

College of Arts and Sciences Graduate Programs

Master of Arts in American Studies

Master of Arts in Communication

Master of Arts in Liberal Studies

Master of Fine Arts in Creative Writing

Master of Science in Mathematics

Master of Public Administration

2013-14

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2013-14 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 2013

July 8	Registration begins for all Graduate programs for Fall, 2013 Applications for degree are due for August 30th graduation
Aug. 1	Last day for students to sign up for Fall 2013 monthly payment plan
Aug. 5	Last day for online registration for Fall 2013
Sept. 2	Labor Day - University holiday
Sept. 3	Classes begin for all graduate programs
Oct. 11	Deadline for Summer, 2013 and Spring, 2013 make up of Incompletes
Oct. 14	Columbus Day - University holiday (School of Engineering has graduate classes)
Oct. 18	Last day to withdraw from Fall course
Nov. 27 - Dec. 1	Thanksgiving Recess
Dec. 2	Classes resume for all schools Applications for degree are due for January 30th graduation Registration begins for all Graduate Studies Programs for Spring, 2014
Dec. 20	Last day of classes/exams for all graduate programs Last day for students to sign up for Spring 2014 monthly payment plan

Winter 2014 Intersession

Jan. 2 - Jan. 14	Winter Intersession - Dolan School of Business
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Spring 2014

Jan. 2	Last day for online registration for Spring 2014
Jan. 16	Classes begin for all schools
Jan. 20	Martin Luther King, Jr. Day - University Holiday
Feb. 17	President's Day - University holiday (School of Engineering has graduate classes)
March 7	Last day to withdraw from Spring course
March 24 - March 28	Spring Recess
March 31	Classes resume
April 1	Registration begins for all Graduate programs for Summer, 2014 Applications for degree are due for May graduation - all schools
April 17 - April 20	Easter Recess all Graduate programs
April 21	Classes resume
May 9	Last day of classes/exams for all graduate programs
May 17	Baccalaureate Mass
May 18	64th Commencement Graduate Ceremony - 3 p.m.

Summer 2014

May 19 - May 30	Graduate Business Summer Session I
May 19 - Aug. 8	Engineering Summer Session
June 2 - June 27	Graduate Business Summer Session II
June 30 - Aug. 1	Graduate Business Summer Session III (July 4 Holiday)
July 7	Registration begins for all Graduate Programs for Fall, 2014 Applications for Degree are due for August 30th graduation (all schools)
Aug. 4 - Aug. 23	Graduate Business Summer Session IV

A Message from the President

Dear Student,

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

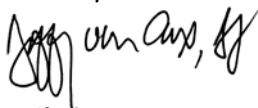
As a student at Fairfield you will learn from our first-class faculty, who are leaders in their fields, with a strong personal commitment to the education of men and women who share their passion for making a difference in the world.

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 graduate education at Fairfield University.

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 nearly 500-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 3,400 undergraduate students, 1,200 graduate students, and more than 400 students enrolled for degree completion programs, as well as personal and professional enrichment courses and certificates.

Fairfield offers over 40 undergraduate majors, 17 interdisciplinary minors, and 41 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, Nursing, and Graduate School of Education and Allied Professions. 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.

Since 1993, 63 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's commitment to the God-given dignity of the human person requires that we create an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect 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 common good that is rooted in genuine human solidarity.

Fairfield University defines diversity in the broadest sense, reflecting its commitment to creating a more inclusive community that is reflective of the richly diverse global community of which we are part. Diversity encompasses not only racial, ethnic, and religious diversity, but also diversity of socioeconomic contexts, cultural perspectives, national origins, sexual orientation, gender identity, age, physical ability, and educational backgrounds.

Campus Resources & Services

Student Handbook

For information about the Office of Graduate Student Life, parking regulations and stickers, the StagCard, Quick RecPlex, and campus resources and student services, please see the Student Handbook at www.fairfield.edu/studenthandbook and the Graduate Student Reference Guide at www.fairfield.edu/gradstudentlife.

DiMenna-Nyselius Library

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 Windows-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, scanners, microform readers and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 365,000 bound volumes, 376,000 e-books, 515 print journal and newspaper subscriptions, electronic access to 60,000 full-text journal and newspaper titles, and 15,000 audiovisual items. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using the research portal, Summon Discovery system. Library resources are accessible from any desktop on or off campus at <http://www.fairfield.edu/library/>. From this site, students use their NetID and password 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 and the Writing Center are both housed on the lower level. The IT Help Desk is on the main 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.

Rudolph F. Bannow Science Center

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

Early Learning Center

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 (when the campus is open) 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. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

The Writing Center

The Writing Center is located on the lower level of the DiMenna-Nyselius Library and offers writing assistance and resources to all students. Tutors work with students on any writing project and at any stage of the project's development. For more information or to schedule an appointment, please visit www.fairfield.edu/writingcenter.

Aloysius P. Kelley, S.J. Center

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

Computing Services

Fairfield University high-speed fiber-optic cable connectivity, with transmission speeds of up to 1 gigabit-per-second. This technology connects our classrooms, residence halls, and offices, providing fast and reliable access to the online library catalogue, email, various databases, and other electronic resources.

Students, staff, and faculty have access to 12 computer labs located throughout campus. These labs are supported by knowledgeable lab assistants, and are open 14 hours a day for both walk-in and classroom use. Each computer lab offers hardware and software for Windows and Macintosh environments. Every dormitory room has access to wired/wireless internet, cable television, and a phone/voicemail connection. Students are issued individual NetID accounts, and are given access to our secure portal my.Fairfield. Here, students are able to check their e-mail, grades, register for courses, review their academic and financial records, and access campus-wide announcements.

Information Technology Services (ITS)

Located within the DiMenna-Nyselius Library, the ITS Help Desk is open Monday through Friday from 8:30 a.m. to 7:00 p.m. and can be reached by phone at (203) 254-4069 or by email at its@fairfield.edu. The ITS offices are located on the first and second floors of Dolan Commons. The ITS team manages all technology services on campus including academic computing, administrative computing, network services, project management, training, and support services.

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 **Bellarmino Museum of Art** is located in Bellarmino 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.

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 access to my.Fairfield.

- 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.

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. If your name is John Smith, and your NetID is john.smith, then your e-mail address is john.smith@student.fairfield.edu.

my.Fairfield (<http://my.Fairfield.edu>)

All graduate students are issued individual accounts for my.Fairfield, 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 "Update Cell Phone Number" link under Student tab, Personal Information link, and follow the prompts.

Students can log in to my.Fairfield 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 my.Fairfield call the help desk at (203) 254-4069 or e-mail helpdesk@fairfield.edu.

