on a biweekly basis via a direct deposit to their personal bank accounts. Hourly rates vary depending on the job requirements. The basic hourly wage rate is $6.35.

LOANS

Borrowing a student loan is a matter that should be undertaken with the greatest of deliberation and with full knowledge of the significant responsibilities involved. Notre Dame borrowers have a proven record of responsible borrowing and repayment of loan obligations. To assist borrowers, the University provides them with an outline of their rights and responsibilities. In addition, all borrowers are advised of their loan repayment options and obligation upon leaving the University. In an effort to provide additional information regarding a borrower’s rights and responsibilities, the Office of Financial Aid offers general counseling to all borrowers.

Federal Perkins Loan. Notre Dame participates in the Federal Perkins Loan Program. As with all student loans, student borrowers will be responsible for repaying, with interest, this source of financial assistance after terminating their education. Within conditions prescribed by law and regulations issued by the U.S. Department of Education, Notre Dame selects student recipients, arranges the loans and is responsible for collection. The annual allocation of funds to the University by the federal government limits both the number of loans and maximum amount available per student.

Applicants are automatically considered for this program as a part of the financial aid process outlined above. As with any federally sponsored aid program, the student must be a U.S. citizen or have permanent residence in the United States.

The interest rate on Federal Perkins Loans is currently 5 percent. The student may have up to 10 years to repay the loan but could have less, depending on the total borrowed. Under current regulations, interest and repayment begin nine months after leaving school or when the student ceases to be enrolled on at least a half-time basis. Schedule for repayment of loans, including interest, is on a quarterly basis.

Students may defer repayment of the loan (and no interest accrues) while enrolled as at least half-time students at eligible institutions.

All or part of a Federal Perkins Loan may be cancelled for borrowers who enter certain teaching areas or specified military duty.

Federal Stafford Loan Program. Undergraduate students are currently eligible to borrow through the Federal Stafford Loan Program. General eligibility requirements include U.S. citizenship or permanent residency in the United States, as well as enrollment on at least a half-time basis, good standing at the University, and satisfactory academic progress.

Federal Stafford Loans are generally made available to eligible Notre Dame students through one of several major lenders recommended by the University.

The program offers a long-term, repayable loan opportunity to assist students in meeting their educational expenses.

All first-time borrowers complete and forward a Master Promissory Note to the Office of Financial Aid at the University. The Office of Financial Aid will certify the student’s enrollment, cost of education, academic standing and the amount of other financial aid awarded.

To determine a student’s eligibility for a federally subsidized Stafford loan, the following formula is used:

\[ \text{Student Expense Budget} - (\text{Family Contribution} + \text{Financial Aid}) = \text{Federal Stafford Eligibility} \]

It is possible for students from various income levels to qualify for Federal Stafford Loans. Students following the financial aid application procedures previously outlined are automatically considered for these loans.

After the Office of Financial Aid certifies the Master Promissory Note, the lender reviews the application and then forwards it to the guarantor for final review. The guarantor or the lender then notifies the student of approval of the loan. Approximately 3 percent of the amount borrowed will be deducted prior to the loan being disbursed in order to pay for the origination and guarantee of the loan. The applicant should mail the Master Promissory Note to the Office of Financial Aid before July 1.
Loan proceeds are typically disbursed electronically at the beginning of each semester to the student’s account at the University. One-half of the annual amount, after subtracting loan origination fees, is credited at that time.

For those students qualifying under terms outlined above, the government will pay the interest to the lender for the borrower during periods of school attendance as well as during other authorized periods of deferment. For this reason, this program is known as the Subsidized Federal Stafford Loan.

Current regulations permit undergraduate students to borrow up to $2,625 per year for freshmen, up to $3,500 for sophomores, and up to $5,500 per year for three more undergraduate years, with a cumulative total of $23,000 for undergraduate study.

Federal Stafford Loans must be repaid in full with interest, except when the borrower is deceased or totally and permanently disabled. Repayment begins six months after termination of at least half-time enrollment. Repayment may generally be extended over a period of up to 10 years but could vary, depending upon the amount borrowed. Certain borrowers may also be eligible for loan consolidation options that allow for extending payment periods beyond 10 years. The interest rate will vary annually. Specific repayment plans are arranged between the lending institution and student. Under very limited conditions, a student may have part of the Stafford Loan obligation repaid for certain kinds of military service.

Unsubsidized Federal Stafford Loans generally involve the same provisions as those available through the subsidized program, except as noted below. Students following the financial aid application procedures outlined above, who do not demonstrate financial need as defined by federal regulations, can receive consideration for these unsubsidized loans.

To determine a student’s eligibility for an unsubsidized Stafford loan, the following formula is used:

\[
\text{Student Expense Budget} - \text{Financial Aid} = \text{Federal Unsubsidized Stafford Loan Eligibility}
\]

One provision of unsubsidized loans that differs significantly from the subsidized program relates to borrowing limits for independent students and for dependent students whose parents have been denied PLUS loan eligibility. Based upon the student’s program length, the combination of subsidized and unsubsidized Stafford annual borrowing cannot exceed the following loan limits:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>$6,625</td>
</tr>
<tr>
<td>2nd</td>
<td>7,500</td>
</tr>
<tr>
<td>3rd-5th</td>
<td>10,500</td>
</tr>
</tbody>
</table>

The total combined subsidized and unsubsidized aggregate borrowing for these students cannot exceed $46,000 for undergraduates.

Another major difference between the provisions of the subsidized and unsubsidized Stafford Loan is that the federal government is not paying in-school interest to the lender while the student is enrolled in school. Interest may be paid monthly or quarterly by the borrowers or may be added to the principal balance of the loan (capitalized).

**The Notre Dame Undergraduate Loan Program.** The University, in cooperation with Citibank and its Student Loan Corporation (SLC), offers a very competitively priced non-need-based student loan program to assist undergraduate students with the financing of their education. Terms of the Notre Dame Undergraduate Loan include:

- Variable interest rate based upon the 91-day T-Bill plus 2.5 percent.
- No origination fee or insurance fee.
- Repayment of accrued interest and principal beginning six months after the student ceases to be enrolled in school, not to exceed seven years from the first disbursement of the first loan, and generally extending up to 15 years.
- Opportunity for eligible students to borrow up to $10,000 annually, with an undergraduate aggregate of $50,000.
- Requirement of a creditworthy U.S. resident co-signer.
- Additional information and an application for the Notre Dame Undergraduate Loan may be obtained from the Office of Financial Aid (www.nd.edu/~finaid) or Citibank’s Student Loan Corporation at (888) 812-3479.

**Monthly Payment Plan.** The University offers a monthly payment plan through Academic Management Services (AMS). With the AMS interest-free payment plan, a family has the opportunity to spread tuition payments over a 10-month period. The annual fee to enroll is $50. That cost includes a life insurance provision called Tuition Protection Coverage, which would pay the University the remaining balance of the plan in the event that the designated bill payer should die. Additional information may be obtained by contacting AMS at (800) 635-0120.

**Federal Parent Loans (PLUS).** The Federal PLUS loan provides a borrowing option for parents of dependent undergraduate students. Based upon a parent’s creditworthiness, a parent may borrow through this federally guaranteed, non-need-based loan program. Additional terms, subject to revision by federal law, include:

- Variable interest rate.
- Three percent origination fee and up to 1 percent insurance fee.
- Repayment on both principal and interest usually beginning within 60 days of disbursement of the funds, generally extending up to 10 years.
- Opportunity for parents to borrow up to the full cost of education minus student aid.

The University provides borrowers with a list of preferred PLUS loan lenders. The preferred lenders have established themselves as quality institutions based upon efficiency in loan origination, responsiveness to questions, quality of servicing and long-term participation and commitment in the federal loan program. The basic provisions for loans offered by these preferred lenders are consistent with all federally insured educational loans. In addition, these preferred lenders participate in Notre Dame’s electronic application and fund transfer process. This participation provides a superior service in terms of processing and delivery of funds.

Further information and an application may be obtained from the Office of Financial Aid.
Standards of Progress for Recipients of Financial Aid

The University of Notre Dame requires all recipients of institutional financial aid to maintain academic good standing as outlined in *du Lac*. In addition, the Higher Education Act as amended and subsequent federal regulations require institutions to define, publish and implement Standards of Progress for students receiving federal financial aid. Recipients of aid through the following programs are subject to these standards: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), State Student Incentive Grant (SSIG), Stafford Loan, Perkins Loan, PLUS loan and Federal Work-Study (FWS). The outlined Standards of Progress are established for this purpose.

A. Academic Good Standing: In general, students must meet the University’s minimum requirements for academic good standing, as outlined in *du Lac*, to receive federal financial aid. Failure to retain academic good standing will result in academic probation and probation for purposes of federal financial aid. Students may receive federal aid while in this probationary status. However, once students are declared “subject to dismissal,” if they are “continued on probation,” they are not automatically eligible for federal financial aid.

B. Academic Satisfactory Progress: Students must earn credits at the rates prescribed to maintain eligibility for federal financial aid. The following letter grades do not result in credits earned: F, X, I, U, V, W, NR.

Full-time undergraduate students are expected to complete degree requirements in either eight or 10 semesters, depending on their academic program. The chart below outlines the minimum requirements for Academic Good Standing (minimum semester GPA) and for Academic Satisfactory Progress (minimum cumulative credits earned) for undergraduate recipients of federal financial aid. Standards for both full-time and part-time students, as well as for four-year and five-year academic programs, are shown.

Undergraduate transfer students will be placed on the chart below based on the advanced status determined at the point of admission (number of transfer credits accepted). Such students will then be evaluated using the criteria listed.

The Standards of Progress are reviewed at the end of each even-numbered semester for the quantitative aspect of the policy; the Standards are reviewed each semester for the qualitative aspect of the policy. Students terminated from federal aid for failure to maintain these standards must achieve all stated grade point average and cumulative credits earned requirements for their academic year level before aid can be reinstated. Students who are terminated and wish to return with aid for the following semester may use the time between semesters to accomplish readmittance, achieve the minimum cumulative credits earned requirement or complete courses for which the grade of X or I has been assigned.

The Financial Aid Office will notify students in writing when failure to maintain progress results in the loss of financial aid. Appeals of such a decision, based on mitigating circumstances, must be made in writing by the student to the Financial Aid Office. Appeals will be evaluated, and a written decision will be forwarded to the student within three weeks of the receipt of the appeal.

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Minimum Semester GPA</th>
<th>Minimum Cumulative Credits Earned Required of Full-time Students</th>
<th>Minimum Cumulative Credits Earned Required of Part-time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1.85</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
<td>84</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.0</td>
<td>156</td>
<td>78</td>
</tr>
<tr>
<td>11</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time is defined as 12 hours or more; part-time is defined as 11 hours or less.
Reserve Officers Training Corps Programs

The University of Notre Dame offers the opportunity to combine the pursuit of an academic degree with earning an officer’s commission in either the United States Army, Navy, Marine Corps or Air Force. Students enrolled in any of the colleges of the University may participate in the Reserve Officers Training Corps (ROTC). Selection of courses in the student’s academic major is independent of those selected for ROTC. First-year students enrolled in any of the three ROTC programs are exempted from the University’s requirement for physical education.

The three ROTC programs are under the campus jurisdiction of the associate provost who serves as the director of military affairs.

The College of Arts and Letters and the College of Business Administration accept a maximum of 12 free elective credits from the 300- and 400-level military sciences only. Credit from the 100- and 200-level courses does not count toward the degree requirements and must be subtracted from the total number of degree credits listed on the transcript.

In the College of Engineering, ROTC students are permitted a maximum of six credits of upper-level air, military or naval science credits as substitutes for specified degree requirements determined by the department. Not more than three credits may be substituted for history or social science. All air, military or naval science credits not so substituted are not credited toward degree requirements in programs.

In the School of Architecture, ROTC students are permitted a maximum of six credits of 400-level air, military or naval science courses as substitutes for electives within the 163 credit hours required for the bachelor of architecture degree.

The College of Science will count a maximum of six credit hours of upper-level (300- or 400-level) ROTC courses toward the 124-credit-hour requirements. These courses will be counted as free electives.

Military Science

Chair and Professor:
Lt. Col. David A. Mosinski, USA
Assistant Professor:
Lt. Col. John L. Arata, USA (Ret.)
Maj. Gary Masapollo, USAR
Capt. Bartholomew J. Hennessy, USA

The Army ROTC Program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer’s responsibilities to society. The program culminates in an officer’s commission as a Second Lieutenant in the Active Army, Army Reserve or Army National Guard. Opportunities for follow-on postgraduate study also exist.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits per semester are in parentheses. The instructor's name is also included.

111. Orientation to Military Science
(1-1-1) Hennessy
A study of the organization of the Army with emphasis on career opportunities for ROTC graduates. Military courtesy and discipline, customs and traditions of the service, and development of leadership fundamentals through practical exercise.

