

# BOSTON COLLEGE

2008–2009



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2008-2009

### *Volume LXXVIII, Number 21, May 2008*

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, August, September; semi-monthly in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities or sexual orientation.

Boston College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, religion, color, national origin, age sex, marital or parental status, veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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## INTRODUCTION

### The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top 40 universities in the nation in ratings compiled by publications such as *Barron's*, *U.S. News*, and *World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,081 full-time undergraduates and 4,642 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.5 million books, periodicals, and government documents, and more than 4.0 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

### The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs
- by committing itself to advance the dialogue between religious belief and other formative elements of culture through the

intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

### Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of twenty-eight Jesuit colleges and universities in the United States. With three teachers and twenty-two students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the college remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the college.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first fifty years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson, and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974 Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With fifteen buildings standing on forty acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School, 1929; the Evening College, 1929; the Graduate School of Social Work, 1936; the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as The Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively and are now known as the William F. Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of Education. The Weston Observatory, founded in 1928, was accepted as a Department of Boston College in 1947, offering courses in geophysics and geology. In 2002, The Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by twelve Arts and Sciences departments. The Schools of Education and Nursing, the Carroll Graduate School of Management, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees on women through the Extension Division,

the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970 all undergraduate programs had become coeducational. Today women students comprise more than half of the University's enrollment.

In July 1996, the University's longest presidency, 24 years, came to an end when Rev. J. Donald Monan, S.J., became chancellor and was succeeded in the presidency by Rev. William P. Leahy, S.J. During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the upper campus and Newton campus; and the construction of a new office building for faculty and administration on lower campus. These projects provided on-campus housing for more than 80% of the University's undergraduates.

In recent years, major advances have also occurred in student selectivity. Between 1996 and 2006, freshman applications increased from 16,501 to 26,584, and the average SAT scores of entering freshman increased from 1,248 to 1,325. Since 1996, the University's endowment has grown from \$590 million to approximately \$1.5 billion with the Ever to Excel campaign raising more than \$440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the 21st Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. These acquisitions made it possible for Boston College to expand its campus well into the foreseeable future. In February 2006, the Board of Trustees approved the strategic plan resulting from the 2-year assessment and planning process. This marked the conclusion of Phase I in the development of an even stronger Boston College for the twenty-first century.

### Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the National Council for Accreditation of Teacher Education, the New England Association of Schools and Colleges, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

### The Campus

Located between Boston and Newton, Boston College benefits from its proximity to one of America's greatest cities and its setting in a quite residential suburb. Often cited as a model of university planning, the Main Campus is located in idyllic Chestnut Hill, just six miles from the heart of culturally rich Boston.

The 120-acre Chestnut Hill campus comprises three levels: The Upper Campus, which contains undergraduate residence halls; the Middle Campus, which contains classrooms, laboratories, administrative offices and student facilities, and the Lower Campus, which includes Robsham Theater, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated one and one-half miles from the Chestnut Hill campus on a 40-acre site that includes Boston College Law School, as well as undergraduate dormitories, athletic fields, and student service facilities.

The Brighton Campus, recently acquired from the Archdiocese of Boston, is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that will include administrative offices, an arts district, an Athletics complex, and residence halls.

## ACADEMIC RESOURCES

### Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. Among the musical groups, students find a gospel choir and a pep band, a capella groups and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including past surveys of work by Edvard Munch and Caravaggio. The Robsham Theater Arts Center presents dozens of performances throughout the year, including dance recitals, student-directed plays, and musical productions. The annual Arts Festivalis a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

### Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (room 250), is a resource for campus technology support and services. The Center provides a productive environment for the creative use of technology to enhance the academic experience. We offer a wide range of services to the Boston College community including Help Desk services for personal computers—troubleshooting, software configuration, network connectivity, virus protection and removal, and password access. Email, printing, scanning, and music technology stations are available. Users also have access to Windows and Macintosh computers to use various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored application tools. For more information, visit <http://www.bc.edu/ctrc/>.

### The Help Center (2-HELP)

The Help Center provides technical support via the phone (617.552.HELP), email ([help.center@bc.edu](mailto:help.center@bc.edu)) and web to the BC community 7 days a week, 24 hours a day. For more information or to access our comprehensive self-help web pages and online request forms, visit <http://www.bc.edu/help/>.

## ResNet

The ITS ResNet program serves as the liaison between Information Technology Services (ITS) and the BC student community. Undergraduate students work as ResNet Student Technology Specialists and are trained to provide technical assistance in the Campus Technology Resource Center (CTRC) and Walk-in Help Desk. The ResNet program holds regularly scheduled TechChecks on Upper, Lower, and Newton Campuses, bringing technical assistance to the student community in the evenings. The ResNet program also holds other special events throughout the year aimed at educating the student community about technology and good computing practices. To learn more about the ResNet program or to see when a TechCheck is scheduled in your area, visit <http://www.bc.edu/resnet/>.

## Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons Hall 313. In addition to its 32 listening/recording stations and teacher console, the facility includes the following: 20 workstations (16 Macs, 4 Dells), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/videocassette/DVD viewing, a CD listening station, as well as portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

The Lab's collection is designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. Prominent among the Lab's offerings that directly address these goals are international news broadcasts and other television programming available through the Boston College cable television network and made accessible to lab users via EagleNET connections and/or via videotaped off-air recordings. These live or near-live broadcasts from around the world provide a timely resource for linguistic and cultural information in a wide variety of languages.

