BOSTON COLLEGE
WILLIAM F. CONNELL SCHOOL OF NURSING

GRADUATE ELECTIVES

2015-2016

(not an all-inclusive listing)
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# GRADUATE ELECTIVES AT BOSTON COLLEGE

## BC CSON GRAD ELECTIVE COURSES

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<td>NURS 5318</td>
<td>FORENSIC SCIENCE I</td>
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<td>NURS 5345</td>
<td>ECUADOR: GLOBAL HEALTH PERSPECTIVES (LATE MAY- MID-JUNE)</td>
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<td>NURS 5350</td>
<td>GLOBAL HEALTH CHALLENGES &amp; DISPARITIES (SS II)</td>
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<td>NURS 5355</td>
<td>AN AGING SOCIETY: INTERDISCIPLINARY PERSPECTIVES ON HEALTHCARE (TBD)</td>
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<tr>
<td>NURS 7426</td>
<td>ADVANCED PSYCHOPHARMACOLOGY ACROSS THE LIFESPAN (SP)</td>
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<tr>
<td>NURS 7502</td>
<td>CASE STUDIES IN FORENSICS</td>
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<td>NURS 7524</td>
<td>MASTER’S RESEARCH PRACTICUM (ARR)</td>
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<td>NURS 7525</td>
<td>INTEGRATIVE REVIEW OF NURSING RESEARCH (ARR)</td>
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<td>NURS 7640</td>
<td>PALLIATIVE CARE I: SERIOUS ILLNESS, DISEASE PROGRESSION AND END OF LIFE (SS I)</td>
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<td>NURS 7642</td>
<td>PALLIATIVE CARE II: PAIN &amp; SUFFERING IN THE SERIOUSLY ILL (FALL)</td>
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<td>NURS 7643</td>
<td>PALLIATIVE CARE III: PALLIATIVE CARE &amp; ADVANCED PRACTICE NURSING (SP)</td>
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<tr>
<td>NURS 8580</td>
<td>FOUNDATIONS OF TEACHING AND LEARNING IN NURSING (TBD)</td>
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<td>NURS 8875</td>
<td>SECONDARY ANALYSIS OF HEALTH-RELATED DATASETS (TBD)</td>
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<td>NURS 7101</td>
<td>INDEPENDENT STUDY (MASTER’S LEVEL)</td>
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<td>NURS 9799</td>
<td>INDEPENDENT STUDY (DOCTORAL LEVEL)</td>
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BC A&S / PSYCHOLOGY DEPT / POTENTIAL GRAD ELECTIVE COURSES**

PSYC 5502     MULTIPLE REGRESSION (SP)
PSYC 6601     STRUCTURAL EQUATION MODELING (SP)
PSYC 6602     MISSING DATA ANALYSIS (FALL)

BC A&S / SOCIOLOGY DEPT / POTENTIAL GRAD ELECTIVE COURSES**

SOCY 5588     WORK & THE FAMILY (SP)
SOCY 5597     CONTEMPORARY RACE THEORY (FALL)
SOCY 7702     INTRO TO STAT AND DATA ANALYSIS (FALL)
SOCY 7703     MULTIVARIATE STATISTICS (SP)
SOCY 7704     REGRESSION MODELS FOR CATEGORICAL DATA (FALL)
SOCY 7708     HIERARCHICAL LINEAR MODELING (SP)
SOCY 7709     QUANTITATIVE DATA MANAGEMENT (FALL)
SOCY 7716     CONTEMPORARY SOC THEORY (SP)

BC LSOE / POTENTIAL GRAD ELECTIVE COURSES~~

APSY 6397     SOCIAL ISSUES & SOCIAL POLICY (SP)
APSY 7418     APPLIED CHILD DEVELOPMENT (required for LSOE – may be full)

