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CARDINAL GLENNON COLLEGE ACADEMIC PROGRAM

Introduction

There is a reciprocal relationship between spiritual and intellectual formation. The intellectual life nourishes the spiritual life, but the spiritual also opens vistas of understanding—*credo ut intelligam* “...[I]ntellectual formation is a fundamental demand of man’s intelligence by which ‘he participates in the light of God’s mind’ and seeks to acquire a wisdom which in turn opens to and is directed towards knowing and adhering to God.” (*Pastores Dabo Vobis*, 51)

The Program of Priestly Formation, 5th Edition, notes that the context of intellectual formation in the College Seminary has a twofold purpose:

- (1) ***The pursuit of liberal arts***, through which candidates for the priesthood acquire a sense of the great human questions contained in the arts and sciences, encourages intellectual curiosity, promotes critical thought, and fosters disciplined habits of study. A liberal arts education teaches students to communicate with others in a clear and effective way and gives seminarians an introduction into the wider range of human learning. Studies in mathematics and natural science, in the social and behavioral sciences, in history, literature, foreign languages both ancient and modern, communication skills, and the fine arts define the content of a liberal arts curriculum.

- (2) ***The study of philosophy*** is “fundamental and indispensable to the structure of theological studies and to the formation of candidates for the priesthood. It is not by chance that the curriculum of theological studies is preceded by a time of special study of philosophy.” (*Fides et ratio*, 62) In priestly formation, at least two full years should be dedicated to the philosophical disciplines within a program of study which should be balanced, comprehensive, integrated and coherent. Sound philosophical formation requires a biennium of study which is understood to be at least 30 semester credit hours. The philosophical curriculum must include the study of the history of philosophy (ancient, medieval, modern, and contemporary), logic, epistemology, metaphysics, philosophy of nature, natural theology, anthropology and ethics. “The philosophy of St. Thomas Aquinas should be given the recognition that the Church accords it.” (CIC, canon 252.3) A minimum of 12 semester credit hours must be required in the appropriate courses of undergraduate theology. These courses should study the themes of the Catechism (doctrine, liturgy and sacraments, morality, prayer) as well as the Sacred Scripture. The fruitful relationship between philosophy and theology in the Christian tradition should be explored through studies in Thomistic thought as well as that of other great Christian theologians who were also great philosophers. These include certain fathers of the Church, medieval doctors, and recent Christian thinkers in the Western and Eastern traditions.

The undergraduate program of Cardinal Glennon College is a collaborative-model formation program operated in cooperation with Saint Louis University. **Under ordinary circumstances** (for those men entering as first-year college seminarians), **the initial two years (first four semesters) of intellectual formation are completed on the campus of Saint Louis University.** These two years focus upon the general classes of a liberal arts education as outlined in the Program for Priestly Formation. **The final two years (last four semesters) of intellectual formation focus upon the study of philosophy and are completed on the campus of Kenrick-Glennon Seminary.** During all eight semesters of the program, seminarians have access to the Pius XII Library at Saint Louis University.

The required major for all Cardinal Glennon College seminarians is Philosophy. Three options are given to seminarians for their secondary emphasis (minor). Each seminarian must complete the requirements in one of these three options:

- Option One: Focus on Humanities [Literature and Social Sciences]
- Option Two: Focus on Foreign Languages [Latin and one Modern Language]
- Option Three: Focus on Mathematics and Science [limited to those who enter with 9 hours or more of Mathematics and/or Science college credit]

More detailed lists of the course sequences for each option can be found on pages 10-13 of this Academic section.

Undergraduate Admission Requirements

All applications for undergraduate admission to Cardinal Glennon College and, if needed, to Saint Louis University, must be completed and received by the Director of Cardinal Glennon College (and the Office of Undergraduate Admission at St. Louis University) **no later than August 1 for the fall semester.** In order to be considered for admission, all applicants must be graduates of accredited secondary schools or must have successfully completed and passed the General Educational Diploma (GED) examination.

Freshmen Applicants. Saint Louis University will accept the ACT (American College Test) or the SAT (Scholastic Aptitude Test). Scores are required for all high school graduates and applicants having graduated from high school within five years of the date of intended enrollment. The University will accept test scores as listed on the official high school transcript.

Applicants who are seniors in high school and offered admission to the University are admitted with the provision that high school graduation requirements will be completed and admissions requirements be maintained prior to enrollment at the University. A final transcript showing all grades must be submitted after high school graduation and must include the type of diploma and date of graduation.

Current high school seniors or high school graduates who have never attended a college or university or who have completed fewer than 12 semester hours (or fewer than 15 quarter hours) of full-time college course work are classified as freshman applicants. This policy does not include any advanced college credits earned while in high school. Applicants must present an academic transcript of courses attempted and in progress from an accredited secondary school (and of any attempted and earned college course work). Completion of a college preparatory program in high school is expected for admission for freshmen.

The applicant's record must show courses and grades indicating intellectual ability and progress. It is strongly recommended that the applicant present five academic courses each semester for all four years of high school. These academic courses should include the following: four years each of English and mathematics (including Algebra I and II and Geometry) and three years each of natural sciences, social sciences, foreign language and academic electives.

Home Schooled Applicants. Cardinal Glennon College and Saint Louis University welcome applications from home schooled students for the freshman class. Home schooled students must submit all secondary-level transcripts and acceptable scores from the General Education Degree (GED). Each Freshman applicant is strongly recommended to present five academic courses each semester for all four years of secondary-level home schooling.

Transfer Applicants. Students who have attempted 12 or more semester hours or 15 or more quarter hours of full-time course work at another accredited college or university, excluding developmental or remedial courses, are classified as transfer applicants. This policy does not include any advanced college credit earned in high school. If deemed necessary for admission consideration, a request will be made for any or all of the following: high school academic transcript, college admission test scores, personal statement, personal interview and letters of recommendation. In general, transfer applicants must present at least a "C" grade average for both overall college-level course work and in course work taken immediately preceding enrollment at Saint Louis University or Cardinal Glennon College for admission consideration.

International Students. Cardinal Glennon College and Saint Louis University encourage all qualified international students to apply for admission to the freshman class and welcome transfer applications to classes beyond the freshman level. In addition, international applicants must satisfy all provisions of the Immigration rules and regulations, and should have solid proficiency in the English language. All nonnative speakers of English who are admitted to any Saint Louis University academic program will be evaluated prior to their initial registration in order to determine the level of their linguistic skills. Based upon these test results, recommendations will be made for a range of work in English (whether or not they have attended high school in the United States).

GED Applicants. A high school equivalency diploma will be accepted in place of high school graduation if the applicant has scored at least 550 on each subsection of the General Education Diploma examination (GED). An applicant must submit an official score report.

Probationary Admission. Probationary admission may be granted to a student who does not meet the basic academic criteria necessary for admission to Saint Louis University or Cardinal Glennon College. Extenuating circumstances must be presented for consideration in such cases. Any student entering under this probationary status is subject to an evaluation after completion of the first semester's work to determine the student's eligibility to continue a course of study at Saint Louis University and Cardinal Glennon College.

Application Procedures

The Office of Vocations will notify the Director of Cardinal Glennon College of a student's application to Kenrick-Glennon Seminary and will forward all pertinent information. For those entering as a Freshman or Sophomore, an applicant must send his application to St. Louis University along with official transcripts before he can be accepted into Kenrick-Glennon Seminary.

In addition to official transcripts, the completed Student Immunization Record is required for acceptance or registration for classes to occur.

Upon receiving notification of a student's acceptance or rejection from Saint Louis University, the Director of Cardinal Glennon College will be informed. No final admission decisions will be made before a student has been accepted into Saint Louis University and any academic probation conditions have been clarified.

Once acceptance by Saint Louis University and the recommendation of the Office of Vocations have been made to the Director of Cardinal Glennon College, the Seminary admissions procedure begins with a formal interview of the applicant.

An applicant who transfers from another accredited college or university will officially be evaluated at the time of application. Students will be informed of all courses accepted by Saint Louis University and/or Cardinal Glennon College. These courses must be on the collegiate level and the grade received must be at least a "C" for consideration for transfer.

Students seeking to transfer course work taken more than ten years previously may be required to complete proficiency exams, take additional courses or repeat selected courses especially for disciplines in which, in the judgment of the dean, the body of knowledge (or its interpretation) has undergone significant or rapid change.

