

2012

## College of Arts and Sciences - Graduate Course Catalog (2012-2013)

Fairfield University

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COLLEGE OF  
ARTS AND SCIENCES

GRADUATE PROGRAMS

Master of Arts in American Studies  
Master of Arts in Communication  
Master of Fine Arts in Creative Writing  
Master of Science in Mathematics

Certificate in Financial Mathematics

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2012-13

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## 2012-13 ACADEMIC CALENDAR - GRADUATE PROGRAMS

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

### Fall 2012

July 5	Registration begins for all Graduate programs for Fall, 2012
July 9	Applications for Degree are due for August graduation-all schools
Sept. 3	Labor Day – University holiday
Sept. 4	Classes begin for all schools
Oct. 8	Columbus Day - University holiday
Oct. 19	Last day of course withdrawal
Nov. 21 - Nov. 25	Thanksgiving Recess
Nov. 26	Classes resume for all schools
Dec. 3	Applications for degree are due for January 30th graduation - all schools Registration begins for all Graduate Studies Programs for Spring, 2013
Dec. 21	Last day of classes/exams for all graduate programs (All grades entered on StagWeb 72 hours after final exam is administered)
Jan. 2 - Jan. 16	Graduate Business Winter Intersession

### Spring 2013

Jan. 21	Martin Luther King, Jr. Day - University Holiday
Jan. 22	Classes begin for all schools
Feb. 18	President's Day - University holiday
March 8	Last day of course withdrawal
March 11 - March 15	Spring Recess - all schools
March 18	Classes resume - all schools
March 28 - March 31	Easter Recess all Graduate programs
April 1	Registration begins for all Graduate and Continuing Studies Programs for Summer, 2013 Applications for Degree are due for May graduation-all schools Classes resume - all Graduate programs
May 10	Last day of classes/exams for all graduate programs (All grades entered on StagWeb 72 hours after final exam is administered)
May 18	Baccalaureate Mass
May 19	63rd Commencement Graduate Ceremony - 3 p.m.

### Summer 2013

May 20	College of Arts and Sciences graduate program summer sessions start at different times. Contact the Dean's Office for exact start dates.
July 8	Registration begins for all Graduate Programs for Fall, 2013 Applications for Degree are due for August 30th graduation (All schools)



## A Message from the President

Dear Student,

Welcome to Fairfield University, and thank you for your interest in our graduate and professional programs.

As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

Fairfield is consistently ranked as one of the top master's level universities in the Northeast and provides advantages to our graduate and professional students that lead to success in their future endeavors. The graduates of our professional and master's programs go on to successful and fulfilling careers, as global leaders in business, education, engineering, nursing, and countless other professions where they are sought after for their intellectual acumen, professional skills, and strength of character.

What distinguishes Fairfield from many other colleges and universities is that as a Jesuit institution, we are the inheritor of an almost 500-year-old pedagogical tradition that has always stressed that the purpose of an education is to develop students as "whole persons" — in mind, body, and in spirit. These Jesuit values are integral to our graduate and professional programs. It is our mission at Fairfield to form men and women who are prepared to be global citizens, confident in their capacities, trained to excel in any circumstance, and inspired to put their gifts at work to transform the world for the betterment of their fellow men and women.

A Fairfield education will shape you in this manner, preparing you to meet future challenges. We invite you to browse through the catalog of courses and take the first step towards your Fairfield education..

Sincerely,



**Jeffrey P. von Arx, S.J.**

President



## Fairfield University Mission

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines —their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible people.

Fairfield University values each of its students as individuals with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

# Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students, 1,300 graduate students, and more than 800 part-time students enrolled for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 38 graduate programs. The University is comprised of five schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, Nursing. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the U.S. News & World Report.

In the past decade, more than 60 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural and recreational resources, as well as leading corporate employers.

## Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals. The University values and celebrates different perspectives within a commitment to the God-given dignity of the human person. As an expression of its dedication to the service of faith and the promotion of justice, the Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and

as a community, and witnesses to the truth of human solidarity.

Fairfield University is committed to promoting dialogue among differing points of view in order to realize an integral understanding of what it is to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect and reverence for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life —academic, administrative, social, and spiritual —as together, the community seeks to realize a vision of the common good.

## Campus Services

The **DiMenna-Nyselius Library** is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audio-visual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 290,000 e-books, 528 journal and newspaper subscriptions, electronic access to 53,000 full-text journal and newspaper titles, 18,000 audiovisual items, and the equivalent of 110,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources are accessible from any desktop on or off campus at [www.fairfield.edu/library](http://www.fairfield.edu/library). From this site, students use their NetID to access their accounts, read full-text journal articles from more than 170 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, Skype, or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence is housed on the lower level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

The **Rudolph F. Bannow Science Center** houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology.

The **John A. Barone Campus Center (BCC)** is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can pick up a cup of coffee at the cafe; shop at the Stag Spirit Shop; visit the StagCard office; watch deejays from the campus radio station, WVOF-FM 88.5, at work in their glass-enclosed studio; or grab meals at one of the dining facilities. For BCC hours check the University Activities website at [www.fairfield.edu/universityactivities](http://www.fairfield.edu/universityactivities).

The **Fairfield University Bookstore**, located at 1499 Post Road in downtown Fairfield, offers students a unique location to purchase textbooks and other reading materials as well as apparel, gifts and supplies. Starbucks adjoins the bookstore and frequent free public events are offered.

The **Early Learning Center** provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented and emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year from 7:30 a.m.-5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full or part-time basis depending upon space availability. Registration takes place every March. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit [www.fairfield.edu/gseap/elc](http://www.fairfield.edu/gseap/elc).

**Aloysius P. Kelley, S.J. Center.** Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, Academic and Disability Support Services, New Student Programs, as well as the Career Planning Center.

The **Career Planning Center** is open to graduate students and offers career information, online job listings, and career counseling services. The Center also invites leading employers to recruit on campus. Graduate students who wish to leverage their master's degrees in a career transition should meet with a career planning counselor one year before graduation.

**Campus Ministry**, located in lower level of the Egan Chapel of St. Ignatius Loyola, strives to be a home for students of all faith traditions who are interested in exploring and enriching their spiritual lives. Rooted in the Catholic faith and steeped in the Jesuit tradition, Campus Ministry is committed to the development of the whole person, because a healthy spiritual life is an essential element of the Fairfield University experience. There are a wide variety of popular programs offered including retreats, musical, Eucharistic, and lector liturgical ministries, and many social justice advocacy programs that Fairfield's graduate students are welcome to join. Urban, national, and international student volunteer programs take place during the University's winter, spring and summer breaks. All students are invited to participate in all programs, regardless of their faith tradition. In an effort to meet the spiritual needs of our non-Catholic students, Campus Ministry co-sponsors a host of services such as Shabbat services. A Muslim Chaplain Intern is also available to provide support to our Muslim students. The staff also offers opportunities for one-on-one conversation, pastoral counseling, and spiritual direction. For more information on events, programs and a schedule of liturgies, go to [www.fairfield.edu/student/cm\\_about.html#336](http://www.fairfield.edu/student/cm_about.html#336)

**Computing Services** at Fairfield are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 1 gigabit per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Twelve computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure Web site where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campus-wide announcements.

**Administrative Computing (Ellucian)** is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules and other types of information.

**Computing and Network Services (CNS)**, located on the first and second floors of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. All computing and network infrastructure on campus, the telecommunications system, hardware and software support for faculty and staff desktops/laptops, and operational support for public computer labs fall within the jurisdiction of CNS. Office hours are 8:30 a.m. to 4:30 p.m. and the Help Desk number is (203) 254-4069 or [cns@fairfield.edu](mailto:cns@fairfield.edu).

The **Department of Public Safety** (DPS) is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations. Any student, faculty member, or employee of Fairfield University should report any potential criminal act or other emergency to any officer or representative of DPS immediately by calling (203) 254-4090 or visiting Loyola Hall, Room 2.

### Arts and Minds Programs

Fairfield University serves as an important hub for students and visitors from the region seeking entertaining and inspiring cultural events and activities. The Regina A. Quick Center for the Arts houses the Aloysius P. Kelley, S. J. Theatre, the Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Various departments also host exhibitions, lectures and performance programs throughout the academic year, including the popular lecture series Open Visions Forum. The new Bellarmine Museum of Art is located in Bellarmine Hall and displays a rich and varied collection of paintings, sculpture and decorative arts objects. Not only is the Museum a showcase for significant art objects, but it serves as a learning laboratory for students and members of the regional community. All Fairfield students receive free or discounted tickets for arts events. For a cultural calendar visit [www.fairfield.edu/arts](http://www.fairfield.edu/arts)

### The Office of Graduate Student Life

The Office of Graduate Student Life seeks to foster a sense of community among graduate students by organizing and planning intellectual, cultural, and social events, recreational outings, Jesuit service learning and other activities. Each semester the Office of Graduate Student Life publishes a calendar with a variety of events and programs for graduate students, a graduate student e-newsletter, and keeps students involved with updated social media. The Graduate Student Assembly is an advisory board of graduate students from each program, working to assist and advocate for the graduate student experience and the Jesuit character of our programs. The Graduate Student Assembly acts as the liaison between the graduate student body and the University administration.

### Athletics and Recreation

Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC). The men's and women's basketball teams play most of their games at Bridgeport's Webster Bank Arena, con-

sidered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to graduate students. For tickets or other information, call the athletics ticket box office or visit [www.fairfieldstags.com](http://www.fairfieldstags.com). In addition, soccer, lacrosse, and other athletic events are held on campus and are free to graduate students with their StagCard.

The **Leslie C. Quick Jr. Recreation Complex**, a multi-purpose facility also known as the RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness classes. The Department of Recreation also oversees the outdoor tennis and outdoor basketball courts. Graduate students may join the RecPlex on a per-semester basis by presenting a current StagCard, proof of current registration, and paying the appropriate fee. For membership information and hours, call the RecPlex office at (203) 254-4141.

## Other Requirements

### NetID

A NetID is your username and password combination that provides you access to a variety of University online services, including Gmail and StagWeb.

- Your NetID username is not case sensitive
- It is generated from University records, and it is a combination of your first, middle, and last names or initials
- Your NetID is not the same as your Fairfield ID number, which is on the front of your StagCard

Your NetID will remain active until you graduate. You will need to change your password every 90 days.

To activate (or "claim") your NetID account, you will need to log in to the Fairfield University NetID Manager Web site: <http://netid.fairfield.edu>. For more detailed information, including step-by-step instructions, visit [www.fairfield.edu/netid](http://www.fairfield.edu/netid).

You will need your eight-digit Fairfield ID number to activate your NetID, which can be found on the front of your StagCard, or in the upper right-hand corner of your student schedule.

After claiming your NetID, visit <http://mail.student.fairfield.edu> to log in. Please check your Gmail account regularly, and be sure to use it to communicate with all University officials (faculty, staff, etc.).

Your e-mail address follows this format: [netid@student.fairfield.edu](mailto:netid@student.fairfield.edu). If your name is John Smith, and your NetID is john.smith, then your e-mail address is [john.smith@student.fairfield.edu](mailto:john.smith@student.fairfield.edu).

### The StagCard

All students are required to obtain a StagCard, the University's official identification card. With the StagCard, graduate students can gain access to the

University's computer labs, the library, StagPrint, and much more. Graduate students can also purchase a membership to the Quick Recreational Complex, which requires a valid StagCard for entry.

To obtain a StagCard students need a valid, government-issued photo identification card. Also, proof of course registration will expedite the issuance of the card, but is not required. Please note: Returning students can use their existing StagCard.

The StagCard Office is located in the Barone Campus Center, Residence Life Suite. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. Note: Summer hours may vary from those listed in this catalog. For more information, visit the Web site at [www.fairfield.edu/stagcard](http://www.fairfield.edu/stagcard), e-mail [stagcard@fairfield.edu](mailto:stagcard@fairfield.edu), or call (203) 254-4009.

### StagWeb (<http://stagweb.fairfield.edu>)

All graduate students are issued individual accounts for StagWeb, a secure website used to view course schedules, access library services remotely, register for classes and parking permits, view and pay tuition bills, print unofficial transcripts, and much more.

Students may also register their cell phone number for entry into the StagAlert system, Fairfield University's emergency notification system. Click on the "Enter Cell Phone Number" link in the upper right-hand corner of the My StagWeb tab and follow the prompts.

Students can log in to StagWeb with their Net ID and password, and the account will be available within 24 hours of registering for classes for the first time. For assistance with StagWeb call the help desk at (203) 254-4069 or e-mail [helpdesk@fairfield.edu](mailto:helpdesk@fairfield.edu).