Undergraduate and graduate students, faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24 hours a day, 7 days a week to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, call 617-552-8473 or visit <http://www.bc.edu/langlab/>.

## The Libraries

The Boston College Libraries offer a wealth of resources and services, which are described below, to support the teaching and research activities of the University. The book collection has reached 2,445,270 volumes and 32,298 electronic and print serials are currently available to library patrons.

## Digital Library Services

**Quest**, the Libraries' web-based integrated system, provides convenient access to its collections, digital resources, and services from <http://www.bc.edu/quest/>. It offers a variety of methods for finding books, periodicals, media resources, government documents, microforms, newspapers, and electronic materials. Quest can easily be searched from any web browser regardless of platform or location 24 hours a day, seven days a week. Users can recall books checked out or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. The web interface and expanded cataloging capabilities allow unprecedented access to thousands of web accessible scholarly resources, to full text journals, and to digital collections of photographs and other material.

**Digital Resources:** The Boston College Libraries offer access to a rich collection of electronic databases. The more than 300 databases include full text access to thousands of books and journals directly from the researcher's desktop. See the list of Online Databases on the Libraries' home page, <http://www.bc.edu/libraries/>, to get a sense of the range of resources. The list is arranged alphabetically and by subject. Databases range in coverage from general to specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business law, and public affairs. Some must be used on-site.

An expanding number of links to electronic journals may also be found by selecting Electronic Journals from the Libraries' home page. The libraries have also introduced technologies that provide links between the databases and e-journal collections, <http://www.bc.edu/libraries/resources/databases/s-sfxfaq/>. Most databases available through the Boston College Libraries are restricted to the Boston College community. Your BC username and password are needed to access these databases from off-campus.

The Libraries also support digital collection of special and rare materials such as the Thomas P. O'Neill, Jr. Photographs, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the Boston College Libraries Digital Collections page.

Librarians offer classes in how to search databases effectively, by arrangement with professors, and also provide reference assistance at several service points and individual research consultations by appointment. See the list of Subject Specialists to make an appointment for advanced assistance in your discipline: <http://www.bc.edu/libraries/services/ref-instruc/s-subjectspec/>.

A list of subject guides is also available to help you begin your research at <http://www.bc.edu/libraries/research/guides/>.

**Digital Institutional Repository:** The eScholarship@BC Digital Repository is a central online system whose goal is to preserve the University's scholarly output. The repository manages submission, access, distribution, and preservation of scholarly information in digital formats. The repository maximizes research visibility, influence, and benefit by encouraging Boston College authors to archive and distribute online both unpublished work and peer reviewed publications in an open-access environment. eScholarship@BC includes scholarly peer reviewed electronic journals, archived peer reviewed articles, conference proceedings, working papers, dissertations and theses, conference webcasts, and like scholarships. For access and more information about eScholarship@BC, visit <http://escholarship.bc.edu/>.

**United State Government Publications:** O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public as well as Boston College students, staff, and faculty. Patrons can locate government documents in Quest, the library catalog, and via specialized indexes. Many government publications are also available via the internet. Further information may be found at <http://www.bc.edu/libraries/centers/govdocs/>. Questions about the O'Neill collection and the availability of government documents should be directed to the Reference staff in O'Neill Library.

The **Media Center** located on the second floor of the O'Neill Library houses information in many non-print formats: videocassettes, DVDs, laserdiscs, compact discs, audiocassettes, LPs, and CD-ROMs. Patrons within the Center, in individual carrels, may use all media. Faculty may conduct classes using media in O'Neill Room 211. There is a Preview Room where faculty and/or students may meet in small groups for discussing or previewing media materials used in coursework. Contact the Media Center in advance to reserve rooms or media materials. A portion of the collection is restricted to BC faculty loan only. A two-day loan of non-restricted videos and DVDs is permitted to members of the BC community.

An **Interlibrary Loan** service is offered to students, faculty, administrators, and staff to obtain research materials not available in the Boston College Libraries. Books, journal articles, microfilm, theses and government documents may be borrowed from other libraries. Except for unusual items, the waiting period is from one to three weeks; some materials arrive within a day or two. Requests are made by using forms in the *Your BC Interlibrary Loan Account* function of Quest or the *Find It* option that appears in many online databases.

The Boston College Libraries are part of the **Boston Library Consortium**, a group of area libraries which includes Brandeis University, Boston University, Brown University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts System, the University of New Hampshire, Wellesley College, Williams College, as well as the State Library of Massachusetts, the Boston Public Library, and the Marine Biological Laboratory at Woods Hole. Faculty and students may apply for a Consortium borrower's card at the Reference Department in O'Neill Library in order to borrow directly from the member libraries. Ask at the O'Neill Reference Desk for more information about the Consortium.

**Association of Research Libraries (ARL)** is a nonprofit organization of 123 research libraries at comprehensive, research-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than one billion dollars every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

**The Thomas P. O'Neill, Jr. Library** is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in

Chestnut Hill. Collections include approximately one and a half million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information, visit <http://www.bc.edu/libraries/centers/oneill/>.

The **Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two librarians and three staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit <http://www.bc.edu/libraries/centers/socialwork/>.