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>

- B.S. Computer Engineering Program
- B.S. Electrical Engineering program
- B.S. Mechanical Engineering program
- B.S. Software Engineering Program

American Chemical Society

- (College of Arts and Sciences)
- B.S. in Chemistry

Commission on Accreditation of Marriage and Family Therapy Education

- (Graduate School of Education and Allied Professions, GSEAP)
- Marriage and Family Therapy program

Connecticut State Office of Higher Education

- (GSEAP)

Council for Accreditation of Counseling and Related Educational Programs

- (GSEAP)
- Counselor Education programs

Commission on Collegiate Nursing Education

- (School of Nursing)
- Undergraduate Nursing programs
- Master's Nursing programs
- Doctoral programs

National Council for the Accreditation of Teacher Educators (NCATE)

- Elementary Education
- Secondary Education
- School Counseling
- School Library Media Specialist
- School Psychology
- Special Education
- TESOL/Bilingual 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

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.

Compliance Statements and Notifications

For information about student rights under the Family Education Rights and Privacy Act (FERPA), the Non-Discrimination Statement, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, please see the Student Handbook at www.fairfield.edu/studenthandbook.

College of Arts and Sciences

Master of Arts in American Studies

Master of Arts in Communication

Master of Arts in Liberal Studies

Master of Fine Arts in Creative Writing

Master of Science in Mathematics

Master of Public Administration

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 six distinct programs that lead to the Masters degree: American Studies (M.A.), Communication (M.A.), Liberal Studies (M.A.), Creative Writing (MFA), Mathematics (M.S.), and Public Administration (MPA). 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

The 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 nearly 160 full-time faculty members. The College offers 23 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 undergraduate and 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.

Six graduate degrees - the master of arts in American Studies, established in 1997, the master of science in Mathematics, established in 2000, the master of arts in Communication and the master of fine arts in Creative Writing created in 2008, master of arts in Liberal Studies in 2013, master of Public Administration (MPA) in 2013 - 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 M.A. in Liberal Studies is designed for those with a passion for learning about the connections that exist between academic disciplines and in our world while developing in students critical thinking and writing skills as well as expanding perspectives. 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 MPA emphasizes theory, research, and application to advance careers in state and city government, nonprofit organizations, health care management and private research. The College's graduate programs each feature small, seminar-style courses, taught by full-time Fairfield faculty members.

Graduate Admission

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:

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

MFA Applicants must also submit:

- Sample Writing Portfolio

Applications for all programs are accepted on a rolling basis.

Mandatory Immunizations

Connecticut State law requires each full-time or matriculated student to provide proof of immunity or screening against measles, mumps, rubella, varicella (chicken pox), meningitis and tuberculosis. Certain exemptions based on age and housing status apply. Matriculating students are defined as those enrolled in a degree seeking program. More detailed information and the required downloadable forms are available online at http://www.fairfield.edu/student/health_immunization.html. Completed forms should be submitted directly to the Student Health Center. Although this is not required to complete an application, you must provide proof of immunity/screening prior to course registration. Please consult your private health care provider to obtain the necessary immunizations. Questions may be directed to the Student Health Center: (203) 254-4000 ext. 2241 or e-mail Health@fairfield.edu.

International Students

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) 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 computer-based, 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 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 Disability Support Services
Fairfield University
1073 North Benson Road
Fairfield, CT 06824-5195

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	\$35
Tuition per credit (American Studies, Communication, Liberal Studies, Mathematics)	\$675
Tuition per credit (Master of Public Administration)	\$750
Tuition per semester (Master of Fine Arts in Creative Writing)	\$7,950
Residency per semester (Master of Fine Arts in Creative Writing)	\$975
Computer lab fee	\$45
Audit fee (per course)	\$1012.50
Commencement fee (required of all degree recipients)	\$150
Transcript	\$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 for Summer sessions and Intersession. For the Fall and Spring semesters, it must be received by the initial due date. 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. 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. Initially, the student pays one-third of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in two 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 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 by the due date.

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. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference by the due date 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.

Official Withdrawal Date	Refund % of Charge
7 days before first scheduled class	100 percent
6 days or less before first scheduled class	80 percent
Before second scheduled class	60 percent
Before third scheduled class	40 percent
Before fourth scheduled class	20 percent
After fourth scheduled class	0 percent

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. Graduate assistantship information can be found online at 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 graduate or withdrawal before loan payments begin.

How to Apply

Step One:

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

Step Three:

Financial Aid administrators at Fairfield University will process your loan when your file is finalized, entrance counseling 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. It 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 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: 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 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. The University Registrar's office will complete and submit the required certification form for all VA benefits.

Consumer Information

Fairfield now offers Gainful Employment Disclosures for certificate programs as required. This information can be found at http://www.fairfield.edu/about/about_gainful_employ.html.

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' freedom of expression extends to their ability to express their opinions in writing or through electronic means, and to distribute and post materials expressing their opinions. Any restrictions should be designed only to ensure the orderly use of space and facilities, to provide reasonable restrictions on commercial messages, to comply with applicable fire, health or safety codes, to comply with the University's Non-Discrimination and Harassment Policy, or to comply with state or federal law.

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 Catalog 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. Such integrity is fundamental to, and an inherent part of, a Jesuit education, in which teaching and learning are based on mutual respect. 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. 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 student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. Students who work full time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

Academic Standards

Students 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.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. 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.

Independent Study

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

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the M.A. and M.S. programs within five years after beginning their course work. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees

All students must file an application for the doctoral and master's degrees in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate 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). Students 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 students must successfully complete all requirements for the degree in order to participate in commencement.

Disruption of Academic Progress

Academic Probation/Dismissal

A student 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 student may be dismissed. Any student who receives two course grades below 2.67 or B- will 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. Withdrawal after the posted deadline will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

Readmission

If a student has been inactive for three terms or longer, students must submit a written update to the dean for reinstatement. Depending on the individual circumstances it may be necessary to complete a full application for admission. A review of past work will determine the terms of readmission.

All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Grading System

Grades; Academic Average

The work of each student 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	Withrew without penalty

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 is issued when, due to an emergency situation such as a documented illness, a student arranges with the course instructor to complete some of the course requirements after the term ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any requests to extend the 30-day time period for completing an Incomplete require approval by the appropriate Dean. Any incomplete grade still outstanding after the 30-day extension will become an F and the candidate may be excluded from the program. Due to contractual and insurance limitations, an Incomplete will not be granted for practicum courses.

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 (my.Fairfield) 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. This procedure is concerned solely with academic grievances. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for those for which other structures within the university serve as an agency for resolution.

Academic grievances relate to procedural appeals, academic dishonesty appeals, or quality of work appeals.

Procedural appeals are defined as those seeking a remedy in which no issue of the quality of a student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

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

Quality of work appeals are defined as those seeking a remedy, following the completion of a course, because the evaluation of the quality of a student's coursework is alleged to be prejudiced or capricious.

