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 sensibility 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 bloodlettings, 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 Niewland, C.S.C., a scientist and faculty member, invented synthetic rubber; Notre Dame students were participants in a nationally publicized scuffle with a re-surgent 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 well-received 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 hopes, 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 of 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, studied 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."
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. More than 40 service groups provide one-to-one or small-group relationships, in collaboration with many local community organizations. 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 Pax Christi 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 given for the following experiential and service learning seminars. (This is a partial list. See Theology section for a more 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 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.

The Office of Campus Ministry provides a series of retreats, catechetical instruction for those who wish to join 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 Notre Dame Liturgical Choir, the Notre Dame Choral, the Notre Dame Folk Choir, Voices of Faith Gospel Ensemble or 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.

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.

Notre Dame is a professedly Catholic place, which means — at its core — that all are welcome. Beliefs are strengthened by commitment to God, to one another and to the human family in love and service, while at Notre Dame and throughout life.
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, to 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.

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 needs of 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 immense 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 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. Students are provided the opportunity to work with and learn from the poor and marginalized in international settings. Students also interact and work with persons and grassroots groups addressing the needs of the poor, learning 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.

PSY 310A/THEO 358: 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 the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist agencies that serve migrants, and meet with community leaders, never again to take food for granted.

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

THEO 356: Social Concerns Seminar: Migrant Experiences Seminar
This seminar course offers a unique immersion into the lives of migrant farmworkers in Florida during the spring harvest. The 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.

Note: One credit is available for each of the following seminars.
THEO 361: Social Concerns Seminar: Appalachia
The Appalachia Seminar introduces students to the culture and social issues of the Appalachia 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/IIPS 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 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 Concern 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 Concern 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, students are provided the opportunity to integrate their experiences with the insights of speakers and the authors of course readings. Alongside the speakers and course readings, students evaluate the long-term value of this course. Requirements include two written papers and active participation in all sessions.

THEO 369/IIPS 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 371/IIPS 371: Social Concern 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. Center faculty offer various three-credit courses examining social issues from multi-disciplinary perspectives. Each involves community-based learning or research. Sample offerings include Catholic Social Thought and the Mission of the Church (THEO 274), Restoring Economic Vitality to the Inner City (ECON/IIPS 367), Leadership and Social Responsibility (PSY 407), and others.

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. Specific materials related to postgraduate service opportunities also are available. The Reflection Room, on the second floor of the center, offers quiet surroundings for students and staff to relate spirituality and examine social concerns.

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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.

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Media. Students with interests in journalism usually are attracted to an outlet in the various media on campus.

The Observer, an independent newspaper serving the Notre Dame-Saint Mary’s College community, is published five times a week, offering a vital line of communication within the University, as well as the chance to keep up with the “outside world.”

The Scholarist is a news/general information magazine. The Juggler, Notre Dame’s journal of the arts, is published once a semester and features prose, poetry, photography and illustrations. The award-winning Dome, the University yearbook, appears every April.

There are a number of other student publications with more specialized audiences — for example, Notre Dame Student Business Review and Technical Review, which appear periodically throughout the year and are student-produced.

WSND/WMV and WVFI are the University’s student-run broadcast media. WVFI, which broadcasts over the Internet, airs mostly progressive rock and special programs, while WSND has a more classical selection (until late evening, when rock and jazz are featured).

Annual Events. Notre Dame students look forward to participating in several events that occur annually on campus.

Notre Dame’s theatre department presents several major productions each year, and tryouts are open to all students. The Notre Dame Student Players present less traditional theatre, providing one drama or musical each semester.

The Sophomore Literary Festival is a celebration of the literary arts. Visiting authors read from their works, expound on personal philosophy and offer student workshops. Guests in recent years have included Ken Kesey, W. P. Kinsella, Jean and Robert Hollander, and Candace Bushnell.

An Totum, a celebration noted for its creativity, is held during April. The Bookstore Basketball tournament (700-plus teams!), Recess and outdoor entertainment and band performances are a few highlights of the celebration.

Students also take advantage of the nearby Lake Michigan beaches and the Michigan ski areas. Trips to Chicago are frequently organized to attend the theatre, museums, shops or sporting events or just to spend the day sightseeing. The South Bend community offers shopping, parks, sports, movies and cultural events via the Symphony and Theatre League. The East Race Waterway is an attraction providing kayaking, tubing and rafting.

STUDENT LIFE
**Athletics.** The name “Notre Dame” no longer brings thoughts of just a football powerhouse, and with good reason. Notre Dame has developed into an outstanding academic institution but at the same time has expanded its athletic excellence beyond the football field.

**Intercollegiate**

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 championships 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 past two seasons, 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 15 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 Notre Dame student body plays an important role in the success of the teams that represent the University. Anyone who has attended a football pep rally or seen a top-ranked basketball team upset in the Joyce Center knows why. The pride and loyalty displayed by “the greatest student body in the world” are a moving force that embodies the spirit of the Notre Dame community. Athletic contests at Notre Dame are an integral part of the social life as well as an opportunity for the athletically gifted to test their skills with the nation’s best.

**Intramurals, Club Sports, RecServices and Fitness**

Housed in the new Rolfs Sports Recreation Center, the Office of Recreational Sports provides extensive opportunities in these four program areas. More than 200 activities are offered throughout the year.

The Intramural programs allow members of the student body to grab a share of the limelight while also promoting rivalries among the residence halls. For others, intramurals are a chance to stay in shape, get away from the books or enjoy a purely recreational sport.

Club sports are recreational or competitive and are conducted by student officers with the guidance of the RecSports Office. These clubs determine for themselves the extent of activity and competition. Currently 23 club sports are offered.

RecServices provides a variety of noncompetitive recreation, including instructional programs, outdoor recreation, informal sport and special events. Campus fun runs, dance and martial arts classes, and Late Night Olympics are among the many RecServices programs.

The Challenge U Fitness program offers exercise classes; conducts assessment, testing and consulting; and provides information through demonstrations and lectures. More than 20 classes are offered in a variety of aerobic, toning and water exercise programs, as well as yoga and t’ai chi. Students are encouraged to make informed choices about their health and fitness and to utilize the numerous fitness facilities available to them.

**Facilities**

Notre Dame is home to some of the finest athletic facilities at any university. The new 78,000-square-foot Rolfs Sports Recreation Center has a large state-of-the-art fitness room with more than 30 cardiovascular machines and a full complement of strength machines and free weights. The Rolfs also has a three-lane, 1/8 mile track, three courts for basketball, volleyball and badminton, a rink-style court for soccer and inline hockey and two activity rooms for dance, aerobics and martial arts. The Rockne Memorial is legendary for its highly competitive pickup basketball games. The “Rock” contains not only two basketball courts but also has 10 handball/ racquetball courts, one combination squash/handball court, a swimming pool with a spectator gallery, a smaller pool for family use, a climbing wall, a weight room, a fitness room, a bale/ exercise room and a martial arts room.

In addition to the nine-hole Notre Dame Golf Course, the 18-hole William K. and Natalie O. Warren Golf Course opened in the spring of 2000 on the northeast edge of campus. Other outside facilities include basketball courts in several locations, 24 outdoor tennis courts and several multipurpose playing fields.

Notre Dame’s Joyce Center has been called one of the most complete sports complexes in the country. Not only is there an 11,418-seat basketball/ volleyball arena but also a fieldhouse containing a two-lane track, a 2,667-seat hockey arena, boxing and weight rooms, and five volleyball courts. Elsewhere in the building are an auxiliary gym, two intramural gyms and a gym for fencing, six handball/ racquetball courts and two squash courts. The Rolfs Aquatic Center, with its Olympic-sized swimming pool, completes this complex.

The Loftus Sports Center houses Meyo Field and the Haggag Fitness Complex. The center, which measures 614 by 210 feet, also contains practice rooms for lacrosse and soccer, and rooms for sports classes and conferences. A six-lane indoor track circles Meyo Field, a 100-yard synthetic-turf practice field. Haggag Fitness Complex features 40,000 pounds of weights, used primarily for training of the varsity teams.

The University’s Eck Pavilion, a 35,000-square-foot structure, is the place on campus for indoor tennis. Inside are six courts, coaches’ offices, showers and lockers, a repair shop, a vending lounge and an observation deck. The pavilion is used by the varsity men’s and women’s tennis teams.

**Student Union.** 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.

The greatest influence on 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 relatively simple structure of the Student Union has evolved gradually in response to changing attitudes and needs of the student body. At the head of the Student Union is its chief executive officer, the student body president. Although the duties of the job have tended to vary with the priorities of each officeholder, in general the student body president represents the interests of the student body in all areas of life at Notre Dame.

Probably the most representative of the Student Union is the Hall Presidents’ Council, which meets weekly to discuss the various aspects of hall life and to coordinate activities among the halls.

The Campus Life Council was created by the University’s Board of Trustees to allow for discussion among students, faculty and administrators concerning life on campus. The council is empowered to pass resolutions recommending student life policy changes to the administration.

The programming arm of the student senate at Notre Dame is the Student Union Board. This board coordinates such events as lectures, plays, concerts, movies and more. In addition, it coordinates all campus events, such as the College Jazz Fest, Acoustic Cafe, student bands and other student performances, professional entertainment and special events. The Student Union Board also coordinates services such as plant and furniture sales, as well as refrigerator rentals.
Student Conduct. A Catholic university is a society composed of faculty and students whose primary purpose is the pursuit of Christian wisdom. The society can exist only in an atmosphere of responsibility and good order. The University seeks, therefore, to provide those conditions and opportunities best suited for educating the student.

Students registering at the University of Notre Dame enter into an agreement with the University based on freedom and mutual responsibility.

Students are assured freedom of inquiry, freedom of expression and freedom of action within the regulations established by the University. In turn, the University community expects all of its students to be responsible in their social conduct so as to reflect favorably upon themselves and the community.

Regulations concerning student conduct are set forth in *du Lac, A Guide to Student Life*, which is distributed to each student. All students are responsible for knowing and observing these regulations, as well as obeying Indiana civil and criminal laws, including the laws forbidding the use or sale of marijuana, narcotics or dangerous drugs and the use of alcohol by anyone younger than 21.

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.

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 Spirit of Inclusion at Notre Dame

“Strangers and sojourners 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 prescribe 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 gentile 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 continually 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, in conjunction with an Open Letter to the Notre Dame community.
Academic Profile

DEGREES AND ACADEMIC PROGRAMS

The University is organized into a First Year of Studies, four undergraduate colleges, an architecture school, a graduate school of four divisions, a graduate business school, a law school and several graduate research study centers.

All incoming freshmen spend their first year in the First Year of Studies and then move into the college or school of their choice as sophomores — College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science or School of Architecture.

In the 2001-02 academic year, students enrolled in the College of Arts and Letters topped the undergraduate enrollment figures with 2,485. There were 1,806 business students, 995 science students, 706 in engineering, and 197 in architecture.