112. Basic Military Leadership
(1-1-1) Hennessy
A study of functions, duties and responsibilities of junior leaders. Operations of the basic military team. Basic First Aid CPR certification. Special attention will be given to the development of leadership potential through practical exercises.

211. Applied Leadership I
(2-1-2) Masapollo
Study and application of map-reading skill, military communication systems and procedures and Army leadership fundamentals. The course will develop basic individual skills in the above areas through class work and practical exercises.

311. Advanced Leadership I
(3-1-3) Staff/Faculty
Military decision making, problem analysis and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes a 48-hour field training exercise.

312. Advanced Leadership II
(3-1-3) Staff/Faculty
Advanced military decision making, problem analysis and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field training exercises.

411. The Professional Officer
(2-1-2) Arata
An examination of the military justice system and ethics. Includes procedures to conduct proper search and seizure, apprehension and disposition of evidence.

412. Military Management
(2-1-2) Arata
Study of the Law of War, Code of Conduct, personnel management, information on awards, separations, promotions, evaluations, assignments and counseling techniques. Includes precommissioning seminars to address current military problems, trends and customs.

413. Military History
(1-0-1) Staff/Faculty
Prerequisites: Completion of MSCI 111, MSCI 112, MSCI 211 and MSCI 212.
An analysis of American military history from the Revolutionary War through the Spanish-American War. An exploration of great military leaders, battles, evolution of modern warfare and the employment of weapons. This course meets the military history requirement for U.S. Army ROTC cadets prior to completion of the program.

414. Military History
(1-0-1) Staff/Faculty
Prerequisites: Completion of MSCI 111, MSCI 112, MSCI 211 and MSCI 212.
An analysis of American military history from the end of the Spanish-American War to current-day conflicts and operations. An exploration of great military leaders, battles, evolution of modern warfare and postmodern military themes. This course meets the military history requirement for U.S. Army ROTC cadets prior to completion of the program.

Additional AROTC Curriculum (Professional Military Education) Requirements. In addition to the military science requirements outlined above, AROTC scholarship students are required to complete other specified University courses. These additional requirements are taken as a part of the student’s field of study or as degree electives, depending upon the college in which the student is enrolled. Students will be notified of such requirements prior to joining the AROTC program. These requirements include the following categories:
Military History, Computer Literacy and Written Communications. An approved list of courses in each category that meets this professional military education requirement is available.

**Student Organizations and Activities.** All AROTC students have the opportunity to participate in a variety of activities, to include Drill Team, Ranger Challenge Team, Color Guard and the Fightin’ Irish Battalion’s newsletter and Web page. AROTC students also have the opportunity to attend Airborne School, Northern Warfare School and Mountain Warfare School during the summer break.

**Student Awards and Prizes.**

*The Dixon Award.* A $200 cash award presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.

*Veterans of Foreign Wars of the U.S. Sword.* An Army officer’s sword presented annually to the battalion’s cadet commander.

*Patrick Haley Award.* A wristwatch presented annually to the student who attains the highest grade point average.

*Col. William T. Brooks Award.* A pair of jump boots and a plaque given to the most outstanding student who graduated from Airborne School.

---

**NAVAL SCIENCE**

**Chair and Professor:**

Capt. P.J. Casey, USN

**Assistant Professor:**

Cmdr. Gregory Luttrell, USN

Maj. Joseph J. Thomas, USMC

Lt. Mark E. Day, USN

Lt. Philip B. Prentice, USN

Lt. Joshua C. Gaul, USN

Lt. David M. Rowland, USN

The mission of the NROTC Program is to develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of honor, courage and commitment in order to commission college graduates as officers who possess a basic professional background, are motivated toward careers in the Naval Service and have a potential for future development in mind and character so as to assume the highest responsibilities of command, citizenship and government.

**Course Descriptions.** The following course descriptions give the number and the title of each course. Lecture hours per week, laboratory hours per week and credits for each semester are in parentheses. The instructor’s name is also included.

**111. Introduction to Naval Science** (2-0-2)

A general introduction to sea power and the Naval Service with emphasis on the mission, organization, regulations, broad warfare components and career opportunities of the Navy and Marine Corps. Required for all NROTC freshmen. Fall.

**112. Sea Power and Maritime Affairs** (2-0-2)

A seminar on defense and maritime policies, naval history and the capabilities and roles of the U.S., Russian and other navies. Spring.

**211. Naval Ships Systems I** (3-0-3)

A study of steam turbine (nuclear and fossil fuel), gas turbine and internal combustion marine propulsion plants and shipboard auxiliary systems with applied thermodynamic concepts. An introduction to ships’ stability. Fall.

**212. Leadership and Management I** (3-0-3)

A study of the principles of leadership and management, including management theory, communication, counseling, professional responsibility and the control and direction of personnel. Spring.

**300. Physical Preparation and Training** (0-3-0)

A series of physical fitness workouts, including cardiovascular, upper body development and agility training; required of second- and first-class Marine options and recommended for third- and fourth-class Marine options and all Navy options considering a career with SEALs. This course is offered in preparation for the rigors of Officer Candidate School, the Basic School and the Fleet Marine Force.

*311. Navigation* (3-1-3)

A study of the theory and principles of navigation: dead reckoning; piloting; electronic, inertial, and celestial navigation. Navigational aids and nautical rules of the road are also discussed. Fall.

*312. Naval Operations* (3-0-3)

A study of the theory of ship movements and employment, including communications, sonar-radar search, relative motion and maneuvering board. Tactical formations and dispositions, seamanship and signals are also discussed. Spring.

**411. Naval Ships Systems II** (3-0-3)

An analysis of the theory and principles of operation of naval weapons systems, including types of weapons and fire-control systems, capabilities and limitations, theory of target acquisition, identification and tracking, trajectory principles and the basics of naval ordnance. Fall.
Student Organizations and Activities. All NROTC students are integrated into the Midshipman Battalion organization. In addition to participation in all other University organizations and activities for which eligible, NROTC students may participate in specific NROTC organizations and activities such as the color guard, intramural athletic teams, the NROTC Unit newspaper and yearbook and the NROTC sailing program.

Student Awards and Prizes. The Secretary of the Navy Distinguished Graduate Award. The annual recognition of the top graduating midshipman.

The Strobe Award. An officer’s sword presented annually to the senior midshipman with the highest aptitude ranking.

The Col. Brian C. Regan Award. A Marine Corps Officer’s sword presented annually to the Marine option senior midshipman with the highest aptitude ranking.

The Vincent J. Naimoli Award. A service sword given annually to a graduating senior midshipman who has become distinguished as an individual who “routinely gives 110 percent.”

The Naval Reserve Officers Association Award. A service award presented annually to the Midshipman who most embodies the Navy’s core values of honor, courage and commitment.

Numerous other awards are presented annually by various patriotic organizations to recognize excellence in academic achievement and military aptitude.

AEROSPACE STUDIES

Chair and Professor: Col. Mark Gehri, USAF
Assistant Professors: Capt. Martin Klubeck, USAF
Capt. David Hanson, USAF
Capt. Jeffrey Sturgell, USAF

The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a degree. The Air Force ROTC Programs develop leadership and management skills students need to become leaders in the 21st century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, and the sense of pride that comes from serving our country.

Upon completion of the Air Force ROTC program students are commissioned as second lieutenants in the Air Force. Following commissioning there are excellent opportunities for additional education in a wide variety of academic fields.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week. Credits each semester are in parentheses.

111. The Foundations of the United States Air Force
(1-0-1) Klubeck
Additional study of the organizational structure of the Air Force, with emphasis on leadership and communication skills.

111L-112L Leadership Laboratory*
(0-1-0) (0-1-0) Hanson
Prerequisite: Concurrent enrollment in AS 111, AS 112.

A study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

211. The Evolution of USAF Air and Space Power
(1-0-1) Gehri
A course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles through the Korean War and into the Cold War era.

212. The Evolution of USAF Air and Space Power
(1-0-1) Gehri
Further study from the Vietnam War to the space age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized.

211L-212L Leadership Laboratory*
(0-1-0) (0-1-0) Hanson
Prerequisite: Concurrent enrollment in AS 211, AS 212.

Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Also includes additional emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers.

311. Air Force Leadership Studies
(3-0-3) Hanson
Prerequisite: Enrollment in POC for AFROTC cadets.

A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force officer.

312. Air Force Leadership Studies
(3-0-3) Hanson
Prerequisite: Enrollment in POC for AFROTC cadets.

Further study of the Air Force personnel and evaluation systems, leadership ethics and additional communication skills.
311L-312L Leadership Laboratory*  
(0-1-0) (0-1-0) Hanson  
Prerequisite: Concurrent enrollment in AS 311, AS 312.  
Activities classified as leadership and management experiences involving planning and controlling military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance and information that will increase the understanding, motivation and performance of other cadets.

411. National Security Affairs/Preparation for Active Duty  
(3-0-3) Sturgell  
Prerequisite: Enrollment in POC for AFROTC cadets.  
An examination of the national security process, regional studies, advanced leadership ethics and Air Force doctrine.

412. National Security Affairs/Preparation for Active Duty  
(3-0-3) Sturgell  
Prerequisite: Enrollment in POC for AFROTC cadets, AS 411.  
Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism.

411L-412L Leadership Laboratory*  
(0-1-0) (0-1-0) Hanson  
Prerequisite: Concurrent enrollment in AS 411, AS 412.  
Additional activities classified as leadership and management experiences involving planning and controlling military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance and information that will increase the understanding, motivation and performance of other cadets.

* Leadership Laboratory is open to students who are members of ROTC or who are eligible to pursue a commission as determined by the professor of Aerospace Studies.

Student Organizations and Activities. All Air Force ROTC cadets are given opportunities to participate in a variety of extracurricular activities to develop their leadership skills. Activities associated with Air Force ROTC include the Arnold Air Society, oriented toward service to the local community, and the Drill Team, Honor Guard and Rifle Squad, who perform at campus and community functions while developing individual drill proficiency.

Student Awards and Prizes.  
The Notre Dame Air Force Award, and Air Force officer’s sword, is presented to the top graduating senior in Air Force ROTC.  
The Niep Dubi Award is presented to the senior class Arnold Air Society member who has contributed the most to furthering the ideals and goals of the society within the University and local community.  
The Paul Robèrége Award, named in memory of an alumnus of the Notre Dame ROTC program, annually recognizes the top pilot candidate in the Professional Officer’s course.  
Other awards are sponsored by various local and national organizations to recognize excellence within the cadet corps.

International Study Programs

Director: Thomas Bogenschuld  
Associate Director: Claudia Keelman  
Assistant Director: Bridget Green  
Juliet Mayinja  
Carmen Nanni

Since 1964, Notre Dame has made it possible for students to earn credits toward graduation in international study programs. Study in another tradition, direct personal experience of another language and culture and travel all broaden and deepen the liberal education of the whole person to which the University has always been committed.

Qualified students from the undergraduate colleges can elect to spend a semester or a year abroad in one of our programs. Participation is normally during the sophomore or junior year.

Notre Dame programs are located in Angers, France; Dublin, Ireland; Fremanville and Perth, Australia; London, United Kingdom; Monterrey, Mexico; Puebla, Mexico; Nagoya, Japan; Salzburg and Innsbruck, Austria; Rome, Italy; Toledo, Spain; and Jerusalem. Notre Dame also has a small exchange program with L’Institute d’études politiques (Sciences-Po) in Paris. Notre Dame students may apply to Saint Mary’s College programs in Maynooth, Ireland; and the Semester Around the World program. The International Study Programs Office also facilitates applications to approved programs in Athens, Greece; Berlin, Germany; Cairo, Egypt; Santiago, Chile; Shanghai, China; and Xalapa, Mexico. Programs are also sponsored by the School of Architecture in Rome and by the Law School and the M.B.A. Program in London. The College of Engineering offers a summer program in London. There is a summer program available for students from all colleges also in London.

Candidates for Angers, Innsbruck, Rome, Toledo, Nagoya, Monterrey, Puebla, Xalapa, and Santiago must demonstrate skills in the language of the country sufficient to make their period of residence and study fully profitable. These skills may be developed through intensive language courses in the freshman or sophomore year. Previous study of the language in high school is mandatory for some programs.

Without additional cost or delay in graduation, international study programs make a unique contribution to the excellence of liberal education in the undergraduate colleges and frequently have proved an asset in career development.

Students with compelling academic reasons for participating in non-Notre Dame programs are eligible to apply for a Leave of Absence for study in a program offered by another college or university. They may not, however, take a leave of absence to attend international programs in cities where Notre Dame offers its own programs.
Course Descriptions. While details of a given program may vary, normal course offerings are listed below. Additional local electives from the host university may be chosen with approval of the director.

Instruction is in English in Athens, Cairo, Dublin, Jerusalem, Rome, Perth, and Fremanter; Japanese and English in Nagoya; French in Angers and Paris; Spanish in Toledo, Monterrey, Puebla, Santiago, and Xalapa; and German and English in Innsbruck.