**Electives outside of CSON require permission of other school / dept. in addition to advisor

~~ LSOE electives require permission from the advisor and from the LSOE course faculty. Students then forward the permission email to LSOE graduate office (patricia.stamper@bc.edu or iva.begolli@bc.edu).
APSY 7419  APPLIED ADOLESCENT DEVELOPMENT  (required for some LSOE programs – may be full)
APSY 7420  POSITIVE YOUTH DEVELOPMENT (SP)
APSY 7440  PRINCIPLES AND TECHNIQUES OF COUNSELING (FALL) (includes a lab component)
APSY 7444  THEORIES OF COUNSELING AND PERSONALITY I (FALL) (2 semester sequence with 7445)
APSY 7445  THEORIES OF COUNSELING AND PERSONALITY II (SP) (2 semester sequence with 7444)
APSY 7446  CHILD PSYCHOPATHOLOGY (FALL)
APSY 7462  ASSESSMENT AND TEST CONSTRUCTION
APSY 7465  PSYCHOLOGICAL TESTING
APSY 7468  INTRODUCTORY STATISTICS (required for some LSOE programs – may be full)
APSY 7469  INTERMEDIATE STATISTICS (required for some LSOE programs – may be full)
APSY 7518  ISSUES IN LIFE SPAN DEVELOPMENT (FALL)
APSY 7528  MULTICULTURAL ISSUES
APSY 7543  PSYCHOPATHOLOGY (FALL)
APSY 7549  PSYCHOLOGY OF TRAUMA: CROSS CULTURAL AND SOCIAL JUSTICE
APSY 7561  EVALUATION & PUBLIC POLICY (SP)
APSY 7617  LEARNING & COGNITION (SP) (required for some LSOE programs – may be full)
APSY 7636  PRINCIPLES OF SHORT TERM COUNSELING (SP)
APSY 7665  DEVELOPMENTAL DISABILITIES: EVALUATION, ASSESSMENT, FAMILIES & SYSTEMS (FALL)
APSY 7666  DEVELOPMENTAL DISABILITIES: VALUES, POLICY & CHANGE (SP)
APSY 7740  TOPICS IN THE PSYCHOLOGY OF WOMEN (SP)
APSY 8115  SOCIAL AND AFFECTIVE PROCESSES
ERME 8664  SURVEY METHODS (required for some LSOE programs – may be full)
APSY 8667  GENERAL LINEAR MODELS

~~ LSOE electives require permission from the advisor and from the LSOE course faculty. Students then forward the permission email to LSOE graduate office (patricia.stamper@bc.edu or iva.begolli@bc.edu).
ERME 8667   GENERAL LINEAR MODELS (required for some LSOE programs – may be full)
APSY 8669   PSYCHOMETRIC THEORY I (required for some LSOE programs – may be full)
APSY 8851   DESIGN OF QUALITATIVE RESEARCH
APSY 8861   MULTILEVEL REGRESSION MODELS (SP) (required for some LSOE programs – may be full)
APSY 8912   PARTICIPATORY ACTION RESEARCH : GENDER, RACE & POWER (FALL)
APSY 8915   CULTURAL PERSPECTIVES: PSYCHOLOGY, RACE, CLASS & GENDER (SP)
APSY 9864   ADVANCED QUALITATIVE RESEARCH

~~ LSOE electives require permission from the advisor and from the LSOE course faculty. Students then forward the permission email to LSOE graduate office (patricia.stamper@bc.edu or iva.begolli@bc.edu).

BC GSSW / POTENTIAL GRAD ELECTIVE COURSES##
SCWK 7721   HUMAN BEHAVIOR AND SOCIAL ENVIRONMENTS
SCWK 7722   PSYCHOSOCIAL PATHOLOGY (SP) (May be appropriate for finishing PMH NP students)
SCWK 7723   DIVERSITY AND CROSS CULTURAL ISSUES
SCWK 7726   NEUROSCIENCE OF HUMAN RELATIONS & DEVELOPMENT
SCWK 7727   SUBSTANCE ABUSE
SCWK 7794   IMMIGRANT AND REFUGEE ISSUES
SCWK 7798   HUMAN SERVICES IN DEVELOPING COUNTRIES
SCWK 8806   GLOBAL POLICY ISSUES & IMPLICATIONS (FALL) (PhD students)
SCWK 8822   IMPACT OF VICTIMIZATION ON CHILD / ADOLESCENT DEVELOPMENT
SCWK 8823   OLDER ADULTS & MENTAL HEALTH SETTINGS (FALL)
SCWK 8831   DYING, GRIEF & BEREAVEMENT (FALL)

##GSSW Electives require permission from the student’s advisor and GSSW Grad Associate Dean Schirmer (Teresa.schirmer@bc.edu)
SCWK 8896  PLANNING FOR HEALTH AND MENTAL HEALTH SERVICES (PhD students)  
SCWK 9953  CROSS-CULTURAL ISSUES IN SOCIAL AND BEHAVIORAL RESEARCH (PhD students)  
SCWK 9962  MULTILEVEL AND LONGITUDINAL DATA ANALYSIS (PhD students)  
SCWK 9973  THEORIES AND RESEARCH IN BEHAVIORAL SCIENCE (PhD students)  