**Bapst Art Library**, a beautiful collegiate Gothic building that served as the main library for over 60 years, has been restored to its original splendor and houses the resources for library research in art, architecture, art history, and photography. A gallery which displays the art work of our students is located off the lobby and the Graduate Study and Research Space is located in the mezzanine of Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study 24 hours a day, 5 days a week for all students and faculty. For more information, visit <http://www.bc.edu/libraries/centers/bapst/>.

**The Catherine B. O'Connor Geophysics Library:** Located at Weston Observatory, this library contains a specialized collection of earth sciences monographs, periodicals, and maps, particularly in the areas of seismology, geology, and geophysics. For more information, visit <http://www.bc.edu/libraries/centers/weston/>.

The **Educational Resource Center** serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials, print and non-print, educational and psychological tests, educational software intended for elementary and secondary school instruction. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit <http://www.bc.edu/libraries/centers/erc/>.

**John J. Burns Library of Rare Books and Special Collections:** The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 151,000 volumes, some 15,000,000 manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has

also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. To learn more about specific holdings in Burns, visit <http://www.bc.edu/burns/>.

The John J Burns Library is open Monday through Friday, 9:00 a.m.-5:00 p.m. The Library is closed on all University holidays. Visitors are always welcome and are encouraged to view the permanent exhibition areas of the Library. Guided tours are also available upon request. Patrons using the collections must do so in the Burns Reading Room where specialized reference and copy services are provided. Burns sponsors an active exhibits and lecture series program.

The **University Archives** are the official non-current papers and records of an institution that are retained permanently for their legal, fiscal, or historical values. The University Archives, a department within the John J. Burns Library, contains: the office records and documents of the various University offices, academic and other copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946-1975) and the documents of the Jesuit Community of Boston College (1863-).

Located on the Newton Campus, the **Law School Library** has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. The Library possesses substantial and growing collections of international and comparative law works. For more information, visit <http://www.bc.edu/lawlibrary/>.

The **Connors Family Learning Center (CFLC)**, located on the second floor of O'Neill Library in the Eileen M. and John M. Connors, Jr. Learning Center, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the university. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning.

To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. All CFLC tutors are recommended and approved by their relevant academic departments; most are graduate students, juniors, or seniors.

Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

## Media Technology Services

Media Technology Services, a division of Information Technology Services, provides a full range of media and technology services to the entire University. MTS can assist members of the Boston College community who are using technology in the areas of teaching and learning, research projects, conference planning, and event support.

A wide array of equipment and multimedia display devices are available, and our staff will provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their students outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services is located in Campion Hall, Room 36, at 617-552-4500. For more information, visit <http://www.bc.edu/mts/>.

Divisions within MTS include: Classroom Support Services, Graphic Services, Photography Services, Audio Services, Video Services, Cable Television Services, Film and Video Rentals, Newton Campus Support Services, Project Management, and Technical Support Services.

## UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

### Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, media, and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit <http://www.bc.edu/boisi/>.

### Center for Child, Family, and Community Partnerships

The Center for Child, Family, and Community Partnerships is an outreach scholarship program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the partnerships is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations. For more information, visit <http://www.bc.edu/ccfcp/>.

### **Center for Christian-Jewish Learning**

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative theological research. Therefore, under the Center's auspices scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related, yet distinct, traditions of faith.

The Center is thus dedicated to conducting educational research and to offering programs, both in the university and the wider community, in which Christians and Jews explore their traditions together. For more information, visit <http://www.bc.edu/cjlearning/>.

### **Center for Corporate Citizenship**

The Center for Corporate Citizenship at Boston College engages with companies to redefine business success as creating measurable gains for business and society. Our vision is that business will use its assets to help assure economic prosperity and a just and sustainable world. The Center achieves results through the power of research, education and member engagement. The Center offers publications including an electronic newsletter, research reports, and white papers; executive education, including three certificate programs; events that include an annual conference, roundtables and regional meetings; and a corporate membership program that includes 350 global companies. Contact the Center for Corporate Citizenship at 617-552-4545; <http://www.bc.edu/corporatecitizenship/>, or email [ccc@bc.edu](mailto:ccc@bc.edu).

### **Center for East Europe, Russia, and Asia**

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages and Literatures, and Theology departments, and offer over 80 academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Information available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons 210) and Roberta Manning (Campanella Way 417).

### **Center for Human Rights and International Justice**

The Center for Human Rights and International Justice, a collaborative effort of the faculty from the Lynch School of Education, the College of Arts and Sciences and the Law School, addresses the increasingly interdisciplinary needs of human rights scholarships and practice. Through multidisciplinary training programs and applied research and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit <http://www.bc.edu/centers/humanrights/>.

### **Center for Ignatian Spirituality**

The Center for Ignatian Spirituality is a University operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism

that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic, sponsors retreats and reflection opportunities for faculty and staff, and has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, visit us at Rahner House, 96 College Road, call 617-552-1777, or <http://www.bc.edu/centers/cis/>.

### **Center for International Higher Education**

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

More information on the Center for International Higher Education can be found at [http://www.bc.edu/bc\\_org/avp/soe/cihe/](http://www.bc.edu/bc_org/avp/soe/cihe/).