### Parking on Campus

All vehicles must be registered with the Department of Public Safety and display a current vehicle registration sticker. For graduate students, the fee for this is included as part of tuition. However, graduate students must register their vehicle. To do so, students complete and submit the online registration form available on StagWeb. Students should then bring a copy of the submitted application to Public Safety (Loyola Hall, Room 2) with proof of enrollment and their state vehicle registration. A pamphlet detailing traffic and parking regulations will be provided with the registration sticker. Vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed at the owner's expense. Vehicles of disabled persons must display an official state handicapped permit.

## ACCREDITATIONS

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

### Additional accreditations include:

AACSB International – The Association to Advance Collegiate Schools of Business  
(Charles F. Dolan School of Business)

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>  
(School of Engineering)

B.S. Mechanical engineering  
B.S. Electrical engineering  
B.S. Computer engineering  
B.S. Software engineering

American Chemical Society  
(College of Arts and Sciences)  
B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy  
(Graduate School of Education and Allied Professions, GSEAP)  
Marriage and Family Therapy program

Commission on Collegiate Nursing Education  
(School of Nursing)  
Undergraduate Nursing Programs  
Masters Nursing Programs

Connecticut State Department of Higher Education  
(GSEAP)

Council for Accreditation of Counseling and Related Educational Programs  
(GSEAP)  
Counselor Education programs

National Association of School Psychologists (NASP)  
(GSEAP)  
School Psychology

### Program approvals include:

Connecticut State Office of Financial and Academic Affairs for Higher Education  
Elementary and Secondary Teacher certification programs  
Graduate programs leading to certification in specialized areas of education  
School of Nursing programs

Connecticut State Department of Education and National Council for the Accreditation of Teacher Educators (NCATE)  
Elementary and Secondary Education  
Special Education  
TESOL/Bilingual Education  
School Counseling  
School Library Media  
School Psychology

Connecticut State Board of Examiners for Nursing  
Undergraduate Nursing programs

Council on Accreditation of Nurse Anesthesia Educational Programs

### The University holds memberships in:

AACSB International – The Association to Advance Collegiate Schools of Business

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

American Council for Higher Education

American Council on Education

ASEE – American Society for Engineering Education

Association of Catholic Colleges and Universities

Association of Jesuit Colleges and Universities

Connecticut Association of Colleges and Universities for Teacher Education

Connecticut Conference of Independent Colleges

Connecticut Council for Higher Education

National Action Council for Minorities in Engineering

National Association of Independent Colleges and Universities

National Catholic Educational Association

New England Business and Economic Association

## COMPLIANCE STATEMENTS AND NOTIFICATIONS

### Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety office, located on the ground floor of Loyola Hall, Room 2 or by accessing our website at [www.fairfield.edu/clery](http://www.fairfield.edu/clery). The Department of Public Safety is open 24 hours per day, 365 days a year. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Fairfield is a drug-free campus and workplace.

### Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

### Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

### Notification of Rights Under FERPA

In accordance with the Family Education Rights and Privacy Act (FERPA) as amended, Fairfield University provides the following notice to students regarding certain rights with respect to their educational records. FERPA rights apply to students "in attendance" (regardless of age) and former students. For purposes of Fairfield University's FERPA policy, a student is considered "in attendance" the day the student first attends a class at Fairfield University. That is the day that the FERPA rights described in this policy go into effect for the student.

The rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (including but not limited to, an attorney, auditor, collection agent, or a provider of e-mail, network or other technological services (e.g., Google/Gmail); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. FERPA does make exceptions for disseminating information to students' parents or legal guardians, including if the student is under 21 years old and the disclosure concerns the student's violation of University policy concerning the possession or use of alcohol or a controlled substance.

c. FERPA permits the non-consensual disclosure of personally identifiable information from education records in connection with a health or safety emergency.



d. FERPA permits the non-consensual disclosure of education records in compliance with a lawfully issued subpoena or court order.

e. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and Fairfield University define to include the following: a student's name, home address including e-mail address, telephone number, date and place of birth, visual image (photographs); dates of attendance, major and minor, enrollment status, class year, degrees/awards received, other institutions attended, and weight and height information for members of athletic teams.

This exception related to directory information is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the Office of the Dean of Students on or before September 15 of any year. If such an objection is not received, Fairfield University will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605**

The Title II Higher Education Reauthorization Act Report is available online at [www.fairfield.edu/titlereport](http://www.fairfield.edu/titlereport).

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# College of Arts and Sciences

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## A Message from the Dean

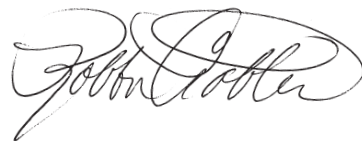
Welcome to (or back to) Fairfield University as you begin your graduate studies. Whether you are seeking the advanced opportunities a graduate degree can create, considering a career transition, preparing for further studies, exploring a new field, or deepening your intellectual engagement with a subject you love, graduate study will enrich your life.

The College of Arts and Sciences offers four distinct programs that lead to the Masters degree: American Studies (M.A.), Communication (M.A.), Creative Writing (MFA), and Mathematics (M.S.). All of our graduate programs feature highly qualified and caring faculty members who share a commitment to teaching, passion for their subject matter, and diverse research interests. Moreover, the intimate academic environment means that students within a given program, from diverse backgrounds and life experiences, develop a strong sense of community with one another. Together you will explore new ideas, cultivate methods of inquiry, solve problems, and perhaps discover a new sense of purpose.

You may have chosen Fairfield University for your graduate studies because of our distinguished academic reputation, our convenient and desirable geographical location, our beautiful campus, or the features of a particular academic program. In addition, you will find that our Jesuit educational traditions and University mission will add value to your graduate degree. Rigorous instruction, concern for individual student learning and development, promotion of life-long learning, and deep engagement with the ethical dimensions of your chosen field are all features you will find professionally valuable and personally meaningful. I also encourage you to engage with the surrounding community; it will enhance your educational experience and create occasions for you to use your knowledge and professional preparation for the common good.

Whatever motivates you toward advanced study, a graduate degree is much more than the means to an end. Graduate study has inherent value and significance; it connects you to a long intellectual tradition, invites you to become a member of a community of scholars, honors your unique human potential, and inspires leadership.

On behalf of the faculty and staff in the College of Arts and Sciences, I welcome you with great enthusiasm and look forward to sharing your journey.



**Robbin D. Crabtree, Ph.D.**  
Dean, College of Arts and Sciences



## COLLEGE OF ARTS AND SCIENCES OVERVIEW

The College of Arts and Sciences, Fairfield's largest and oldest school, offers undergraduate and graduate degrees in a wide array of fields. The College hosts some 17 academic departments and more than 20 degree programs, led by more than 160 full-time faculty members. The College offers 19 majors that lead to a bachelor of arts or a bachelor of science degree, along with many complementary minors. Each year, more than 2,000 undergraduates and 166 graduate students engage in thought-provoking courses with topics ranging from America's immigrant history to the religions of India and from thermodynamics to filmmaking.

The College is also home to the University's undergraduate core curriculum designed to develop the whole person and provide a sound general education upon which undergraduates can build their major programs of study.

Four graduate degrees - the master of arts in American studies, established in 1997, the master of science in mathematics, established in 2000, plus the master of arts in communication and the master of fine arts in creative writing created in 2008 - expand the offerings available through the College. Students who elect to earn an M.A. in American studies examine the complexities of the American experience through an interdisciplinary approach that builds on the expertise of nine distinct departments. The M.A. in Communication can lead to many exciting outcomes in a variety of careers covering the latest developments in communication theory, research, practice, and application. The MFA in Creative Writing will enable students to improve their own writing skills and learn about the theory of writing along with the practical aspects of getting published. Those who seek an M.S. in mathematics become part of a community of scholars, teachers, and business people whose graduate study supports practical applications and professional development. The College's graduate programs each feature small, seminar-style courses, taught by full-time Fairfield faculty members.

## COLLEGE OF ARTS AND SCIENCES GRADUATE ADMISSION

### Admission Policies and Procedures

#### Admission Policies

Students who hold a bachelor's degree in any field from a regionally accredited college or university (or the international equivalent), and who have demonstrated their ability or potential to do high-quality academic work, are encouraged to apply.

#### Admission Procedures

Students applying to any graduate program in the College of Arts and Sciences must submit the following materials to the Office of Graduate and Continuing Studies Admission for consideration:

1. Completed Application for Graduate Admission form. Apply online at [www.fairfield.edu/casapp](http://www.fairfield.edu/casapp)
2. A non-refundable \$60 application fee
3. An official copy of transcripts of all previous college or university work
4. Two letters of recommendation, one of which must be from a current supervisor or professor, accompanied by the University recommendation forms
5. Personal statement describing intent for studying in the program

#### MFA Applicants must also submit:

1. Sample Writing Portfolio

Applications for all programs are accepted on a rolling basis.

### Measles and Rubella Immunization

Connecticut Law requires that students born after December 31, 1956 provide proof of Measles and Rubella Immunization. This includes two doses of measles vaccine administered at least one month apart (the second dose must be given after December 31, 1979) and one dose of rubella vaccine after the student's first birthday. The exception to this is students who provide laboratory documentation of immunity to measles and rubella.

Although this is not required to complete an application, you must provide proof of immunization prior to course registration. Please keep in mind that this process can take some time, and that you must be in compliance before registration. Immunization verification information should be submitted directly to

the University's Health Center. You can download the necessary form at [www.fairfield.edu/immunization](http://www.fairfield.edu/immunization). Any questions regarding this policy should be directed to the University Health Center by calling (203) 254-4000, ext 2241.

## International Applicants

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator (found on our website at [www.fairfield.edu/eval](http://www.fairfield.edu/eval)) of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language by taking either TOEFL or IELTS exams. A TOEFL composite score of 550 for the paper test, 213 for the computerbased, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service. An IELTS score of 6.5 or higher is strongly recommended for admission to the graduate school. Scores must be sent directly from the IELTS.org (Fairfield's ETS code is 3390). TOEFL and IELTS may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted at least three months prior to the intended start date.

## Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of Academic and Disability Support Services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to:

**Director of Academic & Disability Support Services,  
Fairfield University,  
1073 North Benson Road,  
Fairfield, CT 06824-5195.**

## COLLEGE OF ARTS AND SCIENCES GRADUATE TUITION, FEES AND FINANCIAL AID

### Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$30
Graduate Student Activity Fee per semester	\$35
Tuition per credit	
(American Studies, Communications, Mathematics)	\$630
Tuition per semester	
(Master of Fine Arts in Creative Writing)	\$8,400
Residency per semester	
(Master of Fine Arts in Creative Writing)	\$1,105
Continuing Registration Fee	\$50
Audit fee (per three-credit course)	\$945
Computer lab fee	\$45
Commencement fee	
(required of all degree recipients)	\$150
Transcript fee	\$4
Promissory note fee	\$25
Returned check fee	\$30

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at [www.fairfield.edu/bursar](http://www.fairfield.edu/bursar). All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

### Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

### Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

### Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account.

Before first scheduled class	100 percent
Before second scheduled class	90 percent
Before third scheduled class	80 percent
Before fourth scheduled class	60 percent
Before fifth scheduled class	40 percent
Before sixth scheduled class	20 percent
After sixth scheduled class	No refund

Refunds take two to three weeks to process.

## Financial Aid

### Assistantships

A limited number of part- and full-time University graduate assistantships are available to assist promising and deserving students. Assistantships are awarded for one semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance and previous service performance, and is at the discretion of the hiring department.

There are also assistantships available in other University departments. A list of known assistantships is available online at [www.fairfield.edu/gradadmission/gfa\\_assist.html](http://www.fairfield.edu/gradadmission/gfa_assist.html).

### Federal Direct Stafford Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Beginning July 1, 2012, interest payments are no longer subsidized by the federal government during graduate student enrollment.

When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal. There is a six-month grace period following graduation or withdrawal, before loan payments must begin.

### How to Apply for a Direct Stafford Loan

#### Step One:

Complete a Free Application for Federal Student Aid (FAFSA) online at

<http://www.fafsa.ed.gov>

indicating your attendance at Fairfield University (Title IV code 001385).

#### Step Two:

Complete the required Entrance Counseling and Master Promissory Note (MPN) at [www.studentloans.gov](http://www.studentloans.gov).

#### Step Three:

Financial Aid administrators at Fairfield University will process your loan once your file is finalized, entrance counseling has been completed, and the MPN is signed.