#*GSSW Electives require permission from the student’s advisor and GSSW Grad Associate Dean Schirmer (Teresa.schirmer@bc.edu)

**BC STM / POTENTIAL GRAD ELECTIVE COURSES^^**

TMPS 7006  GRIEF AND LOSS (SP)  
TMPS 7086  TRAUMA AND ADDICTION (FALL)  
TMPS 7093  INTRODUCTION TO PASTORAL CARE AND COUNSELING (FALL & SPRING)  
TMPS 7148  POVERTY AND MENTAL ILLNESS (SP)  
TMCE 8063  SOCIAL ETHICS IN FEMINIST PERSPECTIVES  

Additional STM courses of interest may be offered in a given semester. Students should review the course listings in AGORA.  

^^STM electives require permission from the student’s advisor and from STM. If the course is Level 2 (has pre-requisites) or Level 3 (a PhD seminar), students should email the course faculty, identify themselves as nursing graduate students and their specific program and ask permission to take the course. If permission is granted then students contact Donna DeRosa (derosado@bc.edu) to register. For courses that are Level 1 (no pre-requisites), students may contact Donna DeRose directly.  

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GRADUATE ELECTIVES MAY ALSO BE AVAILABLE THROUGH THE CONSORTIUM

THE CONSORTIUM INCLUDES BC, BOSTON UNIVERSITY, BRANDEIS, TUFTS AND THE MIT GRADUATE CONSORTIUM IN WOMEN’S STUDIES. EXAMPLES OF POTENTIAL GRADUATE ELECTIVES FROM EACH SCHOOL ARE HIGHLIGHTED BELOW. STUDENTS MAY REVIEW THE FULL COURSE OFFERINGS ON EACH SCHOOL’S WEBSITE OR COURSE CATALOGUE. STUDENTS WHO WISH TO REGISTER FOR AN ELECTIVE THROUGH THE CONSORTIUM MUST OBTAIN PERMISSION FROM THEIR ADVISOR AND/OR THE GRADUATE OFFICE, AS WELL AS BC’S OFFICE OF STUDENT SERVICES. STUDENTS MUST THEN FOLLOW THE HOST SCHOOL’S PROCEDURES FOR COURSE REGISTRATION. STUDENTS MAY TAKE A MAXIMUM OF 1 COURSE PER SEMESTER THROUGH THE CONSORTIUM.

BU SOCIOLOGY / POTENTIAL GRAD ELECTIVE COURSES#

GRS SO 701: Advanced Sociological Theory (Classical) (fall ’15)

GRS SO 702: Proseminar: Sociological Methods (fall ’15)

GRS SO 708: Contemporary Sociological Theory

GRS SO 712: Qualitative Methods

GRS SO 765: The Sociology of Religion

GRS SO 803: Seminar: Gender Stratification (fall ’15)

GRS SO 804: Seminar: The Family (fall ’15)

GRS SO 808: Seminar: Ethnic, Race, and Minority Relations (fall ’15)

GRS SO 811: Seminar: Sociology of the Nonprofit Sector

GRS SO 812: Seminar: Identity, Society, and Religious Life

GRS SO 818: Medical Sociology (fall ’15)

#Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8
GRS SO 820: Graduate Study in Women and Social Change in the Developing World (fall ’15)

GRS SO 822: Advanced Seminar in Religion and Social Change (fall ’15)

GRS SO 834: Seminar: Mental Illness

GRS SO 837: Seminar: Sociology of Culture (fall ’15)

GRS SO 838: Seminar on International Migration

GRS SO 839: Seminar: State Building and Failure in the Developing World

GRS SO 840: Seminar: Political Sociology

GRS SO 844: Seminar: Sociology of Education

GRS SO 847: Seminar: Global Sociology

GRS SO 848: Culture, Markets, and Inequality

GRS SO 850: Seminar: Technology and Society

GRS SO 852: Contemporary Debates in Sexualities Research

GRS SO 862: Seminar: Great Theorists

GRS SO 890: Seminar: Global Health: Politics, Institutions, and Ideology

**BU SCHOOL OF PUBLIC HEALTH / POTENTIAL GRAD ELECTIVE COURSES**

MANY BIOSTAT, PUBLIC HEALTH AND EPIDEMIOLOGY COURSES

SPH BS 722  Design & Conduct of Clinical Trials

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*Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8*
COURSES FROM SEVERAL BRANDEIS SCHOOLS / PROGRAMS ARE LISTED BELOW. PLEASE REFER TO THE BRANDEIS UNIVERSITY WEBSITE OR COURSE CATALOGUE FOR OTHER DEPTS. AND COURSE OFFERINGS