The notation following a course description indicates which University requirement can be filled by the course, according to the dean’s office in the College of Arts and Letters.

Any language course of three hours or more may fulfill a language requirement if not completed prior to study abroad. It may apply to the language and literature major, but students must obtain departmental approval for each course applied to the major. Language courses may also be used as electives.

A social science course in the fields of anthropology, psychology or sociology will complete a behavioral science requirement in the College of Business Administration.

These courses may also fulfill requirements in majors beyond the language and literature departments. For major credit in history, economics, government, etc., the student must consult with the department.

ANGERS PROGRAM

Université Catholique de l’Ouest, Angers, France
Director: Julia Douthwaite

Preliminary Session
ROFR 210 AF
Intensive Oral French
Small homogeneous group-intensive instruction and drill on various aspects of French language, mainly oral. Orientation and adaptation to life and study in France.

Fall Semester
(Five courses, 15 credits accepted)
ROFR 204 AF
The French of the Hotel Business and Tourism
This course covers the hotel industry in France and trains the student in the language of tourism and the hotel and restaurant businesses. Prepares the student for the Certificate in French for Tourism.

ROFR 211 AF
French Language — Lower Level
Continued study of spoken and written French for students with the lowest level of proficiency, as determined by previous courses, testing and observation.

ROFR 213 AF
French Language — Intermediate Level
Continued study of spoken and written French for students who would normally have had two or three years in high school and one year intensive at Notre Dame.

ROFR 215 AF
Comprehension and Expression
Emphasis on comprehension of colloquial spoken French by listening to the radio and on reading the colloquial French of newspapers and magazines. For lower and intermediate students.

ROFR 217 AF
Intermediate French for the Alliance Francaise Exam
A general language course preparing students for the Alliance Francaise diploma.

ROFR 223 AF
French Language — Advanced Level
Most advanced level of further study of spoken and written French, for students with the highest level of language proficiency.

ROFR 225 AF
Advanced French Language Preparation for the Alliance Francaise Exam
A general language course preparing students for the Alliance Francaise diploma.

ROFR 241 AF
Business French — Lower Level
Introduction to the basic vocabulary of French business, with the goal of enabling students to communicate in person, on the telephone and in letter in commercial situations (e.g., banks, businesses, travel agencies). For lower and intermediate students.

ROFR 243 AF
French/English Translation — Lower Level
Translation from novels, newspapers and magazines to find French equivalents for English words and expressions. For lower and intermediate students.

ROFR 245 AF
French Phonetics — Lower Level
Introduction to theoretical aspects of French phonetics with application to correction of students’ spoken French.

ROFR 247 AF
Writing in French — Intermediate Level
An intermediate course in writing that aims to teach students to write clearly and precisely and to increase their vocabulary of formal French.

GOVT 355 AF/SOC 355 AF
French Politics Since the Fifth Republic
Description and analysis of French political institutions, parties, issues and political participation since 1958. (GOVT major, SOC major, University social science requirement)

ROFR 251 AF
Business French I — Advanced Level
Introduction to and exercises in the language currently used in business in France and French-speaking countries.

ROFR 253 AF
French/English Translation — Advanced Level
Translation from novels, newspapers and magazines to find French equivalents for English words and expressions. Advanced students only.

ROFR 257 AF
Writing in French I
An advanced course in the writing of French, with special emphasis on the vocabulary, structure and stylistics of the written form of the language.
INTERNATIONAL STUDY PROGRAMS

ROFR 361 AF
Masterpieces of 19th-Century French Literature 3
Romanticism, realism, naturalism and symbolism will be studied. For students in the intermediate levels of French language courses. (University literature)

ROFR 461 AF
19th-Century French Literature 3
Lectures and extensive readings on and from French literature of the various schools and genres of the 19th century. (University literature or French major)

ARHI 237A, 237B AF
History of French Art I — From Lascaux to the Revolution 3
Illustrated lectures on French architecture and related painting, sculpture and tapestry. 237A is for students at a lower level of French proficiency, 237B for students at the intermediate level or above. (Fine arts)

MUS 245 AF
History of Music 3
Music in France during the Middle Ages, Renaissance and 18th century. (Fine arts)

HIST 351A, 351B, 351C AF
History of France and the French I 3
A survey of French history from earliest times to the Revolution. Sections A, B and C are targeted at students with lower, intermediate and advanced proficiency in French. (History)

PHIL 323 AF
Modern French Philosophy 3
French philosophy and philosophers mainly of the 17th and 18th centuries. May not be elected by students in French 211. (Second philosophy)

ECON/SOC 353 AF
Economic Geography of France I 6
Introduction to economic geography of France, primarily in the contemporary period. Prepares students for the advanced diploma in French business given by the Parisian Chamber of Commerce and Industry. (Social science)

ROFR 235 AF/SOC 235 AF
Sociocultural Studies — Advanced Level I 3
This course treats Paris and the Ile de France, Anjou, two regions of eastern France, French demographics and the educational system. (Social science)

ROFR 245 AF
18th-Century French Literature 3
The ideas of the 18th-century philosophers are studied through the literature of the period, including works by Rousseau and Marmontel. (University literature)

Spring Semester (Five courses, 15 credits accepted)

ROFR 275 AF
Literature and Cuisine of the Loire Valley 3
Taught by Prof. Julia Douthwaite. In this class, we intend to explore the rich cultural, literary, and culinary traditions of the Anjou and Touraine regions in the Loire Valley. Emphasis will be on local, on-site presentations. For example, we will discuss some works by the bawdy Renaissance author Rabelais, visit his birthplace of Chinon, and learn about its culinary traditions. Co-taught with Richard Viglione, chef de cuisine.

ROFR 205 AF
French Grammar 3
Continuation of ROFR 224. (University literature)

ROFR 212 AF
French Language — Lower Level II 3
Continuation of French 211. (Second philosophy)

ROFR 214 AF
French Language — Medium Level II 3
Continuation of French 213. (Second philosophy)

ROFR 218 AF
Intermediate French Language for Alliance Francaise Exam 3
Continuation of French 217. (Second philosophy)

ROFR 224 AF
French Language — Advanced Level II 3
Continuation of French 223 AF.

ROFR 226 AF
Advanced French Language — Preparation for the Alliance Francaise Exam 3
Continuation of French 225.

ROFR 236 AF/SOC 236 AF
Sociocultural Studies 3
Continuation of ROFR 235/SOC 235. (Social science)

ROFR 244 AF
Translation, English/French 3
Continuation of ROFR 243AF.

ROFR 246 AF
French Phonetics II 3
Continuation of French 245.

ROFR 252 AF
Business French II 3
Continued development in active use of business French.

ROFR 254 AF
French/English Translation 3
Translation from novels, newspapers and magazines to find French equivalents for English words and expressions. Advanced students only.

ROFR 258 AF
Writing in French II 3
A continuation of the first semester.

ROFR 266 AF/SOC 266 AF
Sociocultural Studies 3
Continuation of ROFR 265/SOC 265. (Social science)

ROFR 362 AF
Advanced French Literature II 3
In-depth reading of two selected works each from the 19th and 20th centuries. Open only to students in ROFR 224. (University literature)

ROFR 470 AF
20th-Century French Language 3
Lectures and extensive readings on and from French literature of the various schools and genres of the 20th century. (University literature or French major)

GOVT 322 AF, SOC 352 AF
The Formation of the European Political System 3
The purpose of this course is to analyze the constitution of an integrated political system at the supranational level in Europe. The main idea of the course is to study the interaction between national life and the EU process of integration.

ECON/SOC 354 AF
Economic Geography of France II 6
Continuation of ROFR 353. (Social science)

HIST 352A, 352B, 352C AF
History of France and the French II 3
A survey of French history from the revolution to the present. (History)

ARHI 238A, 238B AF
History of the French Arts II — From the Revolution to the Present 3
Illustrated lectures on 19th- and 20th-century art forms in France. (Fine Arts)

MUS 246 AF
History of Music in France II 3
Music in France in the 19th and 20th centuries. (Fine arts)

THEO 220 AF
The Church Since Vatican II 3
The nature of the church, its membership, its missions and its relationship with other churches. (Second theology)
### INTERNATIONAL STUDY PROGRAMS

**AUSTRALIA PROGRAM**

The semester-long program in Australia is designed for juniors and is open to students from all colleges. Most students will enroll in courses at the University of Western Australia (UWA) during the fall semester. Students can take up to five courses (15 credits) either semester in any combination depending on their major/college requirement and individual need. The curriculum is subject to revision, often depending on the courses added or dropped by the universities. A listing of courses offered in previous semesters is available in the International Study Programs Office, 152 Hurley.

#### Fall Semester

Students enrolled at Notre Dame Australia (NDA) can take up to 15 credits. A list of course offerings for the fall normally is available around the end of March in the International Study Programs office.

Students enrolled at the University of Western Australia should carry 24 UWA points, which translate to about 16 Notre Dame credit hours.

Course offerings are available on UWA’s Web site, www.publishing.uwa.edu.au/handbooks. Hard copies also are available in the International Study Programs Office.

