

# WHY COURAGE?

**UN201** The Courage to Know is an initiative to stimulate the intellectual culture among first-year students and enhance advising. The course is designed to confront students with the most fundamental formational questions that will guide their years at Boston College and beyond:

*Who am I?*

*What am I good at?*

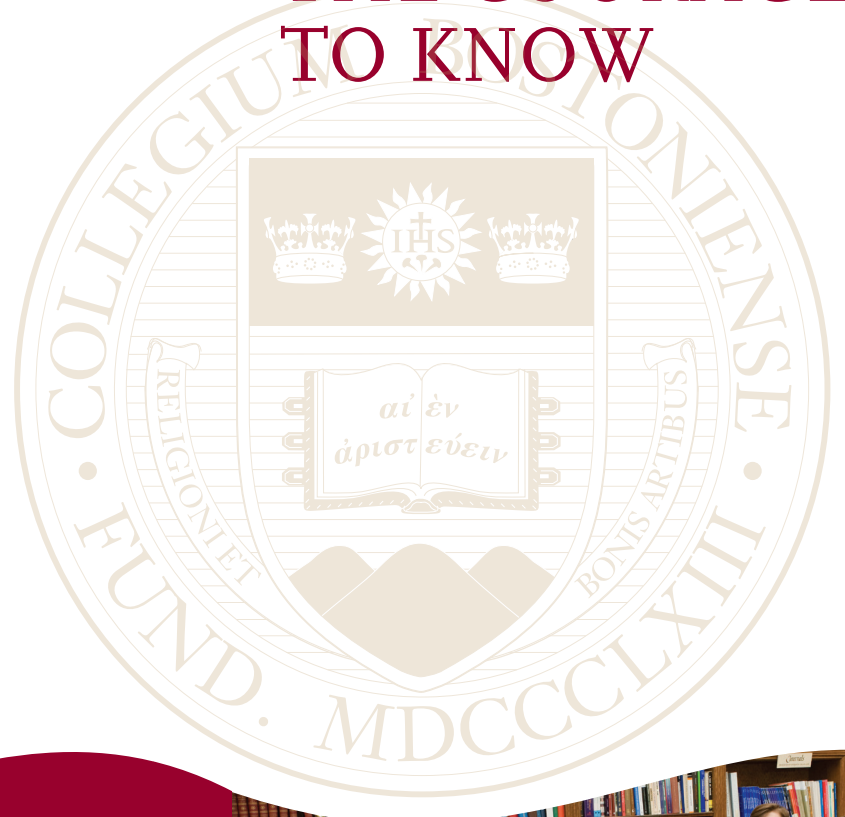
*Who am I called to become?*

The Courage to Know is part of the Cornerstone Project, conceived and funded by the University Academic Planning Council. Through the generous support of alumni and friends, The Courage to Know freshman seminar program encourages and maintains the academic excellence of the Boston College community.



A Boston College Cornerstone Elective for Freshmen

# THE COURAGE TO KNOW



For further information please contact:

Office of First Year Experience  
Brock House  
78 College Road  
Chestnut Hill, MA 02467  
(617) 552-3281  
[www.bc.edu/fye](http://www.bc.edu/fye)

**BOSTON COLLEGE**

## UN201 THE COURAGE TO KNOW AT-A-GLANCE

- The Courage to Know is an interactive seminar of 15-20 students designed to help develop critical reading, writing, and analytical skills.
- A 1-semester, 3-credit elective, The Courage to Know counts as one of your 5 courses during the fall or spring semester of your freshman year.
- Your Courage to Know professor will also serve as your academic advisor.
- Two seniors serve as mentors throughout your freshman year.
- Ultimately a course about identity, The Courage to Know is the essential introduction to student formation in the Ignatian tradition. This course will challenge you to discern your passion, and use this passion to guide your years at Boston College and beyond.

## WE HAVE THE COURAGE.

### MATT NACIER

“Courage to Know played a large role in my freshman experience. It provided me with an environment in which I was able to talk with my peers about our transition as freshmen with valuable input from knowledgeable upperclassmen. Courage to Know taught me how to find balance between my academic, spiritual, and social life. My process of educating my whole self began with my first day in Courage to Know.”



### HALEY FARRELL

“My writing improved and I really enjoyed the books that we read, however I would say my favorite part of CTK was the opportunity for open discussion. Through talking about everything from faith to sexuality, CTK definitely set the stage for my next 3½ years at BC by emphasizing the importance of involving myself in ongoing conversations. I missed having Courage to Know as a part of my schedule during second semester, but I found that even after it had ended I still incorporate a lot of the lessons that I had learned.”



### FIL PIASEVOLI

“Amidst all of the difficulties that come with adjusting to college life, Courage to Know challenged me early on to think and express myself critically in a small classroom setting. The reading material, ranging from contemporary works on the Chinese Cultural Revolution to Martin Luther King’s letter from Birmingham Jail, encouraged me to identify the values and morals that I held most dear. The class opened my eyes to Jesuit values embodied in the curriculum at Boston College such as the idea of a vocation as opposed to an occupation, and the importance of the academic core in providing a holistic breadth of knowledge.”



### JOJO GOLDEN

“Through CTK I was able to reconcile my personal values and beliefs with my new lifestyle as a college student. My favorite part of the class was the sense of community that we created within the classroom, and many of my classmates have become my closest friends today. CTK is a class completely unique to BC, and is ultimately where I began to form my own identity as a BC student. My freshman experience would not have been the same without it!”



### TIM KOCH

“Characterized by analytical and thought-provoking conversation, Courage to Know provided me with an outlet to critically think about prominent issues such as vocation, social justice, and self-discovery. After the course, I felt prepared to engage in the larger discussions taking place on the campus shaping my experiences for the next four years.”



### MEYHA SWAROOP

“Our conversations in class focused on human identity, faith and the role of spirituality in one’s life, issues of race and discrimination, family dynamics, and our own beliefs on a variety of issues, to name a few. The assignments were both creative and analytical, allowing me to experience new ways of thinking and allowing me to open up to myself as well as to my fellow classmates.”