The College of Arts and Letters offers curricula leading to the degree of bachelor of arts and a bachelor of arts majoring in:
- American Studies
- Anthropology
- Art
- Art History and Design
- Art Studio
- Art History
- Design
- Classics
- Arabic Studies
- Classical Civilization
- Greek
- Latin
- East Asian Languages and Literatures
- Chinese
- Japanese
- Economics
- English
- Film, Television and Theatre
- German and Russian Languages and Literatures
- German
- Russian
- History
- Mathematics (honors only)
- Medieval Studies
- Music
- Philosophy
- Philosophy/Theology (joint major)
- Political Science
- Program of Liberal Studies
- Psychology
- Romance Languages and Literatures
  - French
  - Italian
  - Spanish
- Sociology
- Theology

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:
- Applied Physics
- 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, Computer Applications, and Peace Studies may be taken only as supplementary majors. In addition, the Arts and Letters supplementary preprofessional studies major provides students with an opportunity to complete a major in health-related science. Students may take supplementary 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.

The requirements for a dual degree generally are as follows: The student completes all of the University requirements, all of the requirements for both colleges, all of the requirements for both majors, and the total number of degree credits specified for a dual degree in the two colleges. While the total number of hours required does depend on the two major programs, the minimum required total number of degree credits is set to be 30 degree credits beyond the college total for the college with the greater required number of degree credits.
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.

Along with the Academic Council, each college is served by a college council representing its faculty and students. The purpose of the council is to suggest and plan academic programs and to make decisions regarding academic policy within the college. Each college also has a student advisory council whose function is to elicit student ideas and concerns regarding college policy, to formulate those ideas and to make suggestions to the college council.

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 — 257 Engineering Building; Science — 229 Nieuwland Science. After a major has been declared, students are assigned a departmental advisor as well.

Pre-Law Advising. Students planning to attend law school may consult with the University pre-law advisor, 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:

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Composition</td>
<td>1</td>
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<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
</tr>
<tr>
<td>*History</td>
<td>1</td>
</tr>
<tr>
<td>*Social Science</td>
<td>1</td>
</tr>
<tr>
<td>*Theology</td>
<td>2</td>
</tr>
<tr>
<td>*Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>*Fine Arts or Literature</td>
<td>1</td>
</tr>
<tr>
<td>§ Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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 2.00.

(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. (For a list of courses that duplicate content, see “Science Degree Credit” in the College of Science section of this Bulletin.)

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 required calculus sequence is MATH 105-108. 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 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 the heading “Course 2—Mathematics” in the First Year of Studies section of 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, physics, and preprofessional studies. Among these offerings, students will find courses emphasizing the environment from various perspectives (BIOS 107, BIOS 117, 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 117, CHEM 103-104, PHYS 105, PHYS 110 or 210, PHYS 171-176, and SCPP 101. Students are warned that it is possible to lose degree credit because of overlapping content between “flagship” courses and survey courses. See “Science Degree Credit” in the College of Science section 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.

The social science requirement can be satisfied by any three-hour course in the departments of anthropology, economics, political science, 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 documents 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.

Students normally are expected to take both of the required theology courses at Notre Dame. Transfer students to Notre Dame are expected to take at least one theology course at Notre Dame. Those who wish to transfer theology credits from another college or university must receive the permission of the director of undergraduate studies in philosophy and the dean of their college.

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 1995, 94 percent graduated within six years. (Note: The graduation rate for students entering in the fall of 1996 will be available in the Office of Institutional Research in August 2002.) 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>
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<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>2.000</td>
<td>Lowest passing grade for graduate students.</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. 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>X</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.</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete (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). 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). Auditor (graduate students only).</td>
</tr>
<tr>
<td>P</td>
<td>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 by the registrar of the instructor’s final grade report into an entry of P (&quot;pass&quot;) or F (&quot;fail&quot;) 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.</td>
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Grades assigned by the registrar, i.e., not to be given by the faculty:

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

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Value</th>
<th>Legend</th>
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<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). 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>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Auditor (graduate students only).</td>
<td></td>
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</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 regulation 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 Association of American Colleges, 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 Instituto de 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, (574) 631-8261.

Academic Resources

Faculty. In 2001-02, Notre Dame’s regular teaching and research faculty numbered 763 full-time and 408 part-time. Other faculty, such as administrators, professional specialists, librarians, and research fellows, numbered 376 full-time and 65 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.

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 University, along with more than 208 academic and research libraries, maintains a membership in the Center for Research Libraries, which has access to more than 3.1 million volumes of materials and more than 1.5 million microfilms important for research. The University Library was elected to the Association of Research Libraries in 1962.

The Business Information Center, located in the Mendoza College of Business, is an innovative, all-electronic facility supporting existing and emerging programs and research. This state-of-the-art facility is equipped with 30 individual workstations and two group learning areas with six workstations each (with both types of areas providing handicapped access and the group areas fully equipped for instructional support), and it provides access to and instruction and assistance in the use of a broad range of bibliographic, numerical, full-text and graphic databases in business and related disciplines.

The Kellogg/Kroc Information Center, located in Room 318 of the Hesburgh Center for International Studies, supports work in international studies.

The remaining seven libraries were established to meet the teaching and research needs of the College of Engineering, the College of Science and the Law School. These libraries generally contain the more recent literature, and the Hesburgh Library retains the older materials.
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 967 e-journals related to engineering. The facility provides database searches as well as bibliographic instruction.

The Architecture Library has a collection of more than 25,000 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 400 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 32,000 volumes and receives approximately 602 print journals in the fields of biology, life sciences, and medicine. It offers database searching and bibliographic instruction.

The Mathematics Library, located in the lower level of the Hayes-Healy Center, has a collection estimated at 35,000 volumes and subscribes to more than 275 paper or electronic journals dealing with all areas of pure and applied mathematics.

The Radiation Chemistry Data Center, located in Room 105 of the Radiation Research Building, has a collection of 4,800 volumes and receives 27 journals in radiation chemistry. It serves many of the information service needs of the radiation chemical community throughout the United States and abroad.

The Kresge Law Library, although located in and administered by the Law School, is available for use by all students, faculty and staff. It has a collection of more than 563,173 books and microform equivalents of law and law-related material and subscribes to more than 5,900 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 Kroc Emerging Markets Institute, the Nanovic Institute for European Studies, the Charles and Margaret Hill Cashaw Center for the Study of American Catholicism; the Ecumenical Institute (Jerusalem); the Energy Analysis and Diagnostics Center; the Center for Nano Science and Technology; the Environmental Research Center (UNDERC); the W.M. Keck Center for Transgene Research; the Walter B. Cannon 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 $60 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 highlight 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, Coypel, 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, Vigee-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, Gericaud, Millet, and Degas.

The Noah and Muriel Burkin 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 Gerome.

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 designs pieces by Wright, Stickle, 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 Rieper 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. The complete Academic Code is published in the University’s guide to student life, as well as in the Faculty Handbook.

Admission

This year we expect more than 10,000 people will apply for admission to Notre Dame’s entering class. Most of the applicants will have the academic aptitude and preparation necessary to complete a degree program at the University. The Committee on Admissions will decide which applicants will be among the 1,935 included in the class. To understand how this is done, it is first necessary to know the procedure for applying to Notre Dame.

Academic Preparation

Most applicants will have taken and successfully completed the most challenging program of studies available in their high schools. We strongly recommend a curriculum including four years each of English, mathematics, science, history and foreign language.

All successful applicants are admitted to the First Year of Studies. However, entrance requirements differ slightly for students planning to pursue studies in science and engineering. Sixteen units are required of all students as described below.

For students intending to choose a major in the College of Arts and Letters or the Mendoza College of Business, excluding the arts and letters premedical/predental program or the combined arts-engineering program, the 16 units must be distributed as follows:

- English .......................................................... 4
- Algebra, advanced algebra, trigonometry and geometry .......... 3
- Foreign language .............................................. 3
- History .......................................................... 2
- Science .......................................................... 2
- Additional English, mathematics, science, history, social studies and language courses .... 3

For students intending to major in the College of Science, the College of Engineering, the School of Architecture, the arts and letters premedical/predental program or the combined arts-engineering program, the distribution must be:

- English .......................................................... 4
- Algebra, advanced algebra, trigonometry and geometry .......... 3
- Advanced mathematics (calculus or precalculus) .................... 1
- Foreign language .............................................. 2
- History .......................................................... 2
- Chemistry ....................................................... 1
- Physics ........................................................... 1
- Additional English, mathematics, science, history, social studies and language courses .... 2

The unit is the credit for a year of satisfactory work in an accredited secondary school. The two language units required must be in the same language. In some cases, the Committee on Admissions waives the foreign-language requirement.
First-year students are admitted to the University of Notre Dame for only the fall semester of each academic year. A student who wishes to be considered must have the following items on file: (1) a completed application, (2) an official high school transcript, (3) a letter of evaluation from a secondary school teacher and (4) an official report of scores on the Scholastic Assessment Test (SAT I) by the College Board or the Assessment by American College Testing (ACT).

Application. New application forms are available in August of each year. After receiving your application, you should follow the instructions carefully because the application is your opportunity to tell us about yourself. Include any information about your personal and academic circumstances that will help us evaluate your application.

Students may apply online via our Web site: admissions.nd.edu.

High School Transcript. Your high school must submit an official copy of your transcript, including a listing of your senior-year courses.

Teacher’s Evaluation. Only one evaluation will be required in your application file. The form for this evaluation is included in the application packet. The teacher who knows you best, both as a student and as a person, should complete the evaluation. Please do not request letters from people who have not been involved in your educational development.

Testing. All applicants are required to take the SAT I or ACT. The test results are part of the evaluation process for admission. You must take one of these tests no later than January of your senior year.

The College Board code for the University of Notre Dame is 1841, and the ACT code for Notre Dame is 1252. If you have taken other standardized tests (SAT II, AP, IB, TOEFL), please include the results with your application. We will use these scores as supplementary information, although they cannot be used in place of the SAT I or ACT.

Anyone who wishes to continue the study of French, German or Spanish at Notre Dame should take the SAT II subject test in that language. The results will be used for placement purposes.

Students enrolled in home-school programs or in high school programs that substitute certification of competencies for grades must take three SAT II tests: science, history and foreign language.

APPLICATION PROCESS

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

Decision and Notification plans

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 (574) 631-7505.
**ADMISSION**

**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.

**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. Services do not lower course standards or alter essential degree requirements but instead give students an equal opportunity to demonstrate their academic abilities.

**INTERATIONAL 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: 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.

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.

For more information, contact the Office for Students with Disabilities at (574) 631-7157 or (574) 631-7173 (TTY).
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 committee gives strong preference to applicants who have completed Notre Dame's first-year course requirements. Correspondence courses, USAFI courses and credits earned through the College Level Examination Program (CLEP) are not acceptable.

To be eligible for an undergraduate degree, you must complete at least 60 credits at Notre Dame, including the senior year. Thus, if you are beyond sophomore level at another college not in a special program, it is unlikely that you will gain admission as a transfer student.

As a transfer applicant you must provide the Office of Admissions with (1) a completed application form, (2) an official transcript from each college attended along with course descriptions, (3) a final high school transcript and (4) an official SAT or ACT score.

If you are interested in transferring to Notre Dame, please note that we cannot guarantee on-campus housing to transfer students. Off-campus housing close to the University is available; students are offered campus accommodations from a waiting list if rooms become available.

You must submit your transfer application for the fall semester by April 1. The committee will notify you of its decision by April 15. The Transfer Admissions Committee has the final authority to admit students.

For the spring semester, applications are accepted between December 1 and January 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 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: 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 2002-03 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 2002-03 ranges from $16,010 to $16,085 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 newsmagazine 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 $12,755 per semester for the academic year 2002-03, 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, must 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.