You will be notified of the approval of the loan via the Notice of Loan Guarantee and Disclosure Statement.

### Loan Disbursement

- If you are a first time borrower at Fairfield University, your loan will not disburse until you have completed the required entrance loan counseling.

- Your loan will be disbursed according to a schedule established by Fairfield University and federal guidelines. Disbursement will be made in two installments for the year and transferred electronically to your University account.

- The total amount of the funds (minus any origination fees) will be outlined in the Notice of Loan Guarantee and Disclosure Statement sent to you by the Department of Education.

If you have any questions, please contact the Office of Financial Aid at (203) 254-4125 or e-mail Financial Aid at [finaid@fairfield.edu](mailto:finaid@fairfield.edu)

### Alternative Loans

These loans help graduate and professional students pay for their education at the University. For further information view online at:

<http://www.fairfield.edu/gradloans>

## Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

## Veterans

Veterans may apply VA educational benefits to degree studies pursued at Fairfield University. Veterans should consult with the Office of Financial Aid regarding the process and eligibility for possible matching funds through Fairfield's Veterans Pride Program. Information about the program, including free tuition for some veterans, is available at [www.fairfield.edu/veterans](http://www.fairfield.edu/veterans). The University Registrar's office will complete and submit the required certification form for all VA benefits.

## Consumer Information

Federal regulations require colleges to inform students of their prospects for "gainful employment" when receiving federal financial aid for non-degree programs. The disclosures were mandated to assist students in choosing the right program for their needs and to prevent them from taking on debt in exchange for programs that fail to get them adequate job. To find more about Gainful Employment Disclosures, go to [www.fairfield.edu/about/about\\_gainful\\_employ.html](http://www.fairfield.edu/about/about_gainful_employ.html)

## COLLEGE OF ARTS AND SCIENCES GRADUATE ACADEMIC POLICIES AND GENERAL REGULATIONS

### Academic Advising and Curriculum Planning

All programs of study must be planned with an advisor who is usually the Program Director. In granting approval, the advisor will consider the student's previous record and whether or not the prerequisites set forth for the specific program have been met. For those programs with concentrations, should a student wish to change his or her concentration, this request must be made in writing and approved by the advisor or Program Director.

### Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP (American Association of University Professors) and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community"

### Freedom of Expression

As an academic institution, Fairfield University exists for the transmission of knowledge, pursuit of truth, development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. Fairfield University recognizes that academic freedom, freedom of expression, and responsibility are required to realize the essential purposes of the University. Academic freedom and responsibility (distinguished from freedom of expression) are herein defined as the liberty and obligation to study, to investigate, to present, interpret, and discuss facts and ideas concerning all branches and fields of inquiry.

## Student Rights

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body.

Fairfield University students are both citizens and members of the academic community. As citizens of a private institution, Fairfield's students enjoy the same freedom of speech, peaceful assembly, and right of petition that students at other private institutions enjoy as accorded by law, and as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to deprive students of their rights as accorded to them by law and University policy. At the same time, the institution has an obligation to clarify those standards which it considers essential to its educational mission and its community life. These expectations and regulations should represent a reasonable regulation of student conduct.

As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. They do this within the requirements of the curriculum and the courses in which they are enrolled.

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. This means that students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students in professional programs are expected to understand and uphold the standards required in their profession.

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Students and student organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students should be allowed to invite and to hear any person of their own choosing. Those procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to ensure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. Guest speakers are subject to all applicable laws, and to the University policies on harassment and discrimination.

Students should always be free to support causes by orderly means which do not disrupt operations of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves and not the institution.

## Student Responsibilities

Freedom of expression enjoyed by students is not without limitations. The rights set forth herein must be balanced against and considered in the context of the following responsibilities:

- Students have the obligation to refrain from interfering with the freedom of expression of others.
- Students have the responsibility to respect the rights and beliefs of others, including the values and traditions of Fairfield University as a Jesuit, Catholic institution.
- Students have the responsibility to support learning, and when learning, to engage others in a respectful dialogue, to never threaten the safety or security of others, and to comply with all University policies prohibiting harassment, hate crimes, and discrimination.

All policies in this Handbook and the actions taken under them must support Fairfield University's Mission Statement and the Statement on Academic Freedom.

## Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and to include attribution for any ideas or language that is not their own. Examples of dishonest conduct include but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results, or sources.

- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas, or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course - commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper, or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended and a notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

## Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code: "I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

## University Course Numbering System

Undergraduate	
01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate	
400-499	Master's and Certificate of Advanced Study courses, open to undergraduate students with permission
500-599	Master's and Certificate of Advanced Study courses
600-699	Doctoral courses, open to qualified Master's students

## Option for Graduate Level Courses

Fairfield University undergraduates, with permission, could take a graduate course for undergraduate credit and as part of their undergraduate load. It would appear on their undergraduate transcript. A student could later petition to have those courses provide advanced standing in their graduate program and it would be up to the faculty to determine if the credits should apply to the graduate program at that point. Student might receive credit for these courses as part of a graduate program if the student did not apply the credits to complete the undergraduate degree. An undergraduate student who has advanced beyond degree requirements and also has permission could take a graduate level course for graduate credit as part of their regular undergraduate load. The number of graduate courses a full time undergraduate could take would be limited to two. The five year pre-structured programs would follow their own required sequence. Registration for graduate courses is on a space available basis, with preference given to graduate students. Undergraduates with permission to enroll in a graduate course may petition to register in late August for the fall and early January for the spring.

## Normal Academic Progress

### Academic Load

A full-time graduate candidate will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time candidates are permitted to carry a maximum load of 12 credits. Candidates who work full time or attend another school may not be full-time. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

### Academic Standards

Candidates are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average. Because of the clinical nature of graduate programs, department faculty members also require demonstration of personal and dispositional qualities that are conducive to the selected professional role. Attending and participating appropriately in classes is both an academic requirement and a professional responsibility. Instructors may assign a failing grade if a student misses too many classes or does not participate appropriately.

### Auditing

A candidate who wishes to audit a graduate course may do so only in consultation with the course instructor. No academic credit is awarded and a grade notation of audit (AU) is recorded on the official transcript under the appropriate semester. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor and the assistant dean.

### Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Candidates must submit a preliminary proposal using the Independent Study Application form, which is available in the dean's office, to their major advisor. A copy of this completed form must be presented to the Registrar upon registration for the course. Frequent consultation with the major advisor is required. Candidates may earn from one to six credits for an independent study course.

### Matriculation/Continuation

To remain in good academic standing, a candidate must achieve a 3.00 cumulative grade point average. A candidate whose cumulative grade point average falls below 3.00 in any semester is placed on academic probation for the following semester. Candidates on academic probation must meet with their advisors to make program adjustments to their course load. If, at the end of the probationary semester, the candidate's overall average is again below 3.00, he or she may be dismissed. Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

### Time to Complete Degree

Candidates are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course taken for credit toward the degree. Candidates should follow the degree requirements described in the general catalog in effect on the date on which they are formally admitted to their degree program. If education is interrupted, a candidate must apply for readmission. See the "Readmission" section on page 15. Over and above the minimum requirements stated in the catalog, the dean may require additional evidence of fitness for the degree.

### Applications for and Awarding of Degrees

All candidates must file an application for the master's degree and the certificate of advanced study in the dean's office by the published deadline and must successfully complete all requirements for the degree prior to participating in commencement exercises. Refer to the calendar for the degree application deadline.

### Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Candidates who have been awarded diplomas in the previous August and January and those who have completed all degree requirements for May graduation are invited to participate in the May commencement ceremony. Graduate candidates must successfully complete all requirements for the degree prior to participating in commencement.

### Disruption of Academic Progress

#### Academic Probation/Dismissal

A candidate whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the candidate may be dropped from the School. Any candidate who receives two course grades below 2.67 or B- may be excluded from the program.

#### Course Withdrawal

Candidates who wish to withdraw from a course must do so in writing or in person at the Registrar's Office on or before the published last day to withdraw (see academic calendar). Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form. Those who need to withdraw from a course after the posted last day to withdraw must submit a written statement justifying their need to withdraw to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the posted last day to withdraw. When there are extenuating circumstances (e.g., medical condition requiring withdrawal) exceptions may be approved by the dean.

#### Continuous Registration

Graduate students matriculated in a degree program who choose to interrupt their education for a given term must file for Continuous Registration status with the Registrar's Office in order to maintain their active student status. Continuous Registration allows students use of the library, computing facilities and access to faculty advising. Students may remain on Continuous Registration status for up to two successive terms. Students who do not register for Continuous Registration status will be assumed to be inactive. Students deemed inactive are required to secure reinstatement from the dean in order to continue their enrollment.

#### Readmission

All inactive students who wish to resume their studies must apply for readmission. Students who have been inactive for three or more terms must submit a

written update to the dean's office for consideration of reinstatement by the dean and department. Depending on the individual circumstances it may be necessary for the student to complete a new full application for admission. Students who wish to apply for readmission should contact the dean's office to find out what they need to submit for review and how they should proceed. Degree requirements for readmitted students will be those in place at the time of the student's readmission. Also, courses that were taken more than five years before the date of readmission and courses for which the student earned a grade below B may need to be re-taken. Candidates who receive a master's degree from Fairfield University and who want to begin programs leading to a certificate of advanced study are required to file a new application of admission and be approved for admission. All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

### Course Grading System

#### Grades; Academic Average

The work of each candidate is graded on the following basis:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
I	Incomplete
W	Withdrew without penalty

The grade of incomplete is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the "I" becomes an F.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

A change of an incomplete grade follows the established policy.

#### Incomplete

An incomplete grade is issued in the rare case when, due to an emergency, a candidate makes arrangements – in advance and with the professor's and the dean's permission – to complete some of the course requirements after the semester ends. All course work must be completed within 30 days of the end of the term. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program.

#### Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

#### Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (StagWeb) at the end of each semester.

### Scholastic Honors

#### Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education

### Academic Grievance Procedures

#### Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

#### Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

#### Time Limits

The academic grievance procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

#### Informal Procedure

**Step one:** The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she or he advances to step two.

**Step two:** The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

**Step three:** The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

**Formal Procedure**

**Step one:** If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the Senior Vice President for Academic Affairs' office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

**Step two:** The Senior Vice President for Academic Affairs determines whether the grievance merits further attention. If not, the student is so informed.

- If, however, the grievance does merit further attention, the Senior Vice President for Academic Affairs determines whether it is a procedural, competence, or academic dishonesty appeal.
- If it relates to a procedural matter, the Senior Vice President for Academic Affairs selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the Senior Vice President for Academic Affairs requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the Senior Vice President for Academic Affairs will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanctions.

In addition, in some instances it may be possible for the Senior Vice President for Academic Affairs to settle the grievance.

**Step three:** For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

- For competence appeals, the Senior Vice President for Academic Affairs contacts the outside panel members and requests that they review the case in relation to its content validity.
- For academic honesty appeals, the Senior Vice President for Academic Affairs will request that the committee present a written report of its findings relating to the validity of the charge and the sanctions.

**Step four:** The recommendation from either the grievance committee or the panel is forwarded to the Senior Vice President for Academic Affairs in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

**Step five:** The Senior Vice President for Academic Affairs renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Senior Vice President for Academic Affairs is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

**Structure of the Grievance Committee**

The structure of the Grievance Committee is the same as the existing Academic Honesty Committee, as follows:

- Two faculty members are selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed proposes four names from that panel; the student strikes two of those names, and the two remaining faculty members serve.
- Two students are selected from a standing panel of eight students elected by the student government. The student grievant proposes four names from that panel; the faculty strike two of those names; the two remaining students serve.
- In the event that a faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel serves as an alternate.
- The committee is chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the Senior Vice President for Academic Affairs. The dean so selected has no vote except in the event of a tie, and is responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.
- The election of committee members should take into account the possible need for response on 24-hour notice (particularly at the time of Commencement), and availability should, in such instances, be a prime consideration in committee member selection.

**Due Process Procedure**

- Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.
- The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
- The hearing committee promptly and forthrightly adjudicates the issues.

e. The full text of the findings and conclusions of the hearing committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.

f. In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the committee as to possible action in the case.

g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

**Transcripts**

Graduate transcript requests should be made in writing to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

**Student Records**

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.

Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.

All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the record.

