

Washington College

# GRADUATE

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GRADUATE PROGRAM GUIDE  
AND COURSE CATALOG

2008 - 2009

*All inquiries and correspondence concerning graduate study and degree requirements should be addressed to:*

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*Applications for admission and admission materials should be forwarded to:*

Office of Graduate Admissions  
Washington College  
300 Washington Avenue  
Chestertown, MD 21620-1197  
<http://grad.washcoll.edu>

Washington College reserves the right to change requirements, fees, course offerings, or other specified policies at any time.

*Washington College complies with the Family Rights and Privacy Act of 1974. The Registrar should be consulted for details and procedures.*

*Washington College does not discriminate on the basis of race, color, religion, gender, sex, sexual preference, age, handicap, marital status or national or ethnic origin in the administration of its educational policies, employment policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.*

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# The Graduate Program at Washington College

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## **THE COLLEGE**

Washington College is a private, coeducational, four-year college of the liberal arts and sciences with an undergraduate enrollment of approximately 1,300 students, a graduate enrollment of 50-75 (mostly part-time) degree-seeking students, and a varying number of non-degree-seeking students. Founded in 1782 under the patronage of George Washington, it was the first college chartered in the new nation. The College is located in Chestertown, a quiet, historic river town of approximately 3,700 people. With its unusual collection of 17th- and 18th-century homes, Chestertown is rich in the history of colonial America.

Washington College is located about one hour by car from Dover, Wilmington, Annapolis, and Easton; one-and-a-half hours from Baltimore, Washington and Philadelphia; and just three hours from New York City. The spacious 120-acre campus provides an atmosphere for study that is almost unique in today's busy, crowded world.

Miller Library is a dynamic place where active teaching and learning occurs at all times. The library provides: a rich collection of resources befitting the curriculum; technology to facilitate innovative forms of electronic delivery of our resources and services any time and from anywhere; a research instruction and reference program designed to empower students to become independent learners and to cope with the rigors of research papers and projects; an environment equipped with teaching and learning spaces and workstations for individual and group study, research and computing; and librarians and staff who are confident, innovative, and dynamic facilitators and communicators.

The library faculty encourages in students a sense of curiosity and a desire to explore a wide range of information, fosters their critical thinking skills, and teaches them how to acquire, evaluate, and organize information. The staff strives to support faculty in their individual intellectual endeavors, and to foster a total community of active learners.

More than 500,000 books, periodicals, newspapers, government documents, microform, and audiovisual resources comprise the library's collection. A fully networked integrated library system provides access to more than 12,500 electronic resources, 2,000 e-books and numerous links to Internet sources from on- or off-campus. Miller Library is a partial government depository library. The College's archives are housed here. Internet access to our online resources allows us to extend services to students, faculty, and staff. Additionally, interlibrary loan requests can be submitted, and electronic reserve materials can be viewed and downloaded remotely from the library's home page (<http://libraryweb.washcoll.edu>). State-of-the-art technology enables students to use wireless laptops anywhere in the library.

Newly a part of the library is the Information Commons, a state of the art consortium of academic support and technology units serving students and faculty. Included within the Learning Commons are the Math Center, the Office of Academic Skills, the Multi-Media Center, and Beck Lab.

## **ACADEMIC CALENDAR**

The academic year of the graduate program at Washington College is divided into fall, spring, and summer terms. Specific dates may be obtained from the Office of the Registrar. Courses in English, History, and Psychology are offered semester-long during the evening hours, usually

from 7 to 9:30 p.m. Courses in Education are generally offered in a condensed format—fewer classes of longer duration. The Academic Calendar is also posted online at the Washington College website at <http://academics.washcoll.edu/calendar.php>

## **ACCREDITATION**

Washington College is fully accredited by the Middle States Association of Colleges and Secondary Schools and the Maryland State Department of Education.

## **THE GRADUATE PROGRAM**

The College offers graduate programs leading to the Master of Arts in English, the Master of Arts in Psychology, and the Master of Arts in History-Social Sciences. The College also recognizes the needs of qualified college graduates living in the area who may desire advanced course work for personal or professional reasons. For teachers seeking to meet requirements for advanced professional certification and for those seeking additional graduate credit, e.g., M.A. plus 30, the College, offers a variety of Education courses in a number of Maryland locations.

The graduate program is designed to meet the needs of persons in the community who wish to pursue their formal education in selected areas beyond the baccalaureate degree. The primary aim of our program is to enable students to meet the requirements of the Master of Arts degree. Some students, however, continue their graduate education at other institutions, and still others seek credit toward advanced professional certification. In some cases, students take individual courses for personal enrichment. The College occasionally sponsors re-training programs for teachers.

## **ADMISSION**

Each applicant must have a baccalaureate degree from an accredited college or university and an undergraduate background appropriate for graduate study in the selected area of specialization.

Applicants to the graduate programs in English or History must, at the minimum, meet one of the following criteria for admission:

1. A GPA of 3.0 in the major or minor fields of study.
2. A minimum of five courses in the field of study with a minimum of 2.67 and adequate scores in the GRE general test as determined by the department.

Applicants for admission to the graduate program in Psychology must complete the GRE General Test and submit official scores. They are expected to earn combined scores of at least 1000 on the Verbal and Quantitative components of the exam. In addition, they must at the minimum meet one of the following criteria for admission:

1. Successful completion of an undergraduate degree in Psychology with a GPA of 3.0 or better or a combination of undergraduate coursework and GPA deemed appropriate for full admission by the department.
2. A combination of undergraduate coursework and GPA deemed appropriate for provisional admission and completion of Psychology 500 Statistics in Psychology and Education with a grade of B or better.

3. A combination of undergraduate coursework and GPA deemed appropriate for provisional admission and a score at or above the 50th percentile on the GRE Psychology subject test.

All applicants for admission must submit the following materials to the Office of Graduate Admissions, Washington College, 300 Washington Avenue, Chestertown, MD 21620-1197:

1. A \$50 application fee (check payable to Washington College).
2. A completed graduate admission application form.
3. All official undergraduate and, if applicable, graduate transcripts.
4. A one to two page statement of purpose.
5. Two letters of recommendation and accompanying forms.