### **Center for Nursing Research**

The CNR's central purpose is to serve as an institutional resource for faculty and students in the Connell School of Nursing, the Boston College community, and the Greater Boston nursing and health care community. Three interrelated but separate goals support the purpose of the CNR: (1) to strengthen the research productivity of faculty in the Connell School of Nursing, (2) to increase intradisciplinary and interdisciplinary research and scholarship, and (3) to communicate research findings to facilitate research utilization in nursing practice and in educational settings. The Center serves as a repository for the Cathy J. Malek Research Collection as well as books and other materials related to quantitative and qualitative research methods, data analysis, grant-seeking, and grant-writing. For more information, visit <http://www.bc.edu/schools/son/research/cnr/>.

### **Center for Retirement Research**

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, the American Enterprise Institute, and the Center for Strategic and International Studies. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually

unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's researchers and experts explore trends in Social Security, private pensions, and other sources of retirement income, and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants.

For more information on publications, events, and financial support programs, visit the Center's website (<http://www.bc.edu/crr/>), send an email to [crr@bc.edu](mailto:crr@bc.edu), or call 617-552-1762.

### Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education. In the past decade, CSTEETP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

Among the projects conducted under the auspices of CSTEETP is the Technology and Assessment Study Collaborative. The web address is <http://www.bc.edu/research/intas/>.

Further information on CSTEETP is available on its website at <http://www.bc.edu/research/csteetp/>.

### Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$41 trillion wealth transfer. CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally the Center is working on a major research study, called "The Joys and Dilemmas of Wealth," which will survey people worth \$25 million or more and will delve into the deeper meanings, opportunities, and hindrances facing wealth holders. The objective is to create fresh thinking about the spiritual foundations of wealth and philanthropy, and to create a wiser and more generous allocation of wealth. Over the past twenty years CWP has received generous support from the T.B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, The Calibre Division of Wachovia, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., and the Boston Foundation. For more information, visit <http://www.bc.edu/cwp/>.

### Center for Work & Family

The Boston College Center for Work & Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the success of organizations and the quality of life of today's workforce by providing leadership for the integration of work and life, an essential for individual, organizational, and community success. Our vision is that employers and communities will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.
- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society. The Center's initiatives fall into three broad categories: workplace, partnerships, research, and education.
- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Work and Family Roundtable, established in 1990, and the New England Work and Family Association (NEWFA), established in 1992 and the new Global Workforce Roundtable, established in 2006.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as customized educational programs that can be presented within organizations. The publications produced by the Center are available as educational resources, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate. For more information, visit: <http://www.bc.edu/centers/cwf/>.

### Institute of Medieval Philosophy and Theology

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology departments who specialize in Christian, Jewish, and Arabic medieval philosophy and theology. Doctoral degrees are awarded in the Philosophy or Theology departments, and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical

and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html>.

### **Institute for Scientific Research**

The Institute for Scientific Research (ISR) boasts a highly-trained team of scientists, engineers, and mathematicians. Over the course of its history, the Institute has utilized its diversity of knowledge to develop highly sophisticated techniques for analyzing raw scientific and engineering data and presenting it in meaningful and useful ways. Using state-of-the-art analytical tools and technology including computer-generated modeling, the Institute is a forerunner in scientific data analysis and interpretation using statistical data analysis, digital signal processing, and image processing; mathematical signal modeling; animated visualization of real and simulated data; the manipulation and interpretation of scientific images; and the design of specialized databases, data management techniques, mission planning, and interactive scientific software. For more information, visit <http://www.bc.edu/research/isr/>.

### **Institute for the Study and Promotion of Race and Culture**

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC solicits, designs, and disseminates effective interventions with a proactive, pragmatic focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. An annual Summer Workshop focuses on teaching applied skills to mental health professionals, educators, and students in related fields. For more information, visit <http://www.bc.edu/isprc/>.

### **Irish Institute**

The Irish Institute is a division of the Center for Irish Programs at Boston College. The mission of the Institute is to promote the peace and normalization process on the island of Ireland and to contribute to social, political, and economic stability through cross-border and cross-community cooperation. Professional development programming by the Institute introduces Irish and Northern Irish participants to successful models of best practices in the U.S., as well as offering an opportunity for cultural exchange that promotes mutual understanding among the U.S., Ireland, and Northern Ireland.

Since its founding in 1997, more than 700 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2008-2009 programming will address, among other issues, nonprofit management and development, community policing, political leadership, diversity in education, corporate citizenship, minority entrepreneurialism, and transportation and road safety. The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information visit our website at <http://www.bc.edu/irishinstitute/> or contact Director, Dr. Niamh Lynch at 617-552-4503.

### **Jesuit Institute**

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. It is, rather, a research institute which works in cooperation with existing schools, programs, and faculties primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection and by supporting the presence of scholars committed to these questions. For more information, visit <http://www.bc.edu/centers/jesinst/>.

### **Loneragan Center**

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Boston College sponsors the annual Lonergan Workshop, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. For more information, visit <http://www.bc.edu/lonergan/>.

### **Mathematics Institute**

The Boston College Mathematics Institute was established in 1957 as a unit separate from the Mathematics Department to assist in the effort to improve the content and instructional practice of mathematics at the precollege level. In the 1960s and 1970s the primary focus of the Institute was on providing veteran teachers with renewal programs and professional development opportunities to update and deepen their background in mathematics. The National Science Foundation was a major source of funding. Concurrently, Institute staff developed some supplementary instructional materials to use with students in grades K-12.