Time Limits

The procedure herein defined must be initiated by the end of the subsequent fall or spring semester after the event that is the subject of the grievance. If the grievance moves forward, all subsequent steps of the informal process must be completed and the formal process must be initiated before the end of the second semester subsequent to 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. 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 with the chair or program director, bringing written documentation of the process to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she or he 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. After conversation with the instructor of record and the department chair/program director, the dean will inform the student whether or not the grade shall be changed by the instructor of record. If the student is dissatisfied with the outcome, the dean will inform the student of the right to initiate formal review procedures.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following the informal procedures above, she or he initiates the formal review procedure by making a written request for a formal hearing through the dean to the Senior Vice President for Academic Affairs (SVPAA). 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 SVPAA determines whether the grievance merits further attention. If not, the student is so informed. If, however, the grievance does merit further attention, the SVPAA determines whether it is a procedural appeal, an academic dishonesty appeal, or a quality of work appeal.

For procedural appeals and academic dishonesty appeals, the SVPAA will convene a Grievance Committee according to the process described below, providing the committee with the written documentation resulting from the previous steps in the appeal process.

For quality of work appeals, the SVPAA will request that the chair of the department through which the course is taught, or if the chair is the subject of the grievance a senior member of the department, assemble an ad hoc committee of three department/program members to review the appeal, providing the committee with the written documentation resulting from the previous steps in the appeal process.

Step three: For procedural appeals and academic dishonesty 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 quality of work appeals, the department committee shall make itself available to meet and discuss the appeal with the student, and shall discuss the appeal with the instructor of record for the course. If the final consensus of the department committee is that the academic evaluation that led to the course grade was neither prejudiced nor capricious, the appeals process ends here.

Step four: For procedural appeals and academic dishonesty appeals, the recommendation from the Grievance Committee is forwarded to the SVPAA in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation. Should the Grievance Committee conclude that a change of grade is warranted, the two faculty members on the Grievance Committee will recommend an appropriate grade. In case of disagreement between the two faculty members, the dean chairing the Grievance Committee will decide which of the two recommended grades to accept. The recommended grade change shall be included in the report.

For quality of work appeals, if the final consensus of the department committee is that the academic evaluation that led to the course grade was prejudiced or capricious, the department committee will recommend an alternative course grade. If the instructor of record agrees to change the grade to that recommended by the committee, the appeals process ends here. If the instructor of record declines to change the grade, the department committee shall prepare a written report, including the department committee's recommended grade. The report will be forwarded to the SVPAA and the instructor of record, who may send the SVPAA a written response to the report.

Step five: For procedural appeals and academic dishonesty appeals, the SVPAA renders a final and binding judgment, notifying all involved parties. If such an appeal involves a dispute over a course grade given by a faculty member, the SVPAA is the only university official empowered to change that grade, and then only to the grade recommended by the Grievance Committee.

For quality of work appeals, if the SVPAA agrees with the department committee that the academic evaluation that led to the course grade was prejudiced or capricious, she or he is authorized to change the course grade to the grade recommended in the department committee's report.

Structure of the Grievance Committee

The structure of the Grievance Committee will be as follows:

- Two faculty members to be selected from the Student Academic Grievance Board. The faculty member against whom the grievance has been directed will propose four names from that panel, the student will strike two of those names, and the two remaining faculty members will serve.
- Two students to be selected from a standing pool of eight students elected by the student government. The student filing the grievance will propose four names from that panel, the faculty member will strike two of those names, and the two remaining students will serve.

In the event that any faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel will serve as an alternate.

The Grievance Committee will be chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the SVPAA. The dean so selected will have no vote except in the event of a tie, and will be responsible for overseeing the selection of the Grievance Committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.

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 grievance committee promptly and forthrightly adjudicates the issues.
- The full text of the findings and conclusions of the grievance 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.
- In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the grievance committee as to possible action in the case.
- At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Grievance Process Complaints

Fairfield University endeavors to resolve all grievances, complaints and disputes in a timely and fair manner. In the event a student believes a complaint remains unresolved after the conclusion of Fairfield University's grievance and/or dispute resolution processes (including all appeals), the student may request that the complaint be reviewed by the State of Connecticut Office of Higher Education. The Office of Higher Education is responsible for quality review of independent colleges and will investigate complaints concerning matters within its statutory authority. For more information or to file a complaint, contact the Office of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326; (800)842-0229; www.ctohe.org/studentcomplaints.shtml Fairfield University is accredited by the New England Association of Schools and Colleges (NEASC). Students may contact NEASC at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, 855-886-3272. <http://cihe.neasc.org/>

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.

Master of Arts in American Studies

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 representing nine departments and programs including Black Studies, English, History, Philosophy, Politics, Sociology, Religious Studies, Women, Gender, and Sexuality 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. The program offers courses and opportunities for independent research in six interdisciplinary thematic areas: expression and imagination; power, politics and institutions; gender and American society; race, ethnicity and immigration; values and ethics in American culture; America and the world. America is a culture of cultures, and our offerings are inclusive and respectful of the enormous diversity in the American people and their experience.

In April 2013, we inaugurated our first Celebrating American Studies conference on campus. This full-day conference featured twelve papers, chosen by competitive proposals, seven representing the work of current graduate students and two from recent graduates of the program. The diversity and dynamism of the topics included: "The Impact of Nostalgia on American Entertainment," "A Roman Catholic *Congregationalist* Church?: Catholicism, Nativism & Church Property in Ante-Bellum Connecticut," "The Effectiveness of Celebrity Endorsements in Political Campaigns," and " *50 Shades of Grey* within Third Wave Feminism and Chick Lit." The keynote speaker was Professor Matthew Jacobson, the William Robertson Coe Professor of American Studies and History at Yale University, who presented an illustrated lecture "From the Black Panthers and Nixon to Obama and the Tea Party: Interpreting the 'Post' of 'Post-Civil Rights'." The day concluded with a performance of the jazz/rock group, *The Phantom Pluckers*, featuring Music Professor Brian Torff and current grad student, Jamie Debicella. The conference was a resounding success and will become an annual event. There are also special programs offered throughout the year including film series, concerts, and theatre performances, all designed to supplement and enhance classroom experiences.

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 as we grapple with the complexities of our nation's cultural, intellectual, economic, religious, artistic, social, literary, and political traditions, past, present, and future.

Dr. Martha S. LoMonaco

Director of the M.A. in American Studies

Master of Arts in American Studies Overview

The master of arts degree in American Studies requires 33 credits. These include two required courses totaling six credits, eight electives totaling 24 credits, and a required Graduate 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

Two 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

Elective Courses

In consultation with their faculty advisors, students select eight courses to create an individualized program of study, choosing from 400-level graduate electives listed below and selected 300-level advanced undergraduate courses that broaden the scope of the offerings. Recent 300-level courses have included EN 332, American Romanticism; EN 374, The Woman Question: Early Feminism & 19th-Century Transatlantic Literature; EN 377, Urban Texts & Contexts: New York City; and HI 338, The Long Black Freedom Struggle. Descriptions of these courses can be found in the undergraduate course catalog. Students must produce graduate level work in advanced 300-level courses, which may include additional or modified assignments in consultation with instructors.