Undergraduate Fees.
- Technology Fee: $125 per semester.
- Student Activity Fee: $40 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.

The technology fee provides partial funding for the University’s enterprise-wide technology infrastructure, which provides all students access to the Internet, e-mail, coursework, campus clusters, ResNet, and a wide array of the latest software. This fee provides for the growth in student services, such as course and degree requirements, Web Registration, and value-added Internet related capabilities.

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, 2002.

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 calling the Office of Insurance and Accounts at (574) 631-6114.

The cost of the premium for the 2002-03 academic year (effective August 15, 2002, to August 15, 2003) is $641.

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/credit 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 withdraw date. Such funds shall be retumed 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- or nine-month period rather than make two larger payments, one at the beginning of each semester.

The monthly 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, Cashier Services, and Student Employment, 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:

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<tr>
<th>College Budget</th>
<th>Family Contribution</th>
<th>Financial Need</th>
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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 2002-03 academic year include:

- Tuition and Fees .................................. $25,840
- Room, Board and Phone ............................ 6,810
- Books .................................................. 850
- Personal/Transportation ............................ 1,400
- Total .................................................... $34,990

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 that parents will contribute to their children’s education to the extent that 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 pre-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 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 http://financialaid.nd.edu) 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 along with an International Student Financial Aid Application (available at http://financialaid.nd.edu). 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. The process outlined above is that which the student follows for all aid programs administered by the Financial Aid Office of Notre Dame. Through this one process, applicants are considered automatically for all aid programs at the University for which they are eligible, including academic scholarships. Students are also strongly encouraged to pursue opportunities outside the University. Information regarding some of these outside programs is 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’s 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 demonstrated financial need and academic performance 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 annually 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 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. In 2002-03, the grants may range from $400 to $4,000 at Notre Dame.

SEO Grant. Notre Dame participates in the Federal Supplemental Educational Opportunity Grant Program (SEO Grant). 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 SEO Grant 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-year 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 Americorps, 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. Students also should be careful in providing confidential/personal information (e.g., credit card numbers) to such organizations.
Excellent part-time employment opportunities, including those offered through the need-based Federal Work-Study and Paid Community Service Programs as well as other programs, are made available in an effort to assist students in meeting some of the costs related to college attendance. Many student employees average 10-12 hours of work per week. Students 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. The Job Board, located at http://studentemployment.nd.edu, provides a comprehensive listing of jobs available to students, including community service positions (e.g., tutoring, support services, program assistants) along with on-campus jobs in areas such as the dining facilities, the many campus libraries, the computer labs, and office/clerical positions.

### 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:

\[
\text{Student Expense Budget} - \text{Financial Aid} = \text{Full Cost of Education minus Student Aid}
\]

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 (see below) 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 borrower 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.
- Interest begins to accrue upon disbursement of the loan.
- 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 (http://financialaid.nd.edu) 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- or nine-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.
- Deferral of principle and interest, offered by some lenders during the student’s enrollment period. (Contact lender for details.)

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 (SEO Grant), 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 readmission, 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.

**Undergraduate Standards of Progress for Recipients of Federal Financial Aid**

<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>
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<tbody>
<tr>
<td>1</td>
<td>1.7</td>
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<tr>
<td>2</td>
<td>1.85</td>
<td>20</td>
<td>10</td>
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<tr>
<td>3</td>
<td>2.0</td>
<td>48</td>
<td>24</td>
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<tr>
<td>4</td>
<td>2.0</td>
<td>84</td>
<td>42</td>
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<tr>
<td>5</td>
<td>2.0</td>
<td>120</td>
<td>60</td>
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<td>6</td>
<td>2.0</td>
<td>156</td>
<td>78</td>
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<td>10</td>
<td>2.0</td>
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<td>11</td>
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<td>15</td>
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<td>16</td>
<td>2.0</td>
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<td>19</td>
<td>2.0</td>
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<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 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.

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.

**Military Science**

**Chair and Professor:**
Lt. Col. David A. Mosinski, USA

**Assistant Professors:**
Lt. Col. John L. Arata, USA (Ret.)  
Maj. Gary Masapollo, USAR  
Capt. Bartholomew J. Hennessey, USA  
Maj. David M. Wood, USA

**111. Orientation to Military Science**  
(1-1-1) Hennessey  
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) Hennessey  
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) Arata  
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.

**212. Applied Leadership II**  
(2-1-2) Arata  
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.

Army ROTC freshman orientation on the Notre Dame campus
311. Advanced Leadership I
(2-1-2) Wood
Military decision making, problem analysis and inte-
grated planning of platoon operations. Analysis of
the components of leadership through practical ex-
ercises and historical examples. Includes a 48-hour
field training exercise.

312. Advanced Leadership II
(3-1-3) Wood
Advanced military decision making, problem analy-
sis 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) Mosinski
Advanced study of military leadership and manage-
ment. Discusses staff organization, functions, and
processes. Analyzes counseling methods and re-
sponsibilities. Examines organizational climate and
training management.

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

413. Military History
(1-0-1) Masapollo
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 em-
ployment of weapons. This course meets the mili-
tary history requirement for U.S. Army ROTC
cadets prior to completion of the program.

3. Additional AROT Curriculum (Professional
Military Education) Requirements. In addition
to the military science requirements outlined
above, AROT 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 require-
ments prior to joining the AROT 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 partici-
pate in a variety of activities, to include Drill
Team, Ranger Challenge Team, Color Guard and
the Fightin’ Irish Battalion’s newsletter and Web
page. AROT 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 excep-
tional 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 annu-
ally 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.
Dr. Michael McKee Award. A $100 cash award pre-
sented each year to the outstanding member of the
battalion’s Drill Team and/or Honor Guard.

NAVAL SCIENCE

Chair and Professor:
Capt. J.M. Shelton, USN
Assistant Professors:
Cmdr. Gregory Luttrell, USN
Maj. M.E. Lyon, USMC
Lt. Cmdr. D. Walsh, USN
Lt. J.M. Flemish, USN
Lt. M.W. Meredith, USN
Lt. A.D. Outcalt, 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 ca-
reers 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 de-
scriptions give the number and the title of each
course. Lecture hours per week, laboratory hours
per week and credits for each semester are in paren-
theses. 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. Re-
quired 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 prop-
pulsion 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 manage-
ment, including management theory, communica-
tion, 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 car-
diovascular, 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 consid-
ering 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 em-
ployment, 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 opera-
tion of naval weapons systems, including types of
weapons and fire-control systems, capabilities and
limitations, theory of target acquisition, identifica-
tion and tracking, trajectory principles and the ba-
sics of naval ordnance. Fall.
412. Leadership and Ethics
(3-0-3)
A seminar on practical leadership skills for any manager focusing on the specific leadership and management responsibilities of the new Navy officer. Teaches skills needed to transfer from a student to a manager. Explores Naval ethical issues, Operational Law, and Navy policies and programs. Spring.

†‡ 413. Amphibious Warfare I
(3-0-3)
A study of the origin and development of amphibious warfare, with emphasis on leadership, tactics, the principles of war and application to the modern battlefield. This course alternates every other fall semester with NSCI 415 and is required of first- and second-class Marine options.

†‡ 414. Amphibious Warfare II
(2-0-1)
Examination of significant amphibious operations, Inchon to the present. Emphasis in wargaming and class projects. This course alternates every other spring with NSCI 416 and is required of first- and second-class Marine options and recommended for Navy options considering a career with SEALs.

†‡ 415. Evolution of Warfare I
(3-0-3)
An exploration of warfare as an instrument of foreign policy throughout history. An analysis of the great captains, military organizations and military theorists of history. This course is required of first- and second-class Marine options and alternates every other fall semester with NSCI 413.

†‡ 416. Evolution of Warfare II
(2-0-1)
Examination of combat leadership and tactical decision making, and the moral, physical and military judgment required in combat. This course alternates every other spring with NSCI 416 and is required of first- and second-class Marine options and recommended for Navy options considering a career with SEALs.

111D . . . 412D. Drill/Leadership Laboratory
(1-0-0)
Practical exercises in leadership, including close order drill and professional development classes.
* Required of Navy option students only.
† Required of Marine option students only.
‡ One hour per week each semester required for active NROTC students. Taken in lieu of physical training during freshman year. Reflects in schedule of classes with suffix "D" following various NSCI course numbers.

Additional NROTC Curriculum Requirements.
In addition to the Naval Science requirements outlined above, NROTC 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 enrolled. Students will be notified of such requirements prior to joining the NROTC Program.

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 Ina O. Dumat Award. A Midshipman’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 “exceedingly gives 110 percent.”
The Alvin H. Strake Award. The Strake Award.

Aerospace Studies

Chair and Professor:
Col. Mark Gehri, USAF
Assistant Professors:
Capt. Jeffrey Sturgell, USAF
Capt. William Zimmerman, USAF
Capt. Alan Acree, 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 needed 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) Acree
A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officerhood and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills.

112. The Foundations of the United States Air Force
(1-0-1) Acree
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) Sturgell
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) Sturgell
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) Zimmerman
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) Zimmerman
Prerequisite: Enrollment in POC for AFROTC cadets. AS 311.
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) Sturgell
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.

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) Sturgell
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 Nicei 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 Robértge 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 Bogenschild
Associate Director:
Claudia Kselman
Assistant Directors:
Bridget Green
Juliet Mayinja
Carmen Nanni
Kathleen Opel

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 apply to spend a semester or a year abroad in one of our programs. Participation is normally during the sophomore or junior year.

Admission into several of the programs is quite competitive. Participation is not a right. Offers of admission are made at the discretion of the ISP staff in consultation with faculty and staff of the University.

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; Rio de Janeiro and Sao Paulo, Brazil; and Jerusalem. Notre Dame also has a small exchange program with L’Institut 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; Tokyo, Japan; and Moscow, St. Petersburg, and Vladimir, Russia. 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, Rio de Janeiro, Innsbruck, Rome, Sao Paulo, Tokyo, Nagoya, Monterrey, Puebla, 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 Fremantle; Japanese and English in Nagoya and Tokyo; Chinese and English in Shanghai; French in Angers and Paris; Spanish in Toledo, Monterrey, Puebla, and Santiago; Portuguese in Brazil; Russian in Russia; 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 department.

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 Mendoza College of Business.

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

Many students who study in Angers choose first or second majors in French. Declared and prospective French majors must go to the Department of Romance Languages and Literatures for an advising sheet before they participate in the program. Students who choose to study in Angers for the year will take one required course each semester. In fall semester 2002, they may take either ROFR 275 AF (Douthwaite), ANTHRO 325 AF (Viesner), or POLS 355 AF/SOC 355 AF (Jardin). In spring semester 2003, students are required to take either ROFR 271 AF (Douthwaite) or POLS 322 AF/SOC 352 AF (Jardin).

**Semester students will take a required course for the relevant semester.**

The courses listed below are offered within the Centre Internationale des Études Françaises (CIDEF) at the Université Catholique de l’Ouest (UCO). Students with a high level of French may also take a course in another Institute or Department at the UCO. Studio Art majors may also take studio art courses in the Institut des Beaux Arts in Angers.

**Preliminary Session**

**ROFR 210 AF**  
**Intensive Oral French**  
Small homogenous 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**  
**Cultural Anthropology**  
This course will present a general overview of cultural anthropology and some of its most characteristic concepts, theories, and methods. Topics to be discussed include identities, culture, beliefs, the imaginary, and the cultural study of economics.