At present, the Mathematics Institute offers professional enhancement courses for teachers in the summers at Boston College and other sites. Other current projects include research studies and content development related to school level mathematics concerns. For more information, visit <http://www.bc.edu/centers/mathinst/>.

### **TIMSS & PIRLS International Study Center**

The TIMSS & PIRLS International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Co-directed by Dr. Ina V.S. Mullis and Dr.

Michael O. Martin, the Center focuses its primary work on comparative international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

The TIMSS & PIRLS International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement (IEA), the U.S. National Center for Education Statistics, and U.S. National Science Foundation. For more information, visit <http://timss.bc.edu/>.

### **Weston Observatory**

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is the research division of the Department of Geology and Geophysics of Boston College. It is a premier research institute and exceptional science education center. The Boston College Educational Seismology project, currently encompassing grades 4-12, delivers Inquiry-Based Science Education in more than 30 New England public school districts, private schools, and is based at the Weston Observatory. International invitations from Chile, Lebanon, and Greece have been received to expand the BC-ESP to an international level. The Weston Observatory also hosts semi-monthly evening public science colloquiums for adults and welcomes a limited number of high school interns through the summer.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates the 12-station New England Seismic Network that monitors earthquake activity in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit <http://www.bc.edu/westonobservatory/>.

## **STUDENT LIFE RESOURCES**

### **AHANA Student Programs**

#### **(African-American, Hispanic, Asian, and Native American)**

The overarching aim of the Office of AHANA Student Programs is to support the academic, social, cultural and spiritual development of AHANA students at Boston College. Examples of services include: academic support, mentoring, individual and group counseling, tutorial assistance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358. For more information, visit <http://www.bc.edu/ahana/>.

### **Options Through Education Program**

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas: English and mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the Greater Boston community.

### **Athletic Association**

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletic Association offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletic Association provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletic Association plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The University's pursuit of a just society is fostered through the Athletic Association's commitment to the highest standards of integrity, ethics, and honesty. The Athletic Association promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletic Association supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletic Association supports equitable opportunities for all students and staff, including minorities and women.

### **Career Center**

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students may obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques.

The Career Center's Internship Program provides students in all classes with the opportunity to gain practical work experience in a professional capacity, during the summer or school year. As part of a consortium of 20 prestigious universities nationwide, the Boston College Internship Program lists internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least two or three internships before they graduate. The Internship Office has drop-in hours every afternoon from 1:00 p.m. to 4:00 p.m.

Students are also encouraged to conduct informational interviews with BC alumni. The Alumni Career Network contains the names of alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through their Agora accounts, or via the Career Center's home page.

The Career Resource Library offers a variety of career exploration, graduate school, and job search resources, and maintains the Career Center website. Professional assistance and advice on navigating the website is available.

AHANA (African-American, Hispanic, Asian, Native American) Career Services provides AHANA students with a monthly newsletter, highlighting career opportunities and events specifically targeted toward AHANA students. Additionally, the Career Center sponsors an annual AHANA Student-Employer Reception.

The Recruiting Program provides opportunities for students to interview with over 200 employers. Employer Information Sessions are open to all students, and a large career fair is held every fall.

Visit the Career Center at 38 Commonwealth Avenue, 617-552-3430, or at <http://careercenter.bc.edu/>.

### Department of Campus Ministry

The Department of Campus Ministry strives to deepen the faith life of Boston College students by offering opportunities to discover, grow in, and celebrate the religious dimensions of their lives. Liturgies, the sacraments, retreats, small faith communities, and service projects are offered throughout the year. Campus Ministry strives to show the close relationship of the Gospel and the call to works of justice. Campus Ministry offices are located in McElroy 233 and can be reached at 617-552-3475 or on the web at <http://www.bc.edu/ministry/>.

### Office of the Dean for Student Development

The Office of the Dean for Student Development (ODSD) exists to affirm the academic and societal mission of Boston College within the context of its Jesuit and Catholic tradition. ODSD's primary responsibility is to assist students in obtaining maximum educational benefits from collegiate life outside the classroom.

ODSD coordinates the planning, implementation, and evaluation of programs and services promoting student development. ODSD oversees student clubs and organizations, programming, the Undergraduate Government of Boston College, Graduate Student Association and John Courtney Murray, S.J. Graduate Student Center, Emerging Leader Program, alcohol and drug education, off-campus and commuting student affairs, Women's Resource Center, and disability services. ODSD also coordinates policies and procedures concerning student conduct and the judicial process, both on and off campus.

Contact the Office of the Dean for Student Development at 21 Campanella Way, Suite 212, at 617-552-3470, or at <http://www.bc.edu/odsdl/>.

### Dining Services

The University offers an award winning dining program that features a diverse and nutritionally balanced menu with broad hours of operation seven days a week. Students may dine when they like, where they like choosing from over nine dining opportunities that include: Carney Dining Room, The Eagle's Nest, and The Chocolate Bar on upper campus, Welch Dining Room and The Bean Counter on middle campus, Stuart Dining Hall on the Newton campus, the Hillside Café, Lower Live, and the Tamarind Café on lower campus. Additionally students may use a portion of their meal plan at the concessions stands in the Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Hall. The cost of the meal plan for 2008-2009 is \$2,225.00 per semester or \$4,450.00 per year. A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-8040.