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# MASTER OF ARTS IN AMERICAN STUDIES

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## A Message from the Director

The graduate program in American Studies at Fairfield University is an interdisciplinary course of study drawing upon the expertise of full-time faculty members. They represent nine departments and programs including Black Studies, English, History, Philosophy, Politics, Sociology, Religious Studies, Women's Studies, and Visual and Performing Arts. The American Studies program focuses on the cultural and intellectual life of the United States and is dedicated to providing a comprehensive and critical understanding of the American experience.

Students design a curriculum to meet their specific needs in consultation with an academic advisor. They may focus on a traditional discipline or explore a particular topic. America is a culture of cultures, and our offerings are inclusive and respectful of the enormous diversity in the American people and their experience.

To undertake the formidable task of developing a better understanding and appreciation of the complexities in the American experience, we employ the considerable resources of our University community while also encouraging students to avail themselves of the resources in the surrounding New York metropolitan region.

In response to the personal and professional time constraints of our student population, classes normally take place in the late afternoon, evening, and occasionally on weekends. To facilitate a supportive mentor-learning environment, all courses are offered in a seminar format. The graduate students in our program include professionals seeking intellectual and cultural enrichment, educators enhancing their professional development, full-time parents preparing to re-enter the marketplace, and others planning to pursue further professional studies or academic degrees.

As director of the graduate program in American Studies, I invite you to join us in our quest for a better understanding of our nation's cultural, intellectual, economic, religious, artistic, social, literary, and political traditions.



Dr. Martha S. LoMonaco  
*Director of the M.A. in American Studies*



## MASTER OF ARTS IN AMERICAN STUDIES PROGRAM OVERVIEW

The master of arts degree in American Studies requires 33 credits. These include three required courses totaling nine credits, seven electives totaling 21 credits, and a required independent capstone project of three credits. Students choose from a range of courses that have been designed specifically for the M.A. program and may also take up to three advanced-level undergraduate courses, in which they are expected to produce a graduate-level paper as an added course requirement.

### Required Courses

Three core courses provide a general introduction to the method and matter in the field of American Studies:

- AS 401 Introduction to American Studies: The Interdisciplinary Method
- AS 402 American Historiography: A Survey of Seminal American Historical Texts
- AS 403 Issues in Contemporary American Studies

### Elective Courses

In consultation with their faculty advisors, students select seven courses to create an individualized program of study, choosing from among more than 50 electives offered during a three-year cycle.

### Independent Capstone Project

The program culminates in an independent research project of some scope and originality, completed under the close supervision of a faculty member. At the outset, the student chooses a topic and provides a prospectus and bibliography. The project typically results in a research paper, but other proposals are welcome.

Projects must be completed within one year of their registration.

### Other course options

Graduate students are permitted to apply up to three 300-level courses toward the M.A. degree in American Studies, with an added course requirement to produce a graduate-level paper. A list of appropriate courses is distributed to students each semester for their consideration. Descriptions of these courses can be found in the undergraduate course catalog.

## Course Descriptions

### AS 401 Introduction to American Studies

Using a seminar format, this course introduces students to the interdisciplinary methodology of American Studies. While studying seminal works in the field, students also explore the intellectual, social, and cultural dynamics that have shaped the American experience. Three credits.

### AS 402 American Historiography

This seminar explores major themes in American history by studying historiography, or the way historians have approached these topics. The discipline of history is key for all American studies research, writing, and teaching. Since there is much to cover, the course uses the summaries of research and writing trends contained in the anthology commissioned by the American Historical Association, *The New American History* (Revised and Expanded Edition, 1997), ed. by Eric Foner, which contains chronological and topical essays. Additional readings include a classic monograph; recent monographs considered cutting-edge in their subfields that we examine for what they reveal about the new historical trends; and essays by leading cultural historians that are essential to a rounded view of American studies practice. Three credits.

### AS 403 Issues in Contemporary American Studies

This team-taught course features guest lecturers who lead discussions on pertinent topics that are central to contemporary American studies scholars. Topics include the visual arts in America; retrieving the lost voice of Native Americans; women and work; the American musical debate; pop culture and American politics; queer studies; the quest for community; the race factor in contemporary America; and whether or not technology drives history. Three credits.

### AS 410 Introduction to Women's and Gender Studies

This course introduces students to the theories and concepts of the interrelated fields of Women's Studies and Gender Studies, Masculinity Studies, and Sexuality/Queer Studies. We will discuss the development of these fields, their application in various disciplines, and their importance in American Studies. The course uses theoretical readings, novels, and popular films to explore aspects of gender studies in everyday life. Three credits.

### AS 415 Civil Liberties

This course examines the freedoms afforded by the Constitution and the Bill of Rights and the role of the federal courts, especially the Supreme Court, in protecting individual rights. It focuses on such areas of law as freedom of speech and press, freedom of religion, and the right to privacy. Particular attention is paid to the equal protection and due process clauses of the Fourteenth Amendment and the relationship to such issues as school desegregation, voting rights, affirmative action, and criminal procedure. Three credits.

### AS 416 Civil Liberties II: Criminal Justice

This course examines the investigatory and adjudicatory processes of the American criminal justice system. The course begins with a brief introduction to criminal law, its sources, and development. It then moves to an analysis of the evolutionary development of due process focusing on the right to counsel, search, and seizure, the role of the police in interrogations, confessions, and investigations. The focus then shifts to an examination of the criminal trial and the respective roles of prosecutor, defense attorney, judge, and jury. Attention is also given to the issues of bail and "plea-bargaining." The course concludes with an analysis of the goals of punishment, the Eighth Amendment, and the function of the correctional system. Three credits.

### AS 420 Feminist Theory and Gender Studies

In the past 30 years, the development of feminist theory and women's studies has affected all literary fields. Not only has women's writing risen from obscurity and been re-evaluated, but feminist theory has reconsidered the social and intellectual forces that valued particular writing styles over others and created a hierarchy that attached greater value to men's writing. In recent years, feminist theory also laid the groundwork for gender studies (that focus on the construction of gender), and sexuality studies, sometimes referred to as "queer theory." To help students of contemporary American Studies understand the main concepts of these important fields, the course provides a survey of the most important writing and theories from the past 30 years and offers opportunities to apply theories to selected American literary works. No prior theory courses are required. Three credits.

### AS 450 The Supreme Court in the 1960s

This course analyzes the dynamics of the Earl Warren Supreme Court and its impact on American society through decisions on such issues as reapportionment, right to privacy, school prayer, libel, and civil rights. The course examines major criminal rights decisions of the Court such as search and seizure, self-incrimination, and the right to counsel, and considers the impact of these decisions on subsequent cases and current issues related to the cases. Three credits.

### AS 461 The American Civil War

This course employs the interdisciplinary method of learning in examining the American Civil War. While using standard historical texts to establish the facts regarding the War, the course focuses on the sometimes confusing and contradictory versions of the War depicted in literature, photography, feature films, documentary films, and other modes of expression. Three credits.

### AS 483 America in the 1930s

The Great Depression represents the catalytic agent in America's extraordinary transformation in the 1930s, a decade during which the changes in the economic and political sectors provided the matter for American cultural life. This course acquaints students with the complexities of this pivotal period in American life

through feature films and documentaries, popular and serious fiction, the American theatre of the time, popular music, public and private art, and mass circulation and little magazines, while introducing them to an interdisciplinary methodology. Three credits.

### AS 488 The Frontier in American Culture

For the last five centuries, the frontier - understood as the place where "humanity" comes into contact with its apparent absence in the shape of alien beings and landscapes - has been the subject of some of the most lasting powerful American stories. In this course, we concentrate on some of the major representations of the frontier produced between the late 18th century to the present in order to learn how to recognize and talk about the position that the frontier and American "western" has occupied in our culture. Authors include Boon, Child, Stephens, Cooper, Black Hawk. Filmmakers include Ford, Peckinpah, Eastwood, Costner. Three credits.

### AS 499 Independent Study

Students arrange for independent study with a professor willing to serve as a tutor and under whose direction they will write a research paper of approximately fifty pages. This project should be completed in one semester. All independent study must have the approval of the program director. Students may take only one independent study toward the M.A. degree. Three credits.

### ASAH 441 Fine Art vs. Anti-Art: 1917-1967

Dr. Wayne Craven writes in *American Art: History and Culture*, "As the new century opened America was a nation in transition, and ripe for many kinds of revolutions - in politics, social systems, and certainly in literature and painting. [These] social shifting values and forces were occurring within American society at large." Focusing on the 50 years from WWI to Vietnam, this class examines the artistic debates and ideological struggles manifested by American art. During this time, there is a shifting barometric needle of stylistic expression. On one side, we see an entrenched, traditionalist school that retains the noble beaux arts criteria for realism and classical content. Artists to be studied in this school are: Henri, Sloan, Hopper, Marsh, Cadmus, Benton, Curry, Wood, Sheeler, Demuth and Wyeth. On the other side of the aesthetic spectrum, we encounter rebels leading the avant-garde. Sparked by the new "isms" of European modernism, artists to be discussed include: Duchamp, Stella, Dove, O'Keeffe, Gorky, Pollock, Rothko, Frankenthaler, De Kooning, Motherwell. The culmination and convergence of these parallel tracks arrive with the neo-realist but equally avant-gardist Pop art movement of the 1960s. Warhol, Rosenquist, Johns, and Wessleman use hard-edge realism to convey anti-establishment parodies and camp spin-offs of high culture. The period between 1917-1967 becomes, then, the pivotal shift when traditionalism is converted into a new cultural paradigm ending modernism as a distinct period. Three credits.

**ASAH 444 American Master Artists and their Times**

This class focuses on a selection of American Masters who came to define the American experience as visual innovators reflecting and transforming their times. Among the artists explored are: Thomas Cole, Winslow Homer, John Sloan, Frank Lloyd Wright, Georgia O'Keefe, Edward Hopper, Jacob Lawrence, Lee Krasner, Jackson Pollock, Andy Warhol, and Judy Chicago. Each artistic biography is presented as a filtered lens through which America's social, political, literary and economic themes are manifested in painterly expressions. Within this cultural framework, we examine the creative spirit of each age in the American experience. The course combines classroom illustrated slide lectures, discussions, and field trips to study on-site major collections of American art at museums including: The Yale University Art Gallery, Wadsworth Atheneum, New Britain Museum of American Art, Metropolitan Museum of Art, and Whitney Museum of American Art. Three credits.

**ASEN 447 Poetry in America**

A survey of major developments in American poetry from the mid-19th century to the late years of the 20th century, this course emphasizes the poems of Walt Whitman, Emily Dickinson, Robert Frost, T. S. Eliot, and Langston Hughes. The course also offers an introduction to the works of Ezra Pound, E. E. Cummings, Amy Lowell, Marianne Moore, and William Carlos Williams, as well as to Beat poetry (Ginsberg, Ferlinghetti), and to the confessional movement that dominated the second half of the 20th century (Robert Lowell, Anne Sexton, Sylvia Plath). The focus is on the shifting patterns of poetic style and on the evolution of American sensibility and experience as expressed in the poems under discussion. Three credits.

**ASEN 486 Native American Literature**

This course focuses on novels, short stories, and poems written by American Indian writers during the 20th century and, for purposes of background, reviews a number of significant works composed prior to this century. The course examines these texts primarily for their literary value, yet the course also explores the broad image of American Indian culture that emerges from these works, giving attention to the philosophical, historical, and sociological dimensions of the material. Three credits.

**ASEN 488 Award-winning American Novels**

In this course students will read a variety of award-winning contemporary American novels. The novels will be selected from among the most prestigious prizes given in American letters each year, including The National Book Award, National Book Critics Circle Award, The Pulitzer Prize, and the Pen/Faulkner Award. These awards are given annually to the best novels published each year. The course will investigate what makes each novel "American" thematically, culturally, and stylistically. Among the ten novels to be studied will be *The Known World*, *Martin Dressler*, *Motherless Brooklyn*, *The Great Fire*, and *Confessions of Nat Turner*. Three credits.

**ASEN 490 The Contemporary American Memoir**

This course is a study of some of the most important contemporary memoirs written by Americans in the last 30 years. With the readings, students will analyze what makes a memoir a memoir and in particular, what is quintessentially American about each one. Three credits.

**ASHI 437 American Prophetic Tradition**

This intensive reading and writing seminar examines in some depth individuals and social movements in U.S. history that acted out of religious and philosophical traditions. Topics covered include biographies, auto-biographies, writings, and diaries of such figures as Mary Dyer, Roger Williams, John Dickinson, John Ross, Emma Willard, Lydia Marie Child, W.E.B. DuBois, Randolph Bourne, Walter Rauschenbusch, Dorothy Day, Abraham Heschel, and Robert Coles. The course looks at the prophetic roots of religious liberty, women's suffrage, abolitionism, the labor movement, populism, Civil Rights, and the '60s. Five three-page critical book reviews and one longer project are required. Three credits.