**(University social science, COB Behavioral Science Requirement)**

**ROFR 203 AF**  
**French Language**

**ROFR 275 AF/ROFR 462 AF**  
**French Literature and Cuisine**  
(Douthwaite/Viglione)  
This course explores the French fascination with food from two vantage points: the literary history of great French writers, and the technical history of French cooking from the Renaissance to the present. Team-taught by a chef cuisinier and a professor of literature, the course covers works of cultural history and authors such as Rabelais, Baudelaire, Balzac, Huygens, Colette, and Diderot. (University literature. French major. 400-level credit by permission of instructor only.)

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

**ANTHRO 325 AF (Viesner)**  
**Cultural Anthropology**  
This seminar will present a general overview of cultural anthropology and some of its most characteristic concepts, theories, and methods. Topics to be discussed include identities, culture, beliefs, the imaginary, and the cultural study of economics. (University social science, COB Behavioral Science Requirement)

**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.
INTERNATIONAL STUDY PROGRAMS

**ROFR 215 AF**
**Comprehension and Expression** 3
Emphasis on comprehension of colloquial spoken French by listening to the radio and reading the colloquial French of newspapers and magazines. For lower and intermediate students.

**ROFR 217 AF**
**Intermediate French for the Alliance Francaise Exam** 3
A general language course preparing students for the Alliance Francaise diploma.

**ROFR 223 AF**
**French Language—Advanced Level** 3
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** 3
A general language course preparing students for the Alliance Francaise diploma.

**ROFR 227 AF**
**Business French—Lower Level** 3
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** 3
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** 3
Introduction to theoretical aspects of French phonetics with application to correction of students’ spoken French.

**ROFR 247 AF**
**Writing in French—Intermediate Level** 3
An intermediate course in writing that aims to teach students to write clearly and precisely and to increase their vocabulary of formal French.

**ROFR 251 AF**
**Business French—Advanced Level** 3
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** 3
Translation from novels, newspapers, and magazines to find French equivalents for English words and expressions. Advanced students only.

**ROFR 255 AF**
**French Phonetics—Advanced Level** 3
Introduction to theoretical aspects of French phonetics with application to correction of students’ spoken French.

**ROFR 257 AF**
**Writing in French I** 3
An advanced course in writing of French, with special emphasis on the vocabulary, structure and stylistics of the written form of the language.

**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 course. (University literature)

**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 373 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. In combination with ROFR 374 fulfills ROFR 372—Survey II requirement of 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)

**SOCI 235AF/ROFR 235 AF**
**Sociocultural Studies** 3
Illustrated lectures to help students become acquainted with various regions and aspects of France; also lectures, discussions, and field trips on aspects of French contemporary civilization. May be elected by students in French 211 normally; others have director’s permission. (Social science)

**SOCI 237AF/ROFR 237 AF**
**Sociocultural Studies—Intermediate Level** 3
Description same as above. Course intended for students in the intermediate levels of the French language courses. (Social science)

**SOCI 265 AF/ROFR 265 AF**
**Sociocultural Studies—Advanced Level I** 3
This course treats Paris and the Ile de France, Anjou, two regions of eastern France, French demography, and the educational system. (Social science)

**POLS 213 AF**
**France and Its Institutions** 2
This course discusses the French electoral system, the role of the cour de cassation, and the ongoing struggles between local elected official and centralized power.

**Spring Semester**

(Five courses, 15 credits accepted)

**ROFR 271AF/ROFR 452AF**
**The French Revolution and the Vendee (Dearthwai)** 3
This course explores the history and literature of the French Revolution (1789-1799). We will pay particular attention to the tensions between Parisian republicanism and the counter-revolution of la Vendee (near Angers). We will study texts on the Revolution (speeches, historical novels, newspapers) and visit sites of historical interest in order to understand how and why the Vendee wars were so bloody and caused such bitterness—a legacy that continues to haunt this region today. Literary authors studied include Hugo, Balzac, Michelet, Chenuier. (University Literature. French major 400 level credit by permission of instructor only.)

**POLS 322 AF, SOC 352 AF (Jardin)**
**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.
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**INTERNATIONAL STUDY PROGRAMS**

**ROFR 203 AF**  
Colloquial French  

**ROFR 205 AF**  
French Grammar  

**ROFR 212 AF**  
French Language—Lower Level II  
Continuation of French 211.  

**ROFR 214 AF**  
French Language—Medium Level II  
Continuation of French 213.  

**ROFR 218 AF**  
Intermediate French Language for Alliance Francaise Exam  
Continuation of French 217.  

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

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

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

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

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

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

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

**ROFR 258 AF**  
Advanced French Literature II  
In-depth reading of two selected works each from the 19th and 20th centuries. Open only to students in ROFR 224. (University literature)  

**ROFR 370 AF**  
20th-Century French Literature  
Continuation of ROFR 369. (University literature)  

**ROFR 374 AF**  
20th-Century French Literature  
Continuation of ROFR 373. (University literature)  

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**ATHENS, CAIRO PROGRAMS**

All courses are offered for Notre Dame credit through special arrangement with American University in Cairo and the College Year in Athens Program. For details, see AUC and CYA catalogs in the International Study Programs Office, 152 Hurley, or visit the Web sites of the AUC (www.aucegypt.edu) and the CYA (www.cyathens.org).

**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 Notre Dame Australia. However, a special program has been developed for students in the colleges of science and engineering who 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**  
*Notre Dame onsite faculty: Michael J. Crant*

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. General course offerings may be available on NDA’s study abroad Web site, www.nd.edu.au/abroad.

Students enrolled at the University of Western Australia should carry a minimum of 24 UWA points, which translates 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 at UWA.
INTERNATIONAL STUDY PROGRAMS

SA 200 PA SCI
Marine Science 202
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.

SA 200 PA SCI
Applied Microbiology 218
This unit provides an introduction to applied and environmental aspects of microbiology. It covers the scope and range of industrial products and processes involving microorganisms, such as brewing, winemaking, food microbiology, and the production of antibiotics and amino acids. The role of microorganisms in the environment is introduced, and the uses that are made of them, such as bioremediation (pollution control), microbial leaching of valuable metals, and wastewater treatment, are also covered. The lectures are complemented by a laboratory component and field trips.

SA 200 PA SCI
Molecular Genetics 230
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).

SA 300 PA SCI
Zoology 302 (Genetics and Evolution)
This unit examines the genetic structure of populations, the factors that maintain genetic variation within populations and cause divergence among populations, the origin of species, and mechanisms of macroevolution. The emphasis is on the integration of fundamental concepts, approaches to solving problems, and the application of genetic and evolutionary ideas and methods to questions in fields such as ecology, behavior, conservation biology, and systematics.

SA 200 PA SCI
Soil Science 240
This unit examines the role of microorganisms and soil fauna in developing and sustaining soil conditions for plant growth. Nutrient cycling and symbiotic associations with plants are considered in agricultural, horticultural, and natural ecosystems. The introduction to plant nutrition includes absorption, transport, and function of nutrients in relation to growth. The unit deals with the management of plants, fertilizers, and soil to minimize land degradation.

SA 300 PA SCI
Geography: Environmental Planning and Management 304
The objectives of this unit are for students to become aware of the need for, and the complexities of, environmental management; to be able to criticize constructively work done by environmental agencies and consultants, managers and decision-makers; to appreciate the need for environmental management to be combined with integrated, regional land-use planning; and to learn and apply a range of methods used in environmental management and planning.

MATH 325 PA
Differential Equations
Prerequisites: MATH 228.
This course covers ordinary and partial differential equations. Fourier series, initial and boundary value problems, linear algebra and transformation techniques.

ME 334 PA
Fluid Mechanics
A basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conversation laws, dimensional analysis, internal and external flows.

CE 331 PA
Stochastic Concepts
Development of probabilistic concepts and simulation models and their relevance and application to real design and decision problems encountered in civil engineering.

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

AME 226 PA
Mechanics II
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.

ES 371 PA
Field Experience
Two-week research project with a Western Australian company involved in science and/or engineering research.

GEOS 498 PA / ES 370 PA
Mining and the Environment
Environmental effects of mining through all areas of mining, from exploration and establishing a working mine, through extraction and refining processes, ending with the decommissioning of the mine and monitoring protocols.

SA 300 PA SCI
Environmental Microbiology 303
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.

SA 300 PA SCI
Geography: Environmental Planning and Management 304
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 264
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, transcurrent and contractional faults, joints, veins, fold geometry, decollements, fold vergence 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 (Philosophy 208/308)
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 Sudan to Saddam: Representation of Australia’s Foreign Wars (History 270/370)
This course analyzes 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.
INTERNATIONAL STUDY PROGRAMS

SA 100 PA ANTH
Anthropology and Sociology:
Sociocultural Change and Modernization (Anthropology 102)
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, applied anthropology, ethical issues, and anthropology's role in the modern world. Anthropological and sociological perspectives on large-scale societies also are introduced, using Australia as an example.

SA 100 PA HIST
Aboriginal and Torres Strait Islander Histories and Modern Australia (Aboriginal History 100)
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 (English 247/347)
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 280
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 (Fine Arts 203/303)
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 (Fine Arts 227/337)
This unit examines the ways in which representation 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
Course lists will be available in the International Study Programs office in the fall of 2001. Students will take five courses for 15 credits from a wide variety of arts and letters and business offerings.

FIN 361 FA
Business Conditions Analysis 3
This course involves an integration of advanced macroeconomic theory with contemporary policy, challenges and action.

HIST/SOC 375 FA
Australian History and Society 3
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, philosophy, and fine arts courses.

HIST 331 IR/SOC 372 IR
Introduction to Ireland 3
Evolution of Irish culture from prehistoric to the contemporary period—landscape, archaeology, history, economy, society, politics and an introduction to contemporary issues.

PHIL 322 IR
Introduction to Phenomenology 3
This course provides a historical and critical introduction to the phenomenological tradition as developed by Brentano and Husserl.

SA 200 IR
The History of the Irish Catholic Church 3
This course traces the development of Catholicism in Ireland from St. Patrick to the present.

FTT 300 IR/ENGL 300 IR
Framing Ireland: Film, Literature, and Irish Culture 3
This course examines some of the dominant images of Ireland in film and literature in a wider cultural and historical context.

Spring Semester
HIST 331 IR/SOC 372 IR
Introduction to Ireland 3
See above.

PHIL 308 IR
Medieval Irish Philosophy 3
This course focuses on the contribution of the Irish Neoplatonic philosopher John the Scot. The course aims to treat medieval philosophy from the perspective of the Irish contribution to European culture during the so-called “Dark Ages.” (Second philosophy requirement/philosophy major)

SA 200 IR
The History of the Irish Catholic Church 3
See above.

INNSBRUCK PROGRAM

Hefferhof 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

GE 210 IA
Intermediate Oral German 3
Small homogeneous group-intensive drill on German language, structure and vocabulary.

GE 250 IA
Intensive Oral German — Advanced 3
INTERNATIONAL STUDY PROGRAMS

Fall Semester
(Five courses, 18 credits accepted)

GE 231 IA
Grammar, Conversation I and Tutorial — Intermediate (DAF II)
5
Prerequisite: GE 101-102F.
Continued study of German language with stress on the written as well as the spoken aspects.