Applicants to the Psychology program must also submit the following:

6. Official Graduate Record Examination (GRE) general aptitude test results.

Departmental review of graduate applications begins upon receipt of all relevant materials by the Office of Graduate Admissions. Applications are processed on a rolling basis; however, applicants who wish to maximize their opportunity for admission should submit all materials at least two months prior to the semester in which they wish to begin coursework. Incomplete applications remain on file for a period of one year, after which they are discarded. The College notifies candidates of admissions decisions by mail. Candidates admitted to the program are expected to confirm their decision to enroll within two weeks. The College requires an enrollment deposit of \$300 to reserve the student's place in the Program. Enrollment deposits do not constitute a fee, but will apply toward future tuition charges. The academic departments reserve the right to attach provisions to admission to the graduate program.

Application Deadlines:

- Fall Semester: August 1
- Spring Semester: December 1
- Summer Semester: April 15

## **FINANCIAL AID**

Washington College is committed to providing educational excellence and equity for all students. The policies and principles of financial aid are based on the belief that all qualified students regardless of their race, sex or economic status should have the opportunity to experience a Washington College education. The College supports the principle that the purpose of financial aid is to provide monetary assistance to students who can benefit from a Washington College education, but who, without such assistance, would be unable to attend. Access to such assistance is considered a privilege, not a right.

Washington College does not offer College-sponsored graduate financial aid, or federal campus-based funds for graduate study. The only form of financial aid available to graduate students is the federal Stafford loan. The financial aid process for graduate students is predicated upon the precept that students will assume primary responsibility for their educational expenses. Since an education is an investment that should yield lifelong dividends, a student should be prepared to contribute to it both before entering and while in graduate school. Federal loan funds are intended to complement student financial resources and offered only

after all other sources of funding have been exhausted. Students must make arrangements for payment of their semester bill by the billing due date. Loan applications will be processed and funds requested and disbursed once 60% of the semester has been completed.

## **APPLICATION PROCEDURES FOR GRADUATE STUDENTS**

Applicants should file the FAFSA at least 6 weeks prior to the start of classes. To be considered for need-based student loan assistance at Washington College, there are two items that must be submitted:

- The Free Application for Federal Student Aid (FAFSA)
- Student's Federal Income Tax Return, W2 forms, and all schedules filed

The FAFSA is used to collect financial information needed to determine a student's eligibility for Federal Stafford Loans. All students who wish to be considered for need-based loan funds are required to provide the College with a signed copy of their federal tax return from the most recent tax year. Colleges and universities are required by law to use the signed federal tax return to verify data submitted on FAFSA. Loan requests cannot be finalized prior to receipt of the signed federal tax return. Financial aid recipients are required to reapply for need-based loan funds each year. All requirements pertaining to the aid application process apply to returning students.

## **THE FEDERAL STAFFORD LOAN PROGRAM**

The Federal Stafford Loan Program enables students to borrow directly from a participating lender. This loan is guaranteed by a state or private nonprofit agency and by the federal government. To be eligible for Federal Stafford loan funds, graduate students must be officially admitted to a graduate program, and enrolled for at least 6 credits (two courses) per semester which is designated as more than half time status (9 credits is considered full time graduate study). Washington College graduate programs are designed as part-time, evening programs, thereby allowing graduate students to maintain regular daytime employment. Because of the nature of the graduate program, and as a debt management strategy for our graduate students, it is the policy of Washington College to limit Federal Stafford loan funds to the total direct costs per semester (tuition, fees and books). All borrowers must complete a FAFSA. The amount of the loan is based on demonstrated financial need, up to the actual direct charges per semester. The Federal Stafford loan has a variable interest rate. The rate is adjusted each year. Students must make arrangements for payment of their semester bill by the billing due date. Loan funds will be requested and disbursed once 60% of the semester has been completed.

Repayment of subsidized Stafford Loans begins six months after leaving school, and borrowers may be allowed up to ten years to repay the loan. Students borrowing funds through the Unsubsidized Stafford Loan program are responsible for monthly interest payments while enrolled. Principal payment is deferred until six months after graduation. Consolidation programs, which may allow a longer repayment period, are also available. Information and application forms are available in the Financial Aid Office.

## **TRANSFER POLICY**

Washington College will accept up to nine hours of transfer credit from other accredited graduate institutions. Generally, courses must have been taken within seven years of date of

application for transfer credit and earned a grade of “B” or better. Department chairs review transfer credits and consider course content, date of course credit, and special conditions. The Graduate Council is authorized final responsibility for accepting transfer credit in cases where questions arise, either from the student or the department chair. As a matter of general policy, Washington College does not grant transfer credit for courses taught in the mini-course format, for a period of one week or less.

## **MATRICULATION POLICY**

Students not formally admitted to the Graduate Program may enroll in individual classes as non-degree students. Students may complete up to two courses as non-degree students with no official declaration of intent. Upon completion of two courses, the student must be admitted to a degree program or officially declare their permanent status as a non-degree seeking student. Students not declaring an official status will be unable to register for subsequent terms. *Only two classes completed prior to formal admission will be counted toward completion of course requirements for the Master’s Degree.*

## **EMPLOYEES AS STUDENTS**

Washington College employees may take graduate courses in their first term of employment. However, they are expected to submit an application to a program of study following the application deadlines outlined previously (p. 6).

1. New employees or employees who have not applied for admittance to a graduate program or have a pending application, may register for no more than two courses in their first term.
2. Employees who have not applied for admission to a program of graduate study after completion of two courses must seek admission to a degree program or officially declare their intent to pursue course work as a non-degree student. Students who have not declared a degree status upon completion of two courses will be unable to register for subsequent terms.
3. Graduate Assistant Coaches are allowed to register for up to two courses per term and a maximum of five courses per annum.

## **DEGREE REQUIREMENTS**

The Master of Arts degree will be awarded to those students who complete a planned 30 semester-hour program of graduate study as specified by the appropriate department. All graduate courses at Washington College are three credits each. Ordinarily, all degree requirements are to be completed within an eight-year period. To be approved for graduation, students must have successfully completed all coursework and degree requirements by the time of graduation.