Following is a sampling of science and non-science courses that students may take.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SA 200 PA SCI</strong></td>
<td>3</td>
<td>Marine Science&lt;br&gt;This unit provides an introduction to the multidisciplinary aspects of marine science. Using the framework of an important marine environment—Shark Bay, one of Australia’s World Heritage Properties—it outlines how all the multidisciplinary aspects of marine science are essential in understanding and managing such an ecosystem. Aspects covered include oceanography, geology, and geomorphology, and how the marine organisms interact with the geochemistry of the environment.</td>
</tr>
<tr>
<td><strong>SA 300 PA SCI</strong></td>
<td>3</td>
<td>Environmental Microbiology&lt;br&gt;This unit provides students with the opportunity for a comprehensive understanding of microbes in the natural environment, how their activities affect human activities, and an appreciation of the practical use of such knowledge.</td>
</tr>
<tr>
<td><strong>ME 334 PA</strong></td>
<td>3</td>
<td>Fluid Mechanics&lt;br&gt;A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conversation laws, dimensional analysis, internal and external flows.</td>
</tr>
<tr>
<td><strong>CE 331 PA</strong></td>
<td>3</td>
<td>Stochastic Concepts&lt;br&gt;Development of probabilistic concepts and simulation models and their relevance and application to real design and decision problems encountered in civil engineering.</td>
</tr>
<tr>
<td><strong>CE 336 PA</strong></td>
<td>3</td>
<td>Structural Mechanics I&lt;br&gt;Application of the principles of mechanics to the stress and deformation analysis of structural systems. Behavior and analysis of redundant structures.</td>
</tr>
<tr>
<td><strong>AME 226 PA</strong></td>
<td>3</td>
<td>Mechanics II&lt;br&gt;Prerequisites: AME 225, MATH 225. Introduction to Newtonian dynamics. Kinematics and kinetics (energy, linear and angular momenta) of particles, systems of particles and rigid bodies.</td>
</tr>
<tr>
<td><strong>ES 371 PA</strong></td>
<td>3</td>
<td>Field Experience&lt;br&gt;Two-week research project with a Western Australian company involved in science and/or engineering research.</td>
</tr>
<tr>
<td><strong>MATH 325 PA</strong></td>
<td>3</td>
<td>Differential Equations&lt;br&gt;Prerequisites: MATH 228. This course covers ordinary and partial differential equations, Fourier series, initial and boundary value problems, linear algebra and transformation techniques.</td>
</tr>
<tr>
<td><strong>ME 330 PA</strong></td>
<td>3</td>
<td>Molecular Genetics&lt;br&gt;This unit focuses on genetic events at the level of the gene across the wide spectrum of eukaryotic organisms. It includes topics such as chromosome structure, gene families and mobile genetic elements, sex determination, developmental genetics in plants and animals, the generation of genetic diversity, and the eukaryotic chromosome. It also covers natural selection and applications to plant and animal breeding, and the artificial generation of novel genotypes (genetic engineering).</td>
</tr>
<tr>
<td><strong>SA 300 PA SCI</strong></td>
<td>3</td>
<td>Marine Science&lt;br&gt;This unit provides an introduction to the multidisciplinary aspects of marine science. Using the framework of an important marine environment—Shark Bay, one of Australia’s World Heritage Properties—it outlines how all the multidisciplinary aspects of marine science are essential in understanding and managing such an ecosystem. Aspects covered include oceanography, geology, and geomorphology, and how the marine organisms interact with the geochemistry of the environment.</td>
</tr>
<tr>
<td><strong>SA 300 PA SCI</strong></td>
<td>3</td>
<td>Environmental Microbiology&lt;br&gt;This unit provides students with the opportunity for a comprehensive understanding of microbes in the natural environment, how their activities affect human activities, and an appreciation of the practical use of such knowledge.</td>
</tr>
<tr>
<td><strong>ME 334 PA</strong></td>
<td>3</td>
<td>Fluid Mechanics&lt;br&gt;A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conversation laws, dimensional analysis, internal and external flows.</td>
</tr>
<tr>
<td><strong>CE 331 PA</strong></td>
<td>3</td>
<td>Stochastic Concepts&lt;br&gt;Development of probabilistic concepts and simulation models and their relevance and application to real design and decision problems encountered in civil engineering.</td>
</tr>
<tr>
<td><strong>CE 336 PA</strong></td>
<td>3</td>
<td>Structural Mechanics I&lt;br&gt;Application of the principles of mechanics to the stress and deformation analysis of structural systems. Behavior and analysis of redundant structures.</td>
</tr>
<tr>
<td><strong>AME 226 PA</strong></td>
<td>3</td>
<td>Mechanics II&lt;br&gt;Prerequisites: AME 225, MATH 225. Introduction to Newtonian dynamics. Kinematics and kinetics (energy, linear and angular momenta) of particles, systems of particles and rigid bodies.</td>
</tr>
<tr>
<td><strong>ES 371 PA</strong></td>
<td>3</td>
<td>Field Experience&lt;br&gt;Two-week research project with a Western Australian company involved in science and/or engineering research.</td>
</tr>
<tr>
<td><strong>MATH 325 PA</strong></td>
<td>3</td>
<td>Differential Equations&lt;br&gt;Prerequisites: MATH 228. This course covers ordinary and partial differential equations, Fourier series, initial and boundary value problems, linear algebra and transformation techniques.</td>
</tr>
<tr>
<td><strong>ME 330 PA</strong></td>
<td>3</td>
<td>Molecular Genetics&lt;br&gt;This unit focuses on genetic events at the level of the gene across the wide spectrum of eukaryotic organisms. It includes topics such as chromosome structure, gene families and mobile genetic elements, sex determination, developmental genetics in plants and animals, the generation of genetic diversity, and the eukaryotic chromosome. It also covers natural selection and applications to plant and animal breeding, and the artificial generation of novel genotypes (genetic engineering).</td>
</tr>
<tr>
<td><strong>SA 300 PA SCI</strong></td>
<td>3</td>
<td>Marine Science&lt;br&gt;This unit provides an introduction to the multidisciplinary aspects of marine science. Using the framework of an important marine environment—Shark Bay, one of Australia’s World Heritage Properties—it outlines how all the multidisciplinary aspects of marine science are essential in understanding and managing such an ecosystem. Aspects covered include oceanography, geology, and geomorphology, and how the marine organisms interact with the geochemistry of the environment.</td>
</tr>
<tr>
<td><strong>SA 300 PA SCI</strong></td>
<td>3</td>
<td>Environmental Microbiology&lt;br&gt;This unit provides students with the opportunity for a comprehensive understanding of microbes in the natural environment, how their activities affect human activities, and an appreciation of the practical use of such knowledge.</td>
</tr>
<tr>
<td><strong>ME 334 PA</strong></td>
<td>3</td>
<td>Fluid Mechanics&lt;br&gt;A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conversation laws, dimensional analysis, internal and external flows.</td>
</tr>
<tr>
<td><strong>CE 331 PA</strong></td>
<td>3</td>
<td>Stochastic Concepts&lt;br&gt;Development of probabilistic concepts and simulation models and their relevance and application to real design and decision problems encountered in civil engineering.</td>
</tr>
<tr>
<td><strong>CE 336 PA</strong></td>
<td>3</td>
<td>Structural Mechanics I&lt;br&gt;Application of the principles of mechanics to the stress and deformation analysis of structural systems. Behavior and analysis of redundant structures.</td>
</tr>
<tr>
<td><strong>AME 226 PA</strong></td>
<td>3</td>
<td>Mechanics II&lt;br&gt;Prerequisites: AME 225, MATH 225. Introduction to Newtonian dynamics. Kinematics and kinetics (energy, linear and angular momenta) of particles, systems of particles and rigid bodies.</td>
</tr>
<tr>
<td><strong>ES 371 PA</strong></td>
<td>3</td>
<td>Field Experience&lt;br&gt;Two-week research project with a Western Australian company involved in science and/or engineering research.</td>
</tr>
</tbody>
</table>
SA 300 PA SCI
Geomorphology
This unit enables students to gain a basic understanding of the principles of geomorphology and the processes of erosion and deposition in a variety of terrestrial, estuarine, and marine environments.

SA 200 PA SCI
Structural Geology and Geomechanics
This unit provides an introduction to the principles of structural geology and geomechanics, with practice in methods of analyzing simple structures. Topics include rheology of rock, P-T conditions in the lithosphere, mechanical basis of rock failure, extension, transient and contractional faulting, joints, veins, fold geometry, local faulting, fold geometry and section drawing, experimental deformation, analog modeling, diapirism, rock cleavage, schistosity, and gneissosity.

EE 222 PA
Introduction to Electrical Science
The content of this course provides an understanding of basic circuit laws; these will be used to analyze linear and nonlinear circuits and also DC and AC circuits. The laboratory work will draw on the knowledge students have gained in the lecture course to design and build a model autonomous moving vehicle.

SA 200/300 PA PHIL
The Environment and Social Justice
This unit considers underlying questions about environmental obligations, values, and social justice. It includes a study of animal liberation, environmental imperialism, radical environmentalism, deep ecology, and ecofeminism. The rise of radical environmentalism is examined in its philosophical and historical context. Differing forms of environmentalism are considered in application to specific cases of environmental conflict, where human interests appear to be at odds with the protection of natural variety and endangered species.

SA 200/300 PA HIST
From Saddam to Saddam: Representation of Australia’s Foreign Wars
This course analyses Australia’s foreign wars and their domestic contexts, through their representations in media such as film and fiction, memory and memorial, art and architecture, and ceremony and commemoration. It deals with Australia’s part in the New Zealand Maori wars, the Sudan conflict, the Boer War, World War I and World War II, the Cold War, Korea, Vietnam, and the Gulf. It raises questions about the place of wars in national histories, myth, and memory. It discusses the meaning of representation and its relationship to the reality of war and to the histories of Australia’s wars written by Australian war historians.

SA 100 PA ANTH
Anthropology and Sociology: Sociocultural Change and Modernization
This unit deals with the impact of Western expansion and colonization, social and economic change, migration and urbanization, the transformation of Third World and Fourth World societies, and anthropology’s role in the modern world. Anthropological and sociological perspectives on large-scale societies are introduced, using Australia as an example.

SA 100 PA HIST
Aboriginal and Torres Strait Islander Histories and Modern Australia
This unit is an introduction to the contested historical realities of Aboriginal and non-Aboriginal Australia. Historical aspects of the British Empire and post-colonial political, economic, social, and cultural life in Australia, as well as ideas and methods underpinning historical and recent interpretations of events and peoples, are studied.

SA 200/300 PA ENGL
Sites of Subversion in Australian Writing
This unit closely examines a range of texts, including fiction, poetry, autobiography, plays, and mixed-genre pieces from the 1890s onward, that focus upon the struggle with identity, with alienation, and with domination. Writing has been a significant means of constructing the nation, but it also has been a vital instrument of cultural critique. Australian writing is acutely perceptive to the workings of power and the possibilities of literary resistance.

SA 200 PA
Professional Writing
This unit aims to analyze and develop strategies and skills needed for effective professional writing. It provides instruction and practice in key forms of written communication encountered in professional contexts, including reports, policy statements, media releases and public-relations announcements, and documentary scripting.

SA 200/300 PA ARHI
Picturing Australia: Issues of Coloniality and Identity in Australian Art
This unit traces the discourses of identity and nation in Australian art from 1788 until the present day. Of particular interest is the problematic relationship between the political and cultural ambitions of the European colonizers and indigenous cultural practices. Also discussed are the aesthetic means that the artists of European origin used to forge a sense of place, and the responses by indigenous cultures, particularly in the United States and New Zealand. This unit includes discussion about the collections of Australian art in the Art Gallery of Western Australia and the Lawrence Wilson Art Gallery of the University of Western Australia.

SA 200/300 PA ARHI
Art, Empire, and Colonial Contexts
This unit examines the ways in which representative and museological practices were centrally invested in fabricating and maintaining colonial mastery and empire. The unit chronicles the relationships between forms of representation and the construction of colonial “order” from the 19th century through to the mid-20th century. Consideration is given to the various regimes of representation that emerged in the 19th century and to the importance of the construction of otherness to the manufacture of national identity and imperial purpose. The unit also examines the ways in which museological practices and the culture of spectacle and display become indispensable to the European organization of the world-as-exhibition. Such a world is driven by a desire to organize and possess “realities” behind their “representations.”

Spring Semester
N.D. U.S. faculty: Edward Trubac

FIN 361 FA
Business Conditions Analysis
This course involves an integration of advanced macroeconomic theory with contemporary policy, challenges and action.

HIST/SOC 375 FA
Australian History and Society
This course covers the broad sweep of Australian history as well as some issues and developments of special significance in the past and today. (History or social science)

Dublin Program
The Dublin program is open to juniors in Arts and Letters, Business, Engineering and Science for a semester or a year. Students will enroll in courses in their major(s) at University College Dublin or Trinity College Dublin and will also take courses at Notre Dame’s Dublin Center. For course listings at the Irish universities, contact the International Study Programs office, 152 Hurley Building, 631-5882.

Director: Prof. Kevin Whelan
Associate Director: Katie Keogh

Fall Semester:
Professor Whelan will offer a course in Irish History and Society. The Notre Dame Center will also offer the following theology and philosophy courses.
### International Study Programs

**Jerusalem Program**

Fifteen credits will be accepted for the spring 2002 semester. Students will enroll in a Middle Eastern History course at Bethlehem University, a contemporary Middle East international relations course at Hebrew University, and several courses at Tantur, Notre Dame’s Ecumenical Institute.

**Director:** Rev. David Burrell, C.S.C.

- HIST/THEO 307 JE
- Holy Land Geography and Archaeology
- A survey of the topography, human settlements, shifting political boundaries, natural resources, farming patterns and economic practices, climatic conditions and archaeological discoveries that reveal basic facts about the peoples who have inhabited this land over time and how they have lived. Required of all students. (History or theology)
- THEO 388 JE
- Religions in Dialogue: Judaism, Christianity, Islam
- AL 100 JE
- Conversational Arabic/Hebrew

**Monterrey Program**

Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)

Students enroll in Spanish language and in Mexican and Latin American culture, art, history, sociology and business (electives) courses for international students. Those with a high level of proficiency in Spanish are encouraged to enroll in courses in the other departments of the university, which include business administration, engineering, humanities and the social sciences. Students may apply for internships in schools, banks and other businesses in the area. Service opportunities are also available in Monterrey.

Courses for international students are listed below. For a listing of all courses offered at ITESM, visit the International Study Programs office at 152 Hurley.

- Students are encouraged to take advantage of the following culture mini-courses for their own enjoyment: Mexican Cuisine, Mexican Dances and Latin American Rhythms.

**ROSP 101A, 102A MX**

- Basic Spanish I-II
- Development of oral and written language. Application of basic grammatical knowledge to writing and reading comprehension. Introduction to authentic Spanish texts. Beginner’s level.

---

**INNSBRUCK PROGRAM**

Heffterhof near Salzburg, Austria, for the preliminary session

University of Innsbruck, Innsbruck, Austria, for the two semesters

**Director and Academic Coordinator:**

Gernot Guertler

In addition to the courses listed below, students will select one course from the University of Innsbruck. Courses taken in German at the university may be taken pass-fail.

**Preliminary Session, Salzburg**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 210 IA</td>
<td>Intermediate Oral German</td>
</tr>
<tr>
<td>GE 250 IA</td>
<td>Intensive Oral German — Advanced</td>
</tr>
</tbody>
</table>

---

**Fall Semester**

(Five courses, 18 credits accepted)

- GE 231 IA
  - Grammar, Conversation I and Tutorial — Intermediate (DAF II)
  - Prerequisite: GE 101-102F.
- GE 233 IA
  - Practical Reading, Conversation I and Tutorial — Advanced (DAF III)
  - Prerequisite: GE 121-122F.

Continued study of German language with stress on the written as well as the spoken aspects.

---

**Spring Semester**

(Five courses, 15 credits accepted)

- GE 238 IA
  - German Literature
- AL 212 IA
  - Ideas, Values and Images
- ECON 226 IA
  - European Economic Integration
- HIST 356 IA
  - European History and Civilization
- THEO 239 IA
  - History of the European Arts
- GOVT 345 IA
  - European Politics in the 20th Century
- PSY 237 IA
  - Trends in Psychoanalysis

This course studies the role of psychoanalysis in understanding emotional development and interpersonal relationships and places psychoanalysis in the context of the history of our civilization. (Social science)

---

**ITALIAN PROGRAM**

**Introduction to Ireland**

HIST 331 IR/SOC 372 IR

Introduction to Ireland: Landscape, archaeology, history, economy, society, politics and an introduction to contemporary issues.