Graduate Project:

With the guidance of a faculty mentor, the student undertakes a major research project focused on an approved American Studies topic. The faculty mentor and student will choose a second faculty reader from another discipline within the American Studies Program. At the outset, the student will register for AS 404 with the faculty mentor and will provide a proposal and preliminary bibliography. The project carries three credits and usually is completed over the course of one semester.

There are three types of graduate projects:

- Thesis. The student may choose to write a traditional thesis, which is a substantive paper embodying original research. The scope and length of the thesis will be determined in concert with faculty mentors.
- Curriculum Development. For graduate students who are teachers or plan to pursue a career in teaching, this project involves developing a detailed American Studies course curriculum.
- Artistic. The student may choose to complete a project by creating original art, music, theatre, film, fiction, photography, or other artistic work. A project of this nature will usually require an accompanying essay and/or literature review.

The Graduate Program Director must approve all projects prior to their inception. The Director also will provide students with detailed guidelines for completing the project and may assist in determining appropriate faculty mentors, if desired by the student.

Graduate 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 404 Graduate Project

The culminating component of the M.A. program is the Graduate Project. See general information above; specific guidelines are distributed by the Graduate Program Director. 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 452 Art and Entertainment in America: 1950 to the Present

This course will consider the proliferation of arts and entertainments post-World War II, when American culture, arguably, came into its own. The visual and performing arts developed a uniquely American voice and vision during the second half of the 20th century that was no longer imitative of European models. We shall examine those developments in theatre, dance, music, poetry, and the visual arts, noting particularly the cross-fertilization among these traditional art forms that produced often highly unusual, even "edgy" forms of art. At the same time, we'll consider the proliferation of live and mediated popular entertainments such as television, Top-40 radio, film, theme parks and themed environments (Disneyland and Las Vegas are two prime examples), and all the digitized and internet varieties of entertainment (YouTube, computer games, virtual realities, et. al.) and assess how all of these coalesce—or don't—into American culture. Ultimately, how are art and entertainment both a reflection and interrogation of the prevalent culture and what can they tell us about the intellectual, political, and economic forces that shape American society? Three credits.

AS 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.

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 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.

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, Peckinpagh, 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'Keeffe, 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.

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 449 Historical Cultural Geography

This seminar will teach students various aspects of researching and constructing a historical geographical study, using one community's land records, tax records, genealogical records, and maritime records. The course will include lab work, training in computer techniques, including geographic information science (GIS) technology, which will provide students with a usable skill that is applicable to many professional careers. The case study will change each time the course is offered. Most recently, it was "Little Liberia," an early Free Black community in the South End of Bridgeport in the 1820s and 1830s and the site of the Freeman Houses, built in 1848 and listed in the National Historic Register. 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 459 Who Built America? Working People in American 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.

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 sciecco 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.

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.

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 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.

Master of Arts in Communication

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 the M.A. in Communication

Master of Arts in Communication Overview

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, CO 598, and/or one Internship course, CO 498. Students design their curriculum in consultation with the Director of Graduate Studies.

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

Graduate 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 inter-national 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 (three credit limit).

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 547 Healthcare Organizational Communication

This course examines the processes and complexities of modern healthcare organizations (hospitals, nursing homes, insurers, associations, pharmaceutical and medical device manufacturers, nonprofits, marketing, advertising, and PR firms, provider education institutions, etc.). The primary purpose of this course is to provide an understanding of how communication within, to, and from healthcare organizations impacts the company, its employees, stakeholders, customers, federal and local governments, and U.S. healthcare delivery. This course will evaluate and explore the multidimensional processes utilized by healthcare organizations and how communication is critical to their successes or failures & to the health and well being of their customers. 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).

Master of Arts in Liberal Studies

Message from the Director

What *can't* you do with a Master of Arts in Liberal Studies (MLS) degree?

At the beginning of his *Rules for the Direction of the Mind*, René Descartes argued that it is a mistake to think that the best way to search for truth and to improve the mind is to specialize and focus only on one discipline without regard for the others. Descartes argued that quite the opposite is true - since all the disciplines are intimately connected together we should study them together rather than separating them one from another.

Arguably this worked pretty successfully for Descartes, who came to be known as the father of both analytical geometry and modern philosophy (he also did amazing research in physics too - for example his work on the laws of inertia and refraction). Over the course of time, however, we seem to have become more and more compartmentalized in our knowledge. Of course, it is easy to say that there is just so much more to know today that there is no way to advance knowledge without specialization within narrow boundaries, but how do we know unless we put it to the test?

Unlike typical graduate degree programs, which seem to be about limiting your field of study and narrowing your focus, Fairfield University's MLS program is designed to help you breakdown the tendency toward mental compartmentalization, to expand your focus, and to take your inquiry beyond ordinary disciplinary boundaries.

The MLS is not a professional degree, so there is no single target career at the end of your study. None the less, our broad interdisciplinary liberal studies curriculum with its focus on developing your critical and creative thinking and writing skills will make a wide range of opportunities available to you. People who have earned Master's degrees in Liberal Studies have gone on to have careers in business, education, the arts, journalism, politics, writing, and publishing - to name just a few.

What exciting path will you blaze with your Fairfield University M.A. in Liberal Studies degree? I can't wait to find out!

Dr. Steven M. Bayne

Director of the M.A. in Liberal Studies

Master of Arts in Liberal Studies Overview

The MLS is a 33 credit program designed to provide students with a transformative experience through a broad interdisciplinary liberal studies curriculum. The program is intended to prepare graduates to be successful professionals, scholars, and life-long learners - to this end, the curriculum focuses on developing critical thinking and writing skills, expanding cultural perspectives, promoting integrative learning, and fostering independent and original research.

- An accredited baccalaureate degree is a prerequisite for matriculation.
- Qualified students with a baccalaureate degree may take up to three courses before matriculating into the MLS program.
- Students are subject to the academic policies and general regulations in the College of Arts and Sciences Graduate Programs Catalog.

Program Goals:

- Students will develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.
- Students will develop a critical understanding of the self and its relation to society and the world.
- Students will develop a critical understanding of their own commitments regarding ethics and aesthetics.

Student Learning Outcomes:

- Students will demonstrate proficiency in critical thinking.
- Students will write accomplished academic prose.
- Students will produce an original master's thesis or project that considers or transcends disciplinary boundaries.

Required Courses:

LBST 401: *Self, Society, World* :

- This is the team-taught foundational course and is required of all MLS students.
- MLS students are required to take this course the first time it is offered after their matriculation into the program.
- Normally, this course will be offered annually in Fall.

LBST 599: *Capstone in Liberal Studies*

Prerequisites for this course are

- Completion of LBST 401, and
- Submission and approval of a capstone project prospectus by the MLS Steering Committee.

The Capstone in Liberal Studies is to be taken in the final semester of study. This course will be offered as a seminar.