## **TUITION AND FEES**

Upon registering for a graduate course in English, History, or Psychology, students must pay a graduate registration fee of \$80 per course. Tuition is \$900 per course. The fee for auditing courses in the graduate program is \$300 per course. Tuition and fees must be paid by the first day of scheduled classes. Any student with outstanding balances at this time will receive an invoice by mail. **A late payment fee of \$75 may be added to any account with an outstanding balance of more than \$750 as of the first day of graduate classes. A late fee is charged**

**when a student has not paid their account in full or made payment arrangements by the officially posted due date for the current semester; or has defaulted on a payment plan; or has financial aid cancelled, in any manner.**

Students expecting to receive a Washington College degree are subject to a \$150 graduation fee.

Tuition for courses in Education offered in cooperation with Regional Training Center (<https://www.thertc.net/main.php>) is \$725 or \$175.00 for College employee/dependent. Materials are included in the tuition charge. A deposit of at least \$50 is required upon registration for these courses.

## GRADES AND TRANSCRIPTS

Graduate courses are awarded the following letter grades which, except for the F, may be modified by a minus or a plus as follows:

- A - Excellent
- B - Good
- C - Fair
- D - Passed
- F - Failed

The following system is used to determine a student's grade point average

A/A+	= 4.00	C	=2.00
A-	=3.67	C-	=1.67
B+	=3.33	D+	=1.33
B	=3.00	D	=1.00
B-	=2.67	D-	=0.67
C+	=2.33	F	=0.00

Other notations used on student records include:

- W Withdrawal from course
- P Pass (thesis or internship credit only)
- I Incomplete
- AU Audit
- CR Credit
- NC No Credit
- R Replaced

**Please note changes for students matriculating after July 1, 2008:** No more than two courses with a grade below a B- may count toward the degree. With the permission of the Graduate Program Chair, such courses may be repeated one time to replace the grade.

A student who receives more than one F may be dismissed from the M.A. program. All incomplete grades must be made up within six months of the final day of the semester.

Students may access their grades at any time by logging onto the College's Web Advisor system. Students wishing to receive a printed grade report may contact the Registrar's office by phone at 410-778-7299. Students wishing to request official transcripts should submit a written request by mail or fax (address: Registrar's Office, Bunting Hall, Washington College, 300 Wash-

ington Avenue, Chestertown, MD 21620-1197/fax: 410-810-7159). Students can also make such requests from a Washington College email account by directing a message to Pat Smith (psmith2@washcoll.edu). Transcript requests should include the following information:

1. Full name (including former or maiden name)
2. Date of birth
3. Social security number
4. Dates of attendance or graduation
5. Whether the request is for a graduate or undergraduate transcript
6. The address to which the requested materials should be sent
7. A phone number at which the student can be reached
8. The student's signature (mail and fax requests only)

The Office of the Registrar mails transcripts within a week of the request. The College may withhold transcripts from students that have not met their financial obligations. Depending upon the student's years of attendance and/or graduation, the College may require a small fee.

## WITHDRAWAL AND REFUNDS

Students may withdraw from courses without academic penalty before the last class of the term by filing a withdrawal form with the Registrar's Office. Students who fail to notify the Registrar's Office forfeit their right to any potential refund. Tuition and the audit fee are the only charges eligible for full or partial refund; the registration fee is not refundable in whole or in part.

**Fall and spring refunds:** Before classes begin - 100% refund; before 2nd week - 75% refund; before 3rd week - 50% refund; thereafter - no refund. The fee for auditing is not refundable after the second week of classes.

**Summer refunds:** Before classes begin - 100% refund; before 4th class meeting - 75% refund; before 6th class meeting - 50% refund; thereafter - no refund. The fee for auditing is not refundable after the second week of classes.

## REGISTRATION

The graduate schedule and pre-registration materials generally become available 1-2 months prior to the start of each term. They may be obtained from, and should be returned to, the Registrar's Office, Bunting Hall, Washington College, 300 Washington Avenue, Chestertown, MD 21620-1197. Payment should accompany registration and may be made via cash, money order, or certified or personal check. Credit cards are not accepted at the Registrar's office. Students may fax pre-registration forms to the Registrar's Office at 410-810-7159. The College also makes schedules and pre-registration materials available at the Graduate Program website: <http://grad.washcoll.edu>.

Students can register for Education courses online at <https://www.thertc.net/main.php>, by calling 800-433-4740, or by completing a registration form, available from Regional Training Center or the Registrar's Office. Washington College employees and family members eligible for a tuition waiver should submit registration forms for these classes to the Office of Graduate Admissions.

## **TEXTBOOKS AND THE BOOKSTORE**

To purchase books from the Washington College Bookstore, graduate students must submit a request directly to the bookstore's online form at <http://washcoll.bncollege.com/>. Students may collect their books at the bookstore or, for a fee, arrange to receive them by mail. The College Bookstore is located in the Gallery of the Casey Academic Center and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. At various times during the school year, the bookstore is open on Saturdays. The staff of the bookstore can be contacted by telephone at 410-778-7749 or online at <http://washcoll.bncollege.com/>.

## **THE INDEPENDENT STUDY**

Matriculated students who are well advanced in the program may petition for up to two independent study options. Independent Study forms may be obtained from the Office of Graduate Admissions or online at the graduate website (<http://grad.washcoll.edu/forms>). Because it may take some time to find a faculty adviser with whom to arrange the details of an independent study, students should begin the petition process early. Completed petitions, including detailed descriptions of the course content and mechanics, must be submitted to the chair of the appropriate graduate department *at least three weeks prior to the start of the semester in which the student intends to pursue the independent study*.

Students who wish to take advantage of this option should address their petitions to the chair of their graduate program. The petition must include a brief description of the course and the name and signature of the faculty member who has agreed to supervise the independent study. The description should also include an examination of the method and the extent of faculty supervision required, a list of works to be investigated and a statement of the mechanics of the course. A statement explaining the place of this course in the student's overall program should be included as well. A copy of the syllabus and bibliography should be attached.

The department chair will consult with the faculty adviser as well as with the director of the graduate program before approving the independent study. As a general rule, proposals for independent study should not duplicate courses that are a regular part of the curriculum. Once the petition has been approved, the faculty adviser and the student will be notified.

## **CANCELLATION POLICIES**

The College reserves the right to cancel any course for which there is insufficient enrollment. Any instructor who finds it necessary to cancel a day of class will make every effort to notify each student. News of class cancellations due to inclement weather will be broadcast on WBAL 1090 AM, or may be obtained by calling the College switchboard (410-778-2800) before 4:30 p.m.