**ASHI 439 The Tumultuous 20th Century: Key Issues in U.S. Political & Social History**

The United States in the 20th Century has seen massive strikes, social upheaval, political challenge, and unparalleled prosperity and growth. This intensive reading, writing, and discussion seminar examines key issues and figures in the political and social changes of the 20th century - from Progressivism to Bill Clinton, from the first Red Scare and the rise of the American Civil Liberties Union to current struggles over political and civil rights in the context of the War on Terror. Three credits.

**ASHI 442 Immigration, Ethnicity, and Race in U.S. History**

This intensive reading, writing, and discussion seminar examines the history of U.S. immigration in the 19th and 20th centuries. Arranged thematically within a chronological framework, the seminar situates the United States within the context of global migration patterns and economic development. The first part of the course investigates patterns of migration and community settlement, family strategies of survival and adaptation, and immigrant cultures. The second part analyzes the reception of successive immigrant groups. Most importantly, the course explores how race, ethnicity, assimilation, acculturation, and Americanization were defined by American government and society. Throughout, the course conducts a critical evaluation of how historians and other scholars have studied immigration and immigrant communities and examines today's perceptions of the American immigrant experience. Varied readings include monographs, oral histories, reform investigations, and a novel. Three credits.

**ASHI 448 Social Movements in America: The Sixties**

This seminar explores the decade of the 1960s in American history, focusing on the social movements that had a strong impact on the political, social, and cultural life of the United States. After surveying the historical context of the decade, we read case studies in civil rights and the women's, anti-war, and labor movements, and then interpret primary documents from the era. We consider the effects of race, gender, and class dynamics on the popular politics of this time, including the rise of a conservative political and cultural movement. Three credits.

**ASHI 451 Crises and Turning Points in U.S. Foreign Relations, 1776 to 2009**

This seminar explores crises and turning points in U.S. Foreign Relations from the American Revolution to 9/11, the Iraq War, Afghanistan and up to the present, including the Alliance with France, the War of 1812, Manifest Destiny, the Mexican War, Indian Removal, the Spanish-American-Cuban-Filipino War, World War I, Pearl Harbor, the Cuban Missile Crisis, the Vietnam War, the Gulf War, Bosnia, Afghanistan, Iraq, Iran, and the resurgence of China and Russia. Three credits.

**ASHI 452 Peace Movements in U.S. History**

This seminar explores the genesis and development of movements in opposition to war from the colonial era to the present day. Focal points are major U.S. wars, including the Revolutionary War, the War of 1812, the Mexican War, the Spanish-American-Cuban-Filipino War, and the major wars of the 20th century, including the Vietnam War, interventions in Central America, and the 1991 Gulf War. Sources include oral histories, biographies, fiction, and drama as well as critical studies focused on the social movements themselves. Student requirements include a comparative primary-source research paper, historical essay, or lesson plan, as well as short critical essays on weekly reading, and oral leadership in seminar. Three credits.

**ASHI 456 History of the Cold War**

This intensive reading, writing, and discussion seminar focuses on the origins, deepening, and decline of the Cold War between the United States and the Soviet Union from 1917 to 1991. Coverage concentrates on interpretive turning points and crises, and the course approaches the topic by understanding both sides of the conflict. The seminar places political and military decisions in their social and cultural contexts, and pays special attention to the impact of the Cold War on American society, including popular culture. Student requirements include a primary source research paper as well as short critical essays on weekly readings, and oral leadership in the seminar. Three credits.

**ASHI 459 Working in America: A Social History**

This seminar explores the social history of work and working people in the United States from the artisan pre-industrial era, through the Industrial Revolution and the maturation of industrial capitalism, to the present postindustrial era. The seminar examines three broad areas of working people's historical experience: 1) work itself, including managerial systems and technological changes; 2) the self and community definitions of working people; and 3) the effect of labor questions on politics and public policy. The course gives special attention to the issues of slavery and its aftermath, immigration, and the place of women in the economy. Three credits.

**ASHI 479 Islam in America**

The course treats the history of Muslims in America from the early 19th century to the present. Topics include: the basic tenets of Islam; changing and diverse religious traditions and ideas; Islam among African-Americans; the role of women; concerns about prejudice and unfair treatment; and political views and practice before and after the Sept. 11, 2001 terrorist attacks. Three credits.

**ASHI 481 The Arab-American Experience**

The course covers the history of Arab-Americans from the late 19th century to the present. Topics include the sociology and politics of emigration from the Arab world; New York City as the mother colony; religious communities and fault lines; work and livelihood, and the relationship between ethnicity, religion, and class; women and the family; Arab-American literature and music, and their contribution to Arab culture as a whole; the role of the Arab-Israeli conflict and other Middle Eastern political issues in Arab-American life; the image of the Arab and Arab-American in American culture; and Sept. 11 and its aftermath. An analysis of the nature and evolution of Arab-American identity against the backdrop of developments in the Arab world and the United States is one of the primary foci of the course. Two day-trips to "Arab New York" are included. Three credits.

**ASIT 481 Visions of Italy and America in Film**

Adaptations and critiques of genres and themes indicate cinematic health. Italian cinema, which has given rise to movements such as neorealism, *commedia all'italiana*, and the spaghetti western, has provided the original material for adaptations by directors from other countries, notably the United States. The prevalence of American adaptations is a measure of the artistic contribution of the Italian national cinema. In this course we examine the phenomenon of adaptation and interpretation of Italian films from the postwar period until today. After a condensed review of more than 60 years of Italian cinematic history, we examine several American interpretations of Italian film classics. Garnett's *The Postman Always Rings Twice* (1946), based upon James Cain's novel, revisits Visconti's *Ossessione* (1943). Neil Simon's *Sweet Charity* (1966) and later Woody Allen's *Purple Rose of Cairo* (1985)

re-tell Fellini's tragic tale of *Le notti di Cabiria* (1957). More subtle parallels are found in Neil LaBute's *Nurse Betty* (2000) and Fellini's *Lo sciocco bianco* (1956). Brian DePalma's *Blow Out* (1981), starring John Travolta, maintains the premise of Antonioni's *Blow-Up* (1966). Madonna and Guy Ritchie's 2002 remake of *Swept Away* (1974), as well as Garry Marshall's adaptation *Overboard* (1987), reveal the impact of Wertmuller's original. These American reflections on Italian films, themselves dark mirrors reflecting on the themes and assumptions of American film hegemony, offer another means to appreciate the powerful insights of self-reflection in the Italian postwar period. Three credits.

#### **ASIT 493 The Italian-American Experience**

Students analyze the concept of nationality and national identity in literature, film, and critical essays by and about Italian-Americans and discuss the concept of race and racial origins together with the phenomenon of emigration. The course addresses role and representation differences for men and women in this subgroup of American society, with particular consideration given to the ethnic roots of these differences. It also examines the ways in which poetry, prose, and film reveal Italian ethnicity in 19th- and 20th-century America, with special emphasis on the sense of otherness that this immigrant group experienced. Three credits.

#### **ASMU 401 The History of Jazz**

This course traces the development of American jazz from its origins in black musical traditions. Topics include the roots of jazz in ragtime, blues, work songs, and march music. Also addresses the development of different jazz styles, such as Dixieland in the '20s, swing in the '30s, bop in the '40s, and present-day evolutions. The course emphasizes connecting the historical period with the music of jazz - America's original art music. Three credits.

#### **ASMU 402 The History of Rock**

This course surveys the musical and social trends that resulted in the emergence of rock and roll as an important musical and cultural force in America. The course traces the roots of rock, blues, and country styles and, showing how they merged with popular music, studies periods from the 1950s to the present, along with Elvis Presley, Chuck Berry, Little Richard, the Beatles, the British invasion, folk music, Bob Dylan, jazz and art rock, Jimi Hendrix, the west coast movement, and the music industry. The social, political, and cultural aspects of rock as they have affected American life provide an American studies emphasis. Three credits.

#### **ASMU 403 Critical Issues in American Popular Music: Blues to Hip Hop**

This course provides an in-depth look at the important musical, social, and racial issues in American popular music spanning from the media exploitation of the blues in the 1920's through current issues in hip hop. Subject areas will include blues and its origins, jazz and modernism, the obstacles of race in music, the death of rhythm and blues, rock's evolution in the 50's, rap and hip hop culture, and issues in both postmodernism and perverse modernism as seen by many music and art critics. Three credits.

#### **ASMU 414 Gershwin, Ellington, Copland**

This course examines three composers - George Gershwin, Duke Ellington, and Aaron Copland - who helped define the sound and meaning of American music. Beginning in the 1920s, each musician made major contributions to three great American musical traditions - popular music (Gershwin and Ellington), jazz (Ellington), and classical (Gershwin and Copland). This course explores their specific contributions to American culture as well as the cultural forces in American society that shaped these contributions. No musical background is required. Three credits.

#### **ASPO 433 United States Foreign Policy**

This course reviews the United States' involvement in world affairs from the 1930s to the present, with special attention to the rigors and logic of the Cold War. The course includes discussions of constitutional and other factors in the making of foreign policy, and students debate major contemporary policies and commitments. Three credits.

#### **ASPO 461 The American Presidency**

This course examines the role of the President in the political system and considers the origins, qualifications, and limitations of the office from which the President functions as chief executive, legislative leader, and link with the courts. The course evaluates presidential achievement of domestic and foreign policy goals by examining presidential powers and the President's roles as party leader and politician. It also reviews questions of reform. Three credits.

#### **ASPO 467 Politics in Film**

This course examines how some major political values are expressed in mainstream American films from the 1920s to the present, exploring values such as individualism, community, democracy, civic responsibility, the state, and legitimacy. In addition, the course discusses several major topics related to politics, including race relations, war, and feminism. Three credits.

#### **ASPO 468 Politics of Mass Popular Culture**

This course surveys the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as a regime-maintaining diversion. Questions explored during the course include: What values and political positions do

organized sports in the United States convey? What is the political impact of American popular music? And how have citizens used political humor and satire of American politics to develop an outlook toward government? Three credits.

#### **ASPO 470 Race and the Supreme Court**

From the 3/5ths compromise in the Constitution until today, the issue of race in America has been fought through the prism of Court decisions. In this course we will examine race in America by examining the Supreme Court decisions that have defined the issue. The course will examine not only the decisions but the political and social contexts in which these decisions took place. The contradictions and anomalies of many of these decisions go a long way in explaining the reality of race in America. From the Court saying in *Dred Scott* that Negroes had no rights and were not be citizens in the eyes of the Constitution to *Brown vs. Board of Education* saying racial discrimination is inherently unconstitutional the drama of America's most important social issue has been played out in our Courts. We will examine that drama. Three credits.

#### **ASRS 442 Jews and Judaism in America**

What has it meant in the past and what does it mean today to be a Jew in America? Viewing Judaism and Jewishness as inseparable from one another, Jews remain a distinct, though by no means homogeneous, religious and ethnic group in American society. This course explores the religious, cultural, social, economic, and political diversity that exists among American Jews, as well as distinctive beliefs, concerns, and experiences that continue to unite them. The course pays special attention to issues related to immigration, acculturation, gender, and African-American/Jewish relations. Three credits.

#### **ASSO 412 Contemporary American Society**

This course analyzes the dominant ideology and values that have shaped American culture - namely, the Protestant ethic - and how and why these values are changing. The course also analyzes major institutional trends that have transformed and continue to transform America and the modern world - bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology - and the effects of these institutions in producing new personality types, mass society, and rapid social change. The course provides a macro-sociological framework. Three credits.

#### **ASSO 463 Urban/Suburban Sociology**

This course explores the nature of the city and growth of metropolitan regions in the contemporary world; the ecological approach and the use of demographic data in the analysis of modern urban communities; social organization of metropolitan regions and the emergence of urban-suburban conflict; big-city politics, community-control, and regional government as dimensions of organization and disorganization in city life; and city planning and urban development at local and national levels as efforts to solve the urban crisis. Three credits.

#### **ASSO 465 Urban Sociology: New York**

This course examines the evolution of the city in the American experience by focusing on New York City. Both New York's unique history and contemporary social structure are examined. Readings and classroom discussion are combined with three field trips to New York on three successive Saturdays. Each field trip explores an area of New York. Three credits.