BRANDEIS – SCHOOL OF GRAD & PROFESSIONAL STUDIES - MS PROGRAM IN HEALTH & MEDICAL INFORMATICS

(ONLINE – FALL ‘15)

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<td>10236</td>
<td>RHIN</td>
<td>110</td>
<td>Perspectives on Health/Medical Information Systems</td>
<td>Open Online</td>
<td>Wattanasin, Nich</td>
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<tr>
<td>10237</td>
<td>RHIN</td>
<td>115</td>
<td>Health Data and Electronic Health Records (EHRs)</td>
<td>Open Online</td>
<td>Harvey III, Arthur William</td>
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<tr>
<td>10238</td>
<td>RHIN</td>
<td>126</td>
<td>Advanced Health Care Data Analytics</td>
<td>Open Online</td>
<td>Robinson, Greg</td>
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<tr>
<td>10239</td>
<td>RHIN</td>
<td>160</td>
<td>Legal Issues in Health and Medical Informatics</td>
<td>Open Online</td>
<td>Hemdal, Deborah Wheaton</td>
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<tr>
<td>10264</td>
<td>RSAN</td>
<td>120</td>
<td>Statistics and Data Analysis</td>
<td>Open Online</td>
<td>Zmiri, Ofer A.</td>
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<tr>
<td>10265</td>
<td>RSAN</td>
<td>130</td>
<td>Strategic Analytics and Visualization for Big Data</td>
<td>Open Online</td>
<td>Morrone, Ross</td>
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<tr>
<td>10266</td>
<td>RSAN</td>
<td>150</td>
<td>Data Governance, Security, Quality, and Ethics</td>
<td>Open Online</td>
<td>Gentile, Stephen A.</td>
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(ONLINE – SPRING)

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<tr>
<td>8411</td>
<td>RHIN</td>
<td>120</td>
<td>Health/Medical Information Systems Security</td>
<td>Open Online</td>
<td>Brown, Jeffrey L.</td>
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<tr>
<td>8412</td>
<td>RHIN</td>
<td>126</td>
<td>Advanced Health Care Data Analytics</td>
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<td>Brown, Jeffrey L.</td>
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<td>8413</td>
<td>RHIN</td>
<td>150</td>
<td>Emerging Technologies in Health/Medical Informatics</td>
<td>Open Online</td>
<td>Noonan, Michael</td>
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<tr>
<td>8414</td>
<td>RHIN</td>
<td>170</td>
<td>Clinical Business Issues in Health Informatics</td>
<td>Open Online</td>
<td>Moore, Carl E.</td>
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<tr>
<td>8415</td>
<td>RHIN</td>
<td>180</td>
<td>Strategic Application of IT in Healthcare</td>
<td>Open Online</td>
<td>Harvey III, Arthur William</td>
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#Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8
BRANDEIS – HELLER SCHOOL FOR SOCIAL POLICY & MANAGEMENT

3968 **HS 104B 1**
**American Health Care Lecture:** Open **Altman, Stuart**
F 2:00 PM–3:50 PM FALL

5074 **HS 110A 1**
**Wealth and Poverty** Block J
T,F 12:30 PM–1:50 PM FALL

2206 **HS 357F 1**
**Health Law and Ethics I** Noble, Alice A
Heller Summer Session 2 SUMMER

2205 **HS 347A 1**
**Healthcare Technology and Information Systems** Zinner, Darren E.
Heller Summer Session 2 SUMMER

9183 **HS 204F 1**
**Education, Gender and Development** Espinosa, M. Cristina
Module Session 1
Block S2 T 2:00 PM–4:50 PM SPRING

9318 **HS 209F 1**
**Community Health in Conflict Situations** Ariyaratne, Vinya
Module Session 2
Block S3 W 2:00 PM–4:50 PM SPRING