Upon admission and enrollment, transfer credits are incorporated into the permanent record in terms of semester hours. The grade point average will only include the grades from those classes attempted at Saint Louis University and Cardinal Glennon College. No more than 64 semester hours earned at the community college level can be applied toward the bachelor's degree at Saint Louis University or Cardinal Glennon College.

Registration

All college seminarians meet with the Seminary Academic Advisor for direction and approval of the next semester's registration. Seminarians enrolled in classes at Saint Louis University also need to meet with an administrator of Saint Louis University for official registration.

Semester Course Load. All first-year and second-year college seminarians are required to take a minimum of 15 credit hours per semester. All third-year and fourth-year college seminarians are required to take a minimum of 12 credit hours per semester. Exceptions for students with academic difficulties will be made by the Seminary Academic Advisor. A seminarian who desires to have 18 or more semester hours must have at least a 3.0 grade point average.

Class Changes. The Seminary Academic Advisor must authorize any change of classes. A change of class should be made within the first week of the semester in order to avoid placing a student behind in his work. If a student withdraws from a course without authorization, or when the student is dropped from a class because of excessive absence, the course grade will be "AF." Any unauthorized course change or excessive absenteeism from class may be grounds for disciplinary action (including dismissal) from Kenrick-Glennon Seminary.

Double Major Candidates. Students who are interested in pursuing a double major are required to have the permission of the Director of Cardinal Glennon College. Permission for such a request is made after careful consideration of the seminarian's academic abilities, progress in formation, and with the approval of the seminarian's Vocation Director. Under normal circumstances, seminarians from the Archdiocese of Saint Louis will be encouraged to graduate in three years rather than pursue a second major.

Transcripts and Release of Records

The Registrar of Saint Louis University and the Academic Advisor of Cardinal Glennon College will assure that all grades awarded will be shown on students' transcripts. Once given, grades are not to be changed or removed from the official transcript, unless authorized through the Academic Record Change process, or through the automatic conversion of "I" grades to "F" grades.

Saint Louis University and Cardinal Glennon College affirm the concepts of personal privacy and record confidentiality, and adheres to both the letter and spirit of the provisions of the Family Education Rights and Privacy Act of 1974, which pertain to higher education. Transcripts of the official academic record are made available by the Office of the Registrar (Saint Louis University) or Academic Advisor (Cardinal Glennon College) only upon the written authorization of the student.

Each applicant is required to sign a statement which releases all appropriate records, including access by the Formation Staff of Kenrick-Glennon Seminary to his academic records, including all records at Saint Louis University.

Academic Standards

Credits and the Semester Hour. One credit or semester hour of credit is defined as one lecture, recitation or class exercise fifty minutes per week for one semester. Two, three, or four weekly hours of laboratory, demonstration, etc., varying with departments, are equivalent to one lecture hour. The number in parentheses after a course title listed in “Course Descriptions” indicates the semester hours of credit.

Class Ranking. Classified students are ranked on the basis of completed semester hours accepted for credit.

Freshmen	1 to 29 credit hours
Sophomores	30 to 59 credit hours
Juniors	60 to 89 credit hours
Seniors	90 or more credit hours

The classification of a seminarian in formation at Cardinal Glennon College is not based exclusively on academic credit, especially for transfer students. The placement of a seminarian is also determined by other considerations, including the applicant’s maturity level.

Examinations. The last examination in a course must be given during final exam week. Faculty will administer final examinations according to the schedule for final examinations as printed in the Schedule of Classes publication.

If a student is absent from a scheduled final examination, the notation “X” is assigned, depending upon the School or College in which the student is enrolled. An advance authorization for deferring the taking of a final examination may be given, but only rarely and for serious reasons (e.g., medical or religious). The student must request the deferral in writing in advance of the final and receive permission from the Instructor.

Absence from mid-semester or other interim examinations may, at the discretion of the instructor, require special examinations.

Grade Reports. All instructors of undergraduate courses must submit midterm grades for all students at the prescribed time and based on the work done at that point. Grade reports are prepared for undergraduates at the mid-semester and after final grades have been submitted. Grades may be accessed through the Saint Louis University Website using the seminarian’s SLU PIN number.

Grade Point Average (GPA). The cumulative grade point average (GPA) is determined by dividing the total grade points earned by the total credit hours attempted. All grades received during a student’s enrollment, for which grade points are indicated in the “Undergraduate Grading System” table, are included in the cumulative GPA. Grades for courses transferred from other colleges/universities are excluded.

Undergraduate Grading System. The undergraduate grading system at Saint Louis University and Cardinal Glennon College follows a 0 - 4.000 grade point scale.

Grades are assigned as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative.
A-	3.700	Approaching high achievement.
B+	3.300	Slightly higher than above average achievement.
B	3.000	Above average achievement.
B-	2.700	Approaching above average achievement.
C+	2.300	Slightly higher than average achievement.
C	2.000	Average achievement.
C-	1.700	Below average achievement. <i>(Grade does not fulfill "C or better" course requirements.)</i>
D	1.000	Inferior but passing achievement.
F	0	Failure
AF	0	Failure due to unauthorized withdrawal or excessive absence.
AU	*	Audit. Course appears on the transcript, but no credit is given toward graduation.

If a student receives a grade of "F" in a required course, that course must be repeated. Subsequently, both the initial grade of "F" and the grade earned after repeating the same course are considered in calculation of the student's grade point average.

Incomplete Grades. A grade of "Incomplete" must be cleared within thirty days of the next semester in which the course was taken, and if an Incomplete is not cleared within this time, the Incomplete will be converted to the grade of "F."

Academic Standing. A student is considered to be in good academic standing if he is not under academic suspension and has not been required to withdraw from the University. If a student's cumulative grade point average earned at Saint Louis University falls below 2.00, that student is not eligible for further registration unless probationary status is granted by his academic dean. **In this instance, the Seminary Formation Staff must also grant probationary status. Under ordinary circumstances, a seminarian who fails to earn a minimum of 2.00 grade point average for the semester will be asked to withdraw from Cardinal Glennon College.**

Academic or Disciplinary Probation, Suspension, or Expulsion. A student may be suspended from a course for academic or disciplinary misconduct. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty, and making unauthorized use of technological devices in the completion of assignments or exams. All such violations will be investigated and adjudicated. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from Saint Louis University and Cardinal Glennon College.

Dismissal. Conditions under which a student is dismissed are: Inability to eliminate probationary status within the two semesters subsequent to the assignment of probation, or a total grade point average deficit of more than 15 points.

A seminarian who is dismissed for academic reasons or for a lack of academic integrity will be recommended for dismissal from Kenrick-Glennon Seminary.

Class Attendance. As a policy, undergraduate students are expected to attend regularly all classes, laboratory sessions and examinations. The implementation of this policy is left to the discretion of the individual instructor. If any absences occur, it is the student's responsibility to make up the missed work. **It is expected that all college seminarians will be exemplary in their attendance in classes. Except in cases of illness, no seminarian should excuse himself from any class without permission of the Rector or Academic Dean.**

Professional behavior, attentiveness and participation by the seminarian are expected in the classroom. A seminarian who is disruptive, rude or inattentive in class is not only an embarrassment to himself, but also to his brother seminarians, especially when at St. Louis University. Absenteeism from class or unprofessional behavior are serious formational issues.

General Graduation Requirements

The general requirements for earning a baccalaureate degree from Cardinal Glennon College are:

- Satisfactory fulfillment of the lower and upper division course requirements
- 30 hours of Philosophy (major)
- Completion of no less than 123 semester hours of credit with an overall grade point average of 2.00
- Transfer students must earn their final 24 consecutive semester credit hours, of which 12 hours must be earned at Cardinal Glennon College
- A minimum of 24 credit hours in upper level courses in which a student must earn at least a C (2.00) average
- Seniors who have a grade of incomplete in any course needed for graduation must clear the record and have the change of grade by mid-term of the final semester.

Accreditation

Kenrick-Glennon Seminary is an accredited member of the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, as well as of the Association of Theological Schools (ATS) in the United States and Canada. Cardinal Glennon College at Kenrick-Glennon Seminary has been authorized by the Higher Learning Commission since July, 2008. (Kenrick School of Theology has been authorized since 1973.) The Association of Theological Schools authorizes only graduate and post-graduate programs.