## **COURSES OF INSTRUCTION**

Course descriptions are presented as examples of courses offered in the graduate program. While these course listings serve as a reliable guide to the various programs and most courses listed are offered regularly, the College is not obliged to offer on a regular basis any particular course listed.

## STUDENT ADVISING

Department Chairs, listed below, serve as advisors to graduate students at Washington College. Students should consult their advisors with questions about curriculum and course selection.

Dept.	Chair	Phone	E-Mail	Office Location
EDU	Rachel Scholz	410-778-7267	rscholz2@washcoll.edu	Goldstein 110
ENG	Richard DeProspo	410-778-7869	rdeprospo2@washcoll.edu	Smith 220
HIS	Janet Sorrentino	410-810-7496	jsorrentino2@washcoll.edu	Goldstein 226
PSY	Lauren Littlefield	410-778-7152	llittlefield2@washcoll.edu	Dunning 03B

Students should direct questions concerning transcripts, student records, and graduation procedures to the Office of the Registrar 410-778-7299. All other inquiries should be made to the Office of Graduate Admissions 410-778-7213.

## STUDENT IDENTIFICATION AND COMMUNICATIONS

Upon entering the program and registering for classes, graduate students at Washington College should complete the following steps:

1. *Obtain a Washington College Identification Card.* The Office of Public Safety issues ID cards and is located on the ground floor of Wicomico Hall. It maintains office hours of 8:30-4:30, Monday through Friday. The ID card provides access to campus facilities and resources, including Miller Library.

2. *Activate and Access Web Mail.* Each student is issued a username and password that enables Web Mail access via a link on the College's home page, [www.washcoll.edu](http://www.washcoll.edu). The College disseminates Program announcements via Web Mail, and it is important that students activate their accounts and check them periodically. Web Mail is accessible via the "Login" link on the College's homepage: [www.washcoll.edu](http://www.washcoll.edu). Students wishing to forward e-mail sent to their Web Mail accounts can do so by clicking Login page's "Forward" link and providing the necessary information.

3. *Access Web Advisor.* Students can access Web Advisor (<https://webadvisor.washcoll.edu>) using their Web Mail usernames and passwords. Web Advisor provides each student a variety of academic information, not the least of which are grades and transcripts. Web Advisor is accessible via the "Login" link on the College's homepage: <http://www.washcoll.edu>.

# Master of Arts Concentration in English

## Requirements for the Degree

The aim of the Master of Arts Degree in English is to have each graduate student become more deeply familiar with the great literary tradition in English and American Literature and to learn of new directions, critical perspectives, and approaches to traditional and non-traditional literary forms. To this end, it is suggested, but not required, that candidates for the degree should take three classes in literature before 1800, four courses in literature from 1800 to the present, and three electives, including special topics courses. A student may take as many as two courses in a particular topic if, in the opinion of the Graduate Program chair, this would represent significant extension rather than repetition.

## COURSES IN ENGLISH

### **English 500 - Shakespeare**

A detailed study of selected plays.

### **English 501 - Seventeenth-Century British Literature**

A close study of selected authors representative of the period.

### **English 502 - Eighteenth-Century British Literature**

A close study of selected authors representative of the period.

### **English 503 - Romantic Poetry**

A study of six great Romantic poets of the early nineteenth century: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, considered against the social and intellectual background of the time.

### **English 504 - The Nineteenth-Century British Novel**

A close study of one or more major novelists of the period.

### **English 505 - Poe and the Literature of the British Colonies of North America and of the Early U.S.**

The course will concentrate on the writings of Poe as exemplifying the literature of the British Colonies of North America and of the early U.S. Other readings will be chosen from among the writings of Bradford, Bradstreet, Taylor, Edwards, Franklin, Crèvecoeur, Jefferson, Hamilton, Madison, Brockden, Brown, and Irving.

### **English 506 - Literary Romanticism in the U.S.**

Readings will be chosen from among the writings of Emerson, Thoreau, Hawthorne, Melville, and Whitman.

### **English 507 - Twentieth-Century British Literature**

A study of the origins and development of modernism in British literature as exemplified by works of the following authors: Conrad, Yeats, Joyce, Eliot, Lawrence, Woolf, and Beckett.

**English 508 - Yeats, Joyce and Beckett**

Readings include Yeats's *Collected Poems*, Joyce's *Ulysses* and Beckett's plays.

**English 509 - Faulkner and Literary Modernism in the U.S.**

The course will concentrate on the novels of Faulkner as exemplifying modernism. Other readings will be chosen from among the writings of Eliot, Hemingway, Fitzgerald, Anderson, Barnes, Porter, Cummings, and Cather.

**English 510 - American Fiction Since 1945**

A survey of major American fiction writers who have written and published their work in the post-World War II era. Salinger, Mailer, Updike, Cheever, and O'Connor are examples.

**English 511 - American Poetry Since 1945**

A survey of the major American poets who have written and published their work in the post-World War II era. Lowell, Wilbur, Stafford, Brooks, and Hecht are examples.

**English 512 - Modern Drama**

A study of 20th-century drama that includes the following authors: Yeats, Synge, Pirandello, Brecht, Genet, Beckett, and Pinter.

**English 513 - Studies in Comic Drama**

A study of ancient and modern plays as well as comic modes, themes, and characters. Attention is also given to critical materials.

**English 515 - James and Post-Romantic Literature in the U.S.**

The course will concentrate on the writing of Henry James as exemplifying the postromantic reaction against romanticism. Other readings will be chosen from among the writings of Dickinson, Mark Twain, DeForest, Howells, Douglass, Dreiser, Crane, and Chopin.

**English 516 - Chaucer**

A reading of *The Canterbury Tales* and other writings.

**English 517 - Medieval Literature**

The *Gawain/Pearl poet*, *Piers Plowman*, *Sir Orfeo*, *The Owl and the Nightingale*, debates, drama, lyrics and selections from Geoffrey Chaucer, Thomas Malory, and the *Alliterative Morte Arthur*.

**English 518 - Victorian Literature**

A study of selected poets, novelists, and essayists.

**English 519 - Post Colonial English Literature**

Representative Works of writers from Africa, the West Indies, Australia, Ireland and Canada. Writing in English will be studied in relation to the central issues related to post-coloniality.