GE 233 IA
Practical Reading, Conversation I and Tutorial — Advanced (DAF III)
5
Prerequisite: GE 121-122F.
Continued study of German language with stress on the written as well as the spoken aspects.

ARHI 239 IA
History of the European Arts
3
Introduction to European architecture, painting and sculpture, with particular attention to examples students will encounter during their travel. (Fine arts)

GE 312 IA ANTH 213 IA
Understanding Austrian Culture
3
Introduction to Austrian culture and history. (History)

HIST 356 IA
European History and Civilization
3
A survey of European and Austrian history from early times to the present, with particular emphasis on cultural aspects. (History)

THEO 250 IA
A course will be offered that will fill the second theology requirement. (Second theology)

JERUSALEM PROGRAM

Fifteen credits will be accepted for the spring 2003 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.

ECON 226 IA
European Economic Integration
3
Introduction to structure and interplay of economic systems of Western Europe. (Social science)

PHIL 321 IA
A course will be offered that will fill the second philosophy requirement.

HIST 307 JE
Holy Land Geography and Archaeology
3
A survey of the geography, 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
3
AL 100 JE
Conversational Arabic/Hebrew
3

MONTREY PROGRAM

Instituto Tecnologico 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 the Tec, visit the Web at www.mty.itesm.mx/rectoria/pi/ internationalstudents, or the International Studies 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.

Here is a sample of courses offered for International Students:

ROSP 101A, 102A MX
Basic Spanish I-II
6
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
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 112F MX
Intermediate Spanish 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 nativelike 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
Designed for near-native Spanish students who wish to improve their use of formal Spanish — oral and written.

ROSP 301 MX
Academic Spanish
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
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
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 304 MX
Teaching Spanish As a Second Language
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 310 MX
Introduction to Literature in Spanish
Overview of literary theory and application to Spanish and Latin American texts. Plot, characterization, atmosphere, theme, time, narrator’s voice, symbol, text and subtext. Literary genres: legend, testimony, poetry, drama, short story. Written reports, reading analysis and answers to open questions.

ROSP 329 MX
Latin American Literature
Overview of the contemporary Latin American culture. Reading, analysis and discussion of the most representative works of 20th-century writers: Juan Rulfo, García Márquez, José Donoso, Elena Poniatowska, Carlos Fuentes.

ROSP 235A, 235B MX
Mexican Culture I-II
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 235C MX
Mexican and Latin American Civilization and Culture
Analysis of historical, political, economical and social factors to better understand Mexican and Latin American culture. Concepts such as art, family, time, work, death, religion, and music are overviewed.

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

SOC 479 MX
Sociocultural Values in Mexico and Latin America
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
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)

ROSP 301 MX
Introduction to Literature in Spanish
Overview of literary theory and application to Spanish and Latin American texts. Plot, characterization, atmosphere, theme, time, narrator’s voice, symbol, text and subtext. Literary genres: legend, testimony, poetry, drama, short story. Written reports, reading analysis and answers to open questions.

ROSP 329 MX
Latin American Literature
Overview of the contemporary Latin American culture. Reading, analysis and discussion of the most representative works of 20th-century writers: Juan Rulfo, García Márquez, José Donoso, Elena Poniatowska, Carlos Fuentes.

ROSP 235A, 235B MX
Mexican Culture I-II
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 235C MX
Mexican and Latin American Civilization and Culture
Analysis of historical, political, economical and social factors to better understand Mexican and Latin American culture. Concepts such as art, family, time, work, death, religion, and music are overviewed.

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

SOC 479 MX
Sociocultural Values in Mexico and Latin America
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
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)

ROSP 301 MX
Introduction to Literature in Spanish
Overview of literary theory and application to Spanish and Latin American texts. Plot, characterization, atmosphere, theme, time, narrator’s voice, symbol, text and subtext. Literary genres: legend, testimony, poetry, drama, short story. Written reports, reading analysis and answers to open questions.

ROSP 329 MX
Latin American Literature
Overview of the contemporary Latin American culture. Reading, analysis and discussion of the most representative works of 20th-century writers: Juan Rulfo, García Márquez, José Donoso, Elena Poniatowska, Carlos Fuentes.

ROSP 235A, 235B MX
Mexican Culture I-II
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 235C MX
Mexican and Latin American Civilization and Culture
Analysis of historical, political, economical and social factors to better understand Mexican and Latin American culture. Concepts such as art, family, time, work, death, religion, and music are overviewed.

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

SOC 479 MX
Sociocultural Values in Mexico and Latin America
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
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)
BA 481 NJ
Japanese Business I: Survey of Japanese Business 3
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: From the Meiji Era to Recent Years 3
A historical survey of modern Japanese poetry, novels, and drama from the Meiji era to the present. (University literature or Japanese major)

EALL 356 NJ
Japanese Culture: Japan in Fiction 3
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 I: Contemporary Japanese Economy 3
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 3
Deals with international financial markets and international dimensions of corporate financial management.

HIST 350 NJ
Japanese History: The Western World and Japan 3
A survey of the encounter between the Western world and Japan since the 16th century. (Social science)

Japanese Politics 3
This course surveys the basic contours and patterns of politics and policymaking in postwar Japan. The course covers formal political institutions, informal political practices, and policymaking in the Japanese political system, with reference to case studies as well as general topics.

THEO 240 NJ
Japanese Religion—Religion in Contemporary Japan 3
An introduction to the religious life of the Japanese people today. Traces religious traditions and contemporary religious movements and trends.

ARST 366 NJ
Shodo: Calligraphy I 2
Writing with a brush. Various styles of writing, Kanji and kanji are introduced. Contemporary works by well-known calligraphers are studied. (Spring also) (Fine arts)

ARST 263 NJ
Hanga: Woodblock Printing 2
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 Culture 2
Interrelations between Japanese language and culture. Role of women, Keigo and Japanese society, concept of uchi/soto, empathy, nonverbal communication.

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

EALJ 325 NJ
Intensive Third-Year Japanese 8
Continuation of EALJ 225 NJ.

EALJ 425 NJ
Intensive Fourth-Year Japanese 8
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.

Japanese Business II: Working in Japan 3
This course examines the concepts, assumptions, and practices essential to an understanding of the continuously changing world of work in Japan.

EALL 262 NJ
Japanese Literature II 3
An introduction to the world of classical Japanese literature, from its inception to the late Heian period (794-1185). (Literature)

ECON 323 NJ
Japanese Economy II: Economic Development of Japan 3
Japan’s economic development from the 1860s to the 1970s, and current problems and prospects. Case study of a successful economy with non-Western traditions. (Social science)

SOC 351 NJ
Japanese Society 3
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 2
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

Fall and/or Spring Semester

SA 200 PM: Tourism 3
Tourism as a social phenomenon of the contemporary world and its political, socio-economic and cultural implications. (Elective credit only.)

SA 300 PM: BA: International Business 3
Virtual trips to many countries, different forms of business, and how different cultures, regulations, and languages affect the way business is conducted. (Elective credit only.)

SA 300 PM ANTH: Global Ethnology 3
Introduction to the social life and culture of distinct groups (e.g. Chinese, Japanese, Islamic, African, Aboriginal). The cultural richness of humanity and the similarities and differences among diverse populations. (Fulfills University social science requirement.)

SA 300 PM ANTH: Archeology of Mesoamerica I 3
The idea of Mesoamerica as a cultural area, the first human occupation of the area. Review of the ideas of the arrival of the first humans to the area, the Archaic era, the development of agriculture, formation of the first sedentary groups in the Protoclassic era. (Fulfills University social science requirement.)

SA 300 PM ANTH: Archeology of Mesoamerica II 3
Study of Mesoamerica from the formation of the first major social organizations, the Classical cultures, to the era of the European conquest. (Fulfills University social science requirement.)

SA 300 PM ENGL: Americans in Mexico 3
Study of 20th-century American writers who wrote about Mexico (taught in English). (Fulfills University literature requirement.)

SA 300 PM PHIL: Professional Ethics 3
Ethical implications in all professions. Fundamental notions of ethics and the practical applications in situations all professional encounter. (Fulfills University Philosophy requirement.)

SA 300 PM PHIL: Aesthetics 3
Introductory course on the idea of personal creativity, knowledge of man and appreciation of the beautiful. (Fulfills University Philosophy requirement.)

SA 300 PM MARK: International Marketing 3
Study of international markets with the goal of designing strategies of successful commercialization of products or services for these markets.

SA 300 PM GOVT: International Political Economy 3
The theoretical, methodological and political bases for the macroeconomics of States. The theory and political economics of the foreign sector and the diverse forms of international economic relations. (Fulfills University social science requirement.)

SA 300 PM GOVT: Society and State in the United States 3
Historical evolution of society in the US, its economic, political, and cultural bases, and its relation with diverse ideas to shape national identity from its origins to the present. (Fulfills University social science requirement.)

SA 300 PM GOVT: Foreign Policy of the United States 3
Study of the fundamental ideologies and interests shaping U.S. foreign policy, the institutions involved, and the instruments of formulation and execution. (Fulfills University social science requirement.)

ROSP 201PM: Grammar 3
Taught at three levels, based on student’s proficiency. Review of grammatical structures to improve communication in Spanish.

ROSP 231 PM: Oral Expression 3
Oral presentations in real situations, including interviews, guided visits, and film, among other situations.

ROSP 236 PM: Business Spanish 3
Business vocabulary and discussion of business culture in Mexico.

ROSP 257 PM: Composition 3
Works toward development of composition skills through description, narration, comparison/contrast, and thesis papers. Taught at two levels based on student’s proficiency.

ROSP 240PM: Pronunciation 3
A study of phonetics in Spanish for non-native speakers.

ROSP 255PM: Mexican Civilization and Culture 3
Acquaints the students with the most important aspects of Mexican history, art, religion, and customs, as well as the present social situation in Mexico.

ROSP 308 PM: Medieval Spanish Literature 3
Study of Spanish literature from its inception to 1600—its main tendencies, most relevant works, and representative authors. (Fulfills the ROSP 318 requirement.)

ROSP 309PM: Literature of the Conquest 3
Study of the texts generated by the “discovery” and conquest of America in its historical context. (Fulfills the ROSP 328 requirement.)

ROSP 310PM: Short Story and Novel 3
Structural and theoretical examination of the narrative genre.

ROSP 311PM: Poetry 3
Study of the beginning, development, and transformation of poetry through the analysis of representative texts. Theoretical and structural analysis; representative poetic forms, figures.

ROSP 318PM: Golden Age Spanish Literature 3
A survey of Spanish literature from the 16th and 17th centuries.

ROSP 319PM: Modern Spanish Literature 3
Study of Spanish literature from 1700 to the present.

ROSP 328PM: Colonial Spanish American Literature 3
Study of colonial texts from the 16th through the 18th centuries in Spanish America.

ROSP 487PM: Caribbean Literature 3
Panoramic view of the characteristics and general evolution of Caribbean literature and study of the most representative works of the 20th century.

ROSP 492PM: Mexican Literature 3
Students will read the most prominent works of 20th-century Mexican literature as a background for understanding messages communicated in contemporary media.

ROSP 493B: Nueva Narrativa in Latin America 3
Studies the Latin American novel from the second half of the 20th century and the “boom” of the 1960s

Spring Semester

SA 200 PM AL/BA: Internship/Community Service 3
80 hours of internship or community service, bi-weekly journals, final paper. Wide variety of placements. To be graded S/U. (Elective credit only.)