#### **ASSO 469 Women: Work and Sport**

Gender stratification exists in most areas of everyday life throughout American society. This course concentrates on the varying experiences (based on class, race, and ethnic differences) of women in the workplace and on the playing field. Sex segregation and sex integration as complex historical and contemporary processes constitute the main focus of the first part of the course. Within this context, economic and social changes will be viewed as historically having an enormous impact on the roles of women in the work force and how they have managed these roles. In turn, their experiences will be analyzed as catalysts of societal change. The last part of the course focuses on women as athletes. Their varied experiences in this world parallel to a large extent their experiences within the workplace. The underlying theme is that the sports arena mirrors the larger society particularly in terms of gender roles. What is seen as "acceptable and non-acceptable" behavior for women in the everyday world is reflected in their roles as athletes. The impact of gender on socializing children into sport and sport itself as a socializing agency is the foundation for critically assessing the outcomes of Title IX and the existence of homophobia in sport. Three credits.

#### **ASTA 420 American Drama and Society**

This course explores the social, political, and economic forces that have shaped the United States via the themes and perspectives expressed in its drama. The course covers the late 18th century through the present, paying particular attention to dramas and more populist forms of entertainment that specifically address the notion and development of a distinctly American voice and ideology. Students begin with Royall Tyler's 1787 comedy, *The Contrast*, which offers the first wholly American character - Jonathan the "true-blue" Yankee - and end with Tony Kushner's monumental two-part drama, *Angels in America* (1991), which juxtaposes American Judaism and Mormonism within the context of politics, homo- and heterosexual relationships, and the AIDS epidemic. In between, students consider the work of seminal American dramatists (O'Neill, Miller, Williams, and others) as well as trends in popular theatre forms (minstrelsy, wild west shows, vaudeville, burlesque, musical comedy) in creating the totality of the American cultural experience. Three credits.

**ASTA 421 Ethnic American Performance & Society**

The course will explore the social, political, economic, and cultural forces that have shaped the United States via the themes, perspectives, and production choices expressed in its ethnic drama and performance. We will consider plays and performance pieces (such as pow-wows, Chinese New Year celebrations, and the like) created by African-Americans, Asian-Americans, Latino/a Americans, and Native Americans, all of whom have been marginalized voices existing outside of mainstream theatre, an arena historically dominated by white males. We shall pay particular attention to issues of race, gender, and class apparent in both the play texts as well as in the ideological perspectives of the playwrights. We also will note the choice of subjects, themes, and environments and consider how these are placed within the larger context of American culture and society. Three credits.

**ASTA 452 The Arts in America: 1950 to the Present**

During the second half of the 20th century, American visual and performing arts developed a unique voice and vision that no longer simply imitated European models. This course examines that development in theatre, dance, music, fiction, poetry, and the visual arts, noting particularly the cross-fertilization that sparked cross-disciplinary movements such as the beats, Black Mountain College, happenings, and performance art - all within the larger social, political, and economic context of the times. The course also considers more traditional forms, including American musical comedy (our great contribution to world theatre) and popular culture trends such as prime-time television, top-40 radio, and theme parks, discussing the notion of "high" and "low" art. Ultimately, the course considers how art is a reflection and interrogation of the prevalent culture, and what it tells us about the intellectual, political, and economic forces that shape American society. Three credits.

**ASTA 453 American Popular Entertainments and Social History**

Popular entertainments have great power. "They tell us what is on the minds of ordinary people at any given moment - their concerns, biases and anxieties - and in turn refine them and restate them in a palatable, easily understood way," wrote Professor Emeritus Brooks McNamara of New York University of this new field of scholarly inquiry that plumbs America's popular entertainments as a means of understanding its social history. This course will examine critical live entertainment forms that flourished in the years between the conclusion of the Civil War and the end of the 1920s largely due to increased leisure time, improved transportation, and rapidly developing cities. Popular entertainment-amusements aimed at a broad, relatively unsophisticated audience-were frequently American reinventions of European imports, such as the circus, while others, like the Minstrel Show, were uniquely American creations. We will begin the course with an intensive look at the Minstrel Show as a key to the solidification and perpetuation of American racist stereotypes and then consider Circus, the Wild West Show, Vaudeville, Burlesque, Medicine Show, Chautauqua, and popular dramas such as Toby, Tab, and Tom shows, as manifestations of American society of the late 19th and early 20th centuries. Three credits.

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# MASTER OF ARTS IN COMMUNICATION

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## A Message from the Director

We invite you to join us in our advanced study of communication. Communication is a fundamental social process; all human activities are imbued with communication. Our lives are constructed, maintained and affected by verbal, nonverbal and mediated communication. When you pursue an M.A. degree in Communication you will be better prepared to:

- understand yourself personally
- enhance your relationships
- appreciate the ethical dimensions of communication
- advance your career
- analyze how organizations, societies, and cultures are both affected by and contribute to communication
- utilize specific philosophies, theories, methods, and techniques required to practice and study communication
- contribute communication solutions to social problems

Our M.A. in Communication allows you to explore diverse areas of study from interpersonal to organizational communication, and from health communication to media studies. In addition to enhancing professional careers, a Master's degree in Communication is also a potential pathway for those interested in continuing on for a Ph.D. Our faculty are a diverse and experienced group of scholars, researchers, teachers and professionals. The faculty look forward to working with you to further your personal, professional and academic goals.

We believe that an academically rigorous and personally focused M.A. program in Communication, which is based on the strong values and ideals of a traditional Jesuit education, will contribute significantly to your personal development, professional success, and your contributions to various communities and organizations where you live and work.

Dr. Michael Pagano,  
*Director of Graduate Studies, M.A. in Communication  
 Program*



## THE MASTER OF ARTS IN COMMUNICATION PROGRAM

The Master of Arts degree in Communication requires 36 credits. These include three required courses totaling nine credits, seven electives totaling 21 credits, and a required thesis or project, totaling at least six credits. Students choose from a range of courses that have been designed specifically for the M.A. Program and may also take up to two graduate courses in allied areas, including marketing, management, nursing, or education.

### Required Courses

Three core courses are required for all students in the M.A. Program:

- CO 400 Communication Philosophies, Theories, and Research Traditions
- CO 420 Communication Research Design and Methodologies
- CO 440 Ethics and Communication

### Elective Courses

Students take seven courses, focusing on communication, theoretical and research traditions, communication processes, applications, and allied coursework in related areas. Two of the seven electives can be approved graduate courses in other disciplines. In addition, students may take one Independent Study course and/or one Internship course. Students design their curriculum in consultation with the Graduate Program Director.

### Required Courses

Students must take six credits of thesis- or project-related work:

- CO 560 Thesis Proposal
- CO 561 Thesis Research
- OR
- CO 570 Project Proposal
- CO 571 Independent Project

### Thesis or Independent Project

The program culminates in an independent research project of some scope and originality, completed under the close supervision of a Communication Department faculty member and a second faculty reader. At the outset, the student chooses a topic and provides a prospectus and literature review. The project typically results in a thesis, but other proposals and projects are welcome.

Theses or projects must be completed within one year of their registration.

### Faculty research interests

Research interests of the Communication faculty include:

Alternative Mass Media  
 Audience Analysis  
 Children's Media  
 Communication and the Environment  
 Communication for Social Change  
 Communication Research Design and Methodologies  
 Comparative Media Systems  
 Conflict Communication  
 Copyrights and Intellectual Public Domain  
 Crisis Communication  
 Cultivation Theory  
 Distance Education  
 e-Government  
 Economics of Information  
 Gender-Related Issues in Communication  
 Global Media Systems  
 Group Decision-Making  
 Health Communication  
 Health Education  
 Healthcare Advertising  
 Healthcare Organizational Communication  
 Healthcare Provider Education  
 Instructional Communication  
 Intercultural Communication  
 International Communication  
 Interpersonal Communication  
 Latin America Media and Culture  
 Mass Media and Popular Culture  
 Media Criticism  
 Media Effects  
 Media Institutions  
 Negotiation and Management  
 New Media Technologies  
 Organizational Communication  
 Organizational Rhetoric  
 Political History of the Mass Media  
 Public Opinion  
 Public Relations  
 Risk Communication  
 Social Uses/Effects of the Media  
 Spiritual Communication  
 Telecommunications Policy  
 Training and Consulting  
 Written Communication

## Course Descriptions

### CO 400 Communication Philosophies, Theories and Research Traditions

This class is designed to provide an introduction for the graduate student to the diverse and voluminous research in the area of human communication. As such, it covers an extremely wide range of intellectual, scientific, and historical material. It is a survey course, but we will deal with selected areas in depth. This course will not only introduce the areas of human communication theory and research, but it will also introduce the process of theorizing and thinking about communication. Therefore, the nature of theory, research, and intellectual inquiry is an important part of this course. Three credits.

### CO 410 Perspectives & Theories in Organizational Communication

This course is intended to highlight organizations and how they are created, maintained and changed through social interaction. Communicating by organizational members is essentially organizing. The course examines organizational communication from both functional and constructivist perspectives. Three credits.

### CO 420 Communication Research Design and Methodologies

A detailed review of research methods and procedures relevant to measuring the phenomena and characteristics of human communication behavior in a variety of contexts and relationships. Quantitative, qualitative, and critical approaches are reviewed and practiced in course projects. Applications of research methods to describing and evaluating communication are studied. Three credits.

### CO 430 Written Communication

Explores how written communication by its very nature is drastically different from verbal and other nonverbal forms of communication. Considers the effect a printable form of communication has on the message, the sender and receiver, and the potential legal issues associated with written communication. This course focuses on the impact of written messages for intrapersonal, interpersonal, small group, organizational, intercultural, and mass media communication. Examines the historical transformation in content, style, and perception from letters, memos, and notes to the evolving electronic formats for written communication including: e-mails, blogs, chat rooms, e-networking/e-cultures, wikis, etc. Three credits.

### CO 431 Media Law and Institutions

The course concentrates on the legal and economic environment of U.S. mass media. Topics include examination of major doctrines of media law, organization and operation of individual media industries, the economic structure of U.S. media markets, the role of media watchdogs and advocacy organizations, as well as media users' forms of collective action. The course's content is approached through an institutional

analysis perspective, intended to facilitate students' understanding of institutions as dynamic points of confluence for organizations, norms, and individual agents. As part of the course's requirements, students conduct a research project exploring recent developments in media regulation and/or decision-making processes within one of the major media institutions covered during the semester. Three credits.

### CO 440 Ethics and Communication

Coursework includes a comprehensive overview of the development of ethics from ancient to contemporary thought and practices. Emphasis is placed on the ethical agenda, problems, and responsibilities of contemporary organizations in diverse cultures. Case studies and student research focus on contemporary issues in the ethical communicative performance. The relationship between Jesuit philosophy and applied communication work in organizations is also explored. Three credits.

### CO 498 Communication Practicum

Communication Practicum is a semester-long internship or other type of placement carried out by graduate students in Communication in local, national or international contexts. These placements are determined in conjunction with, and carried out under the supervision of, a faculty member. Practicums allow students to gain professional experience; where possible these activities should relate directly to thesis projects and other long-term academic interests. Students must commit to a minimum of 120 hours at an approved work site (internships cannot be done at a student's place of employment) and are also responsible for completing additional academic requirements. Three credits.

### CO 500 Interpersonal Communication

This course is a critical examination of the major theories of interpersonal communication and an exploration of interpersonal communication research in relational and organizational contexts. Student projects will use social science research methods to examine factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and gender roles. Three credits.

### CO 502 Small Group and Team Communication

This course is a study of the communication dimensions and dynamics of small groups, teams, and networks of organizational actors. Coursework and projects focus on interpersonal processes and structures for tasking and relating effectively in organizational settings. The special characteristics of virtual team and technology-enhanced decision-making work are investigated. Three credits.

### CO 522 Communication and Organizational Leadership

This course focuses on the communication behaviors that constitute leadership. Models explore interpersonal influence, power in organizations, leading decision-making teams and task-oriented groups, and developing situational leadership skills. Early and contemporary

research perspectives on leadership are reviewed and critically analyzed. Student projects include case studies and reviews of role-model leaders. Three credits.

### CO 524 Negotiation and Conflict Management: Communication Approaches

This course explores a selection of conflict situations with particular emphasis on organizational and community settings. Theoretical exploration focuses on the nature of conflict, and negotiation and dialogue as communication processes. The course privileges win-win and dialogic approaches and provides experiential learning in simulations in which teams of students negotiate detailed and practicable outcomes for resolving contemporary organizational and societal problems. Three credits.