9319 **HS 229F 1**
**International Health Financing** Halasa, Yara Zeng, Wu
Module Session 2
Block S4 Th 2:00 PM–4:50 PM SPRING

9017 **HS 253F 1**
**HIV/AIDS and Public Policy** Cahill, Sean
Module Session 2
Heller School 163 T 6:00 PM–8:50 PM SPRING

BRANDEIS – GRAD A&S – DEPT. OF HEALTH, SCI & SOCIETY

ANTH 111a Aging in Cross-Cultural Perspective  [ nw ss wi ]

*This course offers a 2-credit optional Experiential Learning practicum.*
Examines the meanings and social arrangements given to aging in a diversity of societies, including the U.S., India, Japan and China. Key themes include: the diverse ways people envision and organize the life course, scholarly and popular models of successful aging, the medicalization of aging in the U.S., cultural perspectives on dementia, and the ways national aging policies and laws are influenced by cultural models. Usually offered every second year.

#Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8
ANTH 127a Medicine, Body, and Culture  [nw ss]
Examines main areas of inquiry in medical anthropology, including medicine as a sociocultural construct, political and economic dimensions of suffering and health, patients and healers in comparative medical systems, and the medical construction of men's and women's bodies. Usually offered every year. Ms. Lamb or Ms. Hannig

ANTH 154a Culture and Mental Illness  [ss]
Without underestimating the importance of biological causes and treatments, this course challenges the hegemony of bio-medical models in psychiatry by seeking to conceptualize emotional problems and mental illness as historically situated and culturally constructed. Examines how factors related to political circumstances, social institutions, religious belief systems, socio-economic status, and ethnic background participate in shaping forms of distress and the ways they are dealt with in various socio-cultural settings. The course will also consider alternative therapies such as art therapy, community-based treatments, and culturally specific approaches to emotional healing and accommodation. Usually offered every third year. Ms. Schattschneider

ANTH 164a Medicine and Religion  [nw ss]
Prerequisite: ANTH 1a or equivalent.
Considers the convergence of two cultural spheres that are normally treated as separate: medicine and religion. The course will examine their overlap, such as in healing and dying, as well as points of contention through historical and contemporary global ethnographies. Usually offered every second year. Ms. Hannig

ENG 58a Literature and Medicine  [hum wi]
How can poetry and storytelling communicate with experience of bodily pain—and how does the body seek to communicate its suffering without language? We examine literary responses to the body's biological vulnerabilities, and seek to contextualize the vulnerable body within the cultural and political fields that shape medical knowledge and practice. Reading for new approaches, generated by the literary imagination, to controversial issues in medical ethics. Usually offered every third year. Mr. Sherman

HSSP 114b Racial/Ethnic and Gender Inequalities in Health and Health Care  [ss]
An examination of the epidemiological patterns of health status by race/ethnicity, gender, and socio-economic status. Addresses current theories and critiques explaining disparities in health status, access, quality, and conceptual models, frameworks, and interventions for eliminating inequalities. Usually offered every year. Ms. Jefferson

SOC 117b Sociology of Science, Technology, and Medicine  [oc ss]
This course draws on both historical and contemporary case studies to examine how science and medicine enter into our ideas about who we are as individuals and members of social groups (e.g., gender, race, ethnicity), understandings of health and illness, and ideals regarding what constitutes a good life, and a good death. Usually offered every second year. Ms. Shostak

#Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8
SOC 165a Living and Dying in America: The Sociology of Birth and Death  [ ss ]
Not open to students who had a death in their immediate family in the past year.
This course introduces the tools and concepts central to the sociological study of birth and death
in the United States. It is discussion-based and includes guest speakers, field trips, and
interactive assignments. Usually offered every year. Ms. Cadge

SOC 189a Sociology of Body and Health  [ ss ]
Explores theoretical considerations of the body as a cultural phenomenon intersecting with
health, healing, illness, disease, and medicine. Focuses on how gender, race, class, religion, and
other dimensions of social organization shape individual experiences and opportunities for
agency and resistance. Usually offered every year. Ms. Shostak

SOC 193a Environment, Health, and Society  [ ss ]
This course draws on sociological perspectives to examine two key questions: (1) How does
social organization enter into the production of environmental health and illness? and (2) How do
scientists, regulators, social movement activists, and people affected by illness seek to
understand, regulate, and intervene in relationships between the environment and human health?
Usually offered every second year. Ms. Shostak

SOC 194a Sociology of Mental Health and Illness  [ ss ]
Examines sociological approaches to mental health and illness. The focus is on the history,
definitions, social responses and consequences of conceptualizations and treatment of mental
illness. This will include some discussion of social factors related to mental disorder and types of
mental health treatment. Usually offered every second year.