Electives:

Students will then be required to take nine three credit elective courses. These courses will be selected from:

- Those designed specifically for the MLS program (see below for list of courses),
- Those that are cross-listed from other CAS graduate programs (see MLS website for current semester's cross-listed courses: http://www.fairfield.edu/cas/mls_courses.html),
- Up to two electives may, with approval of the Director and Dean, be 300 level courses (extra work will be required), or independent studies courses. These courses may not be from the same discipline, or be taught by the same instructor.
- Up to six credits may, with approval of the Director and Dean, be transferred from other universities.

Elective Courses:

(*Some courses are currently under development.*)

LBST 501: *Cold War Anglo Masculinity* LBST 502: *The Frontier in American Literature* LBST 503: *Native American Literature and Philosophy* LBST 504: *Kant's Transcendental Idealism and the American Transcendentalists* LBST 505: *David Hume and Jane Austen: Understanding, Passion, and Morality* (anticipated summer travel course Summer 2015)

LBST 506: *The Morality of Politics* (anticipated Fall 2016)

LBST 507: *Philosophical Perspectives on Women in Classical Literature* (anticipated Spring 2016)

LBST 508: *Ancient Medicine and Philosophy* LBST 509: *Rome in the Cultural Imagination* (anticipated summer travel course Summer 2016)

LBST 510: *East/West Dialogue: China and Italy through the Ages* LBST 511: *Art, Myths & Politics: Pharaohs to U.S. Presidents* LBST 512: *Religion and Emotion* LBST 513: *History and Memory: Coming to Terms with Traumatic Pasts* LBST 514: *History of Feminism in the West* LBST 515: *Inventing*

Themselves: African American Women's History (anticipated Spring 2014)

LBST 516: *Sex, Money, and Power in Antiquity* (anticipated Spring 2016)

LBST 517: *European History for Americanists* LBST 518: *The Making of French History* LBST 519: *War in European History, 1300-1945* LBST 520: *England under the Stuarts* (anticipated summer travel course Summer 2014)

LBST 521: *Death* LBST 522: *Philosophy and Economic Anthropology* (anticipated Spring 2017)

LBST 523: *The Rise of China in Historical Perspective* (anticipated Fall 2016)

LBST 524: *Music of Black Americans* (anticipated Fall 2015)

LBST 525: *The Encounter of China and the West: Texts and Images* (anticipated Fall 2015)

Graduate Course Descriptions

Note:

Some courses described below await formal committee approvals at the time of catalog printing. Consult the director about official status of particular courses.

LBST 401 Self, Society, World

How do people make sense of themselves, their experience, and their place in the world? What insight can we gain on those identities and meanings through disciplinary theories and methodologies of the humanities, the natural sciences, the social sciences, or the arts? How are these insights influenced by family, geography, culture, religion, class, race, gender, etc? In this team-taught introductory course, we will explore the self, society, and the world through an interdisciplinary range of historical and contemporary sources and methodologies. Through this exploration students will be asked to deepen their ability to think, read, and write critically. Three credits.

LBST 502 The Frontier in American Literature

In this course the American West—a geography often imagined as a repository of frontier mythology—is investigated as “rhizomatic” space, which is to say it is a space that might very well be at odds with myth. We will investigate the assumptions underlying ideologies of the “frontier” in American literature and culture from the Early National Period to the present as we study many different manifestations of the frontier in cultural artifacts such as literature, film, television, politics, photography, national parks, and painting. Three credits.

LBST 505 Hume and Austen: Understanding, Passion, and Morality

The main goal for this course is to evaluate the theory that the novels of Jane Austen provide illustrations, support, and even demonstrations of various aspects of David Hume’s moral theory (as well as aspects of his theories in aesthetics and epistemology). We will first discuss Hume with a special emphasis on his views about the passions and moral theory. We will then discuss the notion of thought experiments, their usefulness in philosophy, and the legitimacy of using literature generally as thought experiments. At that point we will be in a position to discuss Austen’s novels with an eye toward determining whether they embody a Humean perspective on human nature and morality, and if they do, whether they can be seen to offer anything like demonstrations of Hume’s theories. Three credits.

LBST 506 The Morality of Politics

Emerging from the rise of the New Right in the mid-1970s, morality continues to characterize politics in the United States despite its identification as a liberal democracy. This particular ideological location grounded in the social contract tradition posits a separation between religion and politics as a means of framing public life in terms of natural and human, rather than divine, law. In short, the separation of church and state ideally permitted a bad man to be a good citizen. This course, particularly in light of the shifting moral landscape of contemporary politics, turns close attention to the intersection of morality and politics. Theoretical approaches are brought to bear on popular conceptualizations of “family values” and “culture wars.” We will explore the role of virtue and vice, responsibility, care, justice, and cosmopolitanism as moral and ethical frameworks for engaging with contemporary politics in the U.S. and abroad. Three credits.

LBST 507 Philosophical Perspectives on Women in Classical Literature

Ancient Greek and Latin literature presented its audience with a cast of characters who continue to enjoy social, political and cultural currency. Antigone and Oedipus, Helen and Paris, Cassandra and Prometheus have all had a hand in shaping western thought about the natures of beauty and freedom, the limits of human knowledge, and the role of law. The prominence and frequency with which ancient Greek and Latin cultures presented in text and on stage aspects of the lives of the very characters—women, ‘barbarians’ and slaves—who were marginalized in those same societies is striking. In this course we will focus specifically upon the literary characterizations of women found throughout the ancient Greek and Latin worlds. Three credits.

LBST 509 Rome in the Cultural Imagination

A center of artistic, cultural, religious, and political power, Rome has attracted legions of artists, religious pilgrims, politicians, and entrepreneurs over its long history. Both the home of the Catholic Church and a center of licentiousness, Rome is a paradox whose contrasting charms captivate our imagination. This course will examine the foundation myths of the city recounted in the works of Virgil and Livy as well as the cultural mores of antiquity in Ovid; the riches of Renaissance and Baroque Rome, especially as regards the Papal court; Rome's centrality in the world of art; its representation in the films of Rossellini, Fellini and Ozpetek and in an opera by Puccini; and the political importance of Rome from its inception in antiquity up to present day. Three credits.

LBST 515 Inventing Themselves: African American Women's History

At the intersection of race, gender and class, African-American women often challenged the codification of blackness and femaleness as well as limited conceptions of class-consciousness. From the diaspora to the present, they created forms of resistance, devised survival strategies and transmitted cultural knowledge while defying racial/gendered stereotypes. The multiple roles assumed by Black women during their struggle from slaves to citizens in the United States represent a complex study of the relational nature of difference and identity. This course focuses on African-American women as subjects and agents of pivotal importance within the family, community, church and labor force. Three credits.

LBST 516 Sex, Money and Power in the Ancient World

Generally, this course is a graduate-level seminar designed to give non-historians an introduction to the historical craft. Specifically, it introduces students to some of the major historiographical debates on Greek and Roman civilization. What was the nature of Greco-Roman sexuality? How did the ancient economy work? How did social and economic class systems shape the power structures of antiquity? The semester is divided into four parts. The first three parts will focus on major readings related to the fields of ancient sexuality, economics and social structures. The final part of the semester will focus on in-depth critique of student research and writing. Three credits.