**English 596, 597 - Special Topics in English Literature****English 598, 599 - Special Topics in American Literature****English 600 - Independent Study**

# Master of Arts Concentration in History

The Master of Arts program with concentration in history offers advanced training in American and European history, with elective courses available in other social science fields. Courses are structured with special emphasis on those aspects of the subject likely to be useful to teachers of history and social studies in pre-college level institutions. The major has among its aims: (1) to supplement the student's basic stock of factual and bibliographical data; (2) to bring the student abreast of the findings of recent scholarly work; (3) to encourage, by example, effective methods of dealing with controversy in historical interpretation; (4) to strengthen the student's skills in the use of primary materials as sources for reconstruction of the past; and (5) to demonstrate the usefulness of acquiring basic competence in other social science disciplines for broadening the scope and enhancing the sophistication of historical understanding.

## **Requirements for the Degree**

Students seeking the M.A. degree in History must take two courses in non-U.S. history prior to 1600 (e.g., Ancient World, Middle Ages, Renaissance & Reformation), two courses in non-U.S. history after 1600 (e.g., Early Modern Europe, 19th-century Europe, 20th-century Germany, Russia and the Soviet Union), three courses in U.S. history, and at least three electives. The three electives may be in history, political science, sociology, anthropology, or economics.

## **COURSES IN HISTORY**

### **History 500 - The American Colonies and the Revolution**

Special studies in the social, economic, and political structure of Colonial America, and in the background and development of the American Revolution.

### **History 501 - Jefferson, Jackson and the Coming of the Civil War**

A detailed study of special problems in the relationship of politics to society in the first half of the 19th century, with consideration of the causes of the Civil War.

### **History 503 - The African-American Experience in America**

A study of selected problems in the political and cultural history of African-Americans. Emphasis is placed on slavery and on black efforts to enter the mainstream of American life from the 17th century to the present.

### **History 506 - The United States Civil War**

This course will encompass the U.S. Civil War (1861 - 1865) in all pertinent areas. In addition to military history the course will review significant historical interpretations of the causes and effects of the war, the dimensions of social, economic, political, and diplomatic history pertaining to the war and the evolution of war aims relating to the central issues of slavery and race relations.

### **History 507 - Twentieth-Century Europe**

Detailed study of selected topics in European history since 1917.

**History 508 - Topics in American Intellectual History**

Readings, discussions, and papers dealing with the main currents in American thought. Emphasis is on American Puritanism and its lasting effects, the American Enlightenment, Romantic Democracy, the Naturalist Mind, and the Contemporary Neo-Democratic Mind.

**History 510 - The Reconstruction Era and the Gilded Age**

A study of the thirty-five years of American history that followed the Civil War, with particular emphasis given to problems of reconstruction, the achievements and costs of industrialization, the economic and social problems confronting workers and farmers, and the major intellectual and cultural cross-currents of American life during the late nineteenth century.

**History 511 - The Soviet Union Since World War II**

A study of Russian society, economy, and politics in the Soviet Union's superpower era. The emphasis is on domestic affairs, including the rise of a movement of political and cultural dissent in the post-Stalin period. Russian foreign policy will be treated insofar as it impinged upon internal developments.

**History 513 - Progressivism and the Twenties**

A study of America's early-twentieth-century age of reform and the very different period that followed in the 1920s. Emphasis is placed on the politics and culture of reform at the local, state, and federal levels from 1900 through 1920, the presidencies of Theodore Roosevelt and Woodrow Wilson, the impact of World War I and the cultural contradictions and ferment of the 1920s, culminating in the Wall Street Crash of 1929.

**History 514 - Modern America: The United States Since World War II**

Readings and discussions on the main issues of the postwar years: Origins of the Cold War, the new conservatism, the corporate society, the decade of the counter-culture, and the crisis of political faith engendered by war, assassination, and political corruption.

**History 517 - Twentieth-Century Germany**

Selected topics illuminating the traumatic course of the modernization of German society, politics, and culture as conditioned by military defeat and the impact of economic crisis, from World War I to the two Germanys today.

**History 518 - The New Deal and World War II**

A study encompassing a period dominated by the presidential leadership of Franklin D. Roosevelt. Emphasis is placed on the crisis and challenge of the Great Depression, the interlude of Herbert Hoover's administration, the themes and occasional contradictions of the New Deal, the struggles for redefinition of American society, and the challenge of totalitarian aggression in World War II.

**History 519 - Latin America in the 20th Century**

Special topics on the social, cultural, political, and economic history of Latin America since the turn of the century, with emphasis on Argentina, Brazil, and Mexico. Topics will include: immigrant acculturation and the search for national identities; experiments in democracy; caudillismo and the rise of militarism; race relations; agrarian reform and the problems of underdevelopment; the continuing struggle for political stability and economic autonomy; neocolonialism; Third World relations; and international problems.

**History 520 - The Ancient Near East and Greece**

A survey of ancient cultures from the first Mesopotamian and Egyptian civilizations through the Hellenistic period (c. 300 - 200 B.C.), with most of the course devoted to the development of classical Greece.

**History 521 - Ancient Rome**

The history of the Roman Republic and Empire from the Etruscan period through the decline and fall of Rome (c. 800 B.C. - 500 A.D.). Readings from the primary sources will focus on social and political themes.

**History 522 - Medieval Europe**

A survey of European civilization from the fifth through the fifteenth centuries, including political organization, social and economic conditions, and medieval cultural developments.

**History 523 - Renaissance and Reformation**

An exploration of cultural, political, and social change in Europe from the Italian Renaissance through the protestant Reformation and Age of Discovery (c. 1400-1648).

**History 524 - Medieval England**

A survey of English history from prehistoric times through 1485, focusing on the development of the monarchy, law, and Parliament.

**History 598, 599 - Special Topics****History 600 - Independent Study****COURSES IN THE SOCIAL SCIENCES**

*Prospective students whose previous college work does not include at least one basic course in the desired field of study may be admitted to the social science course in question only by permission of the instructor. Independent studies in the Social Sciences are designated by the department name and the number 600, e.g., Sociology 600, etc.*

**Political Science 500 - Contemporary World Affairs**

Selected critical issues and crisis areas in contemporary international relations. These issues will from time to time include the study of nuclear weapons systems and their implications in world politics, the disintegration of both the Communist and Western power blocs, and the emerging triangular relationship among the United States, the Soviet Union, and Communist China.