Optional Meal plans known as The Flex Plan, Dining Bucks, and Eagle Bucks are available to all other students living in non-mandatory housing on campus, to commuters, and those living in off campus apartments. Specific details regarding these plans can be obtained on the dining web site or by contacting the Office of Student Services at 617-552-3300.

### Disability Services Office

Services for undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to qualified students are

individualized and may include sign language interpreters, books on CD, extended time on exams, facilitation of program modification, course under-loads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact the Assistant Dean at 617-552-3470 or visit the website at <http://www.bc.edu/disability/>.

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact the Center at 617-552-8055, or visit the website at <http://www.bc.edu/connors/>.

### Graduate Student Association

The Graduate Student Association (GSA) of Boston College is a student-run organization which serves graduate students in the College of Arts and Sciences, the Lynch School of Education, the Connell School of Nursing, the Graduate School of Social Work, and the Carroll School of Management. Additionally, the GSA coordinates the function and activities of the AHANA Graduate Student Association, and the Graduate International Student Association (GISA). The GSA serves two primary purposes: providing programming to meet graduate student needs and providing advocacy within the Greater Boston College community for issues of import to graduate students. Membership in the GSA Council, the primary planning and advocacy body of the organization, is open to any graduate student in good standing in one of the constituent schools. The GSA is led by an elected Executive Board consisting of a President, Vice-President and Financial Director and by a Senate consisting of one member each from the constitute schools, plus AHANA GSA and GISA. The GSA is advised by the Office of Graduate Student Life. GSA offices are located in the Murray Graduate Student Center at 292 Hammond Street across Beacon Street from Middle Campus. For more information, visit <http://www.bc.edu/offices/gsc/gsa.html>.

### The Office of Graduate Student Life/John Courtney Murray, S.J. Graduate Student Center

The Office of Graduate Student Life provides outreach to Boston College graduate students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both academic and non-academic support to the graduate student community, in the service of developing the whole person and furthering the University's mission. The John Courtney Murray, S.J. Graduate Student Center is an essential component of the Office of Graduate Student Life's commitment to building community among and serving as a center for hospitality for graduate students. The office is staffed by the Associate Dean for Graduate Student Life, the Program Assistant, two Graduate Assistants, and six Graduate Student Center Assistants.

The Murray Graduate Student Center provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas,

billiards, ping pong, and a free DVD lending library for all current graduate students. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

For more information on programs and services provided by the Office of Graduate Student Life, go to <http://www.bc.edu/gsc/> or call 617-552-1855.

### University Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

Boston College requires all undergraduate resident students be enrolled with the University Health Services. A mandatory campus health fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service may request a waiver from the University Health Services office in Cushing Hall or download it from the Health Services website. It must be submitted to the Health Services Department during the month of September.

Accessing care from the University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a fee-for-service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

An informational brochure entitled *University Health Services Staying Well* is available at the University Health Services office, Cushing First Floor, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed website at <http://www.bc.edu/offices/uhs/>.

### Immunization

Both graduate and undergraduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School	Credit Level
College of Arts and Sciences	9
Woods College of Advancing Studies—Graduate	9
Woods College of Advancing Studies—Undergraduate	12
Lynch School of Education	9
Law	12
Carroll School of Management	9
Connell School of Nursing	9
Graduate School of Social Work	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing

If proof of immunization for measles, mumps, and/or rubella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$50.00 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

### University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling and psychological services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal goals. Services available include individual counseling and psychotherapy, psychiatric services, group counseling, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

### Annual Notification of Rights

The Director of Student Services and the Vice President for Student Affairs are responsible for notifying students annually of their rights under FERPA. The annual notice is to appear in the *Boston College Bulletin* and in the *Boston College Student Guide*.

### Student Rights Under FERPA

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics, and extracurricular programs. The University also maintains certain records such as employment, financial, and accounting information for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy rights of its students and to maintaining the confidentiality of its records. Moreover, the University endorses and complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the “Buckley Amendment,” a federal statute that affords students certain rights with respect to their education records. These rights are as follows:

- The right to inspect and review the student’s education record within 45 days of the day the University receives a request for access. Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to

make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why it is inaccurate, misleading, or in violation of his or her rights of privacy. If the University decides not to amend the record as requested by the student, the University is to notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is to be provided to the student when notified of the right to a hearing.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent that FERPA or other federal statutes authorize disclosure without consent.

One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks.

A University official has a legitimate educational interest if the official requires access to an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another educational institution in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

### **Confidentiality of Student Records**

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams;

dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information. In order to do so, students must enter "privacy preferences" in Agora, Boston College's secured intranet environment (<http://agora.bc.edu/>). This must be done by the end of the first week of enrollment. Suppression is available by selecting *Privacy Preferences*.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

### **Disclosures to Parents of Students**

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

### **Enrollment Statistics and Graduation Rate**

During the fall of 2007, Boston College enrolled 9,081 undergraduates, 672 Woods College of Advancing Studies students, and 4,642 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 2000, ninety-one percent had completed their degree by 2006 and seven percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-eight percent. Of the graduates, ninety-seven percent earned their degrees within four years.