LBST 520 England under the Stuarts

This course provides an in-depth look at a series of turning-points that were crucial to the later development of Britain and the USA as representative democracies. Only Britain and the Netherlands resisted the absolutist tide in the 17th century, and these two nations also led Europe in religious toleration and other basic human rights. Why were the English (and the English-speaking world) so lucky? Or was it luck? We will focus on political, religious, and social developments in England during the period 1603-1689, also taking into consideration events in Scotland and Ireland. Three credits.

LBST 522 Philosophy and Economic Anthropology

This course examines "the economy" from philosophical and anthropological perspectives. We will investigate why people produce and exchange things, why they seek to amass things in some circumstances and give them away in others, and how our modern understandings of value, debt, and rationality emerged. Three credits.

LBST 523 The Rise of China in Historical Perspective

China's recent rapid rise has caught the world's attention. How did China manage to transform itself from being one of the poorest countries in the world to the second largest world economy in the past three decades? Using a historical perspective, this course examines the ideas and institutions that shaped China and its people and the internal and external dynamics that contributed to China's rise from the 1800s to the present. In this seminar students will learn historical approach and methods and engage in critical analysis of historical and secondary sources published in English language. Three credits.

LBST 524 Music of Black Americans

This course is a musical and historical survey of African-American music and its essential contributions to American culture. African heritage, slave songs, and the colonial era will be studied followed by the role of black Americans in the music and culture of the Revolutionary and Civil War periods. The evolution of the spirituals, minstrel songs, and ragtime as it relates to dance forms will be examined along with the role of blacks as performers in classical music and theatre. The final section will look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American culture despite adversity. Three credits.

LBST 599 Capstone in Liberal Studies

This course is the culminating experience in the MLS program. It is designed to bring all MLS students together at the end of their experience. Students beginning together in LBST 401 have since diverged to explore many different areas of interest and will now return to a single classroom to share the fruit of their exploration. Students in consultation with the instructor will develop and complete their pre-approved capstone projects. The semester's out of class work will focus on that project's development and completion. Students will design outlines, proposals, reading lists and drafts of their final project to be submitted for critique by their peers. That critique will take the form of both in-class oral discussion and assigned written responses. Both the instructor and the students will assign readings from the fields of knowledge relevant to each final project. In-class work will be divided between student presentations at each stage of their final project; student critique of that product; and seminar discussion of the relevant readings. Three credits.

Master of Fine Arts in Creative Writing

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. We offer overseas residency options in Florence and Galway, a post-graduate teacher training program, and the Fairfield/New Rivers Book Prize. In addition, for those students wanting to get real-world experience in the field of publishing they can choose to intern at one of five MFA-affiliated publishing houses or venues. We offer new concentrations in Publishing/Editing and Spiritual Writing to go along with our other concentrations.

Our nationally recognized faculty and guest authors have won many awards and honors, including having been 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, Enders 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

Master of Fine Arts in Creative Writing 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 nonfiction writing, or poetry. Students attend two annual nine-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.

Graduate 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.

Master of Science in Mathematics

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, together with their commitment to excellence in teaching and making a difference in individual students' lives, 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 background, interest, and 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 mostly 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. Stephen F. Sawin

Director of the M.S. in Mathematics

Master of Science in Mathematics 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

- 583 Geometry
- 585 Topology
- 510 Foundations and Set Theory
- 565 Use of Technology in the Classroom
- 537 Number Theory

For Business-Oriented Professionals

- 451 Probability
- 452 Statistics
- 551 Applied Statistical Methods
- 531 Applied Mathematics I
- 532 Applied Mathematics II
- 550 Classical Financial Mathematics
- 578 Mathematics of Financial Derivatives

For Those Interested in Pure Mathematics

- 583 Geometry
- 585 Topology
- 535 Advanced Abstract Algebra
- 577 Numerical Analysis
- 510 Foundations and Set Theory
- 537 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 are

- 550 Classical Financial Mathematics
- 531 Applied Mathematics I
- 532 Applied Mathematics II
- 578 Mathematics of Financial Derivatives

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.

Graduate Course Descriptions

MA 435/ 436 Algebra and Linear Algebra

This required, two-course sequence provides graduate-level treatment of algebraic structures and linear algebra and includes a detailed survey of algebraic structures: elementary group theory and ring theory. Topics include standard matrix algebra and matrix techniques; solutions of equations and determinants; general vector spaces; basis and dimension; linear transformations; linear operators and the relationship to matrices; inner product spaces and orthonormalization, least squares approximations, Hilbert spaces; diagonalization and other canonical forms for matrices; eigenvalues, eigenvectors, and applications to ordinary differential equations; and Hermitian, unitary, and positive definite matrices. The course also incorporates a discussion of the historical development of abstract and linear algebra, the relationship of linear algebra to analysis, and a coordinated introduction to a symbolic algebra program such as Maple or Mathematica. Formerly listed as MA 431 and 432. Six credits for the two-course sequence.

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

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.

MA 599 Independent Study

The Master's Degree Program in Mathematics affords each student the opportunity to do an independent study course with a professor/mentor. This can either be an existing course in the program or a course on an advanced topic in mathematics. In the latter case the syllabus and requirements are developed by the student and the faculty mentor. Three credits.

Master of Public Administration

Message from the Director

Dear Students,

Working professionals who have devoted themselves to service in the nonprofit and governmental sectors will no longer have to leave lower Connecticut to pursue a degree in Public Administration. Fairfield County is our home, and we work with and among the nonprofits and city governments whose employees will benefit from this new, exciting program. The MPA provides the best preparation possible for those that want to successfully pursue work in public service.

Dr. Mark LeClair

Director, Master of Public Administration

Master of Public Administration Program Overview

The Fairfield University Master of Public Administration (MPA) program is designed for those working in the public and nonprofit sectors, recent college graduates, or those looking for a career change. Working professionals in this exciting field examine pressing social, ethical, and professional issues and develop strong leadership abilities for advancement in their chosen fields.

Fairfield's state accredited program is ideally suited for students interested in a public administration degree. Students in this program will study current theories, trends, and issues related to the field of Public Administration and will engage in active learning, critical reflection and experiential practices that are the hallmarks of a Jesuit education. Courses emphasize theory, research, and application to advance careers in the following areas:

- State governments
- City governments
- Nonprofit organizations
- Healthcare management
- Private research

As a graduate student in this program, you'll work closely with faculty to tailor your curriculum to your personal, professional, and academic goals. The MPA program offers flexibility for students' busy schedules and provides the highest quality graduate educational experience.

Requirements

The Master of Public Administration degree requires a total of 42 credits, including eleven courses, six credits from internships, and a three-credit independent capstone project. Students choose from a range of courses that have been designed specifically for the M.P.A. program and may also take up to two courses in allied areas.

Students, in consultation with the program director, select courses to suit their academic, personal, and career goals.