Cardinal Glennon College operates a collaborative-model undergraduate formation program conjointly with the College of Philosophy and Letters of Saint Louis University. Seminary students complete two years of general education requirements at the University, and two years of philosophy and theology requirements at the seminary campus, culminating in the degree of Bachelor of Arts in Philosophy.

Saint Louis University, a private university, under Catholic auspices, traces its history to the foundation of the Saint Louis Academy by the Right Rev. Louis William DuBourg, Bishop of Louisiana, in 1818. The Society of Jesus took over the direction of the school in 1827, and the small Jesuit College received its charter as Saint Louis University in 1832.

Norms for the academic program of Cardinal Glennon College are contained in official directives of the United States Conference of Catholic Bishops' *Program of Priestly Formation, 5th Edition*, which received approval from the Bishops in June, 2005, and subsequent *approbation* from the Holy See.

Cardinal Glennon College-SLU Undergraduate Curriculum
B.A. in Philosophy

**Humanities
Option**

**Language
Option**

**Math and Science
Option**

COMMON TO EACH OPTION:

Philosophy	35 hours	35 hours	35 hours
<i>Logic, Cosmology, Epistemology, Philosophical Anthropology, Natural Theology, Metaphysics, Ethics, History of Philosophy (Ancient, Medieval, Modern, Contemporary), Philosophy Synthesis required</i>			
Theology	12 hours	12 hours	12 hours
<i>Catholic Doctrine, Catholic Morality, Liturgy and Sacraments, Scripture and Prayer required</i>			
Church History	4 hours	4 hours	4 hours
Latin	9 hours	9 hours	9 hours
Oral Communication	3 hours	3 hours	3 hours
Catechetical Methods	2 hours	2 hours	2 hours
Electives	10 hours	10 hours	10 hours

English/Literature	12 hours	9 hours	9 hours
<i>One course in composition and two courses in literature required</i>			

Social/Behavioral Sciences	12 hours	9 hours	9 hours
<i>One course in Psychology and one course in Sociology, Political Science or Education required</i>			

History	9 hours	6 hours	6 hours
<i>One course in Western Civilization required</i>			

Fine Art	6 hours	6 hours	3 hours
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Modern Foreign Language	--	9 hours	--
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Mathematics	3 hours	3 hours	9 hours
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Natural Science	6 hours	6 hours	12 hours
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TOTAL:	123 hours	123 hours	123 hours
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Humanities Option Course Sequence

Fall Semester

COLLEGE I (Freshman year)

English/Literature	3 hours
Math/Science	3 hours
Oral Communication	3 hours
Latin I	3 hours
Social/Behavioral Science	3 hours
Catholic Doctrine	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
History	3 hours
Latin III (Ecclesiastical)	3 hours
Fine Art	3 hours
Social/Behavioral Science	3 hours
Liturgy & Sacraments I	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Logic	3 hours
Cosmology	3 hours
Ancient Philosophy	3 hours
Church History I	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Natural Theology	3 hours
Metaphysics	3 hours
Modern Philosophy	3 hours
Introduction to Scripture	2 hours
Catechetical Methods I	1 hour
TOTAL:	12 hours

Spring Semester

COLLEGE I (Freshman year)

English/Literature	3 hours
Math/Science	3 hours
History	3 hours
Latin II	3 hours
Social/Behavioral Science	3 hours
Catholic Morality	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
Social/Behavioral Science	3 hours
History	3 hours
Fine Art	3 hours
Math/Science	3 hours
Liturgy & Sacraments II	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Epistemology	3 hours
Philosophical Anthropology	3 hours
Medieval Philosophy	3 hours
Church History II	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Ethics	3 hours
Contemporary Philosophy	3 hours
Philosophy Synthesis	2 hours
Christian Prayer	2 hours
Catechetical Methods II	1 hour
Elective	2 hours
TOTAL:	13 hours

**Required Philosophy classes in bold type*

Language Option Course Sequence

Fall Semester

COLLEGE I (Freshman year)

English/Literature	3 hours
Oral Communication	3 hours
Latin I	3 hours
Modern Language I	3 hours
Social/Behavioral Science	3 hours
Catholic Doctrine	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
Math/Science	3 hours
Latin III (Ecclesiastical)	3 hours
Modern Language III	3 hours
Fine Art	3 hours
Liturgy & Sacraments I	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Logic	3 hours
Cosmology	3 hours
Ancient Philosophy	3 hours
Church History I	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Natural Theology	3 hours
Metaphysics	3 hours
Modern Philosophy	3 hours
Introduction to Scripture	2 hours
Catechetical Methods I	1 hour
TOTAL:	12 hours

Spring Semester

COLLEGE I (Freshman year)

History	3 hours
Math/Science	3 hours
Latin II	3 hours
Modern Language II	3 hours
Social/Behavioral Science	3 hours
Catholic Morality	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
Social/Behavioral Science	3 hours
History	3 hours
Fine Art	3 hours
Math/Science	3 hours
Liturgy & Sacraments II	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Epistemology	3 hours
Philosophical Anthropology	3 hours
Medieval Philosophy	3 hours
Church History II	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Ethics	3 hours
Contemporary Philosophy	3 hours
Philosophy Synthesis	2 hours
Christian Prayer	2 hours
Catechetical Methods II	1 hour
Elective	2 hours
TOTAL:	13 hours

**Required Philosophy classes in bold type*

Mathematics-Science Course Sequence

Fall Semester

COLLEGE I (Freshman year)

English/Literature	3 hours
Math/Science	3 hours
Oral Communication	3 hours
Latin I	3 hours
Social/Behavioral Science	3 hours
Catholic Doctrine	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
History	3 hours
Latin III (Ecclesiastical)	3 hours
Fine Art	3 hours
Social/Behavioral Science	3 hours
Liturgy & Sacraments I	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Logic	3 hours
Cosmology	3 hours
Ancient Philosophy	3 hours
Church History I	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Natural Theology	3 hours
Metaphysics	3 hours
Modern Philosophy	3 hours
Introduction to Scripture	2 hours
Catechetical Methods I	1 hour
TOTAL:	12 hours

Spring Semester

COLLEGE I (Freshman year)

English/Literature	3 hours
Math/Science	3 hours
History	3 hours
Latin II	3 hours
Social/Behavioral Science	3 hours
Catholic Morality	2 hours
TOTAL:	17 hours

COLLEGE II (Sophomore year)

English/Literature	3 hours
Social/Behavioral Science	3 hours
History	3 hours
Fine Art	3 hours
Math/Science	3 hours
Liturgy & Sacraments II	2 hours
TOTAL:	17 hours

COLLEGE III (Junior year)

Epistemology	3 hours
Philosophical Anthropology	3 hours
Medieval Philosophy	3 hours
Church History II	2 hours
Elective	2 hours
Elective	2 hours
TOTAL:	15 hours

COLLEGE IV (Senior year)

Ethics	3 hours
Contemporary Philosophy	3 hours
Philosophy Synthesis	2 hours
Christian Prayer	2 hours
Catechetical Methods II	1 hour
Elective	2 hours
TOTAL:	13 hours

**Required Philosophy classes in bold type*

Course Descriptions (Saint Louis University)

ENGLISH/LITERATURE

ENGL 150 The Process of Composition

Develops effective personal and expository prose writing skills, including methods of invention, organization, audience analysis, and style. Focuses on the compositional process.

ENGL 190 Advanced Strategies of Rhetoric and Research

Studies complex structures of language including its logical and persuasive possibilities. Emphasizes analytical reading, critical thinking, and research methodology skills. Prerequisite: ENGL-150, or equivalent.

ENGL 202 Introduction to Literary Study

Introduces students to theoretical and methodological approaches to literary texts, including major terms, methods, and concepts.

ENGL 220 Introduction to Poetry

Introduces students to theoretical and methodological approaches to poetry, including major terms, methods, and concepts.

ENGL 230 Introduction to the Novel

Introduces students to theoretical and methodological approaches to the novel, including major terms, methods, and concepts.

ENGL 240 Introduction to Drama

Introduces students to theoretical and methodological approaches to drama, including major terms, methods, and concepts.

ENGL 260 Introduction to the Short Fiction

Introduces students to theoretical and methodological approaches to short fiction, including major terms, methods, and concepts.