SA 400 PM: ANTH: Cholula: The Dynamics of a Sacred City 3
Cholula is the oldest living city in the Americas, and this course will treat the historical, economic, ethnic, religious, and social factors that give the city its identity and its character as part of the Mexican nation-state. Visits to local sites and community service required. (Fulfills University social science requirement.)

PARIS PROGRAM

In 1999 the University of Notre Dame began an exchange program with the Institute of Political Studies (Sciences-Po) in Paris. Offered as a year-long or a second-semester program, it is limited to two students. Students must have a very high level of French, and an excellent grade-point average and should have a major in history or a social science. Students will take courses in European economics, politics, sociology, and history, and in French language. Successful completion of a year of study results in a diploma from Sciences-Po, which is widely recognized in Europe and the United States.
Preliminary Session

Students must consult with their departments regarding major credit for courses taken at PUC-Rio. Courses are available in many disciplines, including business; economics; law; social communication (journalism and publicity); geography and environment; history; social work and social sciences; international relations; theology; industrial design; architecture/urbanism; education; philosophy; modern languages, literatures, and linguistics; and psychology. Science and Technology courses are also available. For further information regarding PUC-Rio and its courses, visit the Web at www.puc-rio.br/ccii or visit the Office of International Study Programs at 152 Hurley. A few sample courses offered at PUC-Rio are listed below, as well as a description of a special spring-semester program for “social entrepreneurs.”

The Brazilian first term (our spring semester) runs from March through July; the second term (our fall semester) runs from August through December. Students will arrive in time to participate in a preliminary intensive language session in January/February or July.

Semester courses

During the semester, students will generally enroll in “Portuguese for Foreigners,” “Introduction to Brazilian Contemporary Society,” and two or three electives.

SA 200 RB: ROPO Portuguese for Foreigners 3

A four-week, pre-semester intensive Portuguese-language course. Focuses on development of Portuguese written and oral skills. Prepares foreign students to take regular courses at PUC-Rio during the school year.

SA 200 RB: ROPO: Portuguese for Foreigners 3

Designed to develop written and oral skills in the Portuguese language. Offered at various levels.

SA 300 ARHI RE: Italian High Renaissance Art 3

An on-site survey of urbanism, as well as developments in figurative media and architecture, in Rome from the 15th century into the first three decades of the 16th. The works of Botticelli, Ghirlandaio, Pollaiuolo and others will be studied, along with works by those whose innovations initiated the High Renaissance style: Leonardo da Vinci, Michelangelo, Bramante and Raphael. Numerous on-site visits in Rome are included, as well as a required trip to Florence. (Fine Arts)

200 ARST RE: Drawing (Rome Sketchbook) 3

This course makes use of the unparalleled resource that is the city of Rome itself; each class meets at a different site around the city. Students work in sketchbook form, creating over the course of the term a diary of visual encounters. Instruction, apart from brief discussions of the sites themselves, focuses on efficient visual note-taking: the quick description of form, awareness of light, and the development of volume in space.
300 CLAS RE
Ancient Roman Art and Architecture 3
A survey of the major creative achievements of Roman art and architecture from the eighth century B.C. to the early fourth century A.D. in Italy and throughout the Empire, with emphasis on the specific Roman contributions to the classical tradition, especially in architecture. (Fine Arts)

CLAS 301 RE
Roman Literature and Culture 3
The philosophies, art, customs, and political and social structures of ancient Rome examined through the literary works it produced. The range of authors aims to cover the whole of the Roman experience. All texts are studied in translation.

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 124/224 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 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.

ENGL 200 RE
Introduction to Creative Writing 3
This is a course that presents opportunities for creative writing while probing major issues of literary aesthetics.

ENGL 340 RE
Introduction to Shakespeare 3
The course examines selected plays of Shakespeare, with emphasis on Shakespeare’s development as a dramatist and his techniques of character development. Major critical approaches to the plays are discussed. About ten plays are examined, among them: Romeo and Juliet, Richard III, Henry IV, Henry V, A Midsummer Night’s Dream, As You Like It, Othello, Measure for Measure, The Winter’s Tale, and The Tempest.

ENGL 410 RE
British Literary Traditions I 3
The course deals with works by major writers in the English language over a period of nearly 1,000 years. Beginning with Anglo-Saxon poetry, this survey continues through the Middle Ages and the Renaissance and concludes with Milton. In the context of the course, students should develop both their general background knowledge of literary history as well as their ability to appreciate and criticize particular texts.

ENGL 411 RE
British Literary Traditions II 3
This course deals with works by major British writers in the period 1660 to 1832. Approximately equal attention is devoted to writers of the Restoration and the 18th century and to writers of the Romantic Movement. The course may thus debate in particular the relative values of conservative Classicism and revolutionary Romanticism as the eternal alternatives that underlie so much of man’s speculative and creative activity.

ENGL 412 RE
American Literary Traditions I 3
The course deals with the development of American Literature from the mid-17th century to modern times, with an emphasis on the creation of a distinctive American “voice.” Attention will be given to writers in the Puritan period and the early Republic, as well as to those who contributed to the pre-Civil War “American Renaissance,” the rise of Realism and Naturalism, and the “Lost Generation.

ENGL 4688 RE
Victorian Fiction 3
Considering both the history and the development of critical concepts about the Victorian novel, the course examines novels by such major figures as Dickens, Bronye, Eliot, Wilde, and Hardy.

ENGL 473 RE
Modern Fiction 3
The course deals with novels selected in terms of a particular theme or a particular period of time within the 20th century as, for example, the development of the traditional theme of romantic love in the first or the second third of the century. The novels studied may include both works written in English and works in translation.

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)

FIN 475 RE
International Finance 3
The course emphasizes the structure and analysis of international capital and financial markets, Eurocurrency financing, and the financing of international transactions.

200 FITT RE
Mass Media and Society 3
The main emphasis of the course resides in delineating the complex relationship that exists between the mass media and other social institutions, from government to local political activist groups: the reciprocal interplay between the mass media and society—how both are structured and shaped by the other—and what limits this interplay. Particular attention is devoted to analyzing media products in their specificity and their status as popular or mass culture.

200 POLS RE
Italian Politics and Society 3
This course examines the major features of the political and social systems of the Italian Republic. Topics of analysis include the Constitution, the Italian economy, the role of the state, unions, the relationship between North and South, the U.S.-Italian partnership, and the European Union. Special attention is given to the political developments leading to the establishment of the Second Republic.

300 POLS RE
Political Development in the Third World 3
The purpose of this course is the explain why such a wide variety of political systems can be found in the Third World. Attention is given to problems of nation-building and the role of charismatic leadership, as well as the problems of policy implementation in these countries.
300 POLS RE  
Institutions and Policies of the European Union  
A survey of the history of the politics, institutions, and policies of the European Union from its origins to the present day. Covered are the historical evolution of the European Union from its beginnings through the end of the 1990s, the union's institutions and processes, the recent major developments and challenges, such as the Single European Act, the Maastricht Treaty and the Enlargement Issue, monetary union, the major policy areas of the union, and a discussion of future scenarios in Europe.

HIST 111 RE  
Western Civilization I  
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  
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  
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  
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 postwar recovery and difficulties of the Italian Republic.

HIST 386 RE  
Europe Since 1945  
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  
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.

MARK 231 RE  
Principles of Marketing  
The role of marketing 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.

MARK 350 RE  
Consumer and Industrial Buyer Behavior  
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.

MARK 381 RE  
International Marketing  
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  
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.

MGT 389 RE  
Management Competencies  
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.

MGT 472 RE  
Operations Management  
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 222 RE  
Existentialism  
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)

PHIL 300 RE  
Philosophies of Art and Beauty  
This course is a survey of classical and modern theories on the appreciation of art and beauty. Attention is given to the analysis of perception and of the aesthetic experience in their interaction with language and culture. Special consideration is given to contemporary visual arts and poetry.

PSY 350 RE  
Developmental Psychology  
Follows the development of the child through adolescence, with emphasis on the complexity and continuity of psychological development. Also emphasized is the interaction and interdependence of the various systems: biological, genetic, and environmental, as well as the interaction and the interdependence of cognitive and social factors in the various stages of development. Particular attention is placed on attachment theory, the development of the self, and possible pathological outcomes of faulty development.

PSY 352 RE  
Social Psychology  
The scientific study of how people think about, influence, and relate to one another. Students are introduced to recent research in areas such as the self in the social world, social beliefs and judgments, attitudes and behavior, conformity, persuasion, aggression, prejudice, altruism, love, and attraction. Cultural, gender, and genetic influences also are emphasized.
**Santiago Program**

On-site coordinator: Estela Rojo

Fall or Spring Semester

Students take courses at the Pontificia Universidad Católica (PUC) through a consortium of the University of Notre Dame and the University of Wisconsin at Milwaukee. During the spring semester, students also may enroll in "Perspectives on Poverty," "Approaches to Development," offered by the Universidad Alberto Hurtado, a Jesuit university in Santiago. 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, 152 Hurley. Students also are encouraged to visit PUC’s Web site at www.puc.cl/dara/html/framecursos.html.

**Selected courses:** Students may apply Ilades Seminar credits to various disciplines:

- **THEO 300 SC** Perspectives on Poverty
  - Seminar format; study of meaning and significance of poverty in Latin America. Significance of poverty in Latin America from theological and various social science perspectives.

- **SOC 300 SC, POLS 300 SC, ANTH 300 SC** Approaches to Development
  - Integration of experiential learning—service work in poor neighborhoods of Santiago—with reading and reflection.


In the FEA, the following courses are recommended: Economics and Business—"Labor Economics" and "Unions and Collective Bargaining."

For further information regarding these courses or the São Paulo program, please visit 152 Hurley Building.

**São Paulo Program**

Universidade de São Paulo (USP)

São Paulo, Brazil

Unique spring-semester program for political science, economics, or business majors interested in social entrepreneurship.

Students with a strong background in business, economics, or political science may participate in the São Paulo program during the spring semester. The São Paulo program presents a unique opportunity for students preparing for careers aimed at social progress—future "social entrepreneurs."

Students who participate in this program will participate in a for-credit internship with a nonprofit organization. Students will enroll in "Portuguese for Foreigners," as well as courses recommended by USP’s faculty in political science and in economics and business administration. For a complete list of political science and other courses offered by the FFLCH (Faculty of Philosophy, Languages, and Humanities), visit www.fflch.usp.br/bem-vindo.

For a complete list of courses offered by the FEA (Faculty of Economics, Business, and Accounting), visit www.fea.usp.br/recursos/ccint/ccinte.html, and follow the link titled "Information for Students."

**Tokyo Program**

Faculty of Comparative Culture, Sophia University, Tokyo, Japan

The Tokyo Program is open to sophomores and juniors. All students must take a Japanese language course and can choose from a wide variety of courses offered in English, including business, economics, history, literature, philosophy, and sociology. All courses are offered for Notre Dame credit through special arrangement with the Council on International Educational Exchange (C.I.E.E.). For program specifics, visit C.I.E.E.’s Web site at www.ciee.org, or visit 161 Hurley.

**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.). For program specifics, visit C.I.E.E.’s Web site at www.ciee.org, or visit 161 Hurley.

**International Study Programs**

**ROIT 201 RE**

Comprehensive Second-Year Italian

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

This course emphasizes the development of reading and composition skills. Readings include short stories and newspaper articles.