Required Courses (15 credit hours)

Introduction to Public Administration
 Research Methods
 Financial Management and Budgeting
 Human Resource Management
 Leadership

Elective Courses (21 credit hours)

Breadth Courses

Four courses from a student's concentration of choice, including the capstone class
 Two Communication courses
 One course in Ethics

CAPSTONE EXPERIENCE (MPA 510)

The Capstone Experience is intended to complement the student's coursework and complete the chosen program of study. It is undertaken with the close supervision of a faculty advisor and can take the form of a specially designed course, independent study, or a master's thesis.

Graduate Course Descriptions

MPA 400 Financial Management and Budgeting

This course will examine the proper role government has to play in today's economy and will provide the fundamental and technical skills necessary to understand public budgeting and finances. Topics include the reasons for government involvement in the economy (market failure and redistribution), budgeting techniques at all levels of government, and sources of tax revenue. There will be a strong emphasis on issues related to state/local governments. By the end of this course students should have a strong understanding of the budgetary process at all levels, but in particular at the state/local level of government. 3 credits, no prerequisites

MPA 405 Research Methods

This course will introduce students to research methodology and hypothesis testing. The first part of the course will focus on understanding basic research techniques in the social sciences, including data collection, data analysis and reporting of results. The second half of the course will emphasize methodology. Students will be required to conduct a major research project in a laboratory setting and produce a finished report. 3 credits, students must have taken a statistical methods class.

MPA 410 Introduction to Public Administration

This course provides an overview of the history, practical nature, function of public administration and policy making at the federal, state at the local levels. It will examine the theories and concepts of bureaucracy, as well as the formulation and implementation of policy. Among the topics covered are organization theory, federalism and regulation, ethics and accountability, decision-making, and leadership and budgeting. Case studies will be used to facilitate class lectures and discussions. 3 credits, no prerequisite

MPA 415 Human Resource Management

Students choose from the following:

MG 505 Human Resource Strategies

In this course students study the linkages among human resource management (HRM), human capital, firm strategy and overall firm performance. The central goal of this course is to assist students to become better managers of people. Human capital is one of the critical assets of the firm and is comprised of the knowledge, skills and abilities (KSA) of its people. HRM deals with workplace practices that organizations use to manage human capital. Some key HRM practices of the firm are recruitment and selection, training, total compensation and benefits management, performance management, employee relations such as diversity management, work life balance, legal and ethical compliance, safety issues, etc. In this course the student will analyze how these practices can be aligned with the strategy of the firm so as to provide the firm with a competitive advantage leading to greater firm performance.

or

MG 525 Employee Performance, Management and Rewards

This course builds on the foundational evaluations and reward concepts covered in "Managing People for Competitive Advantage." Students explore in some depth the employee performance management, compensation, and reward systems in organizations. Topics may include 360 degree feedback programs, ESOPs, profit sharing, gain sharing, and the strategic use of employee benefits. The course focuses on how employee performance management, compensation, and reward systems can lead to a competitive advantage for firms.

MPA 420 Leadership

Students choose from the following:

MG 504 Managing People for Competitive Advantage

This course focuses on effectively managing people in organizations by emphasizing the critical links between strategy, leadership, organizational change, and human resource management. Topics include the strategic importance of people, leading organizational change, corporate social responsibility, implementing successful mergers and acquisitions, and fundamentals of human resource practices. Discussions interweave management theory with real-world practice. Class sessions are a combination of case discussions, experiential exercises, and lectures.

or

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.

MPA 500 Internship

Students are required to complete six credits of internship at a position relevant to their interests. Those in the city/state government track will be assigned to internships at local government and state offices, while those in the nonprofit track will be offered relevant positions at local not-for-profits. This requirement may be waived for those who already have experience working for a nonprofit or a government agency.

MPA 510 Capstone Experience

The Capstone Experience is intended to complement the student's coursework and complete the chosen program of study. It is undertaken with the close supervision of a faculty advisor and can take the form of a specially designed course, independent study, or a master's thesis.

AC 380 Municipal and Not-for-Profit Accounting

This course examines accounting theory and concepts, and the reporting principles promulgated by the Financial Accounting Standards Board (FASB) as they relate to voluntary health and welfare organizations, healthcare organizations and universities and all types of not for profit organizations. Learning will be enhanced by a service learning experience. Three credits.

Available to MPA students with permission of Director. Additional course work required.

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

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 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 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.

EN/ W 335 Technical Writing

This course investigates the theory and practice of writing in technical fields, introducing students to types of oral, written, and hypertext communication that technical writers use in workplace settings. In-class writing activities, workshops, and lengthier projects familiarize students with the styles, organizations, and formats of various documents, and prepare students for the special demands of technical writing. The course also introduces students to research and scholarly writing in the academic field. This course is suitable for advanced undergraduate students preparing for writing-intensive careers or graduate school, as well as technical writing professionals and practitioners who wish to plan, research, and write more effectively. Available to MPA student with permission. Additional coursework required.

EN/ W 339 Grant and Proposal Writing

This course prepares students to write effective proposals and reports. Students learn to define and write problem statements, objectives, plans of action, assessment documents, budget presentations, and project summaries. In addition, they sharpen their teamwork, editing, writing, audience awareness, and design skills as they engage in collaborative projects with non-profit organizations in the community. Relevant historical and ethical considerations are discussed. A service-learning component is included in this course. Available to MPA students with permission. Additional coursework required.

IS 520 Project Management

This course explores the process and practice of project management. Topics to be covered include project lifecycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification. (Prerequisites: IS 500 or OM 400 or permission of the instructor).

MG 500 Leadership

This course focuses intensively on the art and science of leadership in organizations by examining the critical links between leader skills, strategy, and organizational change utilizing a human resources approach. The course strives to assist students from every concentration -- including finance, marketing, information systems, accounting, and international business -- to become leaders who can motivate and mobilize their people to focus on strategic goals. The material covered in this course will include traditional, contemporary, and strategic theories of leadership. Students will assess their leadership skills, and engage in a series of assignments designed to improve and establish confidence in their own abilities to lead. (Prerequisite: MG 400 or equivalent).

MG 503 Legal and Ethical Environment of Business

This course helps students be more responsible and effective managers of the gray areas of business conduct that call for normative judgment and action. The course is designed to develop skills in logical reasoning, argument, and the incorporation of legal, social, and ethical considerations into decision-making. The course teaches the importance of legal and ethical business issues and enables students to make a difference in their organizations by engaging in reasoned consideration of the normative aspects of the firm. Using the case method, the course provides an overview of current topics, including the legal process, corporate governance, employee rights and responsibilities, intellectual property and technology, and the social responsibility of business to its various stakeholders.

MG 505 Human Resources Strategies

This course conceptualizes “human resources strategies” in the broadest sense. The central goal of this course is to assist students to become better managers of people: better bosses, better leaders, better motivators, and more effective employee-agents. Students learn the basic and best practices in several functional areas of employee management (including staffing, performance evaluation, training and development, compensation, work design, and labor relations), their nexus to organizational performance, and their interconnections. On the micro-level, it encourages students to develop and refine strategies that will strengthen their personal model of employee management. (Prerequisite: MG 500).