ENGL 305 Creative Writing: Poetry

An introduction through reading and writing to common poetic forms.

ENGL 311 American Short Story

Studies short stories by nineteenth and twentieth-century American authors, to show the unity and diversity of the form from the beginning to the present.

ENGL 320 British Literary Traditions I: Beginnings – 1800

Examines representative works of medieval, renaissance, restoration, and eighteenth century British literature in light of historical and cultural developments.

ENGL 321 British Literary Traditions II: 1800 – Present

Examines representative works of nineteenth and twentieth century British literature in light of major historical and cultural developments.

ENGL 328 American Literary Traditions I: Beginnings – 1865

Examines representative works in American literature from the beginnings to 1865 in light of major historical and cultural developments. Fall semester.

ENGL 329 American Literary Traditions II: 1865 – Present

Examines representative works in American literature from 1865 to the present in light of major historical and cultural developments. Spring semester.

ENGL 347 Introduction to Shakespeare

Examines a selection of Shakespeare's major works with a focus on his appeal as a popular author as well as his achievement as a major poet and craftsman.

ENGL 370 The Bible & Literature

Studies poems and narratives from scripture, e.g., Genesis, the Psalms, and the Gospels, with attention to literary works based on the Bible.

(Additional 300 and 400 level courses offered)

HISTORY

HIST 111 Origins of the Modern World to 1600

A developmental and conceptual approach to Europe as the confluence of civilizations. The course will cover ancient civilizations of the Mediterranean and the Near East; Greece, Rome, Islam, Byzantium, and Germanic tribal society; the contributions of each to the European Middle Ages, Renaissance, European Expansion, Scientific Revolution, and Reformation.

HIST 112 Origins of the Modern World, 1600 to the Present

A developmental and conceptual approach emphasizing increasing European awareness of and contact with the rest of the world. The course will cover transatlantic encounters, the Protestant and Catholic Reformations, the Scientific Revolution, Absolutism, the Enlightenment, the Industrial Revolution, Modernism, and imperialism.

HIST 260 History of the United States to 1865

This survey course examines the development of the United States from its pre-Columbian origins through the Civil War.

HIST 261 History of the United States since 1865

This survey course examines the United States from Reconstruction through the present.

HIST 300 Ancient Greece

The history of the Greek people from the Mycenaean period to the Hellenistic Age.

HIST 301 Ancient Rome

The history of Rome from the foundation of the city to the fall of the Empire.

HIST 303 The Byzantine Empire

This course examines the waning years of the Roman Empire in the West and the subsequent millennium of its history in the East. Also examined are Byzantine politics, culture, and society as well as Byzantine interactions with the Islamic East and Catholic West.

HIST 304 The Middle Ages to 1100

Political, ecclesiastical, and cultural developments in Europe from the collapse of Rome in the West to the struggle of empire and papacy.

HIST 305 The Middle Ages 1100 to 1450

The High and Late Middle Ages from the rise of universities to the fall of Constantinople.

HIST 309 The Age of the Renaissance

The political, social and cultural influences which brought the medieval period to a close and prepared the way for a new European society.

HIST 310 The Reformation Era

The religious crisis of the age against the background of political, economic and intellectual change, 1500-1600.

HIST 311 The Age of Absolutism

The rise and fall of dynasties; the Scientific Revolution and Age of Reason; beginnings of industrialization, 1600-1789.

HIST 313 The Age of Industrialism & Democracy: 1815-1914

The history of Europe from the Congress of Vienna to the First World War.

HIST 314 Twentieth Century Europe: End of World Wars: 1914-1945

Background and events of World War I; the inter-war period and the rise of Fascism and Nazism; the origins and events of World War II.

HIST 345 Colonial America

Surveys of the foundations of the colonies, development of government structures, as well as social structures up to the Revolution. Although emphasis is on the English colonies, French Spanish North American colonies will also be included.

HIST 346 Foundations of the American Republic, 1763-1816

The American Revolution, the Constitution and the early years of the Republic.

HIST 347 U.S. Nationalism & Sectionalism, 1816-1860

Aftermath of the War of 1812; the age of Jackson; slavery; reform movement; the coming of the Civil War.

HIST 348 U.S. Civil War & Reconstruction, 1850-1877

Causes of the war; personalities; factors in the Northern victory; the war on the home front; reconstruction; experience of the freedmen.

HIST 349 The Gilded Age, 1865-1890

The rise of industrialism in the United States and the response of various institutions.

HIST 350 Progressive Era to the Jazz Age, 1890-1920

A survey of political, social, economic and cultural developments as American society transformed from a rural-agrarian society to an urban-industrial power and from isolationism to a major force in world affairs.

HIST 351 Prosperity, Depression, & War, 1920-1945

The 1920s, the New Deal and World War II.

HIST 352 Contemporary America, 1945-Present

The Cold War, civil rights, Vietnam, Watergate, the technological revolution and modern society.

HIST 361 Civil Rights in America, 1865-1965

This course examines the hundred-year struggle to secure civil rights for African-Americans from Reconstruction through the Civil Rights Movement. Students will examine the factors creating a racially segregated society and the efforts undertaken by civil rights groups to dismantle the Jim Crow Society.

(Additional 300 and 400 level courses offered)

LANGUAGES

(Latin, Greek, Spanish, French, German, Italian)

LATN 110 Reading Latin I

Pronunciation, basic vocabulary, morphology, syntax and practice in reading. Material usually covers the major declensions of nouns and pronouns, the primary and perfect verb tenses, the three major types of adjectives.

LATN 115 Reading Latin II

Review of first semester material. Basic vocabulary, morphology, syntax, and practice in reading. New material usually includes comparisons of adjectives and adverbs, numerals, constructions of time and place, participles, ablative absolutes, infinitives, and indirect statements.

LATN 210 Intermediate Latin: Language and Literature

Review of material learned during the first two semesters and coverage of remaining grammar, including further vocabulary-expansion, subjunctive forms and uses, deponent verbs, gerunds and gerundives, irregular verbs, conditional clauses, extensive practice in reading continuous Latin prose.

GK 110 Reading Greek I

Pronunciation, vocabulary, morphology, syntax and practice in reading.

GK 115 Reading Greek II

Vocabulary, morphology, syntax and practice in reading. Easier Greek authors introduced.

GK 210 Intermediate Greek: Language and Literature

Vocabulary, intermediate grammar; more extensive reading in easier authors; selections from more difficult ancient authors.

SPAN 110 Communicating in Spanish I

Introduction to Spanish language and culture. Prepares students to operate within areas of immediate needs and simple situations.

SPAN 115 Communicating in Spanish II

Continuation of SPAN-110. Prepares the student to function in simple situations related to personal interests and daily life.

SPAN 210 Intermediate Spanish: Language & Culture

Continued practice in all skills. Readings in and discussion of Hispanic Culture.

FREN 110 Communicating in French I

Course emphasizes the acquisition of communicative skills.

FREN 115 Communicating in French II

Continuation of FREN-110. Expansion of oral and written communication skills in areas of immediate needs, personal interests and daily life.

FREN 210 Intermediate French Language and Culture

Continued practice in and development of all language skills, enabling the student to function in an increased number of areas. Materials and discussion relating to French culture.

GR 110 Communicating in German I

Emphasis on the acquisition of communicative skills.

GR 115 Communicating in German II

Continuation of GR-110. Expansion of all language skills, enabling the student to function in simple situations related to immediate needs, personal interests and daily life. Prerequisite: GR-110 or placement.

GR 210 Intermediate German: Language & Culture

Continued practice in and development of all language skills, enabling the student to function in an increased number of areas. Materials and discussion relating to German culture. Prerequisite: GR-115 or placement.

ITAL 110 Communicating in Italian I

Introduction to Italian language and culture. Emphasis on acquiring communicative skills.

ITAL 115 Communicating in Italian II

Expansion of oral and written communication skills in areas of daily life and personal interest. Prerequisite: ITAL-110 or instructor consent.

ITAL 210 Intermediate Italian: Language & Culture

Continued practice in all skills, enabling students. Reading in and discussion of Italian culture. Prerequisite: ITAL-115 or instructor consent.