**Intermediate Oral German**

GE 230 IA, 230B IA

Continued study of German language with stress on the written as well as the spoken aspects.

---

**Franco-American Program**

*Students are encouraged to take advantage of the following culture mini-courses for their own enjoyment: Mexican Cuisine, Mexican Dances and Latin American Rhythms.*

**Basic Spanish I-II**

Development of oral and written language. Application of basic grammatical knowledge to writing and reading comprehension. Introduction to authentic Spanish texts. Beginner’s level.
ROSP 111F-MX  
Intermediate Spanish I 6  
Review of basic concepts and study of intermediate grammar. Development of oral and written language. Application of basic grammatical knowledge to writing and reading comprehension. Introduction to a variety of texts and different types of compositions. Presentations and discussions about different cultural topics. Intermediate low-level.

ROSP 112F-MX  
Intermediate Spanish II 6  
Study of grammar in greater depth. Reading of newspaper articles and reports, essays and short stories. Students write and represent possible situations at an intermediate and advanced level, present speeches and report results from oral surveys. Intermediate high-level.

ROSP 115F, 215F-MX  
Advanced Spanish I-II 6  
Development of written, oral and comprehension skills at advanced and superior levels.

ROSP 237A, 237B-MX  
Composition I-II 3  
Development of Spanish writing skills. Beginner and intermediate levels.

ROSP 390-MX  
Advanced Composition 3  
Development of Spanish writing skills at a native-like level.

ROSP 231A, 231B, 231C-MX  
Communicative Skills Development I-III 3  
Development of Spanish oral and written skills. Beginner, intermediate and advanced levels.

ROSP 236-MX  
Spanish for Business 3  
Intensive practice of Spanish using business terminology and vocabulary. Readings related to current business issues. Presentation of oral and written reports, as well as simulations of situations that involve the correct use of sociolinguistic and paralinguistic elements.

ROSP 211/212-MX  
Spanish for Bilingual Students 3  
Designed for near-native Spanish students who wish to improve their use of formal Spanish — oral and written.

ROSP 301-MX  
Academic Spanish 3  
Introduction to the Spanish-speaking university classroom. Improvement of grammar, reading and note-taking skills, college-level formal papers and essay exam answers. Formal presentations and reports as expected in the Mexican educational system.

ROSP 302-MX  
Translation 3  
Designed for students with an advanced command of the Spanish language who wish to develop their ability to translate from English or French different kinds of texts (scientific, cultural, journalistic, etc.).

ROSP 303-MX  
Spanish Phonetics and Phonology 3  
Description and analysis of the Spanish phonemic and phonological system, contrasting with other languages (French, English, German and Japanese). Study pronunciation of different Spanish dialects.

ROSP 310-MX  
Teaching Spanish As a Second Language 3  
Designed for Spanish majors who plan to teach Spanish as a Second Language. Overview of the most important methodologies for the teaching of second languages.

ROSP 329-MX  
Latin American Literature 3  
Overview of the contemporary Latin American culture. Reading, analysis and discussion of the most representative works of 20th-century writers: Juan Rulfa, Garcia Marquez, Jose Donoso, Elena Poniatowska, Carlos Fuentes.

ROSP 253A, 253B-MX  
Mexican Culture I-II 3  
Overview of the Mexican way of thinking. Conclusions are drawn from analysis of cultural elements and concepts. Among them: art, family, time, work, death, religion, music and cuisine. Beginner and intermediate-high levels.

ROSP 253C-MX  
Mexican and Latin American Civilization and Culture 3  
Analysis of historical, political, economical and social factors to better understand contemporary Mexican and Latin American culture. Concepts such as art, family, time, work, death, religion, and music are overviewed.

HIST 323-MX  
Mexican History 3  
Overview of Mexican history, pre-Hispanic culture, conquest, colonization and vice versa, independent life and revolution. (History)

SOC 479-MX  
Sociocultural Values in Mexico and Latin America 3  
The student will analyze, criticize and make decisions on contemporary human issues, current affairs, life situations and social issues characterized by change in Mexico and Latin America, from a critical perspective. (Sociology)

SA 400-MX BA  
Doing Business in Mexico I-II — Beginner and Intermediate Levels 3  
Social basis underlying current styles of Mexican management. Operational analysis of the manager’s role in different types of Mexican organizations. Cultural influences and behavior patterns. Mexican laws, regulations, compensation plans and fringe benefits. Comparisons between practices in the United States and in Mexico are used for analysis. Guest lectures, class lectures and visits to local companies. (Business elective)

SA 400-MX BA  
Mexican Business Management 3  
A practical introduction to the national and international business conditions in Mexico. Global, regional and national trends will be evaluated to develop a holistic perspective on the issues that affect business opportunities in Mexico. These trends will be obtained through an information-scanning process that leads students to focus on an area of interest. (Business elective)

SA 400-MX BA  
Seminar on Business Operations in Mexico 3  
This seminar is designed to increase the effectiveness of international executives working (or who plan to work) in Mexican contexts. Its focus is on increasing cross-cultural strategic and operational competence via an emphasis on cognitive understanding and behavioral skills development. (Business elective)

NAGoya PROGRAM

Center for Japanese Studies, Nanzan University, Nagoya, Japan

Students are required to take a 10-credit Japanese course at the appropriate level each semester. Students may elect to take the second semester 10-credit language course on a Pass/Fail basis, as long as they do so early in the semester. A practical arts course in Chinese Black Ink Painting, Woodblock Printing or Calligraphy will satisfy the University’s fine arts requirement. Students will not receive credit for any other practical arts courses. In addition to the courses listed below, advanced students may enroll in one of a number of two-credit seminars in translation, classical Japanese, and readings in the social sciences or literature. These seminars will be taught in Japanese.

Fall Semester

(Up to four courses, 19 credits accepted. Students must enroll in EALJ 225 NJ or EALJ 325 NJ.)

EALJ 225 NJ  
Intensive Second-Year Japanese I 10  
An intensive course for those students who have had some first-year-level Japanese instruction (100 to 150 hours) before entering the program.
This course aims at the further development of the four language skills — speaking, listening, reading and writing — using various materials. For students who have completed two years of Japanese before entering the program.

BA 481 NJ
Japanese Business
A survey course on Japanese business and management. Focuses on contemporary corporate practices in the areas of management, industrial relations, marketing, finance and international business.

EALL 261 NJ
Japanese Literature I
A historical survey of modern Japanese poetry, novels and drama from the Meiji era to recent years. (University literature or Japanese major)

EALL 356 NJ
Japanese Culture: Japan in Fiction
This course discusses images of Japan and Japanese people found in primarily American works of fiction. Offers opportunities to analyze and deconstruct ways popular writers portray Japan and its people.

ECON 322 NJ
Japanese Economy
A survey of the modern Japanese economy, its historical background, basic conditions, industrial structures, policies and problems. The Japanese economy is compared to other economies. (Social science)

FIN 475
International Financial Management
Deals with international financial markets and international dimensions of corporate financial management.

HIST 350 NJ
Japanese History: The Western World and Japan
A survey of the encounter between the Western world and Japan since the 16th century. (Social science)

THEO 240 NJ
Japanese Religion — Religion in Contemporary Japan
An introduction to the religious life of the Japanese people today. Traces religious traditions and contemporary religious movements and trends.

ARST 263 NJ
Hanga: Woodblock Printing
Original printmaking with instruction in the techniques of planning the wooden block, taking care of tools, handcutting, and using the baren. (Fine arts)

SOC 351 NJ
Japanese Society
An introduction to the main features of Japanese society in a historical as well as comparative context. (History)

Spring Semester
(Students must take EALJ 325 NJ or EALJ 425 NJ and three other courses.)

EALJ 325 NJ
Intensive Third-Year Japanese
Continuation of EALJ 225 NJ.

EALJ 425 NJ
Intensive Advanced Japanese
Students will learn to handle various tasks such as thesis writing, oral presentation and note-taking. Class is oriented toward those who want to use Japanese in their professional lives. For those who took EALJ 325 in the fall.

ANTH 351 NJ
Japanese Ethnology
Students learn how ordinary Japanese live and how their lives are changing. This research-based course requires students to research problems and issues and make class presentations.

BA 482 NJ
Contemporary Japanese Business Practices
Major topics include industrial policy, industrial groups, distribution systems, research and development, financial markets and foreign investments.

EALJ 262 NJ
Japanese Literature II
An introduction to the world of classical Japanese literature, from its inception to the late Heian period (794-1185). (Literature)

ECON 323 NJ
Economic Development of Japan
Japan’s economic development from the 1680s to the 1970s, and current problems and prospects. Case study of a successful economy with non-Western traditions. (Social science)

GOVT 334 NJ
International Politics
Major focus will be basic concepts of international politics with a concentration on the Asia-Pacific region. A strategic geography approach rather than political science will be used.

SOCI 342
Modern Japanese Education and Cultural Collision
Educational reform during the Allied Occupation and a critical comparison of current Japanese and American education are the two major topics of the course.

SOC 351 NJ
Japanese Society
An introduction to the main features of Japanese society in a historical as well as comparative context. (History)

ARST 261 NJ
Sumie: Chinese Black Ink Painting I
Japan’s traditional painting in Chinese black ink with brush. Introduces basic methods and forms in portraits, landscapes, birds and flowers. (Fine arts)
### INTERNATIONAL STUDY PROGRAMS

#### Florence Program

John Cabot University
Rome, Italy
www.john cabot.edu

Students enroll in classes at John Cabot University, an American university in Rome, which offers courses in art, business, classics, government, history, literature, philosophy and psychology. All courses are taught in English (with the exception of Italian language classes). A variety of JCU courses have been approved by Notre Dame departments for major credit; however, students must consult with their department to confirm courses for their major. All students are required to take one Italian language course during their semester or year in Rome.

For a listing of all courses offered at John Cabot, visit the International Study Programs office at 152 Hurley Building or visit John Cabot’s course descriptions at www.john cabot.edu/ Academics/Degree Programs/course descriptions/ course descriptions.htm.

The following is only a sampling of courses that are offered at John Cabot University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 300 RE</td>
<td>Medieval Rome and Its Monuments</td>
<td>3</td>
</tr>
<tr>
<td>SA 300 RE</td>
<td>Italian High Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>SA 300 RE</td>
<td>Italian Art and Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECON 123/223</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 224</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 345</td>
<td>Industrial Organization</td>
<td>3</td>
</tr>
<tr>
<td>ECON 471</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 370</td>
<td>Investment Theory</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 112</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 326</td>
<td>Italy in the 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 327</td>
<td>Italy in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 386</td>
<td>Europe Since 1945</td>
<td>3</td>
</tr>
</tbody>
</table>

### Florence Program (Art and Architecture)

**BA 363 RE**  
Business Law: Contracts and Agency  
3  
Students in this course explore basic legal principles in reference to business conduct. The course begins with an examination of the common law of contracts, followed by Article 2 of the Uniform Commercial Code and the Convention on Contracts for the International Sale of Goods, the legal characteristics of partnerships, limited partnerships, and corporations (including limited-liability companies), secured transactions, and the law of bankruptcy.

**ECON 123/223 RE**  
Principles of Macroeconomics  
3  
An introduction to the basic principles of the macroeconomy, such as national income accounting, determination of national income, business cycles, inflation, unemployment, fiscal and monetary policy, macroeconomics in the open economy and economic growth.

**ECON 224 RE**  
Principles of Microeconomics  
3  
A survey of the principles of price theory that focuses on the determination of prices and quantities in individual markets, market interdependence, market structure, market failures, government policies and international trade.

**ECON 345 RE**  
Industrial Organization  
3  
Competition and monopoly power and the effect of these market conditions on economic performance. Market structures are analyzed and the role of capital markets discussed. The firm, its organization and the determinants of its size are analyzed. Prices, efficiency and progress under different market structures are examined. Oligopoly is studied. Vertical integration and diversification are also studied, as are issues in antitrust and monopoly regulation.

**ECON 471 RE**  
International Economics  
3  
An introduction to international trade and finance. Analysis of the causes and consequences of international trade and investment. Major topics include international trade theory, international trade policy, exchange rates and open-economy macroeconomics and international macroeconomic policy.

**FIN 231 RE**  
Business Finance  
3  
This course examines both the theoretical and applied foundations necessary for making decisions in financial management. Main topics include the financial system, international financial markets, efficient markets, analysis of risk and return, basic portfolio theory, valuation, capital budgeting, and capital structure management.

**FIN 370 RE**  
Investment Theory  
3  
This course concentrates on the operation and function of securities markets. It emphasizes basic techniques for investing in stocks and bonds. Technical analysis is introduced and portfolio theory discussed. (Free elective for FIN majors; FIN 370 for all other BA majors)

**HIST 111 RE**  
Western Civilization I  
3  
A survey of the history and major cultural achievements of the ancient Egyptians, early Near-Eastern civilizations, Ancient Greece and Rome, with an emphasis on those achievements which have formed the basis of Western Civilizations.