**ROIT 231 RE**

Conversational Italian

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 315 RE**

Selected Topics in Italian Literature

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

An introduction to 20th-century Italian drama through the study of plays by Chiarelli, Pirandello, Berti, 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.

**ROIT 235 SC, SOC 362 SC, ANTH 362 SC**

Chilean Culture and Civilization

Mandatory intensive orientation course covering Chilean culture, politics, economics, literature and history. Instruction in Spanish.

**ROIT 236 SC**

Spanish for Foreigners

Language and culture through speaking, writing, experiential learning.

Ilades courses: Students may apply Ilades Seminar credits to various disciplines:

- **THEO 300 SC**
  - Perspectives on Poverty
  - Seminar format; study of meaning and significance of poverty in Latin America. Significance of poverty in Latin America from theological and various social science perspectives.

- **SOC 300 SC, POLS 300 SC, ANTH 300 SC**
  - Approaches to Development
  - Integration of experiential learning—service work in poor neighborhoods of Santiago—with reading and reflection.


In the FEA, the following courses are recommended: Economics and Business—"Labor Economics" and "Unions and Collective Bargaining."

For further information regarding these courses or the São Paulo program, please visit 152 Hurley Building.

**Sao Paulo Program**

University de São Paulo (USP)

São Paulo, Brazil

Unique spring-semester program for political science, economics, or business majors interested in social entrepreneurship.

Students with a strong background in business, economics, or political science may participate in the São Paulo program during the spring semester. The São Paulo program presents a unique opportunity for students preparing for careers aimed at social progress—future “social entrepreneurs.”

Students who participate in this program will participate in a for-credit internship with a nonprofit organization. Students will enroll in “Portuguese for Foreigners,” as well as courses recommended by USP’s faculty in political science and in economics and business administration. For a complete list of political science and other courses offered by the FFLCH (Faculty of Philosophy, Languages, and Humanities), visit www.fflch.usp.br/bem-vindo. For a complete list of courses offered by the FEA (Faculty of Economics, Business, and Accounting), visit www.fea.usp.br/recursos/ccint/ccinte.html, and follow the link titled “Information for Students.”


In the FEA, the following courses are recommended: Economics and Business—“Labor Economics” and “Unions and Collective Bargaining.”

For further information regarding these courses or the São Paulo program, please visit 152 Hurley Building.
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
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
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 350 SP
Christian, Muslim, Jewish Art: Toledo
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
Development of Spanish painting studied in the works of five of Spain’s greatest artists: El Greco, Velazquez, Goya, Picasso, Dali. 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
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
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)

POLS 351 SP
Politics and Society in Latin America
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
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
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/POLS 336 SP (croslisted)
Spain Since 1936
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)

PHIL 320 SP
Spanish Philosophy
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
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 223 SP
Advanced Spanish Grammar and Composition
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
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 238 SP
Spanish for Professional Life Development
Designed for students for whom Spanish will be a basic tool for their working and professional future. Practical cases provide (1) knowledge of the economy, the labor markets, and Spanish and Latin American professional culture, and (2) linguistics skills (conversation, listening/comprehension, reading, and writing) and the sociocultural peculiarities of the language that allow for successful use of Spanish in professional life.

ROSP 241 SP
Colloquial Spanish
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
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
Critical reading of Spanish and Spanish-American texts: works representing principal genres—novel, drama, poetry, essay—different approaches to literature. Terminology of criticism, literary problems and techniques. (University literature or Spanish major)

ROSP 328 SP
Survey of Spanish American Literature I
An introduction to and survey of major works from the Colonial period to Independence and Romanticism. The course will include texts by Bernal Diaz del Castillo, Fray Bartolome de las Casas, Garcilaso de la Vega, Alonso de Ercilla, Sor Juana Ines de la Cruz, Jose Joaquin Fernandez de Lizardi, Esteban Echeverria and Jorge Isaac. Spring semester only. (University literature or Spanish major)

ROSP 400 SP
Society Through Spanish and Latin American Cinema
This class will explore Spanish and Latin American societies using films created by Spanish and Latin American artists. Ten films will be analyzed from a historical and sociological point of view. Fall semester only. (Spanish major elective)

ROSP 411 SP
Spanish Golden Age Theater
This course will focus on Baroque theater. Plays by Lope de Vega, Cervantes, Tirso de Molina, Calderon de la Barca or Luis Velez de Guevara will be read and discussed in class. A research paper will be completed by each student regarding one of the plays. In addition, students will attend at least one live theater production in Toledo or Madrid. Spring semester only. (University literature or Spanish major)
Undergraduate London Program

Director:
Anastasia F. Gurtzig

Associate Directors:
Terri L. Bays
Tadeusz R. Mazurek

Associate Director of Undergraduate Studies in London:
Laura Holt

2002-03 VISITING U.S. FACULTY:
Ernest Burrell, C.S.C.
Patrick Dunn
James Flanigan, C.S.C.
Stephen Fredman
Christopher Hamlin
Eugene Henry (Emeritus)
Eugene Livingston

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

The Undergraduate London Program, a division of the University Provost’s Office, operates separately from the International Studies Programs. We encourage students interested in London studies for the regular academic year to direct further inquiries regarding location, staff, facilities, curriculum, and requirements to the London Program at 153 Hurley Hall, Notre Dame, IN 46556; Telephone: (574) 631-7414; Fax: (574) 631-3978. Students should also visit our website at www.nd.edu/~londonpr.

Course Descriptions. The following descriptions give the number, title, and credit hours for courses the program routinely offers. Providing general information about the program’s vast array of offerings, this list does not purport to be a definitive list of courses available in any one semester, nor does it provide a full account of prerequisites and other restrictions. In the usual course of events, however, one may expect to find science and engineering courses offered in the fall, PLS and business courses in the spring. For the most full and up-to-date information on the courses offered in any given semester, please consult our website at www.nd.edu/~londonpr.

AFAM 496 LA
ETHNESS, RACE, AND IDENTITY IN BRITAIN AND EUROPE TODAY
3
This course is intended to introduce professionals to the UK’s system of socialized medicine.

COLLEGE OF ARTS AND LETTERS

AFAM 496 LA
POLITICAL SCIENCE 496 LA
4
Upon approval by the program, students work as interns for the Commission for Racial Equality Media Office, which is a clearinghouse of information on race relations in the United Kingdom.

AL 366
MEDICINE AND ETHICS IN THE UK
3
This course is intended to introduce professional students to the UK’s system of socialized medicine.

ANTH 315 LA
ETHNICITY, RACE, AND IDENTIY IN BRITAIN AND EUROPE TODAY
3
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.
UNDERGRADUATE LONDON PROGRAM

ARHI 247 1
The Golden Age of Art in the Netherlands
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 religion, 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/L/GSC 355LA
Pre-Raphaelite Movement 1
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 visual characteristics of pre-Raphaelite paintings, drawings and watercolors.

ARHI 356 LA
Art and Society in Victorian London 1
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.

ARHI 359 LA
The British House, Town and Country: 18th- and 19th-Century Architecture in Context 1
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
This course introduces Britain’s principal contemporary painters, with focus on the meaning and implications of works of art and the techniques employed. Attention is paid to the role of government and business sponsorship, art colleges and galleries in promoting art in Britain.

ARHI 375 LA
Postmodernism 1
This course explores the evolution of postmodern thought and examines its development in the context 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
A survey of the major movements in European art history. Museum and gallery visits are part of the course.

ABST 121 S
Basic Drawing I 3
This course deals with form depiction in its many aspects and modes and is intended for beginning students as well as advanced students who need additional experience in drawing.

ABST 498 S
Special Studies 3
Upon approval by the Program, qualified students can pursue independent study in art studio: directed readings, research or creative projects.

ECON 375 LA/HPEB 375
Regional Economic Integration in the Global Economy 3
Intra-regional economic integration may be viewed as furthering globalization, impeding globalization, or both. This course explores specific issues arising in the process of regional integration by comparing selected experiences of European countries during the development of the E.U. with those of American countries during that of Western-hemispheric trading groups: NAFTA, the Central American Common Market, and Mercosur. Fall only.

ECON 382 LA/POLS 439 LA
The European Union 3
This course discusses the relationship between the E.U. and the economies and economic policies of 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 367LA
Victorian Literature 3
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 period, 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
An exploration of playhouse, script and performance. Students will see two plays at the Globe Theatre and one elsewhere.

ENGL 442 LA
Crisis and Culture: The British Tradition of Literary Theory, 1902 to the Present 3
This course will provide students with a clear outline and understanding of the major thinkers of the literary-critical tradition in Britain. It will explain their cultural and theoretical propositions and show these against their historical, philosophical and artistic backgrounds.

ENGL 478C L/FTT 439 LA/ANTH 363 LA/GSC 478C
The British Imagination 3
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, imperialism, the class system, the monarchy, the popular imagination, race, politics.

FTT 206 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 255LA
Playing Shakespeare 2
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 directing. 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
The course will examine the place of theatre in Elizabethan society and will explore the performance conditions of the Elizabethan outdoor playhouse. Particular reference will be made to the Globe Theatre (1599).

FTT 420 LA
History of British Cinema 3
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 representations of “Britishness,” films of the colonial and post-colonial periods, Northern Ireland and Scotland, class, race, and gender issues, Anglo-American relations, and the impact of “Thatcherism” on the British film industry.

FTT 479 LA
European Film in Opposition to Hollywood (1945 to the Present) 3
Examines European challenges to norms of Classical Hollywood narrative/style. Many of the films attempt to define particular national cinemas—e.g., British Realism or Italian Neo-Realism. The UK will be represented by Loach’s Kes (1969) and Reisz’s Sat. Night and Sun. Morning (1960).

FTT 493B LA
SS: Internship, Theatre 3

FTT 493C LA
SS: Internship, Television 3

SS: Internship, Theatre 3

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This course aims to provide the basis for an informed appreciation of works for both the mainstream and contemporary repertoire heard live in concert. Through listening, comparing and discussing, students are encouraged to develop their ability to articulate their responses and make considered judgments of the music heard and of its performance.

**MUS 261 LAFTT 209 LA**

*The Art of Ballet*

An introduction to both the art and the craft of ballet in its historical context and as a form of artistic expression.

**PHIL 244 LA**

*Philosophy of Law*

This course aims to introduce students to the main issues in the philosophy of law and examine several applied topics relating to these issues. Part of the course will be an introduction to key theoretical questions such as what should be the relationship between morality and the law, why should we obey the law, what is the justification for punishment, etc. as well as an examination of key concepts such as “rights,” “consent,” and “mens rea.”

**PHIL 261 LA**

*The Philosophy of Religion*

This course is an introduction to the philosophy of religion. Topics covered include arguments for and against the existence of God, the divine attributes (omniscience, omnipotence, eternity, simplicity); immortality and the soul, the justification of religious belief, and the relation between religion and morality.

**PHIL 274 LA**

*Introduction to Metaphysics*

This course is an introduction to metaphysics. Topics covered include the freedom of the will, the identity of persons, the mental and the physical, substances and properties, the nature of events, and the nature of change.

**PHIL 277 LAF/PSY 277 LA**

*A Philosophical Introduction to the Mind*

An introduction to the philosophy of the mind and the philosophy of psychology. The main topics will include the concept of mind and the relation of the mental and the physical, the problem of consciousness, action and the explanation of action, and the view of the mind of the main schools of psychology, including psychoanalysis and cognitive science.