MATHEMATICS

MATH 114 Intermediate Algebra I

Radicals, exponents, first degree equations, simultaneous equations, quadratic equations, functions, graphs, logarithms, polynomials. Credit not given for both MATH-114 and any of the following: MATH-112 and MATH-113. Fall and Spring semester.

MATH 120 College Algebra

Polynomials, rational functions, exponential and logarithmic functions, conic sections, systems of equations, and inequalities. Prerequisite: 2 years of high school algebra.

MATH 122 Finite Mathematics

Linear equations and straight lines, matrices, sets and counting, probability and statistics, the mathematics of finance, and logic. Fall and Spring semester. Prerequisite: Two years high school algebra.

MATH 126 Statistics including sports and politics (Prerequisite: MATH 120)

Producing data through the use of samples and experiments; organizing data through graphs and numbers that describe the distribution of the data of one variable or the relationship between two variables; probability; statistical inference including confidence intervals and tests of significance. Prerequisite: MATH-120 or equivalent, or 3.5 years of high school mathematics.

MATH 132 Survey of Calculus

Introductory differential and integral calculus, optimization and rate problems, calculus of rational, exponential and logarithmic functions, partial derivatives and applications. Prerequisite: MATH-120 or 3.5 years of high school mathematics.

MATH 141 Pre-Calculus

Trigonometric functions, graphing, identities, solving triangles, inverse trigonometric functions, polar coordinates, complex numbers, and analytic geometry. Credit not given for both MATH-141. Fall and Spring semester. Prerequisite: 3.5 years of high school mathematics or a grade of "C" or better in MATH-120.

MATH 142 Calculus I

Elementary functions; differentiation and integration from geometric and symbolic viewpoints; limits, continuity; applications. Fall and Spring semester. Prerequisite: Four years of high school mathematics or a grade of "C" or better in MATH-141.

MATH 143 Calculus II

Symbolic and numerical techniques of integration, indeterminate forms, infinite series, power series, Taylor series, differential equations; polar coordinates, applications. Fall and Spring semester. Prerequisite: A grade of "C" or better in MATH-142.

MATH 167 Statistics and Computers

Introduction to data analysis and hypothesis testing; distributions, sampling, estimation, confidence intervals; t-test, analysis of variance, correlation, and regression; cross tabulations and chi-square; use of a statistical package such as SAS, the Statistical Analysis System. Spring semester. Prerequisite: MATH-120 or equivalent.

NATURAL SCIENCES**(Earth & Atmospheric Sciences, Biology, Chemistry, Physics)****EAS 101 Earth Systems I—The Solid Earth**

Lecture 3 hours per week. Provides an introduction to all aspects of the solid Earth: Origin and interior structure, plate tectonics, earthquakes, volcanoes, crustal evolution, rocks and minerals, ice and snow, surface and groundwater hydrology, erosion and deposition and Earth resources.

EAS 103 Earth Systems II - The Atmosphere & Ocean

Can be taken before EAS-101. Lecture three hours per week. Provides an introduction to all aspects of Earth's oceans and atmosphere: physical properties of the oceans, ocean circulation, ocean currents and climatic influences; atmosphere, composition and structure, radiation, heat, pressure and humidity, winds, planetary circulation, air-sea interaction, weather analysis and forecasting, air pollution, world climate and global change.

EAS 107 Understanding the Weather

Lecture three hours per week. A nonmathematical description of the processes that effect the weather are provided. Topics include solar radiation, horizontal and vertical structure of the atmosphere, atmospheric motions, and climate.

EAS 109 Climate & Humankind in History

Treatment of the interaction of early people with the atmospheric environment on the basis of existing paleoclimatological evidence. Interplay between climate and civilization; recent historical events as related to contemporaneous climates. Course developed around the notions of weather systems and climates of various scales.

EAS 132 Natural Disasters

This inquiry-based course examines geologic processes that are sometimes hazardous to humans, including earthquakes, volcanic eruptions, and landslides. Each section of the course will include an analysis of the geologic processes, and will end by discussing specific examples of where, when and how each type of geologic process has proven hazardous, or resulted in a natural disaster. Lecture and discussion.

EAS 133 Drifting Continents

This inquiry-based course introduces students to the theory of continental drift and plate tectonics, covers the general character of science, the history behind plate tectonics, how the theory explains the gross features and phenomena near the Earth's surface, and current debates around plate tectonics. Lectures and discussion, 3 hours per week.

EAS 136 Beauty of Atmosphere

The student understands the physical processes responsible for severe local storms, hurricanes, and winter storms. In addition to understanding the power behind these phenomena, the student marvels at the beauty of optical phenomena such as rainbows, halos, mirages, coronas and sundogs and inquires about the mechanism.

EAS 138 Missouri Climate

This course is an in-depth look into the physical processes which affect the climate of Missouri. Students working in teams will use actual observations to examine possible relationships between climate phenomena (i.e. El Nino, La Nina, Pacifica Decadal Oscillation, teleconnections, and global warming) and the weather patterns over Missouri.

EAS 193 Introduction to Earthquakes

Provides an introduction to the science of earthquakes. Discussions include the general character of science, plate tectonics, geologic time, seismic hazards, faults and faulting, earthquake prediction, seismic waves, and Earth structure and composition.

BIOL 209 Our Living Environment

Environmental problems treated within the framework of fundamental ecological principles.

BIOL 215 Genetics & Human Diversity

Genetics and evolution, emphasis on human populations and forces acting to change the genetic structure of human populations; mutation and natural selection.

BIOL 236 Concepts of Biology

A one-semester course covering scientific methodology and the basic concepts of biology ranging from the chemical to the ecological levels of organization.

BIOL 240 Biology of Health & Disease

Topics include: nature of life, chemical basis of life, basic foodstuffs, vitamins, diseases caused by microbes, plants, and animals, drugs and the mind, and biology and the future of humanity.

BIOL 251 Exploring Animal Behavior

This course introduces non-majors to the science of animal behavior. Topics include understanding how animals decide where to eat, where to live, how to fight and with whom to mate.

CHEM 100 Chemistry and the Citizen

Introduction to the basic principles of chemistry and their application in discussion of selected topics which pertain to areas affecting all citizens. Chemical environmental issues of current concern, future problems and suggested solutions are considered.

PHYS 101 Physics and the World Around Us

Basic concepts of physics emphasizing the meaning of modern developments of the science.

PHYS 113 Introduction to Astronomy

Modern concepts of the physical nature of the astronomical universe.

SOCIAL & BEHAVIORAL SCIENCES

(Psychology, Sociology, Communications, Political Science, Education Foundations)

PSY 101 General Psychology (required)

Provides a basic and general knowledge of the theoretical, scientific, and conceptual foundations of psychology, including biological, cognitive, emotional, developmental, cultural and social aspects. Includes key concepts and principles, methods for collecting and evaluating evidence, and application of psychological knowledge. This course is a prerequisite for all upper division courses.

PSY 313 Physiological Psychology

Neural basis of behavior, including sensory and motor systems, ingestive behaviors, sleep, aggression, learning, and psychological disorders. Fall semester. Prerequisite: PSY-101 for all upper division courses.

PSY 316 Learning & Memory

Covers theoretical and applied perspectives of learning and memory. Topics include habituation, classical and instrumental conditioning, memory components and processes, and underlying neural mechanisms. Integrates these topics with their application to daily functioning, with special emphasis on attention and motivation. Prerequisite: PSY-101 for all upper division courses.

PSY 321 Developmental Psychology: Child

Introduction to theory, research methods, and empirical findings in the field of developmental psychology. Special emphasis given to normative psychological development from conception to puberty, including aspects of cognitive, language, social, emotional, and personality development. Prerequisite: PSY-101 for all upper division courses.

PSY 323 Developmental Psychology: Adolescence

Introduction to theory and research in the developmental psychology of adolescence. Emphasis given to the diversity of normative psychological development from puberty to adulthood, including aspects of physical, cognitive, social, emotional, and identity development. Prerequisite: PSY-101 for all upper division courses.

PSY 330 Social Psychology

Introduction to the scientific study of social behavior focusing on how people relate to, think about, and influence each other. Topics include attitude formation and change, social cognition, conformity, group decision-making, aggression, altruism, prejudice, and interpersonal attraction and relationships. Prerequisite: PSY-101 for all upper division courses.