### **Notice of Information Disclosures**

In compliance with the Higher Education Amendments of 1998, Boston College makes available the following information that is required to be disclosed under Subpart D of Part 668 of Title 34 of the Code of Federal Regulations (Institutional and Financial Assistance Information for Students) and under Section 99.7 of the Family Educational Rights and Privacy Act. Included below are instructions on how to obtain the information.

*The following information is available to any enrolled student or prospective student, upon request:*

- **Financial assistance information**, including a description of the following: the federal, state, local, private, and institutional student financial assistance programs available to students who enroll at the University; application forms and procedures; eligibility requirements; criteria for selection; criteria for determining the amount of the award; satisfactory academic progress standards; methods of disbursement; loan terms; conditions and terms for employment provided as part of a student's financial assistance package; and conditions for deferral of federal loan repayments for volunteer service.
- **Institutional information**, including the cost of attendance; refund policies; requirements and procedures for officially

withdrawing from the University; requirements for the return of Title IV assistance; academic program, faculty, and facilities; accreditation and licensure; special facilities and services for students with disabilities; and a statement that a student's enrollment in a study abroad program approved for credit by the University may be considered enrollment at the University for the purpose of applying for Title IV assistance.

- **Boston College's graduation rates**

Financial assistance, institutional, and graduation rate information is published in this document, the *Boston College Bulletin*. To request a copy of the *Boston College Bulletin*, call the Boston College Office of Student Services at 800-294-0294 or 617-552-3300; send a fax to this office at 617-552-4889; or send your request in writing to: Boston College, Office of Student Services, Lyons Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

This information may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/student-services/>.

*The following information is disseminated by October 1 of each year to enrolled students and current employees, and is available to prospective students and prospective employees upon request:*

Boston College's **annual security report, the Campus Safety and Security Program**, contains statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, Safety Notification Procedure, Campus Law Enforcement, and Campus Sexual Assault Program; information regarding the available educational programs that address campus security procedures and practices, and crime prevention; information regarding drug and alcohol policies, and other matters.

*The following information is available to enrolled students, prospective students, and the public upon request:*

**A report of athletic program participation rates and financial support data.** This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

To request a copy of either of the above reports, call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your request in writing to: Boston College, Office of the Financial Vice President and Treasurer, More Hall 200, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

Enrolled students are notified each year of their rights, and the procedures for the inspection, correction, and disclosure of information in student records, under the Family Educational Rights and Privacy Act. This information is published in this document, the *Boston College Bulletin*, and may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/student-services/>.

## NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic heritage. Boston College recognizes the essential contribution a diverse community of students, faculty and staff makes to the advancement of its goals and ideals in an atmosphere of respect for one another and for the

University's mission and heritage. Accordingly, Boston College commits itself to maintaining a welcoming environment for all people and extends its welcome in particular to those who may be vulnerable to discrimination, on the basis of their race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities or sexual orientation.

Boston College rejects and condemns all forms of harassment, wrongful discrimination, and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Moreover it is the policy of Boston College, while reserving its lawful rights where appropriate to take actions designed to promote the Jesuit, Catholic principles that sustain its mission and heritage, to comply with all state and federal laws prohibiting discrimination in employment and in its educational programs on the basis of a person's race, religion, color, national origin, age, sex, marital or parental status, veteran status, or disability, and to comply with state law prohibiting discrimination on the basis of a person's sexual orientation.

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this policy with the Office for Institutional Diversity. In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

## RESIDENCE ACCOMMODATIONS

Boston College offers several different types of undergraduate student housing in three different residential areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below.

### Lower Campus

*Edmond's Hall Apartment Complex:* The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 students in 200 four-person, two-bedroom apartments. Each apartment unit consists of two bedrooms, bathroom, dining area, kitchen, and living room. Laundry and weight rooms available in this hall. These modern, completely furnished, air-conditioned apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

*Ignacio and Rubenstein Apartment Complex:* This air-conditioned apartment complex, completed in the spring of 1973, houses approximately 725 students. Each completely furnished apartment unit includes two or three, double-occupancy bedrooms, two bathrooms, living room, dining area, and kitchen. Laundry rooms are located in both residence halls. This area is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

*Vouté Hall and Gabelli Hall:* These apartment-style residence halls were completed in the fall of 1988. Each four-person, two-bedroom air-conditioned apartment has a full kitchen, dining, and living room plus a full bathroom. Approximately 384 upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries, and laundry and weight rooms. Subscription to the University Meal Plan is optional.

*Modular Apartment Complex:* The Modular Complex consists of 76 duplex townhouse apartments and houses approximately 450 students. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses six students per apartment and generally is senior housing. Subscription to the University Meal Plan is optional.

*Michael P. Walsh, S.J. Residence Hall:* This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 800 students. Each eight-person suite has a furnished lounge area and a kitchenette including a sink, counter space, cabinet space, kitchen table, and chairs. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

*Sixty-Six Commonwealth Avenue:* Located on the Lower Campus, this upperclassman facility houses approximately 230 students in predominantly double room accommodations. Each room is fully furnished and additional lounge areas and a laundry room is provided. The building also houses the Multi-Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory.