**Political Science 501 - Current Problems in American Politics**

An analysis of the special problems created by technology, the breakdown of tradition, and the rise of alienation and elitism in American society.

**Political Science 502 - Latin American Relations in the 20th Century**

An analysis of the political and economic components of Inter-American relations since the turn of the century. Emphasis is given to post-World War II events and the impact of rising Latin American nationalism on U.S. influence in the region.

**Political Science 505 - The American Presidency: The Post-Watergate Era**

The Watergate scandal had a profound effect on the American political system, and perhaps its most lasting impact could be on the presidency. We will examine presidential power during an era in which there are growing constraints placed on the exercise of that power. The historical development of the office will be traced. We will look at the presidential selection process, presidential personality, and the president's relations with the public, the press, and other branches of government.

**Political Science 506 - Criminal Justice in America**

An examination of the formal structures and operating realities of the American system of criminal justice. The course will focus on the behavior of police, prosecutors, defense counsel, judges, and juries at various stages of the criminal justice process. Considerable attention will also be given to Supreme Court decisions affecting the rights of criminal suspects, and to the continuing debate over the causes of crime and the efficacy of punishment.

**Political Science 507 - American Constitutional Development**

An examination of the evolution of constitutional government in America from the perspectives of history, politics, and law, with special emphasis on the role of the Supreme Court as authoritative interpreter of the Constitution. Topics will include the framing of the Constitution; the contributions of Madison, Hamilton, Jefferson, and Marshall; slavery and the crisis of union; laissez-faire and the New Deal; and such contemporary issues as racial equity, freedom of expression, and presidential power.

**Sociology 500 - Basic Concepts in Modern Sociology**

A study of various significant theories and concepts in present day sociology. These will include the areas of social evolution, structural-functional analysis, and symbolic interaction.

**Sociology 502 - Sociology of the Working Class**

The course treats the American working class in the kinship, community, and occupational settings. It deals with the importance of social class and related ethnic factors in urban areas today. The impact of assembly line technology on the worker will also be discussed.

**Sociology 503 - Sociology of American Communities**

The size and function of American communities affect the expectations that residents have of each other, and the ways in which they organize their economic, political, and other institutional relationships. This course will investigate these patterns and the changes in them that have occurred over time.

**Sociology 505 - The Slum: A Cross-cultural Perspective**

Study will include the development of slums in various societies, characteristics of the slum dweller, the social organization of slums, and the place of the slum in the larger society.

**Anthropology 501 - Cultures of the World**

Survey of the world's major cultural areas with a brief history of their development.

**Anthropology 506 - Indian Cultures of Latin America**

Cultural and ethnohistory of the major Indian civilizations of Latin America, with a primary focus on the Incas, the Aztecs, and the Mayas. Study will conclude with a survey of Indian cultures today.

# Master of Arts Concentration in Psychology

The principal emphasis is on providing a strong foundation in the science of psychology. Students will be offered opportunities to extend their understanding of the methods of psychology, to critically evaluate psychological literature and theories, and to study applications of psychology to such fields as clinical/counseling psychology, tests and measurements, behavioral neuroscience, and developmental psychology.

## **Requirements for the Degree**

A total of 10 courses are required for the degree. Six are required courses and represent competency both in methods and in cognate areas.

To complete the methods requirement, students must successfully complete a two-semester sequence in statistics and design (PSY 500 & 508). To satisfy the cognate requirement, students must successfully complete four courses selected from the three cognate areas (biological, experimental, applied) according to the following conditions:

- at least one course must be selected from each of the three cognate areas
- at least two courses must be selected from either the biological or the experimental area

Courses which count for each cognate area are:

Biological: 502, 517, 520

Experimental: 501, 503, 510, 511, 530, 540, 550

Applied: 541, 560, 570, 571, 572, 575, 580, 581, 582, 590.

The remaining four courses for the degree may be electives chosen by the student.

Students majoring in Psychology may elect to undertake a master's thesis. The thesis will consist of an original experimental research project. Theoretical or discursive papers will be unacceptable. A student electing the thesis option begins by registering for Psychology 601, Thesis, with the permission of a research adviser selected by the student. Successful completion of Psychology 601 and the recommendations of the research adviser are prerequisites for Psychology 602. Psychology 601 and 602 together comprise the thesis option and substitute for six hours of formal course work. Once a student completes Psychology 601 and elects Psychology 602, the student must select a research committee, consisting of two members of the Psychology faculty (including the research adviser) and one member from a related discipline. Five years from the semester in which Psychology 601 is elected are allowed for successful completion of the thesis. A student must undertake an oral defense of the completed thesis, following research committee approval of the project, and the advisor's recommendation of the student for the oral examination.

## COURSES IN PSYCHOLOGY

### **Psychology 500 - Statistics in Psychology and Education**

The focus of this course is on the proper application of statistical techniques rather than on their mathematical development. Emphasis is placed on the statistical reasoning involved in using the more advanced parametric and nonparametric procedures.

### **Psychology 501 - Infancy and Childhood**

Theoretical and methodological issues in the study of development will be highlighted by examining current issues in child psychology. A chronological overview of cognitive and social development during infancy and childhood will be treated.

### **Psychology 502 - Biological Foundations of Human Behavior**

A study of the organic mechanisms for learning, emotion, motivation, memory, sleep, perception, language, and psychopathology. Major topics considered in the course include functional neuroanatomy, the neurobiology of various neurotransmitter systems, hormonal influences on behavior and cognition, information processing in various sensory systems, the biological bases of drug abuse and addiction, and the psychopharmacology of therapeutic drugs.

### **Psychology 503 - Human Cognition and Performance**

A survey of research on human memory, attention, language, problem solving, and general comprehension processes. Special topics typically include: eyewitness testimony, computer modeling of comprehension processes, interrelationship between cortical trauma and information processing. *Prerequisite: 500.*

### **Psychology 508 - Research Methods & Advanced Statistics**

A survey of research methods employed in behavioral research. Emphasis will be placed on inferential statistics such as analysis of variance, regression, factor analysis, discriminant analysis, and appropriate a priori and a posteriori tests of significance. Examples will be drawn from psychology, medicine, market research, etc. A significant portion of the class will be devoted to the use of a statistical package such as Systat or SPSS. *Prerequisite: 500.*

### **Psychology 510 - Adolescence, Maturity & Old Age**

Central themes of adolescence-adulthood (dependency-independency, intellectual growth, personality change) will be assessed within a life-span developmental framework.