PSY 331 Personality Theory

Dominant personality theories of Freud, Jung, Adler, Skinner, Maslow, Rogers, Kelly, etc., are presented within a historical and contemporary context. Emphasis on application of theory to personal situations through small group discussions and student log. Prerequisite: PSY-101 for all upper division courses.

SOC 110 Introduction to Sociology

This introductory course emphasizes fundamental concepts in sociology and their application to contemporary society for the purpose of enhancing the students understanding of the world in which they live.

SOC 120 Introduction to Anthropology

This course emphasizes the nature of humans and culture. Human prehistory, language and other basic concepts are examined from a cross-cultural perspective.

SOC 190 Introduction to Criminal Justice

An examination of the police, courts, prosecution, and correctional systems to provide a basic understanding of their organization and operation; also, an exploration of major criminal justice issues facing America today, such as police effectiveness, plea bargaining and the contradictions of the prison system.

SOC 330 Social Psychology

Processes of social interaction and reciprocal influence which arise in and constitute groups. Central emphasis is on self image and communication.

SOC 336 Racial & Ethnic Relations

Impact of racial, cultural, national and religious differences on social processes. Emphasis on current data.

CMM 120 Public Speaking

Students are introduced to principles of effective public speaking and provided with opportunities to develop public speaking skills. In addition, standards of evaluation for public communication are established for the use in evaluating their own and other's public speaking performances.

CMM 200 Communication Theory

Examines the problems that communication researchers attempt to solve by theorizing effectively. Topics include the relation of theory to research and practice, and different ways of theorizing, such as covering laws, systems, and social constructionist approaches. Prerequisite: CMM-100.

CMM 305 Argumentation and Debate

Basic concepts and practical application of the role of argument in day-to-day communication. Students learn to identify, analyze, and criticize arguments, and will gain experience in creating, presenting, defending, and refuting arguments in oral and written form. Prerequisite: CMM-200.

CMM 344 Media Ethics

Introduces media ethics issues primarily in journalism, but also in advertising, public relations, entertainment and visual media. Examines frameworks by which ethical decisions can be made systematically and consistently. Topics include accountability in journalism, truth-telling in visual media, ethics of persuasion, social ethics, and privacy. Prerequisite: CMM-200.

CMM 440 Mass Communication and Society

Analyzes the significance of the mass media as a social institutions. Topics covered include the role of the mass media in shaping group identity, public conflicts over media form and content, the cultural consequences of concentrated ownership, and the nature of media criticism. Prerequisite: CMM-200.

CMM 443 Culture, Technology & Communication

Analyzes the interrelation of culture, technology, and communication in contemporary societies. Topics covered include the historical evolution of communication technology, the reorganization of social and psychic time and space, and recent debates about virtual reality. Prerequisite: CMM-200.

POLS 110 American Politics

Basic principles of American systems of government; relations of citizens to government; structure, organization, powers and procedures of governmental agencies.

POLS 150 Introduction to Comparative Politics

This course introduces students to the logic, method, and theoretical approaches of the comparative study of political systems and processes. It examines the institutions and processes of government in various kinds of political systems around the world, particularly liberal democratic systems in advanced industrial countries, communist systems and the process of transition out of communism, and developing countries.

POLS 160 Introduction to International Politics

Role of power, ethics, law, public opinion; effectiveness of various techniques of international relations; diplomacy, propaganda, subversion. Crucial problems. Proliferation of nuclear weapons, revolutionary warfare, hunger.

POLS 170 Foundations of Political Theory

Tracing of the development of a distinctive political realm in the history of Western political thought, from the ancient to the modern era. The class approaches political theories as more-or-less coherent systems of thought that assume often unexplored social underpinnings. The goal is to illuminate the relationship between politics and society in these theories.

EDF 423 Psychology of Teaching and Learning

A study of the principles of psychology as they relate to education; an examination of a teaching model; an investigation of theory and practice in decision-making for teaching in areas such as socialization, learning, motivation, intelligence, individual differences.

EDF 470 Human Growth & Development

This course provides a broad survey of human development. It includes an examination of the major developmental topics within the periods of infancy, childhood, adolescence, and adulthood; it follows a chronological course of physical, cognitive, social, and personality development throughout the various age periods; and it interrelates these major areas of development to the whole person.

FINE ART

(Art History, Art, Music, Theatre)

ARTH 100 Approaching the Arts

Presents an introduction to the world of the visual arts with the goal of developing an understanding of important themes, functions, media, principles of design, and visual characteristics found in art.

ARTH 101 History of Art Survey

Presents a chronological survey of the major periods of art history (ancient, medieval, early modern, and modern) and introduces students to key concepts, terminology, analytical strategies, and critical questions relevant to understanding art.

ARTH 102 History of Architecture Survey

Introduces students to the history of architecture from the ancient world to the present, surveying major movements and concepts, important monuments and influential designs within a chronological framework. Students will gain competence in analyzing architecture as well as familiarity with basic issues and concerns.

ARTH 111 History of Western Art I

The course will present the development of western art and architecture from pre-historic times to the Middle Ages. Students will study artworks within the framework of art history methods such as formalism and social history.

ARTH 112 History of Western Art II

This course will present the development of western art and architecture from the Renaissance period to the present. Students will study artworks within the framework of art history methods such as formalism and social history.

ARTH 150 The Life & Times of Michelangelo

Students will be introduced to Renaissance genius Michelangelo as painter, sculptor, architect, and poet. The artist and his art, including the Sistine Ceiling paintings and his Pietà, will be studied within the contexts of several methodologies including patronage, formalism, and social history.

ARTH 215 Saints in Art

Through paintings, sculptures, and civic dedications of buildings, chapels, and cities, students will learn about the role of saints in the Catholic Church. Saints in art will be presented in a chronological plan, beginning with Early Christian virgins and martyrs, then the middle ages and early modern periods, to saints being canonized by Pope John Paul II.

ARTH 220 The Art of Rome

The great art and monuments of the Eternal City of Rome will be presented from five major periods: Antiquity, Medieval, Renaissance, Baroque/Rococo, and Modern. Artworks will be studied within the context of social history, formalism, and other art history methodologies.

ARTH 230 Ancient Art Survey

This course will focus on the art and architecture of the great civilizations of antiquity, including Mesopotamia, Egypt, Greece and Italy. Emphasis will be placed on understanding the formalistic, historical, and theoretical aspects of artworks.

ARTH 240 Medieval Art Survey

Examining artworks from the 4th to the 14th centuries, this course introduces students to the society and culture of the European middle ages. The religious, political, and social importance of images is examined within the broader themes of monasticism, feudalism, and scholasticism. Subtopics include pilgrimage, crusade, and literacy.

ARTH 250 Renaissance Art Survey

Students will be introduced to the art and architecture of the Renaissance, 1300-1600. The artworks will be presented as products of the combined efforts of wealthy patrons, such as the Medici family and Pope Julius II, and talented artists, such as Botticelli and Michelangelo. Works of art will also be examined from formal, theoretical, and historical perspectives.

ARTH 260 Baroque and Rococo Art Survey

Introduces students to the arts of Europe and the Americas between 1560 and 1740. Celebrated artists presented include Bernini, Caravaggio, the Gentileschi, Rembrandt, Rubens, and Velázquez, with attention paid to the religious functions of art, art's role in the Protestant and Catholic Reformations, art and monarchy, art and nobility, and art as social commodity.

ARTH 270 Nineteenth-Century Art Survey

Introduces students to the arts of Europe and the United States from approximately 1780 to 1900, with an emphasis on major movements such as Neoclassicism, Romanticism, Realism, Impressionism, and Art Nouveau.

ARTH 271 American Art Survey

This course introduces students to American Art from the colonies through the art being produced now. Special emphasis will be to understand the arts within European traditions that fostered them as well as the international exchange of ideas through the arts.

ARTH 401 Christian Iconography

An evaluation of the sign, symbols and content of religious art from the early Christian period into Modern times. Additional emphasis will be on the traditions and how they emerged.

ARTH 450 The Papacy & Art

An examination of the role of art in the service of the papacy with particular attention on the popes and patrons, especially in Rome after the return from Avignon.

ART 200 Drawing I

An introduction to the basic elements in drawing from observation. Line and mass as a means to explore objective and spatial concepts in various media. A lab fee is required.

ART 210 Design

An introduction to the basic formal concepts in the two-dimensional arts: line, shape, value, color, texture, and the principles of organization. A lab fee is required.