**HIST 112 RE**  
Western Civilization II  
3  
A survey of the history and major cultural developments from the fall of the Roman Empire through the Renaissance, Reformation and the Age of Enlightenment. Attention is given to the impact of non-Western civilizations on the events and ideas of the times.

**HIST 325 RE**  
Italy in the 19th Century  
3  
The course deals with the process of Italian Unification (the Risorgimento), the problems of the new Italian kingdom and Italy’s role in the world up to the death of King Umberto I in 1900.

**HIST 326 RE**  
Italy in the 20th Century  
3  
The course examines the continuing problems of united Italy in the 20th century, the origins and character of the Fascist movement, the personality and rule of Mussolini, and the post-war recovery and difficulties of the Italian Republic.

**HIST 386 RE**  
Europe Since 1945  
3  
Because of its closeness to our time, the subject of this course combines elements of classical historical studies with other elements of economics and political science. Although the basic structure of the course will be chronological, some themes such as the emergence of the European Union and the role played by Western Europe in the Cold War will also be dealt with from other perspectives, such as ideology and theory.
HIST 409 RE
Historical and Philosophical Aspects of the Italian Renaissance 3
The objective of this course is to relate studies in the art and literature of the Renaissance to their historical background in Italy and to examine the significance of the term “renaissance” in its historical context.

MGT 231 RE
Principles of Management 3
The role of management in the socioeconomic system. Major decision areas: selecting target markets, positioning strategy and the marketing mix (product planning, pricing, promotion and distribution) strategy. Skill development in demand/competitive analysis, teamwork and effective communications.

MARC 350 RE
Consumer and Industrial Buyer Behavior 3
Social, cultural, and psychological factors influencing the behavior of consumers. Models of buyer behavior, consumption patterns, market segmentation, attitude formation and change, brand loyalty, adoption of innovations and store choice decisions. Implications of consumer research for marketing management.

MARC 381 RE
International Marketing 3
An investigation of the marketing concept in a global environment. Factors in assessing world marketing opportunities; international marketing of products, pricing, distribution and promotion program development in dynamic world markets. Marketing practices which various businesses adapt to the international environment are studied. Attention is also given to comparative marketing systems, and planning and organizing for export-import operations.

MGT 231 RE
Principles of Management 3
Introduction to the manager’s role and the management process in the context of organizations and society. Focus on effective management of the corporation in a changing society and on improved decision making and communication. Processes covered: planning, organizing, coordinating and controlling. Teamwork and individual participation are emphasized.

MARC 389 RE
Management Competencies 3
The course examines human personality, behavior and relationships as applied to business, industrial and organizational settings. Topics include social systems at work; human needs, attitudes, human relations; leadership patterns, group dynamics, teamwork, communication, motivation, participation and reward system; technology and people, managing change, models of organizational behavior and management. Teamwork and group participation are emphasized.

MARC 470 RE
Operations Management 3
Management issues related to the procurement and allocations of resources in the production of goods and services in order to meet organizational goals. Topics covered include product and process design, facility size, location and layout, quality management, production planning and control.

PHIL 101/201 RE
Introduction to Philosophical Thinking 3
The course provides a historical introduction to philosophical reflection through reading and discussion of major works in the Western philosophical tradition. The course requires attentive outside reading to enable the individual student to engage him- or herself in active classroom discussions and argumentation and thus to progress in the learning and practicing of philosophical analysis and thoughtful discourse.

PHIL 222 RE
Existentialism 3
The course aims at a phenomenological analysis, discussion and development of the most important theme in existential philosophy: the Self understood as consciousness confronting a world and engaged in human action. The course will explore issues such as freedom, responsibility decision, finitude, alienation. These issues will be discussed in their existential contexts as they emerge from the works of philosophers such as F. Nietzsche, G. Marcel, J.P. Sartre, M. Heidegger, etc. (Second Philosophy)

ROIT 201 RE
Comprehensive Second-Year Italian 3
This course focuses on consolidating the student’s ability to use Italian effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings acquaint students with contemporary Italy.

ROIT 202 RE
Intermediate Italian II 3
This course emphasizes the development of reading and composition skills. Readings include short stories and newspaper articles.

ROIT 231 RE
Conversational Italian 3
This course is designed to develop the student’s ability to write correctly in Italian while reinforcing oral communication skills. Contemporary texts provide the basis for class discussions geared toward expanding vocabulary and reviewing grammar. Students write weekly compositions, do oral presentations and keep a journal.

ROIT 241 RE
Italian Cinema: 1945 to the Present 3
A survey of films, directors, and film styles in Italy from the 1940s to the present. The films are examined as aesthetic objects in their own right and in their relation to the wider social and cultural environment of post-war Italy. Realist, modernist and postmodernist aesthetics are discussed in relation to Italian cinema in particular, and Italian society in general. Films are shown on video, in the original Italian version with English subtitles.

ROIT 315 RE
Selected Topics in Italian Literature 3
The course offers an in-depth exploration of a particular theme or period in Italian literature. Attention will be given to the historical and cultural contexts in which the selected works grew. Possible topics include The Italian Novel, Short Stories and Italian Regional Identity, Women Writers, and The Italian Poetic Tradition.

ROIT 341 RE
Modern Italian Drama 3
An introduction to 20th-century Italian drama through the study of plays by Chiarelli, Pirandello, Betti, Fabbri and Fo. Since the course is based on discussion, special emphasis will be on oral expression. A guided term paper on a play not studied in class will help students to improve their writing skills.

HIST 409 RE
Historical and Philosophical Aspects of the Italian Renaissance 3
The objective of this course is to relate studies in the art and literature of the Renaissance to their historical background in Italy and to examine the significance of the term “renaissance” in its historical context.

MARC 350 RE
Consumer and Industrial Buyer Behavior 3
Social, cultural, and psychological factors influencing the behavior of consumers. Models of buyer behavior, consumption patterns, market segmentation, attitude formation and change, brand loyalty, adoption of innovations and store choice decisions. Implications of consumer research for marketing management.

MARC 381 RE
International Marketing 3
An investigation of the marketing concept in a global environment. Factors in assessing world marketing opportunities; international marketing of products, pricing, distribution and promotion program development in dynamic world markets. Marketing practices which various businesses adapt to the international environment are studied. Attention is also given to comparative marketing systems, and planning and organizing for export-import operations.

MARC 389 RE
Management Competencies 3
The course examines human personality, behavior and relationships as applied to business, industrial and organizational settings. Topics include social systems at work; human needs, attitudes, human relations; leadership patterns, group dynamics, teamwork, communication, motivation, participation and reward system; technology and people, managing change, models of organizational behavior and management. Teamwork and group participation are emphasized.

MARC 470 RE
Operations Management 3
Management issues related to the procurement and allocations of resources in the production of goods and services in order to meet organizational goals. Topics covered include product and process design, facility size, location and layout, quality management, production planning and control.

PHIL 101/201 RE
Introduction to Philosophical Thinking 3
The course provides a historical introduction to philosophical reflection through reading and discussion of major works in the Western philosophical tradition. The course requires attentive outside reading to enable the individual student to engage him- or herself in active classroom discussions and argumentation and thus to progress in the learning and practicing of philosophical analysis and thoughtful discourse.

PHIL 222 RE
Existentialism 3
The course aims at a phenomenological analysis, discussion and development of the most important theme in existential philosophy: the Self understood as consciousness confronting a world and engaged in human action. The course will explore issues such as freedom, responsibility decision, finitude, alienation. These issues will be discussed in their existential contexts as they emerge from the works of philosophers such as F. Nietzsche, G. Marcel, J.P. Sartre, M. Heidegger, etc. (Second Philosophy)

ROIT 201 RE
Comprehensive Second-Year Italian 3
This course focuses on consolidating the student’s ability to use Italian effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings acquaint students with contemporary Italy.

ROIT 202 RE
Intermediate Italian II 3
This course emphasizes the development of reading and composition skills. Readings include short stories and newspaper articles.

ROIT 231 RE
Conversational Italian 3
This course is designed to develop the student’s ability to write correctly in Italian while reinforcing oral communication skills. Contemporary texts provide the basis for class discussions geared toward expanding vocabulary and reviewing grammar. Students write weekly compositions, do oral presentations and keep a journal.

ROIT 241 RE
Italian Cinema: 1945 to the Present 3
A survey of films, directors, and film styles in Italy from the 1940s to the present. The films are examined as aesthetic objects in their own right and in their relation to the wider social and cultural environment of post-war Italy. Realist, modernist and postmodernist aesthetics are discussed in relation to Italian cinema in particular, and Italian society in general. Films are shown on video, in the original Italian version with English subtitles.

ROIT 315 RE
Selected Topics in Italian Literature 3
The course offers an in-depth exploration of a particular theme or period in Italian literature. Attention will be given to the historical and cultural contexts in which the selected works grew. Possible topics include The Italian Novel, Short Stories and Italian Regional Identity, Women Writers, and The Italian Poetic Tradition.

ROIT 341 RE
Modern Italian Drama 3
An introduction to 20th-century Italian drama through the study of plays by Chiarelli, Pirandello, Betti, Fabbri and Fo. Since the course is based on discussion, special emphasis will be on oral expression. A guided term paper on a play not studied in class will help students to improve their writing skills.

SANTIAGO PROGRAM
On-site coordinator: Estela Rojo

Fall or Spring Semester
Students take courses at the Pontificia Universidad Catolica (PUC) through a consortium of the University of Notre Dame and the University of Wisconsin at Milwaukee. Some students also may enroll in two courses, called Perspectives on Poverty and Approaches to Development, offered by Ilades, a Jesuit Institute for advanced study, during the spring semester. Students are required to take Chilean Culture, Spanish for Foreigners is required for most students. These courses are described below. For the catalogue of courses at the PUC, contact the International Study Programs office, 109 Hurley Hall. Students are also encouraged to visit PUC’s Web site for course and other information: www.puc.cl.

ROSP 235 SC
Chilean Culture and Civilization 2 or 3
Mandatory intensive orientation course covering Chilean culture, politics, economics, literature and history. Instruction in Spanish.

ROSP 236 SC
Spanish for Foreigners 3
Language and culture through speaking, writing, experiential learning.
**International Study Programs**

**Shanghai Program**

The Shanghai Program at East China Normal University is intended for students wishing to accelerate their acquisition of Chinese and is strongly recommended for majors and minors. All students must take a Chinese language course and may choose electives from other courses on Chinese history, culture and politics offered in English. All courses are eligible for Notre Dame credit through special arrangement with the Council on International Educational Exchange (C.I.E.E.).

**Toledo Program**

Centro de Estudios Internacionales, Fundacion Ortega y Gasset, Toledo, Spain

**Fall and Spring Semesters**

Four or five courses, 15 credits accepted per semester. The courses listed below may be offered in the fall and/or spring semester. The philosophy course is offered in the fall only; the theology course is offered in the spring.

Internships also are available in Toledo for three (3) credits. Students may apply for internships in several areas, including government, the arts, social service and communications. Credit toward a major must be approved by an advisor in the major department.

**ANTH 350 SP**

*Archaeology of the Iberian Peninsula*  3

The diverse cultures of Iberia as seen through an analysis of the most important archaeological sites of the peninsula. (Social science)

**ANTH 351 SP**

*Ethnology and Folklore of the Iberian Peninsula*  3

The various forms of traditional life in the Iberian Peninsula in terms of social and economic features as well as literary, artistic and religious aspects. (Social science)

**ARHI 300 SP**

*20th-Century Art and the European Avant-Garde*  3

Trajectory of those Spanish painters who were most influenced by European avant-garde movements and who have, in turn, influenced painting in and out of Spain. Special attention will be paid to Picasso, Dalí, Miro and others. (Fine arts)

**ARHI 350 SP**

*Christian, Muslim, Jewish Art: Toledo*  3

The art and archaeology of the three cultures that determined the national character of Spain today are studied in and around Toledo. (Fine arts)

**ARHI 353 SP**

*Master Painters of Spain*  3

Development of Spanish painting studied in the works of five of Spain’s greatest artists: El Greco, Velazquez, Goya, Picasso, Dalí. Visits to the Museo del Prado and the Museo de Arte Contemporaneo, Madrid. (Fine arts)

**ARHI 355 SP**

*Art and Architecture in Spain: Periods and Styles*  3

Characteristics of the major periods in Spanish art and architecture, including Greek and Roman, Romanesque, gothic, baroque and neoclassical. (Fine arts)

**ECON 376 SP**

*Spain and the European Union*  3

Study the process of the formation of the European Union. Analysis of the economic repercussions on its members and especially in Spain. Daily newspaper and magazine coverage of the ongoing process will be followed and discussed. (Social science)

**GOVT 351 SP**

*Politics and Society in Latin America*  3

Contrasts in political and social structures of various Spanish-American nations in the 20th century to show their diversity but also to provide insight into the problems they share. (Social science or government major)

**GSC 350 SP**

*Spanish Women*  3

A theoretical and practical approach to the fundamental transformations that have conditioned the lives of Spanish women from the golden age to the present. Spring semester only. (Social science or gender studies)

**HIST 334 SP**

*The Cultural Heritage of Spain*  3

Contemporary Spanish history (especially 20th century), art, society (education, family, church), politics, customs and traditions, current events. Regional geography and history. Intended primarily for the beginning or intermediate Spanish-language student. (History)

**HIST 336 SP**

*Spain Since 1936*  3

Main features and social significance of General Franco’s authoritarian regime as opposed to the German and Italian models. Origins of the Civil War and later social and economic development. Problems in the political and constitutional transition since 1985. (History or Social Science requirement)

**PHIL 320 SP**

*Spanish Philosophy*  3

Analysis of Spanish philosophy in its two most significant periods — the 16th century and the 20th century. Philosophers studied include Juan Luis Vives, Miguel de Unamuno, Jose Ortega Y Gasset and Xavier Zubiri. Fall semester only. (Second philosophy)

**ROSP 200 SP**

*Introduction to the Study of Spanish Linguistics*  3

The course will cover phonology, morphology, syntax, semantics, lexicology, pragmatics, discourse analysis, sociolinguistics, and the history of the Spanish language. Students will be introduced to the study of linguistic theory, as well as its relation to social, cultural and literary studies.