MG 507 Negotiations and Dispute Resolution

This course uses the theories of negotiation and alternative dispute resolution, along with extensive experiential exercises, to build individual negotiation skills and to help students manage disputes from a business perspective. The course emphasizes ways of managing both internal and external disputes. (Prerequisite: MG 500).

MG 510 Management Communication, Influence and Power

This course examines the critical factors involved in communication, influence, and power in organizations. It emphasizes that a business strategy, decision, or idea is effective only if it is communicated in a way that persuades an audience. The course is intended for managers who seek to become more effective communicators, whether it is with one person, a group, or a large audience. Fundamentals of persuasion and influence tactics provide the context for considering such topics as critical listening skills, assessing one’s emotional intelligence, analyzing communication networks, gender differences in communication, and strategies for communicating during conflict. The course addresses how to formulate communication objectives and strategy; assess levels of credibility; power, audience diversity, and corporate culture; analyze message structure; and choose appropriate communication media. This is an involved, hands-on class. In-class exercises, oral and written presentations, and case discussions provide vivid illustrations of the concepts. (Prerequisite: MG 500).

MG 520 Diversity in the Workplace

Students explore the value of diversity in organizations. They develop an increased understanding of the ways in which differences in the workplace can enhance both personal development and organizational effectiveness. To accomplish this, students explore why diversity has become a central strategic issue, their own diversity framework, the relationship between diversity and management effectiveness, and strategies for valuing diversity. The class addresses specific dimensions of diversity and the knowledge and skills students must develop to work effectively with people who are different. (Prerequisite: MG 500).

MG 525 Employee Performance Management and Rewards

This course builds on the foundational evaluations and reward concepts covered in “Managing People for Competitive Advantage.” Students explore in some depth the employee performance management, compensation, and reward systems in organizations. Topics may include 360 degree feedback programs, ESOPs, profit sharing, gain sharing, and the strategic use of employee benefits. The course focuses on how employee performance management, compensation, and reward systems can lead to a competitive advantage for firms. (Prerequisite: MG 500).

College of Arts and Sciences Administration

Robbin Crabtree, Ph.D.
Dean

Manyul Im, Ph.D.
Associate Dean

Aaron Perkus, Ph.D.
Associate Dean

James Simon, Ph.D.
Associate Dean

Dawn Quintiliani DeBiase M.S.W.
Assistant Dean

Susan Peterson
Assistant Dean

Graduate Program Administration

Martha S. LoMonaco
Director, M.A. in American Studies

Michael Pagano
Director, M.A. in Communication

Michael C. White
Director, MFA in Creative Writing

Steven M. Bayne
Director, M.A. in Liberal Studies

Stephen F. Sawin
Director, M.S. in Mathematics

Mark LeClair
Director, Master of Public Administration

Board of Advisors

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Hempstead, NY

David Chaifetz
Fairfield, CT

Edith Chaifetz
Fairfield, CT

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Miami, FL

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Director of the Bellarmine Museum
Fairfield University

Melissa Murphy Driscoll '84
Manhasset, NY

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Kinnelon, NJ

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Laurence M. Hicks '87, P'14
Wellesley, MA

Victoria Walsh Hicks '88, P'14
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Terese Kemble, P'16
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Gregory M. McGauley '93
Waban, MA

Patricia Morales McGauley '94
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Margaret K. Murray 'P07
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Robert D. Ollwerther '78, P'10
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Barbara W. Puffer
Guilford, CT

Harry A. Risetto '65, P'00
Arlington, VA

Edmund J. Sybertz '72
Sudbury, MA

(As of May, 2013)

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

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

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

Anna Lawrence

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B.A., Carleton College
M.A., Ph.D., University of Michigan

Martha S. LoMonaco

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Professor of Visual and Performing Arts
B.A., Boston College
M.A., Tufts University
Ph.D., New York University

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B.A., University of North Florida
M.A., University of Florida
Ph.D., University of California, Berkeley

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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

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M.A., Ph.D., University of California at Berkeley

Martin T. Nguyen

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B.A., University of Virginia
M.T.S., Harvard Divinity School
Ph.D., Harvard University

Leo F. O' Connor

Professor of American Studies
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M.A., Ph.D., New York University

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B.A., Queens College, City University of New York
M.A., M.Phil., Ph.D., City University of New York

Emily Orlando

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M.A., Ph.D., University of Maryland

Elizabeth Petrino

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M.A., Ph.D., Cornell 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

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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
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M.A., Yale University
M.Phil., Ph.D., Columbia University

Yohuru R. Williams

Professor of History
B.A., M.A., University of Scranton
Ph.D., Howard University

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 the M.A. in Communication
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

MA in Liberal Studies Faculty

Professors in the program are faculty of the College of Arts and Sciences.

William M. Abbott

Associate Professor of History
B.A., University of California, Berkeley
D.Phil., Oxford University, England

Peter L. Bayers

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

Steven M. Bayne

Director of the M.A. in Liberal Studies Program
Associate Professor of Philosophy
B.A. Evangel College
M.A., Ph.D., The Ohio State University

Jocelyn M. Boryczka

Associate Professor of Politics
B.A., The College of William and Mary
M.A., Louisiana State University
M.A., Wayne State University
Ph.D. City University of New York

Sara Brill

Associate Professor of Philosophy
B.A., Trinity University
Ph.D., The Pennsylvania State University

Cecelia 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
B.A. Dartmouth College
M.A., M. Phil, Ph.D. Yale University

David Crawford

Associate Professor of Sociology and Anthropology
B.A., California State University, Fullerton
M.A., Ph.D., University of California, Santa Barbara

Angela K. Harkins

Associate Professor of Religious Studies
B.A., Loyola University, Chicago
M.A., Ph.D., University of Notre Dame

Olivia Harriott

Associate Professor of Biology
B.S., Ph.D., University of Connecticut

Elizabeth Hohl

History Department
B.A., Stonehill College
M.A., Sarah Lawrence College
Ph.D., Union Institute & University

Dennis K. Keenan

Professor of Philosophy
B.A., St. John's University
M.A., Ph.D., Loyola University of Chicago

Danke Li

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B.A., Sichuan University of China
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Ph.D., The University of Michigan

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M.A. Tufts University
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Ph.D. University of Arizona

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M.A., San Francisco State University
Ph.D., Columbia University

Brian Q. Torff

Professor of Visual and Performing Arts
B.E.S., M.S., University of Bridgeport

Jiwei Xiao

Associate Professor of Modern Languages and Literatures
B.A., Beijing Foreign Studies University
M.A., Ph.D., Rutgers University

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

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
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M.F.A., University of Massachusetts, Amherst

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M.A., Ph.D., Pennsylvania State University

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M.A., Ph.D., New York University

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