ART 220 Painting I

An introduction to the fundamentals of painting from observation: color, shape, spatial relationships, and materials related to the traditional practice of painting in oil. A lab fee is required.

ART 240 Ceramic Sculpture I

Clay is an ideal material for fundamental approaches in both sculpture and traditional ceramic applications, including throwing on a potter's wheel, modeling, and constructing, along with the development of perceptual skills. Utilized throughout human history, clay continues to be a vital material for artistic creation. A lab fee is required.

ART 250 Computer Art I

An introduction to the computer as an artistic medium. Students develop skill and fluency with graphic software as well as explore the distinct aesthetics of computers. Lectures and research will strengthen student's aesthetic vocabulary and deepen their understanding of political and cultural implications of electronic art. A lab fee is required.

MUSC 100 Approaching the Arts: Music

Introduction to the appreciation and understanding of the basic elements, genres, and style periods of Western music. Classical and popular styles will be presented; some live concert attendance will be required.

MUSC 110 Music Fundamentals

An introductory course in music notation and the basic building blocks of western musical thought. Includes study of pitches, clefs, key signatures, scales, intervals, rhythms, symbols, terms, and basic harmony.

THR 251 Acting I: Fundamentals

Study in the principal theories of realistic acting is balanced with practice in experiencing character creation. Principles of physical and emotional character development are explored.

THR 253 Acting II: Rehearsal & Performance

An intermediate acting course designed to teach the protocol of collaboration in rehearsal and performance. Emphasis will be given to text analysis and rehearsal techniques to assist in believable character development. Prerequisite: THR-251.

Course Descriptions (Cardinal Glennon College)

PHL Logic

A comprehensive introduction to the elements of logic, which includes the following: logic's nature and divisions; modes of discourse; comprehension/extension of concepts; terms as signs; divisions of terms; the predicaments or categories; the so-called predicables, post-predicaments and ante-predicaments; supposition; nature and kinds of definitions; structure of the proposition and extension of terms; the nature and kinds of propositions; immediate inferences in terms of oppositions and eductions; compound propositions; induction vs. deduction; inductive arguments; analysis/resolutive and synthesis/compositive reasoning; categorical syllogisms; enthymemes; compound or hypothetical syllogisms; multiple syllogisms; informal fallacies; introductory symbolic notation.

PHL Philosophy of Nature (Cosmology)

An introduction to philosophical physics or general cosmology, in which fundamental concepts and principles such as the following are examined: the distinct order of questions and responses within philosophical approaches to nature and those within mathematized sciences; mobile or material being; order in the study of nature; nature's first principles and contrariety; potency/act; principles in substantial vs. accidental change; primary matter/substantial form/privation; matter and privation; matter and form as causes; determinism vs. indeterminism; chance; finality; necessity and contingency in nature; the definition and divisions of motion; the potentially infinite; place; time and the measure of motion; the "now"; motion as opposed to rest; the nature of the continuum; movers in a series; the Unmoved Prime Mover.

PHL Philosophy of Human Nature

A comprehensive examination of human beings as enfolded intellectual souls possessing cognitive and appetitive powers, including the following considerations: the distinction between philosophical vs. empiriological analyses of the human; the history and relevancy of notions of such as unity, soul, and how the human is substantially one, yet hierarchically ordered; the immanence of the living vs. the nonliving or inorganic; the range of activities of vegetative life; the theory of powers and their objects; the philosophical integration of physical and psychological explanations of external sensation; internal sensation; the mutual relations of cognition and appetite as such; intellect; will; sensory appetites and the passions; habits; major erroneous views concerning the soul and human substantial unity; the personal within nature.

PHL Ancient Philosophy

An historical introduction to the central doctrines and writings of major thinkers of the Greek and Roman eras, which include the following: Presocratics such as Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Zeno, Leucippus, Democritus, and Anaxagoras; the apogee of Greek thought in Socrates, Plato, and Aristotle; transitional movements such as Stoicism, as developed by Zeno of Citium and Cleanthes; Epicureanism, as found in Epicurus and Lucretius; and Scepticism as found in Sextus Empiricus; and terminating in Neo-Platonism as represented by Plotinus, Porphyry, and Proclus.

PHL Medieval Philosophy

An historical introduction to the central doctrines of major thinkers between the fourth to the sixteenth centuries A.D., which will include the following speculators: St. Augustine, Boethius, Eriugena, Dionysius the Deutero-Areopagite, St. Anselm, Abelard, John of Salisbury, Avicenna, Averroes, Gabirol, Mainionides, William of Auvergne, Grosseteste, Roger Bacon, St. Bonaventure, St. Albert the Great, St. Thomas Aquinas, Siger of Brabant, Boethius of Dacia, John Duns Scotus, William of Ockham, Meister Eckhart, and Francisco Suarez.

PHL Metaphysics

An introduction to first philosophy, which includes an examination of the following: the principles of nature; being and essence as distinct notions; being as act vs. being as potency; causality and its genera; metaphysical implications of the categories; substantial being; accidental being; subsistence; the content of our notion of "being"; the role of relative judgment of separation vs. incomplex abstraction in forming a metaphysical notion of "being"; being as act, perfection, and synthesizing principle; primary concepts; primary judgments of certitude; order; unity; truth; goodness; beauty; evil; the so-called "real distinction" of finite things and their being; the doctrine of participation; metaphysical constitution of the person.

PHL Natural Theology (Philosophy of God)

A continuation of Metaphysics treating the subject of being in relation to its principle and end, God as Subsisting Infinite Being and First Cause, and examining topics such as: the truth of the adage “sicut in philosophia, ita in theologia” concerning the relation of metaphysics to sacred theology; the notion of “god”; the demonstrability and evidence for God's existence; St. Thomas's 5 “ways” as prototypes of human inference concerning the cause and origin of being; the *via negationis, causalitatis, et eminentiae* and their roles in metaphysical reasoning about God; the nature of distinctions; the order of attributes or predications concerning God; the names of God; God as Being, Life and infinite Intellect; God's knowledge of himself and creatures; future contingents; divine ideas; God's Will and Love; Infinite Providence and Power; Happiness and Beatitude; Creation; emanation and procession; creation's “beginning”; the distinction of creatures from God as their cause; diversification and conservation of creatures in existence; created contingency, necessity, and liberty in relation to divine immutability; false antinomies of the Infinite and finite.

PHL Epistemology (Theory of Knowledge)

An introduction to theory of knowledge, which includes considerations such as the following: the historical origin of the so-called “epistemological problem”; cognitive priority of things in relation to thought and speech; the contribution of each cognitive power in the human's unified apprehension of the real; direct and reflexive abstraction and its modes; judgment as direct and reflexive and its implications; the nature of truth; truth as immediately and mediately attained; the nature of assent to truth; truth as principally pertaining to judgment, and secondarily to abstraction; the basis for certitude; the foundations for error, opinion, and belief; diversity among sciences; the basis for diversity of philosophies and the analogical unity of truth.

PHL Ethics

An introduction to moral philosophy's central notions and principles, especially the following: the nature and divisions of ethics as a practical demonstrative knowledge; the necessity of considering “telos” within nature and its pertinence within ethical analysis; the human's end; the specification of moral good and evil; analysis of the moral act in relation to the mutual causality of will and intellect; the nature of voluntariness and the moral act; free choice; the passions and the moral act; circumstances and the moral act; the notion of right reason; moral determinants; distinction of interior and exterior aspects of a unified moral act; the nature and kinds of law; natural moral law; the role of synderesis; the natures of obligation and conscience; considerations of foreseen yet unintended evil; the natures and roles of prudence and the moral virtues; vice and immorality; problems in the orders of prudence, temperance, fortitude, and justice; central divisions of justice; the natural virtues as distinct from, and related to supernatural virtues.

PHL Modern Philosophy

An historical introduction to central doctrines proposed by major thinkers in the period between the mid-seventeenth through the mid-nineteenth centuries, including the following figures: Descartes, Spinoza, and Leibniz as major representative of the Rationalist tradition; Locke, Berkeley, and Hume as central representatives of the Empiricist tradition; Kant as the culminating figure of the eighteenth century; Fichte, Schopenhauer, and Hegel as major representatives of the Idealist speculative tradition and the nineteenth century.