**ROSP 201 SP**

*Advanced Spanish Grammar*  3

Work on the most difficult aspects of Spanish syntax, referring to the different methods used to teach them. Spring semester only.

**ROSP 223 SP**

*Advanced Spanish Grammar and Composition*  3

Difficult aspects of Spanish grammar and structures are mastered through composition writing. Treats problems of style as well as language. Several compositions are written outside class each week, and common errors are reviewed.

**ROSP 231 SP**

*Advanced Spanish Conversation*  3

Classroom discussions centering on contemporary issues in Spain and other subjects of interest. Periodic error evaluation and systematic review of the most frequent structural and grammatical problems.

**ROSP 241 SP**

*Colloquial Spanish*  3

Characteristic phenomena of the Spanish language in its colloquial spoken form. Variations based on age, social and regional background, etc. New lexical, morphological and syntactical coinages.

**ROSP 280 SP**

*Spanish Phonetics*  3

Intensive study of the phonetics and philology of Spanish aimed at mastering articulation in the language. Pronunciation exercises with the objective of correcting common phonetic problems experienced by the foreign student. Different Spanish dialects will also be analyzed.

**ROSP 310 SP**

*Textual Analysis*  3

Critical reading of Spanish and Spanish-American texts: works representing principal genres—novel, drama, poetry, essay—diverse approaches to literature. Terminology of criticism, literary problems and techniques. (University literature or Spanish major)
Undergraduate London Program

Director: Anastasia F. Gutting
Director of Undergraduate Studies in London: Paul Bradshaw
Associate Director: Tadeusz Mazurek
Associate Director of Undergraduate Studies in London: Laura Holt
2000-2001 BRITISH FACULTY
Professors (adjunct): Clive Bloom Deborah Cherry Brendan O’Duffy
Assistant Professors (adjunct): John Cunningham Alexandre Cutting Charles Duff John East Adrian Goldsworthy Gill Gregory Victoria Harrison Christopher Hughes Maria Kastarrer John Lennard Patrick Sprottsoode Keith Surridge Mark Tebbitt Martin Upham Giles Waterfield
Instructor (adjunct): Andrew Wright
2001-02 VISITING U.S. FACULTY
Professors: William Berry E. Mark Cummings James Cushing James McAdams Joseph Powers
Associate Professors: Juan Rivero Michael Brownstein

Notre Dame undergraduates from all colleges may elect to spend one semester of their junior year in the Undergraduate London Program. During their semester in London, students take classes offered by Notre Dame and British professors at the Notre Dame London Centre near Trafalgar Square. Students participating in the program live as a group in a residential facility, with supervision provided by the program. The semester enables students to combine serious study with the opportunity to live and travel in Europe.

Detailed information on the program and its location, staff, facilities, curriculum and requirements can be obtained from the London Program, 103 O’Shaughnessy Hall, Notre Dame, IN 46556 or from our Web site at www.nd.edu/~londonpr.

Telephone: (219) 631-7414, fax: (219) 631-3978.

Program of Studies. In 1981, the College of Arts and Letters initiated a junior semester in London program. The program was developed in the belief that the educational and cultural benefits of study with British scholars in London are particularly valuable. The tremendous success of the program attracted attention from other colleges within the University, so that in 1997 the program was expanded to accommodate the demand and the curricular needs of students from all of Notre Dame’s colleges. The faculty has been selected so that it is on a par with the home campus. Among Notre Dame’s British faculty are noted experts in their fields whose work is internationally recognized.

All London Program courses are Notre Dame courses. Credit hours are recorded on the student’s transcript and quality points applied to the cumulative average in the usual manner. During their semester in London, students must carry a course load of between 15 and 17 credits, including three credits in the fine or performing arts. Most students are able to earn three to six hours of credit toward their majors and to satisfy some university course requirements.

Course Descriptions. The following descriptions give the number, title, credit hours and instructors’ names for courses routinely offered by the program. This list provides general information about the program’s vast array of offerings; it is not intended to be a definitive list of courses available in any one particular semester.
life and death, love and sexuality, work and leisure, consider how artists approached subjects such as of Victorian art. We will investigate the relations D. Cherry Art and Society in Victorian London     1 drawings and watercolors. sexual characteristics of pre-Raphaelite paintings, London museums, this course will identify the vi- in 1848 to c. 1864. Based as much as possible in from the founding of the Pre-Raphaelite movement D. Cherry Pre-Raphaelite Movement 1 ARHI 359 LA The British House, Town and Country: 18th- and 19th-Century Architecture in Context 1 M. Collins A study of the interiors and exterior decorations of houses and of the social and historical role of the house as a container of collections of art. The course focuses on houses the students will visit, e.g., Vanbrugh’s Blenheim Palace, Lord Burlington’s Chiswick House, Adam’s Syon House and Osterley Park, and Sir John Soane’s House and Museum. ARHI 373 LA Contemporary Art in Great Britain 1 M. Collins The course introduces Britain’s principal contem- porary painters, with focus on the meaning and im- plications of works of art and the techniques employed. Attention is paid to the role of govern- ment and business sponsorship, art colleges and galleries in promoting art in Britain. ARHI 375 LA Postmodernism 1 M. Collins This course explores the evolution of postmodern thought and examines its development in the con- text of the late modern movement. Issues such as the classical revival in painting, the influence of pop on new figurative art, new-wave Italian design and Memphis and postmodern architecture will be seen against a backdrop of political and social change in the 1980s. ARHI 381 LA Great Age of European Painting, Sculpture and Architecture, 1750-1939 3 M. Collins A survey of the major movements in European art history. Museum and gallery visits are part of the course. ECON 382 LA/GOVT 439 LA The European Community 3 This course discusses the relationship between the E.U. and its member states. Among the topics examined are the effects of the E.U. on trade and growth, agriculture, regional policy and the attempts to fix exchange rates within the E.U. ENGL 367 LA Victorian Literature 3 G. Gregory Key writers responded to the social, intellectual and religious challenges of the Victorian era in ways that were often innovative and challenging. This course will consider a range of texts from the pe- riod, looking closely at style, language and form as well as central themes such as industrialization, commerce, religion, town and country, the Great Exhibition, the position of women and childhood. ENGL 440 LA Shakespeare and His Contemporaries 3 J. Lennard An exploration of playhouse, script and perfor- mance. Students will see two plays at the Globe Theatre and one elsewhere.

UNDERGRADUATE LONDON PROGRAM

AL 366 Medical Practice and Ethics in the UK 1 This course is intended to introduce preprofes- sional students to the UK’s system of socialized medicine. AL 398 LA SS: Internship V A. Gutting AL 495 M PPE Colloquium 1 J. Roos PPE concentrators will research a pertinent topic of interest while in London. Students will be required to write a paper summarizing their findings. ANTH 315 LA Ethnicity, Race, and Identity in Britain and Europe Today 3 M. Kauzlaric In this introductory course we will explore some of the social, political and cultural aspects influencing national identity, cultural identity and ideas about “race.” With the end of the British Empire, ideas and perceptions of what it means to be “British” or “English” have undergone changes. What I would like to do in this course is to introduce some of the theoretical approaches, debates and discussions in relation to these processes. We will also look at some of the ethnographic studies on social life in Britain and Europe. ARHI 247 The Golden Age of Art in the Netherlands 1 G. Waterfield Using the rich holdings of the Wallace Collection and the National Gallery, this course will examine the development of visual art in the Netherlands, contrasting it with parallel developments in reli- gion, science, and early capitalism. The course will culminate in a visit to the exhibition “Rembrandt’s Portraits of Women” at the Royal Academy of Art. ARHI 355 LA/SCS 355 LA Pre-Raphaelite Movement 1 D. Cherry This course will explore the art of the Pre- Raphaelites, a distinctively British group of artists, from the founding of the Pre-Raphaelite movement in 1848 to c. 1864. Based as much as possible in London museums, this course will identify the vi- sual characteristics of pre-Raphaelite paintings, drawings and watercolors. ARHI 356 LA Art and Society in Victorian London 1 D. Cherry This course will introduce you to the main themes of Victorian art. We will investigate the relations between art and society in 19th-century London, explore artistic neighborhoods and lifestyles, and consider how artists approached subjects such as life and death, love and sexuality, work and leisure, urban living and city streets.

ENGL 442 LA Criticism and Culture: The British Tradition of Literary Theory, 1902 to Present 3 C. Bloom This course will provide students with a clear out- line and understanding of the major thinkers of the literary-critical tradition in Britain. It will explain their cultural and theoretical propositions and show how these against their historical, philosophical and ar- tistic backgrounds. ENGL 478C LA/FTT 439 LA/ANTH 363 LA The British Imagination 3 C. Bloom This course explores the nature and experience of the British “way of life” in the 20th century. It draws on all aspects of the media, from fiction and poetry to television soap operas and newspapers, to consider some central themes: nationalism, imperi- alism, the class system, the monarchy, the popular imagination, race, politics. FTT 265 LA An Introduction to the Theatre in Britain 1 This course charts the development of the theatre in Britain, from its origins in the celebration of the Mass and medieval miracle plays through to the present day. Particular attention will be given to theatre in the English provinces by following the history of the Theatre Royal, Bristol, the oldest working theatre in the country. FTT 285 LA Playing Shakespeare 2 P. Spottiswoode This course is for students who would like to explore practical approaches to the staging of Shakespeare’s plays both in terms of acting and di- recting. The course will consider the original playing conditions of the Elizabethan outdoor theatre and their influence on scripts and performance. FTT 385 LA In Shakespeare’s Playhouse 1 C. Duff The course will examine the place of theatre in Elizabethan society and will explore the perfor- mance conditions of the Elizabethan outdoor play- house. Particular reference will be made to the Globe Theatre (1599).