BRANDEIS – GRAD A&S – DEPT. OF PSYCHOLOGY

PSY 141a Stress, Physiology, and Health  [ sn ss ]
Prerequisites: NPSY 11b, NBIO 146a, PSYC 38a, or NPSY 199a.
About a third of all diseases in western society are related to stress. The study of psychosocial
determinants of health is a growing field, in which biological and psychological research is
combined to understand pathways between CNS processes and health. We will study these
processes in this course. Usually offered every year. Mr. Rohleder

NPSY 154a Human Memory  [ sn ss ]
Prerequisite: PSYC 52a or NBIO 140b, or permission of the instructor.
Presents a systematic analysis of memory research and theory. The seminar will emphasize
current research employing cognitive neuroscience methods, such as fMRI. Usually offered
every second year. Ms. Gutchess

#Students who wish to register for a course through the Consortium should follow the procedures
outlined at the top of p. 8
NPSY 199a Human Neuropsychology  [ sn ss ]
Prerequisite: Psych 10a (formerly PSYC 1a) or Math 10a and at least sophomore standing.
Designed as an introduction to human neuropsychology. Topics include cerebral dominance, neuroanatomical mapping, and localization of function, with special reference to language, memory, and related cognitive function. Usually offered every year. Mr. Wingfield

PSYC 130b Life Span Development: Early and Middle Adulthood  [ ss ]
Prerequisites: PSYC 10a (formerly PSYC 1a), 31a or 33a, 51a, 52a, or permission of the instructor. Seminar on advanced topics in life span developmental theory and methodology. Substantive emphasis will be on cognitive, personality, social, and physical changes that occur in early adulthood and midlife. Usually offered every second year. Ms. Lachman

PSYC 131a Child Development across Cultures  [ ss wi ]
Prerequisite: PSYC 33a or 36b. Juniors and seniors have priority for enrollment.
The main objective of the course is to help students learn about the processes involved as culture influences development. Usually offered every year. Staff

BRANDIS UNIVERSITY – GRAD A&S – DEPT. OF WOMEN’S STUDIES

ANTH 127a Medicine, Body, and Culture  [ nw ss ]
Examines main areas of inquiry in medical anthropology, including medicine as a sociocultural construct, political and economic dimensions of suffering and health, patients and healers in comparative medical systems, and the medical construction of men's and women's bodies. Usually offered every year. Ms. Lamb or Ms. Hannig

ANTH 160b Dirt, Disgust, and Contagion: The Anthropology of Pollution  [ nw ss ]
Explores the anthropological concepts of dirt and pollution. What makes things repulsive to us and why? We examine the culturally-specific significance of bodily boundaries, fluids, and smells with particular emphasis on the intersections between gender, race, hygiene, and morality. Usually offered every second year. Ms. Hannig

ANTH 244a Gender and Sexuality Seminar
Examines gender constructs, sexuality, and cultural systems from a comparative perspective, and major theoretical trends in feminist and queer anthropology. Usually offered every year.

ECON 69a The Economics of Race and Gender  [ ss ]
Prerequisite: ECON 2a or 10a.
The role of race and gender in economic decision making. Mainstream and alternative economic explanations for discrimination, and analysis of the economic status of women and minorities. Discussion of specific public policies related to race, class, and gender. Usually offered every second year. Ms. Brainerd

#Students who wish to register for a course through the Consortium should follow the procedures outlined at the top of p. 8
ENG 58b Women and Madness  [ hum ]
Addresses literary representation of women and madness, from psychoanalytic and socio-cultural perspectives, from Medusa to the Bell Jar and beyond. Texts capture women's struggles with mental illness as well as the cultural institutions that define and regulate it. Usually offered every third year. Ms. Skorczewski

ENG 127b Migrating Bodies, Migrating Texts  [ hum nw ]
Beginning with the region's representation as a tabula rasa, examines the textual and visual constructions of the Caribbean as colony, homeland, backyard, paradise, and Babylon, and how the region's migrations have prompted ideas about evolution, hedonism, imperialism, nationalism, and diaspora. Usually offered every second year. Ms. Smith