PHL Contemporary Philosophy

An historical introduction to central doctrines proposed by significant thinkers from the latter quarter of the nineteenth through the last decades of the twentieth centuries, including figures such as: Nietzsche, Kierkegaard, Sartre, Marcel, Husserl and Heidegger, as proto-representatives of the Existentialist and/or Phenomenological currents; Pierce, James, and Dewey, as determining figures of the Pragmatist orientation; Ayer, Russell, and Wittgenstein, as determining thinkers in the Analytic tradition; Jacques Maritain and Etienne Gilson as influential twentieth-century proponents of “Christian philosophy. Emphasis on particular representative figures may vary according to the discretion of the professor.

PHL Philosophy: Senior Seminar

A synthesis of a student's undergraduate studies in philosophy culminating in a paper expressing a mature and unified philosophical position on a specific topic area.

Philosophy Electives (offered at the discretion of the faculty and according to the needs of the program)

*Political Philosophy (3 hours): Reflections on a range of topics concerning the human as political, such as: the origin of the state; the state as a perfect society; the nature of the common good; the nature and functions of political authority as contrasted with power; the nature of sovereignty; the natures and forms of the fundamental regimes; the Platonic tendency to “logicize” political reality; Aristotle’s acknowledgment of political philosophy as architectonic among practical sciences, yet measured by ends established in the theoretical order; the strict and extended notions of “polity”; central positions concerning grace and nature, and repercussions concerning understandings of Church and state; distinction of authority and power in the temporal and spiritual orders; Machiavelli and the “New Politics”; Enlightenment autonomous natural law theory; the central Marxist critique of philosophy and Christianity; central postmodern proposals for the human community.

*Philosophy and Art

*Philosophy and Economics

*Philosophy and History

*Philosophical Issues in Contemporary Ethics

*Influential Followers of Thomas Aquinas in the Twentieth Century and Present

*Directed Readings for Advanced Students on Specific Topics or a Speculator

THL Catholic Doctrine. This course is a comprehensive treatment of the teachings and beliefs of the Catholic Church. Highlighting the *Catechism of the Catholic Church*, the class will examine the meaning of faith rooted in the Scriptures and Catholic Tradition. Special emphasis will be given to Christian apologetics in light of the need for the student, as a future priest, to be able to articulate and defend the faith. The seminarian will also be asked to reflect upon the implications of Church teaching in his personal life and in the lives of those he is called to serve.

THL Catholic Morality This course is a comprehensive introduction to the moral teachings of the Catholic Church. The course will begin with the study of the foundational principles of morality, followed by an examination of these principles relative to specific moral issues. The course will emphasize the role and the importance of conscience formation, its meaning, and its application in life situations, particularly for the college seminarian preparing for the priesthood.

THL Liturgy & Sacraments I This course is a theological and historical treatment of the sacramental life of the Church, especially as expressed in the Church’s liturgy. Highlighting the *Catechism of the Catholic Church*, the class will assist the seminarian to understand the nature of liturgy and its connection to human experience, the importance of ritual, words, music, signs and symbols, the liturgical year, the Liturgy of the Hours, the liturgical diversity and the unity of the Mystery celebrated, the historical context of the Sacraments in their present forms, the Sacraments of Initiation and their relationship to each other, and the theology of the Eucharist. Because this class is taught in conjunction with seminary formation, particular emphasis will be placed on the priest’s role in the Church’s liturgical life.

THL Liturgy & Sacraments II This course is a continuation of the theological and historical treatment of the sacramental life of the Church, especially as expressed in the Church’s liturgy. Highlighting the *Catechism of the Catholic Church* and documents of the Church, the class will assist the seminarian to understand and appreciate the historical context of the Sacraments of Healing and Vocation in their present form, the major stages and historical development of the Eucharistic liturgy, the nature and essence of the Eucharistic Sacrifice, the structure, elements and parts of the Holy Mass, the *General Instruction of the Roman Missal*, the various ministries and duties in the Holy Mass, the different forms of celebrations of the Holy Mass, the historical and theological importance of Eucharistic Devotion and Adoration, the role of sacramentals in the life of the Church and the liturgy of Christian burial and the funeral rites of the Church. Because this class is taught in conjunction with seminary formation, particular emphasis will be placed on the priest’s role in the Church’s liturgical life.

THL Scripture & Prayer I This course is a literary and theological examination of the writings and major biblical themes of the Old and New Testament to assist the seminarian with an appreciation for the place of the Scriptures in the life of the Church and for personal prayer. Part IV (Christian Prayer) of the *Catechism of the Catholic Church* will also be highlighted.

THL Scripture & Prayer II This course is a continuation of the themes of Scripture & Prayer I with an emphasis upon the various understandings of spiritual growth, the stages of prayer, *Lectio Divina*, and Christian asceticism. The course will also examine some early writings of the Fathers of the Church and other Christian writers in the spiritual life.

HST Church History I This course is a survey of the history of the Roman Catholic Church with a consideration of the historical figures, events and issues which affect the Church from the time of the early Christian community through the Protestant Reformation.

HST Church History II This course is a survey of the history of the Roman Catholic Church with a consideration of the historical figures, events and issues which affect the Church beginning with the Council of Trent to the present day.

SEMINARY ELECTIVES

ENG Advanced Writing and Composition
An advanced study in the resources of effective communication through the mechanics of written expression. The mastery of clarity in prose is fostered by close stylistic analysis with frequent, closely directed writing exercises.

ENG Image of the Priest in Contemporary Literature.
Readings that illuminate the identity of the Catholic priest and the quality of his ministry within the context of the modern world. Writings considered include: "The Enduring Chill," by Flannery O'Connor, "The Power and the Glory," by Graham Greene, "Death Comes for the Archbishop," by Willa Cather, "Diary of a Country Priest" by George Bernanos, and "Araby" by James Joyce (Spring Semester)

MUSC Music Appreciation
A study of applied music, music theory, choral work, and music history, including an historical perspective on the role of music in worship.

MUSC Voice
Instruction and exercises to improve the seminarian's ability to sing on pitch and in tune as well as improve sight-singing proficiency, so as to facilitate better participation in sung liturgy. Vocal placement and range will be emphasized through exercise and through the performance in class of solo songs. (1 credit)

MUSC Glennon Schola
Preparation of classical polyphony and plain-chant with performance in the liturgy. The seminarian may re-enroll for four semesters, with credit, if his participation is judged satisfactory. (1 credit)

GK Elementary Greek I
An introduction to basic Greek grammar, vocabulary and syntax with special emphasis on *Koine* Greek. The vocabulary and exercises are designed to provide the seminarian with necessary grounding for reading the New Testament.

GK Elementary Greek II
A continuation of basic grammar and syntax, using selected readings from the Greek New Testament.

HEB Biblical Hebrew:
Mastery of the alphabet, vowel points, and elements of grammar

HEB Readings in Biblical Hebrew
Continuation of the study of Hebrew with readings from Hebrew narratives and selected passages from the poetry of the prophets and the psalter

LAT Advanced Ecclesiastical Latin
A continuation of Latin III, with an emphasis on Vatican II documents and of the Mass (*Novus Ordo*).

SPAN **Independent Study**

HIST **U.S. Catholic Church**

A survey of the history of the Catholic Church in the United States which studies the Catholic historical experience in America and considers the leading contributions of Catholics and Catholicism to American culture and life. Special emphasis will be given to the three centuries of Catholicism in the Midwest, particularly the Catholic Church in St. Louis.

HIST **French Revolution and Nineteenth Century Europe**

A study of the Enlightenment and what follows with the Austrian alliance, the Wars of the Revolution, Napoleon, the Congress of Vienna, the Revolutions of 1830 and 1848, the unification of Germany and Italy, the new colonialism, and Britain and France in the 19th century.

PSY **Introduction to Counseling: Theory and Technique**

A broad, practical introduction to the art of counseling. Emphasis on basic theory, interviewing techniques, assessment skills, intervention strategies, and the process of making referrals. Attention will be paid to the religious and pastoral dimensions of counseling.

PSY **Readings in the Psychology of Religion and Spirituality.**

This seminar-style course will critically acquaint the seminarian with readings of classic and contemporary writings in the psychology of religion and spirituality. Emphasis will be on an understanding of the relationships which exist between faith, health, well-being and spirituality.