### **Psychology 511 - The Exceptional Child**

A study of the genesis, nature, and treatment of the exceptional child. Focus is placed on children with high and low intelligence levels, and on such conditions as the anxious, the social, the hyperactive, and the destructive child. A modified case study method is employed.

### **Psychology 517 - Principles of Sensation and Perception**

This course offers a survey of how our sensory systems analyze physical stimuli and produce complicated perceptions of the world around us. Consideration is given to how the anatomy and physiology of the visual and auditory systems allow us to extract information from the environment to create meaningful percepts. Other topics include psychophysics, perceptual illusions, experimental methods, and comparative studies.

### **Psychology 520 - Psychopharmacology**

An overview of the physiological and psychiatric factors involved in the action of drugs. Special emphasis will be placed on psychotherapeutic drugs, alcohol, stimulant opiates, cocaine, hallucinogens, and marijuana. *Prerequisite: Psychology 502.*

### **Psychology 530 - Advanced Topics in Experimental Psychology**

An advanced survey of the techniques of the major experimental fields of psychology treated with the aim of providing support for practitioners and teachers in these fields. Topics may include experiments drawn from experimental psychopathology, developmental psychology, learning, motivation, sensation, perception, and physiological and social psychology. *Laboratory fee.*

### **Psychology 540 - Social Psychology**

A survey of the paradigms used in the analysis of interpersonal behavior. Special emphasis will be placed on affiliation, person perception, aggression, attitude change, and conformity.

### **Psychology 541 - The Dynamics of Group Interaction**

This course provides both a theoretical and experimental background for assessing the value of using group interaction for the attainment of meaningful self-learning. *Prerequisite: Psychology 540.*

### **Psychology 550 - Theories of Personality**

A critical survey of the major theoretical positions in the field with an emphasis on humanistic approaches. Possible therapeutic implications of each theory are also discussed.

### **Psychology 560 - Abnormal Behavior**

An analysis of the symptoms, etiology, and treatment of psychopathological conditions. Such basic problems as the meaning of abnormality and the adequacy of current treatment procedures are explored.

### **Psychology 570 - Introduction to Counseling**

The various theoretical positions and techniques are explored and compared from a number of viewpoints including those of the counselor, other institutional personnel, the client, and the general public.

### **Psychology 571 - Advanced Counseling**

An intensive treatment of the theories and techniques of counseling. Practical exercises constitute a portion of this course. *Prerequisite: Psychology 570 or any two courses in the applied cognate area.*

### **Psychology 572 - Behavior Modification**

Techniques of changing human behavior. Special attention is given to conditioning approaches including analyzing motivation and developing related rewards, eliciting desired responses, and using appropriate response-reward contingencies.

### **Psychology 575 - Counseling for the Critical Adult Life Stages**

This course will focus on developing strategies for counseling adults in life transitions and crises. The course will identify and discuss current research in adult development as well as the application of counseling techniques to this segment of the population. *Prerequisite: Permission of the instructor.*

**Psychology 580 - Psychological and Educational Testing**

An evaluative survey of various types of psychological and educational instruments encompassing both group and individual tests. The major types focused on include interest inventories, aptitude tests, achievement tests, and intelligence tests. Theoretical foundations are explored and practical experience given when feasible. *Prerequisite: Psychology 500.*

**Psychology 581 - Individual Intelligence Testing**

Training in the theory and use of the major individual measuring instruments of intelligence. The course stresses practical experience in the administration of the Wechsler tests for children and the Stanford-Binet. *Prerequisite: Psychology 580.*

**Psychology 582 - Introduction to Projective Techniques**

An evaluative survey of the theory and usage of projective tests of personality, including the Rorschach, the Thematic Apperception Test, and other tests. *Prerequisite: Psychology 580 and consent of the instructor.*

**Psychology 590 - Applied Psychology Practicum**

Under special circumstances the Department may grant one course credit to those students who arrange to receive instruction through field experience in an area of applied psychology under the direction of a qualified preceptor. Such arrangements must be made by the student and must be approved in advance by the Department. Evaluation and supervision will be arranged on an individual basis. *Prerequisite: At least five graduate courses in Psychology. Psychology 598, 599 - Special Topics*

**Psychology 600 - Independent Study**

An intensive review of an area of contemporary experimental research interest in psychology, including undertaking of an independent original experimental research project. Specific course requirements to be determined for each study by the instructor. Entrance by permission of the instructor.

**Psychology 601, 602 - Thesis**

# Graduate Courses in Education

Although Washington College does not offer the Master of Arts degree in Education, it does offer a number of Education courses for graduate credit. These courses are offered as a service to area teachers who are working on graduate degrees at other institutions, who are seeking advanced professional certification, or who simply want to extend their graduate studies into the area of Education. Students interested in Special Topics courses or Independent Study should contact Professor Rachel Scholz at (410) 778-7267.

## **Education 503 - Reading in the Content Area — I: Secondary Level**

A course designed for in-service middle and high school teachers to familiarize them with the latest research in the field of reading and to teach them effective instructional strategies based on that research. Performance assessment will be employed as participants are expected to demonstrate competency in using content area reading strategies in their teaching.

## **Education 504 - Reading in the Content Area — II: Secondary Level**

Building on EDU 503, this course extends the skills of middle and high school teachers, from the effective use of reading strategies in their teaching to the development of coherent literacy programs that support content area learning. Emphasis will be given to identifying and meeting the needs of students with diverse backgrounds and abilities. Performance assessment will be used throughout the course. *Prerequisite: EDU 503*

## **Education 505 - Principles of Education**

The historical, philosophical, and sociological foundations of education will be studied; topics relevant to contemporary education in the United States will be examined.

## **Education Courses Offered by Washington College through the Regional Training Center (RTC):**

### **Education 520 - Classroom Assessment Techniques**

The main focus of this course is on using assessment to support teachers in examining the effectiveness of their own practices, to improve student learning, and to help students become effective self-assessors. Teachers will have opportunities to use a wide range of assessment tools, developing skills that reflect a personal philosophy of assessment. While written tests are addressed, most of the emphasis is on personal assessment.

### **Education 521 - Dimensions of Learning**

Dimensions of Learning, a comprehensive research-based model of student learning and thinking, provides a planning framework to link curriculum, assessment, and instruction. The course is rich with practical strategies and processes to help students maximize their thinking and learning.