ENG 201a Gender and Sexuality Studies
Investigates sex assignment, genders, and sexualities as categories of social knowledge and modes of social production. Reading recent critical discussions and crossing disciplinary boundaries, this course explores gender, desire, and pleasure in everyday and formal performance, literary and other written texts, and visual representations. Usually offered every fourth year. Mr. King

MIT – GRADUATE CONSORTIUM IN WOMEN’S STUDIES COURSES#

American Motherhood and Mothering (Fall, 2015)
Feminist Inquiry (Spring, 2016)

TUFTS DEPT. CHILD & FAMILY/ POTENTIAL GRAD ELECTIVE COURSES#

120 Assessment of Children. Practicum seminar on applied comprehensive, developmental assessments of children. Testing procedures, clinical observations, interview techniques, and written reports will be included. Topics such as learning disabilities, autism, ADHD, mental health and the impact of disabilities on education with case examples and practice assessments. Prerequisite: Grad status. Macht-Greenberg

1124 American Sign Language and the Deaf Community. Introductory course in manual communication and deafness. Covers basic sign-language structures, vocabulary, and finger spelling. Orientation to deafness covers topics such as educational approaches, family dynamics, social identity, and language acquisition. Fall/Spring. Clark, Lipsky

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125 **American Sign Language II.** Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students extend their signing skills. Topics include historical, psychological, linguistic, and social aspects of American Sign Language. Prerequisite: Child Development 124 or equivalent. Fall/Spring. *Clark, Lipsky*

144 **Qualitative and Ethnographic Methods in Applied Social Science Research.** An interdisciplinary overview of qualitative research methods. Focus on providing tools and strategies for practitioners and researchers in social sciences to pursue systematic inquiry in applied settings. Spring. *Mistry*

146 **Applied Data Analysis.** As a second course in statistics, the focus will be on methods of exploratory data analysis, general linear model techniques (regression, correlation, and ANOVA), and analysis of categorical data (contingency table analysis). Students will learn by doing through hands-on work using Excel and SPSS software with real data from the social and behavioral sciences. Skills in interpreting research findings will also be developed. Prerequisite: Intro stats course w/ a social and behavioral science focus. Fall. *Members of the department*

1155 **The Young Child's Development of Language.** Human language is examined as a form of communication and compared with animal signal systems. Other topics are phonological, syntactic, and semantic development; language, culture, and thought; language and social class; and language and bilingualism. Fall. *Gidney*

156 **Developmental Neuroscience and Disorders of Development.** An overview of the development of the brain from conception to birth and early childhood. Focus on integrating knowledge of physiological development with neurobehavioral outcomes, using selected neurodevelopmental disorders as examples. Neurological mechanisms contributing to cognition and behavior, and the intersection of genetics and environment will be considered. Use of primary literature is emphasized. Prerequisite: junior, senior or graduate status; CSHD 1 or Psych 1. Spring. *Follett*

157 **Theories of Spiritual Development.** (Cross-listed as Comparative Religion 157.) The nature of spiritual development as understood by various cultures and religions. Studies major works by preeminent philosophers and psychologists in the field, including Cassirer, Kohlberg, Oser, Fowler, Freud, and Erikson. Fall. *Scarlett*

160 **Children and Family Change.** Theories and research on the impact of separation, divorce, and remarriage on the social and cognitive development of children. Topics will include children's understanding of the separation and divorce experience, postdivorce parent-child relationships, and school and family interactions. Implications of research findings for parenting after divorce, legislation and judicial practice, school policies, and planning of intervention programs. Prerequisite: Child Development 1 or Psychology 1. Fall. *Members of the department*

CD 161 **Advanced Personal-Social Development.** This course deals with personality and social development from infancy through adolescence. Topics to be covered may include attachment, emotions, empathy, peer and friendship relations, moral development, and social cognition. Advanced course for seniors and graduate students. Spring/summer. *Easterbrooks, Pott*

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162 Child, Family, and Society. Societal change together with cultural and racial diversity among families in relation to child rearing and education. The transformation of the modern nuclear family to the postmodern permeable family. Introduction to families of different racial/ethnic backgrounds. Summer.