### CO 526 Consulting and Problem-Solving

This course focuses on the ways communication science may be used to solve organizational problems and accomplish organizational agendas. A survey of organizational issues provides the context for perceiving opportunities and requirements for internal and external consulting. Special attention is devoted to the consultant's role in addressing both the presenting technical problem and the contextual organizational management situation. The course provides experiential learning in which teams of student consultants develop and present proposals responsive to the needs of the client. A comparison of consulting in for-profit and non-profit settings is included. Three credits.

### CO 528 Professional Rhetoric and Presentations

This course focuses on developing and practicing written and oral presentations for professional settings. Coursework includes reviewing strategies and tactics for enhancing interpersonal and social influence through the development of sound reasoning skills, audience analysis techniques, use of source materials, effective extemporaneous delivery, and the appropriate use of technological support within the organizational setting. Additional applications are considered for scholarly, scientific, policy, and public arenas. The course requires the preparation, practice, and critical assessment of several written and oral presentations. Three credits.

### CO 530 Media Theory and Criticism

This course introduces graduate students in Communication to the study of media in the US. It focuses on the major theoretical trajectories that have shaped the field, empirical research that has emerged as canonical, and contemporary critical approaches that inform not just how we study media as scholars, but also how we understand media as consumers. Three credits.

### CO 535 Globalization, Communication, and Culture

Globalization has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This

course is focused on organizational communication in a global economic environment and helps students prepare for cross-cultural management issues, decision-making for multinational organizational effectiveness, and a consideration of global economic and labor issues. Three credits.

### CO 537 New Media Studies

The digital and social media that have emerged in the past decade are reshaping our world in profound ways - this course explores those developments in light of both extended history and the contemporary moment. Through a mix of scholarly and journalistic readings, we will inquire into the ways in which culture, community, and identity are undergoing change alongside marketing, politics, and the "mass" communication industries. Our focus will include a wide variety of new media platforms, practices, and issues drawn from social networking, mobile, and online content, as we cultivate a critical lens on society's increasing digitalization (and its discontents.) Three credits.

### CO 540 Intercultural Communication

This course examines the relationship between communication behavior and cultural factors such as nationality, ethnicity, race, gender, class, sexuality, and religion. We will focus on cross-cultural sense-making, relationships, problem-solving, and organizing with particular application to business, education, and health care encounters. The course reviews the social science research of variations in normative communication behavior, as well as the theoretical approaches to understanding the relationship between worldview/cultural values and preferred communication practices. Examples will be used from a variety of nations, as well as those within the diverse cultural landscape of contemporary United States. Three credits.

### CO 541 International Communication

This course provides an exploration of the geopolitical forces that shape the flows of media messages worldwide, as well as an overview of the economic and regulatory structure of media industries worldwide. It surveys theoretical perspectives that attempt to explain the ways in which different institutional frameworks affect mass communication within and across regional borders. In this sense, the course is designed to offer students opportunities to discover a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students also learn about emerging market and research trends concerning international media. Issues related to free flow of messages, social responsibility, universal access, intellectual commons, participatory communication, developmental communication, and cultural diversity in the global exchange of media messages are addressed through discussion of current, real-life cases, as well as through design and execution of an original research project. Three credits.

**CO 548 Health Communication**

Communicating to people about health has become one of the most active areas of communication research and practice. This course focuses on the theory and practice of communication in health settings. Topics covered include doctor-patient communication, health campaigns, effects of media on health, intercultural issues in health communication and risk communication in relation to health practices. Three credits.

**CO 559 Topics in Communication Research**

This course is taught when a particular faculty member has a compelling proposal for a topic that has been approved by the department. Preference will be given to topics related to contemporary issues or to a current faculty research project. Three credits.

**CO 560/561 Thesis Proposal / Thesis Research**

CO 560 Thesis Proposal and CO 561 Thesis Research operate as independent study experiences under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and thesis should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader for CO 561 Thesis Research would be assigned by the Graduate Program Director. The thesis will be orally presented to the faculty. Three credits each.

**CO 570/571 Project Proposal / Independent Project**

CO 570 Project Proposal and CO 571 Independent Project operate as independent study experiences under the supervision of a faculty advisor and the secondary supervision of one additional faculty reader. Each proposal and thesis should have a total of two readers, the faculty advisor and one additional reader from the Communication Department who has taught the student. At the student's request, a faculty member from another department who has taught the student in a graduate course could serve as a third reader. In unusual circumstances (e.g., a conflict between the faculty advisor and the second reader) a third reader for CO 571 Independent Project would be assigned by the Graduate Program Director. The project will be presented to the faculty and should have some kind of public presentation or impact. Three credits each.

**CO 598 Independent Study**

This course allows students to thoroughly investigate communication concepts, theories, or issues presented in a previously completed graduate communication course. Independent study does not substitute for any other required course(s) in the graduate program and students' investigations must be scholarly in intent. An independent study may be taken only once. (Prerequisites: Graduate Director's approval and a communication faculty member's sponsorship). Three credits per semester (three credit limit).

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# MASTER OF ARTS IN CREATIVE WRITING

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## A Message from the Director

Fairfield's low-residency MFA is a non-traditional Master's program that trains students of all ages and backgrounds who desire to become creative writers. With a highly qualified and supportive faculty, a program that is both rigorous and yet can be adapted to the student's own particular writing needs and interests, workshops, lectures, discussions, and panels that offer both the theory of writing as well as the practical issues of getting published, a setting that is inspirational, and a nurturing writing community - all of this combines to help writers develop their ability as fiction writers, nonfiction writers, poets, or screenwriters.

Our nationally recognized faculty and guest authors have won many awards and honors, including having been chosen for Oprah's Book Club, nominated for the Pen-Faulkner awards, selected as New York Times Notable Book authors, Barnes and Noble Discover Great New Authors, received Guggenheim and National Endowment for the Arts fellowships, won and several times been finalists for the Connecticut Book Award, been selected for the Book-of-the-Month Club, Quality Paperback Book Club, as well as many other honors and awards.

Our workshops, seminars, and lectures are designed to provide the student with both a rigorous theoretical basis for writing as well as a practical, hands-on experience for getting published or becoming editors, publishers, or working in various writing-intensive fields. Our setting, Ender's Island, is also the perfect writer's retreat. Situated on eleven acres off the coast of Connecticut, the island's remoteness forms the ideal setting for peace and quiet, for the introspection needed to write. Finally, for each residency editors and publishers from prestigious New York trade houses, as well as agents from literary agencies will gather for panel discussions to talk about the nuts and bolts of getting published, and to chat individually with students.

Dr. Michael White  
Director of the MFA in Creative Writing



## THE MASTER OF FINE ARTS IN CREATIVE WRITING PROGRAM

### Program Overview

The Master of Fine Arts in Creative writing is a two-year low-residency program of study leading to the Master's degree, with concentrations in fiction or non-fiction writing, or poetry. Students attend two annual ten-day residencies followed by a five-month independent course of study with a single faculty mentor. A total of 60 credits are needed for graduation, including four residencies, two independent study semesters in the craft of the student's choice, a critical thesis, a creative thesis, and a final public lecture and reading by the student.

### Course Descriptions

#### ENW 444 Fiction

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers' work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration. Six credits.

#### ENW 445 Nonfiction

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers' work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration. Six credits.

#### ENW 446 Poetry

The course is an intensive, ten-day program of study. Students must submit two creative pieces to their respective workshop faculty prior to the residency and attend daily workshops. Within the workshops, they must actively participate, both orally and by providing written comments on their peers' work. Students must attend at least six afternoon seminars, lectures, or panel discussions presented by resident faculty and visiting experts. Preparation for each event involves students having completed a required reading list. After the seminar, a student must submit written critiques of what they learned. Finally, all students must attend evening readings by faculty. At the end of the residency, students work out a semester plan with their assigned mentor for the following semester. This plan must be approved and signed by the mentor and submitted to the MFA administration. Six credits.

#### ENW 447 Independent Study: Fiction

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write in one genre of fiction (e.g., the short story, the novel, the historical novel). The student will be required to write a minimum of 100 pages, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of the craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment along with a grade. Nine credits.

#### ENW 448 Independent Study: Nonfiction

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write short personal essays or the memoir. The student will be required to write a minimum of 100 pages, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of the craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment along with a grade. Nine credits.



**ENW 449 Independent Study: Poetry**

This course is a five-month, intensive distance-learning writing program of study developed by both the student and his or her assigned mentor. Under the mentor's guidance, the student will develop a plan to improve his or her ability to write poetry. The student will be required to write a minimum of 20 new poems, spread out over five monthly submissions to the mentor, and the mentor will respond with specific written notes analyzing the work's strengths and weaknesses. In addition, the student will be required to read a minimum of two books per month and to write two essays on some element of poetry craft, totaling ten craft essays during the term. The mentor will provide feedback on all of the student's writing, accentuated by both a mid-term assessment of the student's development and a final assessment. Nine credits.

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# MASTER OF SCIENCE IN MATHEMATICS

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## Message from the Director

Because of its beauty, precision, and usefulness, mathematics has always attracted not only the most profound and theoretical minds, but also pragmatic thinkers who are eager to apply its insights to the problems of the world around us.

Fairfield University's master's degree program in mathematics is designed for students who have a strong undergraduate background in mathematics or a related field. Our program caters to students in many different situations, including, but not limited to, middle- and secondary-school teachers, those seeking to teach in two-year colleges, business professionals whose work is quantitative in nature, students desiring solid preparation for entrance into a doctoral program, and those who are just attracted by the beauty of mathematics.

Full-time Fairfield University faculty members teach in the master's program, bringing a wealth of expertise to the classroom. The breadth of their specialties enriches the program and the options available to students. This benefit translates into an ability to allow our students to design individualized programs of study, in consultation with a faculty advisor, related to their personal goals.

The curriculum features a common core of 12 credits, supplemented by a series of electives that make specialization possible. Because our program caters to working adults, classes generally meet one evening a week during the fall and spring semesters and are available in the summer, as well.

As director of the graduate program in mathematics, I invite you to peruse the course descriptions and faculty credentials that follow and join us in a more focused study within the field I so enjoy.

Dr. Benjamin Fine  
Director of the M.S. in Mathematics



## THE MASTER OF SCIENCE IN MATHEMATICS PROGRAM

### Program Overview

The master of science in mathematics program welcomes students of ability and with a strong undergraduate background in mathematics or a related field, such as computer science, engineering, physics, finance, economics, or certain social sciences.

The M.S. in mathematics requires completion of 30 credits. These include four required courses totaling 12 credits; five electives totaling 15 credits; and a capstone experience of three credits. In consultation with a faculty advisor, each student designs an individualized program of study meeting his or her needs.

### Required Courses

MA 435-436	Algebra and Linear Algebra (a six-credit, two-course sequence)
MA 471-472	Real and Complex Analysis (a six-credit, two-course sequence)

### Elective Courses

The examples that follow illustrate three possible areas in which students might specialize within the M.S. program. In each case, students complete the required courses noted above, in addition to electives such as those listed below. These are suggestions only - a student needs not restrict himself or herself to those courses in a specific category.

#### For Teachers and Prospective Teachers

- Geometry: Euclidean and Non-Euclidean
- Topology
- Foundations and Set Theory
- Use of Technology in the Classroom
- Number Theory

#### For Business-Oriented Professionals

- Probability
- Statistics
- Applied Statistical Methods
- Applied Mathematics and Differential Equations
- Classical Financial Mathematics

#### For Those Interested in Pure Mathematics:

- Geometry
- Topology
- Advanced Abstract Algebra
- Numerical Analysis
- Foundations and Set Theory
- Number Theory

### Certificate in Financial Mathematics

The University also offers a four-course Certificate in Financial Mathematics for those who wish to improve their knowledge of financial markets or to understand the mathematics behind the computer models in the field of finance. The program is designed for mathematically trained professionals and those with a background in finance. Participants acquire additional quantitative and qualitative skills important to advancing careers in investment banking, hedge funds, and financial markets.

The four courses (12 credits) may be applied at a later date to the requirements for a master's degree in mathematics at Fairfield University.

### Course Descriptions

#### MA 451/452 Probability and Statistics

This graduate-level treatment of the theory of probability and mathematical statistics includes probability spaces and finite counting techniques, random variables and distribution functions, density, mass functions, and expectation. The course also examines the standard random variables; multivariate distributions; functions and sums of random variables; limit theorems - weak and strong law of large numbers and the central limit theorem; theory of estimators, maximum likelihood techniques; theory of estimation; hypothesis testing theory - decision analysis; and Bayesian methods. The course also discusses the historical development of probability and statistics, and its place in the mathematical trichotomy - algebra, analysis, and geometry/ topology - and is highly recommended for those wishing to specialize in quantitative analysis. Three credits each course.