### **Education 522 - Increasing Student Responsibility and Self-Discipline in Learning Communities**

Fostering student accountability and developing patterns of student cooperation and on task behavior in the classroom are the objectives of this course. Participants will learn skills and strategies for increasing student responsibility that can be integrated in to the teaching of every

lesson. An additional goal of the course is to teach specific communication structures that will allow for an increase in positive student response and motivation.

### **Education 523 - Expanding Student Thinking in the Classroom**

Based on recent brain research and learner-centered principles, this is a practical experience course on how to teach for, of, and about thinking.

### **Education 524 - Instructional Strategies for a Multicultural Society**

Participants will examine curriculum, understand and develop a sensitivity toward the cultural “perils and pitfalls” in teaching different ethnic groups, and to work to develop a variety of instructional techniques.

### **Education 526 - Styles of Teaching: Personality Types in the Classroom**

Style of teaching, based on Jung’s four basic personality types, will be explored and compared. Participants will delve into their own style and organizational preferences while at the same time building a clearer understanding of the needs of other types. Issues pertaining to teaching, learning, classroom management, communicating, conflict resolution, esteem building, and problem solving will be examined and applied to classroom situations.

### **Education 527 - Teaching and Learning through Multiple Intelligences**

Howard Gardner’s *Theory of Multiple Intelligences* provides an innovative perspective on creating effective teaching/learning environments. Participants will be involved in experiential activities that will broaden their understanding of Gardner’s work and guide them in developing practical applications for using this theory at all grade levels and in all content areas.

### **Education 528 - Skills and Strategies for Inclusion and Disability Awareness**

This course deepens the knowledge and understanding of disabilities and examines the social, academic, and physical considerations in school, community, and home environments. Special emphasis is made on the ways that teachers can integrate information about disabilities into the teaching of their curriculum and in managing their specific classroom environments.

### **Education 529 - Brain-Based Teaching and Learning**

This course provides classroom application strategies and techniques for translating the current research in cognitive science on teaching and learning. Beginning with how the brain processes information, the course includes the functions of the senses, working memory, long-term memory, storage and retrieval, and the development of the self-concept.

### **Education 530 – Cooperative Classroom: Kagan’s Instructional Practices**

The theory and research of cooperative learning and approach developed by Dr. Spencer Kagan. The course guides participants in the acquisition of a wide range of practical instruction methods called Co-op Structures and provides them with a theoretical framework which helps teachers decide which structures to use at different points in the instructional cycle. If instructional strategies are thought of as tools in the toolbox of a teacher, this course is designed to put more tools in each teacher’s toolbox and to instruct them on the best instructional practices with each tool.

### **Education 531 - Cooperative Discipline**

This classroom management program shifts the discipline paradigm from controlling student behavior through rewards and punishment to managing and motivating students by building

self-esteem and helping students make better choices. The goal is student growth: academically, socially, and psychologically.

**Education 532 – Teaching Writing and Teaching Across the Curriculum**

Based on the theme, “Writing to Learn and Learning to Write,” participants will learn how to effectively integrate cooperative learning with the teaching of writing as a thinking skill. Teachers will have hands-on experience that encourages students to be active learners through strategies that foster intelligent behaviors. This course will offer its participants a systematic, developmental approach to the teaching of writing in support of thematic, interdisciplinary, or subject specific instruction. It will draw upon a whole language approach to the integration of writing in all curriculum areas.

**Education 535 - Mentoring Teachers: A Process Approach for Excellence**

Based on research, theory, and the best practices in mentoring and supervising, this practical course is designed to meet that need and to assist all professionals on staff to improve their instructional performance. During the course, participants will experience, practice, discuss, and assess a variety of mentoring, instructional, and reflection strategies. Special emphasis will be made to introduce testing strategies to meet the learning needs of all students.

**Education 536 - Teaching Readers to Think**

This course explores the concept of balanced literacy and how to create a literate community within every classroom. Participants will learn how to create individualized timelines for students, building home and school connections. The techniques unlocking the written word, the strategies to read reflectively both as part of class activities and independently will be developed. Ways to assess the success of the balanced literacy program will be discussed.

**Education 537 – Differentiated Instruction**

The focus of this course is to provide a framework to design effective instruction for all students using differentiated instruction (DI). Participants will investigate the theoretical background, rationale, and principles of differentiated instruction and translate them to their classroom setting. Course instruction will include modeling of DI principles and strategies.

**Education 598, 599 - Special Topics**

# The Graduate Program Administration and Faculty

## ADMINISTRATION

L. Baird Tipson, Ph.D., President of the College  
Christopher Ames, Ph.D., Provost and Dean of the College  
Kathryn W. Sack, Ph.D., Assistant Dean, Director of the Graduate Program  
Jennifer L. Bershon, M.A., Registrar

## GRADUATE PROGRAM FACULTY

### ENGLISH

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Thomas Cousineau, Ph.D., University of California at Davis  
Jehanne Dubrow, Ph.D., University of Nebraska  
Richard C. DeProspero, Ph.D., University of Virginia\*  
Alisha Knight, Ph.D., Drew University  
Shaun Meehan, Ph.D., University of Iowa  
Robert Mooney, Ph.D., Binghamton University  
Corey Olsen, Ph.D., Columbia University  
Katherine E. Wagner, M.F.A., University of Massachusetts

### HISTORY

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Ann Connell, Ph.D., University of Maryland  
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Michael Harvey, Ph.D., Cornell University  
Gary Schiff, Ph.D., Columbia University  
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### PSYCHOLOGY

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Bruce Hutchison, Ph.D., University of Maryland  
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Catherine M. Smithmyer, Ph.D., University of Delaware  
Jon P. Stanton, Ph.D., Memphis State University  
Ralph Surette, Ph.D., The Catholic University of America

### EDUCATION

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Christine B. Christensen, Ph.D., Rutgers University  
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Diana Ramsey, M.A., Kean College, Union  
Mildred D. Scanlon, M.S., St. John's University  
Richard Solomon, Ph.D., University of Maryland  
Jaan Stievater, M.S., SUNY College at Buffalo  
June Troiano, M.A., Gratz College  
Denise Williams, M.A. Slippery Rock University

\* Graduate Program Director

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