Infancy: Prenatal to Age Three. A survey of current research and theories in the area of child development through the first two years. Students will have the opportunity to observe newborn and infant behavior. Topics covered include genetic inheritance; development of sensory and motor systems; perception; early learning; early social interaction; attachment, including normative and atypical development. Emphasis placed on experimental evidence and methods as well as application. Fall. Prerequisite: CD 1 or Psy 1. Easterbrooks

Cultural Diversity in Child and Family Services. Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents. Spring. Pinderhughes

166 Children's Play and the Developing Imagination. The origins, forms, effects, and determinants of children's play, including parent-infant play, peer play, play common to different age groups, and play used in educational and therapeutic settings. Readings of classic and current papers on play; student observation studies; analyses of children's jokes, toys, games, playgrounds, and problems in playing.

167 Children and the Mass Media. Why educators, broadcasters, advertisers, and politicians consider children a special audience of the mass media. Examination of children's media content (television, video, computers, film, and print) and the effects of media on children and adolescents. Regulations that govern children's media use, including V-chip, ratings systems, and Internet access. Student projects on media literacy and other topics. Dobrow

Adolescent Development and the Transition to Adulthood. The goal of this course is to learn about psychological, biological, and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this period of the life course. The course explores current theoretical and empirical knowledge about adolescence. It also addresses how to apply developmental research on adolescence to practice and policy. Prereq CD 1 or Psy 1.

180 Rights of Children to Social Services. Exploration of public policy toward children created and implemented through the action of courts, legislatures, and administrative agencies. Emphasis on health and public assistance programs, child abuse and neglect, foster care and adoption, and juvenile delinquency, including status offenders. Forums for advocacy: state legislature, courts, and state administrative agencies. Prerequisite: junior, senior, or graduate status. Spring, alternate years.

188 Seminar in Government Policy and the Family. (Cross-listed as Urban and Environmental Policy 188.) Examines government's role in promoting family development and well-being. Analysis of policies with implications for children and families. Case material from the United States and other countries. Topics will vary but may include parental leave, child protection, child care, health care, family support, and immigration. Prerequisite: Child Development 182 or consent. Spring. Jacobs
191 Developmental Psychopathology and Adaptation. Survey of approaches to understanding and helping children and adolescents with emotional, cognitive, and behavioral problems. Intensive consideration of conceptual frameworks and perspectives that describe and explain problems in childhood and adolescence. Understanding problems in the contexts of age groups and important settings. A holistic and developmental-contextual understanding of children's problems. Prerequisite: CD 1 or Psychology 1

192 Approaches to Problem Behaviors in Children. Prevention and management of problem behaviors in young children in a variety of settings (e.g., home, school, clinic, hospital). Theoretical approaches to identification and treatment of unusual or atypical behaviors interfering with development; clinical applications of specialized techniques. Spring. Members of the department

260 Seminar in Research on the Family. Analysis of conceptual frameworks and current research on child development and family life. Topics will vary but may include effects of family environments on the cognitive and affective development of children. Processes of family interaction and cultural and social-class variations in family interaction. Prerequisite: graduate status. Fall. Easterbrooks, Members of the department

261 Seminar in Personal-Social Development: Resilience in Development. Seminar format for in-depth exploration of various topics in social and personality development. Current topic is resilience--the characteristics and circumstances of individuals, systems and their contexts that promote positive adaptation in adversity. Prerequisite: graduate status, previous course in social and personality development. Variable semester. Easterbrooks

282-01 Social Policy for Children and Families (Cross-listed as UEP 282). This course sits at the intersection of child development and social policy. Models for analyzing existing and proposed policies and for interpreting evaluation results are proposed. Selected policies are used as case examples of how problems are defined, policies formulated and implemented. Special attention is paid to policies affecting disadvantaged populations. Prerequisite: Grad status. Jacobs

285 Advanced Research Methods in Applied Developmental Science. Methods for identifying measuring developmental change. Topics include multivariate versus univariate conceptions and analyses of change; developmentally-sensitive, descriptive, and explanatory research designs; classical versus developmental test theory; measurement equivalence across person and context; external and internal validity; convergent and divergent validation; triangulation within and across both quantitative and qualitative methods; and ethics and professional development. Prerequisites: Prior graduate courses in statistics and research design and instructor permission. Fall. Even years. Lerner

TUFTS SCHOOL OF PUBLIC HEALTH/ POTENTIAL GRAD ELECTIVE COURSES#

MANY COURSES ARE AVAILABLE IN NUTRITION, PUBLIC HEALTH, HEALTH BEHAVIOR, EPIDEMIOLOGY AND BIOSTATISTICS

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