**POLS 348 LAF/PSY 438 LA/HIST 438 LA**

*Ethnic Conflict Regulation in Ireland and Northern Ireland*

Course topics include foundations of conflict, nationalism, state legitimacy, conflict regulation, colonization and resistance, church and state, partition and civil rights.

**PSY 398 90 LA**

*Special Studies Jr.*

Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom.

**PSY 398 91 LA**

*Special Studies Jr.*

Upon approval by the program, psychology majors can assist in an academic research project based in the United Kingdom. Spring only.

**PSY 418 LA**

*Influences on Early Social and Cognitive Development*

In developing an understanding of how young children come to understand their world and the people in it, we will look at influences as diverse as genetics and environment, family and sibling relations, friendships and starting school.

**PSY 419 LA/SOC 220 LA**

*Developmental Disabilities: Integrating Theory and Practice*

The course examines how children with severe developmental disabilities come to understand their world and how teachers and other school-based professionals devise programs to meet children’s very individual needs. The course will be based at a school for pupils with severe learning disabilities. Each week, students will spend time with pupils and professionals in classrooms. This practical focus will be followed by a lecture. Students will have opportunities to meet with parents and families of young people with disabilities.

**SOC 368 LA**

*Modern British Society*

This course has two aims: to investigate the social structure and culture of contemporary Britain and to use this investigation to acquaint students with some important issues and debates in the discipline of sociology.

**THEO 238 LA**

*Christianity in Britain — Past and Present*

We shall trace the history of the Christian church in Great Britain from its earliest roots down to the present. Throughout the course we shall pay special attention to the relationship between the Roman 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
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
For theology majors. This course is the same as THEO 238B LA, but additional work will be required.

MENDOZA COLLEGE OF BUSINESS

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

COLLEGE OF ENGINEERING

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

CSE 321 LA
Computer Architecture I
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. Fall only.

CSE 331 LA
Data Structures
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. Fall only.

EG 498 C
Technology in the UK
Students will study and visit various sites of significance for the history of engineering. Fall only.

EE 344 LA
Signals and Systems I
Topics covered include transform techniques for solving continuous-time linear differential systems, time-domain and frequency-domain analysis. Fall only.

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

AMF 321 LA
Differential Equations and Applied Mathematics
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. Fall only.

AMF 334 LA
Fluid Mechanics
This is a basic course in fluid mechanics. Topics include fluid properties, hydrostatics, conservation laws, dimensional analysis, internal and external flows. Fall only.

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
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. Fall only.

SUMMER ENGINEERING PROGRAM

For a description of the Summer Engineering London Program, see page 261 of this Bulletin.

Physical Education

Chair of Physical Education and Associate Athletic Director:
Thomas Kelly
Assistant Professor and Director of Golf Instruction:
Noel B. O’ Sullivan
Assistant Professor and Director of Aquatics:
Dennis J. Stark
Associate Professional Specialist and Director of Rockne Memorial Building:
Br. Louis Hurcik, C.S.C.
Associate Professional Specialists:
Michele Gelfman
Jill Grant Lindenhof
Fran McCann
Dianne Pamaude
Diane Scherzer
Assistant Professional Specialists:
Marisha Fornter
Denise Goralski
Kristin Kohrt
Assistant Professional Specialist and Assistant Athletic Trainer:
William F. Meyer Jr.

The objective of the physical education department is to develop skills, knowledge, greater interest and awareness of the need and benefits offered through wellness and lifetime leisure activities. It is intended that through participation in various physical activities, students contribute to and enhance their physical, mental and social growth.

To complement and enhance physical education activities, the department offers a required course in Contemporary Topics for College Students. This course presents an understanding of various components of fitness and selected lifestyle issues that have an impact on the individual. Students will learn to formulate and implement their own fitness and wellness programs through self-testing, evaluations, exercises and self-assessments.

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 requirement. 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.

American Ballroom Dance
Basic Activities
Contemporary Topics for College Students
Fencing
First Aid
Fitness Development
Golf
Handball
Ice Skating
Latin Ballroom Dance
Officiating
Racquet Sports
Rugby
Self Defense
Skiing
Cross Country
Downhill
Soccer
Swimming:
Lifeguard 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 intermediate level. If the student has a physical disability and is unable to participate in activity classes, a specially 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 running 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 support 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 connecting undergraduate residence halls and the graduate student residences. ResNet is also available 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 campus. 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 services 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 information is published on the World Wide Web at www.nd.edu/~ndoit/ndresnet.

The OIT provides many support services. Computers can be purchased in the OIT Solutions Center on the first floor of the Information Technology Center. Students, faculty and staff can purchase computers, printers, and other peripheral devices at educational discount prices. 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 substantial savings compared to the retail price of these applications. See www.nd.edu/~ndoit/solution for more information about the OIT Solutions Center.

The OIT Help Desk, located in Room 111 of the Information Technology Center, 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 information about the Help Desk, see www.nd.edu/~ndoit/helpdesk.

OIT offers computer-related, 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 information on these and other Education Services programs, see www.nd.edu/~ndoit/training.

The OIT maintains a High Performance Computing Cluster (HPCC) to provide a parallel computing 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/~hpcc.

The Office of Information Technologies provides an array of technology-based services that support teaching and learning at the University. At least 65 classrooms are equipped with instructional computers, house projection, and audio systems, allowing faculty to include multimedia materials in their teaching. A variety of playback devices (CD/DVD/CR) can be delivered to any classroom on campus, upon request. Where technology is in use, technical support is provided, often within minutes of a call being placed from a classroom to the support dispatch center maintained by OIT.

Two permanent instructional labs are available, with 30 computers in each for hands-on instruction in computer-related disciplines. A portable lab can be reserved that utilizes laptop computers and wireless networking to transform a seminar room into an instructional lab. A number of classrooms have cable TV and can access satellite teleconferences. A videoconferencing service is in development.

OIT operates a library of media-based curricular materials; faculty may place on reserve items for student review. Faculty may request class sessions be recorded and made available on a variety of media. Video and audio production and post-production services are available. A range of media conversion services is available to students and faculty alike.

Notre Dame’s colleges provide some similar services within their purview, and there is an increasing collaboration between the colleges and OIT to support teaching and learning through the use of technology. The OIT’s Instructional Computing and Media Services can be accessed by calling (574) 631-9181 or by visiting our service location at 128 DeBartolo Hall.

In addition to the shared facilities of the OIT, specific colleges have their own facilities. Anyone using Notre Dame computers and networking resources is responsible for observing the policies set forth in the document G0001 Responsible 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

A Special Place for Students. The Career Center at Notre Dame offers students a place to learn about career opportunities all over the world. Our services are diverse and comprehensive, and our staff assists undergraduate and graduate students with all levels of career advising and exploration. The Career Center provides students with individual advising and counseling, career assessment inventories, group workshops, special presentations to academic departments, employer information sessions, videotape mock interviews, job searching beyond on-campus interviews, and more.

We expect that students will take ownership of their career direction and be willing to devote the time and energy necessary to conduct a successful search for jobs, internships, fellowships, and/or graduate schools. Utilizing our technology through Go IRISH (Internet, Recruiting, Interviewing, Scheduling, Hotlink), students have 24/7 access to internship and full-time opportunities and can sign up for interviews online and research careers.

The Career Center’s facilities, located in Flanner Hall, have greatly enhanced the technology available to students, serving as a “mini cluster” for students to produce résumés, write cover letters, and search for careers on the Web. This complex operation offers students a spacious facility with a wide variety of information about writing résumés and researching careers, employer directories, job bulletins, internship resources, and annual reports.

Graduate and Professional Schools. The Career Center staff works closely with faculty and academic departments to support students’ efforts to gain acceptance into law and medical schools, as well as graduate programs in the arts, sciences, humanities, and more. Catalog information on specific graduate school programs is available on The Career Center’s Web site: careercenter.nd.edu.

Workshops, Programs and Special Seminars. The Career Center collaborates with the College of Arts and Letters, Mendoza College of Business, College of Engineering, College of Science, School of Architecture, and the M.B.A. Career Development Office to coordinate a wide variety of career programs, services, seminars, and workshops for students. A sample list of these programs and seminars includes:

- Careers 2002—Job fairs in Atlanta, Chicago, and Washington, D.C.
- Job fair consortium programs in Los Angeles and New York City
- College of Business Career Forum
- College Engineering Industry Day
- Winter Career and Internship Fair
- Wall Street Forum
- First Friday Open Houses with Multicultural Affairs
- English Department Career Night
- College of Architecture Career Fair
- Professional Development Seminar
- Medical school interviewing
- Graduate School Fair
- Collaboration and support with the Alliance for Catholic Education and the Center for Social Concerns
- Program support for the Department of Athletics and student athletes
- Dossier and credential file services
- Senior “Kickoff” orientations
- Junior “Spring Training” career orientations
- Go IRISH workshops
- Résumé and cover letter writing
- On-site job interviews
- Job search strategies
- Internship Networking Night
- Beyond on-campus recruiting
- Internships and summer jobs
- Videotape mock interviews
- Get Connected Career Shadow Program
- College of Science Career Night
- Career Search “City Tour” series—Atlanta, Boston, New York, St. Louis, Los Angeles, San Francisco, Dallas, Houston, Washington, D.C., and the Twin Cities

Internships and Summer Jobs. The Career Center spends a great deal of time with first-year, sophomore, and junior students to help them with locating and applying for internships and summer jobs. Internships, career mentoring, and externships are also sponsored by Notre Dame alumni who develop short-term career experiences for students. In addition, The Career Center manages the Intern Center program, with more than 15,000 organizations for students to pursue. In many cases, an internship search involves a specific strategy targeted at a particular geographic location; thus, it is common for students to develop their own internship by researching and networking with potential internship sponsors.

For additional information, contact:

The Career Center
248 Flanner Hall
(574) 631-5200
http://careercenter.nd.edu

Hours: 8:00 a.m.–5:00 p.m.
Evening hours: Monday–Wednesday, 5:00–8:00 p.m.
On-call hours in Flanner 248: Monday–Friday 1:00–5:00 p.m.

Computer Lab, Flanner Hall First Floor: Open 24 hours a day, seven days a week

The Career Center Counseling Staff:
Lee J. Svete, Director
Lee.J.Svete.1@nd.edu

Paul Reynolds, Associate Director
(College of Business)
Paul.J.Reynolds.1@nd.edu

Rose Kopec, Associate Director
(College of Engineering)
Rosemary.Kopec.3@nd.edu

Anita Rees, Associate Director
(College of Arts and Letters)
Anita.M.Rees.40@nd.edu

Kevin Monahan, Assistant Director
(Alumni Career Programs)
Kevin.G.Monahan.22@nd.edu

Allison Keller, Assistant Director
(College of Science)
Allison.L.Keller.40@nd.edu

Robin Sullivan, Assistant Director (Internships)
Robin.A.Sullivan.100@nd.edu

Web Master:
Vincent Melody
Vincent.L.Melody.2@nd.edu
Holy Cross Seminary Formation

The Old College undergraduate seminary program is housed in the original campus structure built in 1845. It welcomes high school graduates with a serious interest in exploring a vocation as a priest or brother in the Congregation of Holy Cross.

Old College provides an introduction to religious life and 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 yearlong 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.

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