#### MA 471/472 Real and Complex Analysis

This required, two-course sequence offers a graduate-level treatment of real and complex analysis, including the completeness of the real numbers; the complex number field and its properties; the topology of Euclidean  $n$ -space and its generalizations to metric and topological spaces; convergence and continuous functions; sequences of functions; general differentiability; the theory of integration and the Lebesgue integral; complex analytic functions and the differences with real functions; the complex integral; and Cauchy's

Theorem and consequences. The course also incorporates an overview of the relationship of real and complex analysis to the undergraduate calculus sequence, and a discussion of the historical development of real and complex analysis. Six credits for the two-course sequence.

**MA 510 Foundations and Set Theory**

The foundations of modern mathematics lie in set theory and logic. This course provides a graduate-level treatment of these areas in the foundation of theoretical mathematics. Three credits.

**MA 531/532 Applied Mathematics I and II**

Modern financial mathematics depends heavily on the theory of differential equations and applied mathematics. Topics in this two-course sequence include: mathematical modeling, ordinary differential equations and their solutions; linear differential equations; linear systems; series methods; transform methods; Laplace transforms; partial differential equations; boundary value problems; Fourier series and Fourier analysis. Six credits for the two-course sequence.

**MA 535 Advanced Abstract Algebra**

A collection of topics in advanced abstract algebra, this course includes field extensions and Galois theory as well as some advanced areas of group theory. Formerly listed as MA 540. Three credits.

**MA 537 Number Theory**

This graduate-level survey of the problems and techniques of number theory includes elementary number theory and introductions to analytic and algebraic number theory. Formerly listed as MA 545. Three credits.

**MA 550 Classical Financial Mathematics**

This course covers the basic mathematics of classical financial investments. It will include the basic formulas for compound interest and effective yields, infinite series and exponential functions, annuities and perpetuities, amortization and sinking funds, time value of money, and bond and stock discounts. Three credits.

**MA 551 Applied Statistical Methods**

This course offers a graduate-level treatment of applied statistical methods used in the physical sciences, social sciences, and business. Students examine basic statistical testing including sampling techniques; the theory of estimation and standard hypothesis testing; regression analysis techniques including multivariate regression and model building; correlation techniques; analysis of variance and factorial designs; chi-squared analysis; and other discrete data techniques. Three credits.

**MA 553 Statistical Forecasting**

This course on statistical forecasting and forecasting techniques includes the study of smoothing methods, multiple regression and model building, and Box-Jenkins ARIMA models. Three credits.

**MA 555 Statistical Consulting**

An introduction to the techniques of statistical consulting, this case-study-driven course focuses on problem evaluation and study design. Three credits.

**MA 565 Use of Technology in the Classroom**

Designed for teachers, this course surveys various computer software mathematics packages suitable for use in the classroom, such as Maple, Mathematica, MATLAB, SKETCHPAD, and ISETL. The course includes a description of the programs and discusses how they can be integrated into a classroom setting. Three credits.

**MA 577 Numerical Analysis**

This course provides a graduate-level treatment of numerical analysis and the numerical solution of mathematical problems and includes an introduction to computer implementation of numerical algorithms. Formerly listed as MA 571. Three credits.

**MA 578 Mathematics of Financial Derivatives**

This course covers the theory of financial derivatives, including an explanation of option pricing theory and investments, the idea of financial derivatives, stochastic differential equations, and the Black-Scholes model. Three credits.

**MA 583 Geometry**

This course offers a graduate-level treatment of Euclidean and non-Euclidean geometry and is highly recommended for teachers. Formerly listed as MA 520. Three credits.

**MA 585 Topology**

This course provides an introductory, graduate-level treatment of point-set and algebraic topology and topological methods. Formerly listed as MA 525. Three credits.

**MA 590 Capstone Project**

By arrangement with a faculty mentor, students may choose to work on a project or thesis independently to fulfill the capstone requirement. The details and format of the project are designed by the student and mentor. Three credits.

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Assistant Dean

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Michael Pagano  
Director of Graduate Studies, Communication

Michael C. White  
Director of Creative Writing

Benjamin Fine  
Director of the M.S. in Mathematics

## GRADUATE FACULTY

### MA in American Studies Faculty

Professors in the program are full-time members of the University's faculty, representing nine departments and programs within the College of Arts and Sciences.

Gwendolyn Alphonso  
Assistant Professor of Politics  
B.A.L.L.B. National Law School of India  
B.C.L. Oxford University, Lincoln College  
J.S.D., Cornell University Law School  
Ph.D., Cornell University

Peter Bayers  
Associate Professor of English  
B.A., Villanova University  
M.A., New York University  
Ph.D., University of Rhode Island

Cecelia F. Bucki  
Professor of History  
B.A., University of Connecticut  
M.A., Ph.D., University of Pittsburgh

Mary Ann Carolan  
Associate Professor of Modern Languages and Literatures  
Director of Italian Studies  
B.S., Dartmouth College  
M.A., M.Phil., Ph.D., Yale University

Ralph M. Coury  
Professor of History, Emeritus  
B.A. Hamilton College  
M.A., Ph.D. Princeton University

Robbin Crabtree  
Dean, College of Arts and Sciences  
Professor of Communication  
B.A., University of California, Santa Barbara  
M.A., Ph.D., University of Minnesota

Edward M. Dew  
Professor of Politics, Emeritus  
B.A., Pomona College  
M.A., George Washington University  
M.A., Yale University  
Ph.D., University of California at Los Angeles

King J. Dykeman  
Associate Professor of Philosophy  
A.B., Creighton University  
M.A., Ph.D., University of Chicago

Philip I. Eliasoph  
Professor of Visual and Performing Arts  
A.B., Adelphi University  
M.A., Ph.D., State University of New York at Binghamton

Johanna X.K. Garvey  
Associate Professor of English  
B.A., Pomona College  
M.A., Ph.D., University of California at Berkeley

Donald W. Greenberg  
Associate Professor of Politics  
A.B., Alfred University  
Ph.D., City University of New York

Orin L. Grossman  
Professor of Visual and Performing Arts, Emeritus  
A.B., Harvard University  
M.Phil., Ph.D., Yale University

Anna Lawrence  
Assistant Professor of History  
B.A., Carleton College  
M.A., Ph.D., University of Michigan

Martha S. LoMonaco  
Director, M.A. in American Studies  
Professor of Visual and Performing Arts  
B.A., Boston College  
M.A., Tufts University  
Ph.D., New York University

Sharlene McEvoy  
Professor of Business Law  
B.A., Albertus Magnus College  
M.A., Trinity College  
J.D., University of Connecticut  
Ph.D., University of California at Los Angeles

David W. McFadden  
Professor of History  
B.A., University of Denver  
M.A., Ph.D., University of California at Berkeley

Leo F. O'Connor  
Professor of American Studies  
B.S., St. Peter's College  
M.A., Ph.D., New York University

Sally O'Driscoll  
Associate Professor of English  
B.A., Queens College, City University of New York  
M.A., M.Phil., Ph.D., City University of New York

Elizabeth Petrino  
Associate Professor of English  
B.A., State University of New York at Buffalo  
M.A., Ph.D., Cornell University

Nicholas M. Rinaldi  
Professor of English, Emeritus  
A.B., Shrub Oak College  
M.A., Ph.D., Fordham University

Rose P. Rodrigues  
Assistant Professor of Sociology and Anthropology  
B.A., Southern Illinois University  
Ph.D., New School for Social Research

Kurt C. Schlichting  
Professor of Sociology  
A.B., Fairfield University  
M.A., Ph.D., New York University

Brian Torff  
Professor of Visual and Performing Arts  
B.E.S., MS, University of Bridgeport  
C.A.S., Fairfield University

Ellen M. Umansky  
Carl and Dorothy Bennett Professor of Judaic Studies  
B.A., Wellesley College  
M.A., Yale University  
M.Phil., Ph.D., Columbia University

Michael C. White  
Professor of English  
B.A., University of Connecticut  
Ph.D., University of Denver

### MA in Communication Faculty

Professors in the program are full-time Communication Department faculty in the College of Arts & Sciences.

Colleen Arendt  
Assistant Professor of Communication  
B.A., Saint Norbert College  
M.A. & Ph.D., Purdue University

Robbin Crabtree  
Dean, College of Arts and Sciences  
Professor of Communication  
B.A., University of California, Santa Barbara  
M.A. & Ph.D., University of Minnesota

Gisela Gil-Egui  
Associate Professor of Communication  
B.A., Universidad Central de Venezuela  
M.A. & Ph.D., Temple University

David Gudelunas, Chair  
Associate Professor of Communication  
B.A., University of San Francisco  
M.A. & Ph.D., University of Pennsylvania

Michael Pagano  
Director of Graduate Studies  
Associate Professor of Communication  
B.A., B.S., M.A., & Ph.D., University of Oklahoma

M. Sallyanne Ryan  
Assistant Professor of Communication  
B.A., University of Connecticut  
M.A. & Ph.D., University of Massachusetts, Amherst

Michael Serazio  
Assistant Professor of Communication  
B.A., University of San Francisco  
M.S., Columbia University  
M.A. & Ph.D., University of Pennsylvania

Margaret Wills  
Associate Professor of Communication  
B.S. & M.A., University of Delaware  
Ph.D., Pennsylvania State University

Qin Zhang  
Associate Professor of Communication  
B.A. & M.A., Central China Normal University  
Ph.D., University of New Mexico

### MFA in Creative Writing Faculty

Professors in the program are both award-winning authors and teachers.

Rachel Basch  
Lecturer of Creative Writing  
B.A., Wesleyan University  
M.A., New York University

Lary Bloom  
Lecturer of Creative Writing  
B.A., Ohio University

Da Chen  
Lecturer of Creative Writing  
B.A., Beijing Language University  
J.D., Columbia University

Alan Davis  
Lecturer of Creative Writing  
B.A., M.A., University of South Western Louisiana  
Ph.D., University of Denver

Carol Ann Davis  
Lecturer of Creative Writing  
B.A., Vassar College  
M.F.A., University of Massachusetts, Amherst

Marita Golden  
Lecturer of Creative Writing  
B.A., American University  
M.S., Columbia University School of Journalism  
Ph.D., University of Richmond

Nalini Jones  
Lecturer of Creative Writing  
B.A., Amherst College  
M.F.A., Columbia University

Eugenia Kim  
Lecturer of Creative Writing  
B.A., University of Maryland  
M.F.A., Bennington College

Kim Dana Kupperman  
Lecturer of Creative Writing  
B.A., University of Maine, Machias  
M.F.A., University of Southern Maine

Suzanne Matson  
Lecturer of Creative Writing  
B.A., Portland State University  
M.A., Ph.D., University of Washington

Pete N. Nelson  
Lecturer of Creative Writing  
B.A., St. Olaf College  
M.F.A., University of Iowa

Karen Osborn  
Lecturer of Creative Writing  
B.A., Hollins College  
M.F.A., University of Arkansas

William Patrick  
Lecturer of Creative Writing  
B.A., University of Pennsylvania  
M.A., Syracuse University

Leila Philip  
Lecturer of Creative Writing  
B.A., Princeton University  
M.F.A., Columbia University

Hollis Seamon  
Lecturer of Creative Writing  
B.A., Bard College  
M.A., College of St. Rose  
Ph.D., University at Albany

Michael C. White  
Director of Creative Writing  
Professor of English  
B.A., University of Connecticut  
Ph.D., University of Denver

Baron Wormser  
Lecturer of Creative Writing  
B.A., Johns Hopkins University  
M.A., University of California, Irvine  
M.L.S., University of Maine

### MS in Mathematics Faculty

Professors in the program are full-time faculty of the College of Arts and Sciences. The director is Benjamin Fine, an author, researcher, and consultant who specializes in statistical analysis and abstract algebra. The Mathematics and Computer Science Department includes faculty who have excellent credentials and are active in many areas of research.

Christopher Bernhardt  
Professor of Mathematics  
B.A., M.Sc., Ph.D., University of Warwick, U.K.

Matthew Coleman  
Professor of Mathematics  
B.A., LaSalle College  
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Mark Demers  
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B.A., Amherst College  
M.A., Ph.D., New York University

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A.B., College of the Holy Cross  
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Benjamin Fine  
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B.S., Brooklyn College  
M.S., Ph.D., New York University

Laura McSweeney  
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M.S., Ph.D., University of Illinois at Chicago

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Ph.D., University of California at Berkeley

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