FII 420 LA History of British Cinema 3 J. Cunningham The history of the British cinema has been one of unevenness, with periods of great cinematic achievement followed by periods of stagnation or even near collapse. We will watch a selection of British films and discuss such issues as the represen- tations of “Britishness,” films of the colonial and post-colonial periods, Northern Ireland and Scot- land, class, race, and gender issues, Anglo-American relations, and the impact of “Thatcherism” on the British film industry.
UNDERGRADUATE LONDON PROGRAM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTT 493B LA</td>
<td>SS: Internship, Television</td>
<td>3</td>
</tr>
<tr>
<td>T. Mandell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTT 493C LA</td>
<td>SS: Internship, Theatre</td>
<td>3</td>
</tr>
<tr>
<td>B. Auerbach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTT 493D LA</td>
<td>SS: Internship, Media</td>
<td>3</td>
</tr>
<tr>
<td>T. Mandell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTT 496F LA</td>
<td>London Internship</td>
<td>3</td>
</tr>
<tr>
<td>E. Goerner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOVT 398 LA</td>
<td>Parliamentary Internship</td>
<td>3</td>
</tr>
<tr>
<td>GOVT 438 LA</td>
<td>Law/IPS 438 LA/IRST 438 LA</td>
<td>3</td>
</tr>
<tr>
<td>B. O’Duffy</td>
<td>Ethnic Conflict Regulation in Ireland and Northern Ireland</td>
<td></td>
</tr>
<tr>
<td>HIST 306 LA</td>
<td>Roman History</td>
<td>3</td>
</tr>
<tr>
<td>A. Goldsworthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOVT 443 LA</td>
<td>Government and Politics of Britain</td>
<td>3</td>
</tr>
<tr>
<td>M. Upham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 3331 LA</td>
<td>British History 1900-1990</td>
<td>3</td>
</tr>
<tr>
<td>K. Surridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 3701 LA</td>
<td>The English Civil War</td>
<td>3</td>
</tr>
<tr>
<td>K. Surridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 224 LA</td>
<td>LA/FTT 207 LA /Opera As Drama</td>
<td>1</td>
</tr>
<tr>
<td>J. East</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 240 LA</td>
<td>LA/FTT 208 LA /Concert Life in London</td>
<td>1</td>
</tr>
<tr>
<td>A. Sutton, D. Sutton-Anderson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 244 LA</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>M. Tebbit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 261 LA</td>
<td>The Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>C. Hughes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 274 LA</td>
<td>Introduction to Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>C. Hughes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 277 LA</td>
<td>LA/JSY 277 LA /A Philosophical Introduction to the Mind</td>
<td>3</td>
</tr>
<tr>
<td>J. Hopkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 398 LA</td>
<td>22LA /Special Studies Jr.</td>
<td>V</td>
</tr>
<tr>
<td>A. Cutting</td>
<td>In developing an understanding of how young children come to understand their</td>
<td>3</td>
</tr>
<tr>
<td>PSY 418 LA</td>
<td>Influences on Early Social and Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>A. Cutting</td>
<td>very individual needs. The course will be based at a school for the pupils</td>
<td></td>
</tr>
<tr>
<td>V. Hinchcliffe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOY 368LA</td>
<td>Modern British Society</td>
<td>3</td>
</tr>
<tr>
<td>A. Wright</td>
<td>This course has two aims: to investigate the social structure and culture of</td>
<td></td>
</tr>
<tr>
<td>THEO 223 LA</td>
<td>Christ, God and Salvation</td>
<td>3</td>
</tr>
<tr>
<td>V. Harrison</td>
<td>to use this investigation to acquaint students with some important issues and</td>
<td></td>
</tr>
<tr>
<td>THEO 238B LA</td>
<td>Christianity in Britain — Past and Present</td>
<td>3</td>
</tr>
<tr>
<td>P. Bradshaw</td>
<td>We shall trace the history of the Christian church in Great Britain from its</td>
<td></td>
</tr>
</tbody>
</table>

The course will follow the attempts of King Charles I to impose unpopular political and religious policies upon England and how resistance to these acts led to civil war. Topics include Oliver Cromwell, the New Model Army, and the execution of the king.
Catholic and Anglican churches and to the interaction between religion and politics in the United Kingdom. The course will include site visits, film presentations and guest lecturers.

THEO 245 LA
Catholic Social Teaching 3
M. Walsh
This course will address Catholic social teaching in two ways. Each pair of sessions will involve a lecture and discussion on individual topics. Students, either singly or in groups, will make presentations on the major documents of the (modern) social magisterium, from Leo XIII to the U.S. Bishops’ pastoral on the economy and the UK Bishops’ document on the Common Good.

THEO 438B LA
Christianity in Britain — Past and Present 3
P. Bradshaw
For theology majors. This course is the same as THEO 238B LA, but additional work will be required.

MENDOZA COLLEGE OF BUSINESS

ACCT 481
International Accounting 3
J. Rivera
This course provides a background for business leadership in a global environment. Students will gain a fundamental understanding of accounting and reporting in international business and in the global capital markets.

FIN 361 LA
Business Conditions Analysis 3
D. Shepherd
This course will examine economic policy, national income accounting, income determination, and behavior of economic aggregates such as total output and price level.

COLLEGE OF ENGINEERING

CE 336 LA
Structural Mechanics I 3
K. Andrews
Application of the principles of mechanics to the stress and deformation analysis of structural systems. Behavior and analysis of redundant structures.

CSE 321 LA
Computer Architecture I 4
An introduction to several architectural concepts that are present in current scalar machines together with an introduction to assembly language programming. Commercial computer-aided design software is used to deepen the student’s understanding of bus protocols and input/output.

CSE 331 LA
Data Structures 3
This course will cover fundamental techniques in the design and analysis of non-numerical algorithms and their data structures; elementary data structures such as lists, stacks, queues; and more advanced ones such as priority queues and search trees.

EE XXX
Engineering in the UK 1
W. Berry
Students will study and visit various sites of significance for the history of engineering.

EE 344 LA
Networks and Systems I 3
W. Berry
Topics covered include transform techniques for solving continuous-time linear differential systems, time-domain and frequency-domain analysis.

EE 348 LA
Electromagnetism I 3
J. Humberston
This is a basic course in electromagnetic field theory, using Maxwell’s equations as the central theme. Vector analysis is employed extensively.

AME 321 LA
Differential Equations and Applied Mathematics 3
J. Powers
Prerequisites: MATH 226 or 216.
This course covers ordinary and partial differential equations, Fourier series, initial and boundary value problems, linear algebra and transformation techniques.

AME 334 LA
Fluid Mechanics 3
R. Raichura
This is a basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conservation laws, dimensional analysis, internal and external flows.

MATH

Math majors may be eligible to study an advanced mathematics course at the University of London. Contact the program for further details.

PHYS 221 LA
Physics I 3
J. Cushing
Prerequisites: MATH 119 and 120 or MATH 125 and 126.
The first semester of a two-semester calculus-based introductory physics course intended primarily for students of the life sciences. The course is offered only in the fall.

SUMMER ENGINEERING PROGRAM

For a description of the Summer Engineering London Program, see page 237 of this Bulletin.
111, 112. Physical Education Activity
(0-3-0) (0-3-0) Staff
All Notre Dame first-year students must take two
semesters of physical education as a University re-
quirement. However, those who enroll and remain
in an ROTC program are exempted from physical
education.

The department believes that basic swimming
skills are important for the student. A swim test
will be administered at the beginning of the year to
determine each student’s ability.

Most students will be able to elect four of the
following activities to complete their requirement.
It is strongly recommended that activities from
both the wellness and lifetime sports tracks be
taken.

Basic Activities
Contemporary Topics for College Students
Exercise for Fitness
Fencing
First Aid
Fitness Development
Golf
Handball
Ice Skating
Officiating
Racquet Sports
Rugby
Self Defense
Skiing
Cross Country
Downhill
Soccer
Social Dance
Swimming:
Life guard Training
Lifesaving
Water Safety Instructor
Team Handball
Tennis
Volleyball
Water Aerobics
Weight Training
Yoga

All activities are offered at the beginning level;
however, some activities are offered at an interme-
diate level. If the student has a physical disability
and or unable to participate in activity classes, a
special designed program will be arranged.

Information Technologies

The Office of Information Technologies (OIT)
supports 13 public access computer clusters on
campus. These clusters provide students, faculty
and staff with access to almost 600 computers run-
ning Macintosh, Windows and UNIX operating
systems, as well as access to high-quality printers.
Five clusters are usually open 24 hours every day.
The OIT employs student consultants to help sup-
port these facilities. For more information about
the ND computer clusters, go to www.nd.edu/
~ndoit/clusters.

Students living in residence halls have access to
ResNet, the residence hall computer network con-
necting undergraduate residence halls and the
graduate student residences. ResNet is also avail-
able in the Huddle, the DeBartolo Interactionary
Area and the second floor of the Hesburgh Library.
ResNet provides a dedicated Ethernet connection
for every student living on the Notre Dame cam-
pus. This means that students can connect their
own computers directly to the campus computer
network using an Ethernet jack instead of dialing
in using a telephone line and modem. Standard ser-
ciences include access to electronic mail, the Internet,
and institutional file space (NDAccess). Students
should review the OIT’s recommendations for
computers that run well on ResNet. This informa-
tion is published on the World Wide Web at
www.nd.edu/~ndoit/resnet.

The OIT provides many support services.
Computers can be purchased in the OIT Solutions
Center on the first floor of the Computing Center/
Math Building. Students, faculty and staff can pur-
chase computers and printers at educational dis-
counts. The Solutions Center also provides a
variety of software at educational discount prices.
CDs of Microsoft and Corel software are currently
available to the Notre Dame community for a sub-
stantial savings through an annual license fee. See
www.nd.edu/~solution for more information about
the OIT Solutions Center.

The OIT Help Desk, located in Room 111 of
the Computing Center/Math Building, provides
answers to usage questions, diagnosis of problems
and problem resolutions. Help Desk hours are 8:00
a.m. to 5:00 p.m. Monday through Friday, except
noon to 1:30 p.m. on Wednesdays. For more infor-
mation about the Help Desk, see www.nd.edu/
~ndoit/helpdesk.

OIT Education Services offers computer-re-
lated, non-credit daytime courses to staff, faculty,
and students of the Notre Dame, Saint Mary’s and
Holy Cross communities. The classes cover a wide
range of applications in both Windows and
Macintosh and are free of charge. For more infor-
mation on these and other Education Services pro-
grams, see www.nd.edu/~ndoit/training.

The OIT maintains a High Performance Com-
puting Cluster (HPCC) to provide a parallel com-
puting environment for computationally intensive
work and research. In addition, the University
community has access to national supercomputing
and data resource facilities. For more information,
visit www.nd.edu/~hpc.

The Media Resource Center in DeBartolo Hall
has many video and other multimedia items for use
in classes. The Media Library also assists in locating
and ordering new titles. It is located on the first
floor of DeBartolo, in Room 115. Contact Roberta
McMahon at 631-5515 for more information, or
visit www.nd.edu/~ndoit/mrc.

DeBartolo Hall, the University’s high-technol-
gy classroom building, has 42 permanent comput-
ers on podia for class presentations. Two class-
rooms have a computer on each student desk for
collaborative work. Media-On-Call, a fiber-optic
video delivery system, provides media to all class-
rooms in DeBartolo and the Mendoza College of
Business complex.

In addition to the shared facilities of the OIT,
specific colleges have their own facilities.
Anyone using Notre Dame computers and net-
working resources is responsible for observing the
policies set forth in the document G0001 Respon-
sible Use of Information Technologies at Notre Dame.
The full text of this policy is available from the
OIT Help Desk or on the World Wide Web at
www.nd.edu/~doc/G0001.html.

For more information about the many services
the OIT offers the Notre Dame community, visit
www.nd.edu/~ndoit.
The Career Center

The University’s Career Center assists both undergraduate and graduate students in defining their career goals as well as locating appropriate employment or further educational opportunities to meet those goals. Services provided through the office include individual career consultation, large and small group programs, a career resource center, and an extensive on-campus recruiting program.

Each year, more than 450 organizations visit the campus to interview students for both permanent and summer internship positions. The types of positions, locations, and firms represented cover a broad spectrum of opportunities. Annually more than 10,000 interviews are held in The Career Center.

Students uncertain about their career direction may obtain the assistance of a career consultant who can provide help in the exploration process, the assessment of values and personal characteristics and strengths, and the examination of occupational options available in both the public and private sectors. The office also offers a variety of opportunities for students to develop effective self-presentation skills through assistance with résumés, cover letters, and interviewing. More than 100 large and small group workshops are presented annually to support students’ career exploration and development of job-search skills.

Within The Career Center is a resource center of more than 1,200 materials and references for students in various stages of their career development. Students also are encouraged to use the office’s Web site to locate employment and career-related information pertinent to their needs. Job vacancy listings, specific information on upcoming programs, and direct access to the many participating employers linked to the office’s home page are just a few of the services that are available electronically.

Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1843. It welcomes high school graduates with a serious interest in exploring a vocation as a priest in the Congregation of Holy Cross.

Old College provides an introduction to religious life and priestly ministry in Holy Cross through participation in daily Mass, prayer, and devotional exercises; supervised ministry placements; spiritual direction; academic preparation; community activities; and personal attention to the individual’s formation needs. Old Collegians take all classes with other Notre Dame students and are expected to actively participate in clubs, organizations, and other aspects of campus life. They are also encouraged to consider semester-long or year-long foreign study programs sponsored by the University. This unique program combines a challenging religious formation program with the opportunity to enjoy a complete Notre Dame undergraduate experience.

Moreau Seminary, also located on the Notre Dame campus, is the principal formation house for the Congregation of Holy Cross. The one-year Candidate Program is designed for those with a bachelor’s degree in any field who are ready to discern their readiness for vowed religious life and begin academic and pastoral training. Applicants must demonstrate a capacity for advanced theological studies. They must also be practicing Roman Catholics in good standing with the Church and of solid personal character with a demonstrated potential for ministry. Near the end of this first year, Candidates decide whether to continue in the formation program and petition for admission to the novitiate.

Since neither Candidates nor Old Collegians are vowed religious, they are free to spend breaks and summers away from campus.

Admission is selective for both programs, and personal interviews are required. Tuition scholarship assistance is provided for both the Old College and Candidate programs.

For additional information, contact:

Rev. James King, C.S.C.
Director of Vocations
P.O. Box 541
Notre Dame, IN 46556
www.nd.edu/~vocation