*Vanderslice and 90 St. Thomas More Drive:* These suite-style residence halls, completed in the fall of 1993, consist of six-, seven-, eight-, and nine-person suites housing approximately 750 students. Each air-conditioned suite has a furnished lounge and kitchenette area featuring a sink with counter space, a refrigerator, cabinets, and a kitchen table and chairs. A laundry room is included. These facilities also include a cabaret, cardiovascular and music rooms, libraries, laundry rooms, and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

*St. Ignatius Gate:* Located on the Lower Campus, this residence hall houses approximately 300 upperclassmen in six- and eight-person suite style accommodations. Each fully furnished suite has two bathrooms, a common room, and a kitchenette including a refrigerator, sink, counter, cabinets as well as a kitchen table and chairs. Other hall amenities include a laundry room, study lounges, and a weight room. Subscription to the University Meal Plan is mandatory.

### Upper Campus

These are standard residence halls with one-, two-, three-, or four-person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These thirteen buildings house approximately 1,900 freshmen and sophomore students. Upper Campus residence use the laundry facilities located in O'Connell House located in the center of Upper Campus. All Upper Campus residents are required to subscribe to the University Meal Plan.

### Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 880 students. Free daily shuttle service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to

many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus, as well as a library, chapel, and laundry facilities.

### Special Interest

The University offers a variety of Special Interest Housing options to undergraduate students.

*The Medeiros Honors House,* located on the Upper Campus, houses 100 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural, and academic programs are held in this residence hall throughout the year.

*The Mosaic Multi-Cultural floors,* open to students of all ethnic and racial backgrounds, will give residents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

*The Romance Language floor* primarily houses upperclassmen who want to improve their speaking knowledge of French and Spanish. The Romance Language House seeks to bring students and faculty together to foster an intellectual community that shares the events of daily life in French and/or Spanish. Students living in the Maison Francaise and the Casa Hispanica participate in a unique academic living environment.

*The Shaw Leadership Program* provides students with the opportunity to plan, develop and implement social, educational, cultural, and service-oriented programs for the Boston College community and its neighbors. Shaw students are given the opportunity to develop their leadership, presentation, and organizational skills through a variety of workshops, weekly meetings, retreats, and through sponsoring one major program during the year.

*The Healthy Alternatives Lifestyle floors* allow students to reside on alcohol, drug, and tobacco free floors. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

To encourage a healthier lifestyle and safer residence halls, all residential facilities at Boston College are smoke free. Students cannot smoke in their bedrooms, suites, apartments, or any other area within the residence halls. Those students who do smoke can smoke outside, but must be 20 feet away from the entrance of any residence hall. Residents of the Mods are permitted to smoke on their back porch.

### Off-Campus Housing

The University operates an Off-Campus Housing office located in 21 Campanella Way for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

The Office of Residential Life offers residency to full-time graduate students in apartments located near main campus. The apartments are located on or near the Boston College bus line and have rents that include the following utilities: electricity, cable and broadband internet, gas, heat, and hot water.

### TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 15 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the

I.D. Card and Meal Plan, and the ability to drop and add courses. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, and Social Work are billed on August 15 for the fall and December 15 for the spring. Payment is due on September 15 and January 15 respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 10 and by December 15.

There is a \$150.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

All billing statements are sent electronically. Visit <http://www.bc.edu/mybill/> for more information.

### Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2008.
- Tuition first semester—\$18,705.00
- Second semester tuition and fees are due by December 10, 2008.
- Tuition second semester—\$18,705.00

### Undergraduate General Fees\*

Application Fee (not refundable): .....70.00  
 Acceptance Fee: .....250.00

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.

Health Fee: .....402.00  
 Identification Card (required for all new students): .....30.00  
 Late Payment Fee: .....150.00  
 Freshman Orientation Fee (mandatory for all freshman): .. 400.00

### Undergraduate Special Fees\*

Extra Course—per credit hour: .....1,247.00  
 Laboratory Fee—per semester: .....70.00-305.00  
 Massachusetts Medical Insurance: .....1,678.00 per year  
 (738.00 fall semester, 940.00 spring semester)  
 Nursing Laboratory Fee: .....up to 215.00  
 NCLEX Assessment Test: .....65.00  
 Special Students—per credit hour: .....1,247.00  
 Student Activity Fee: .....138.00 per year

### Resident Student Expenses

Board—per semester: .....2,225.00  
 Room Fee (includes Mail Service) per semester  
 (varies depending on room): .....3,580.00-4,810.00  
 Room Guarantee Fee\*\*.....250.00

Students accepted as residents are required to pay a \$250.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

\*All fees are proposed and subject to change.

\*\*Incoming students who withdraw from housing by **June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing between **June 1 and July 15** will have 50% of

their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of Residential Life.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

### Graduate Tuition

#### Graduate School of Arts and Sciences\*\*

Tuition per credit hour: .....1,148.00  
 Auditor's fee\*\*\*—per credit hour: .....574.00

#### Lynch School of Education and Connell Graduate School of Nursing\*\*

Tuition per credit hour: .....1,020.00  
 Auditor's fee\*\*\*—per credit hour: .....510.00

#### Carroll School of Management, Graduate Division\*\*

Tuition per credit hour: .....1,184.00  
 Auditor's fee\*\*\*—per credit hour: .....592.00

#### Graduate School of Social Work\*\*

Tuition per credit hour: .....904.00  
 Auditor's fee\*\*\*—per credit hour: .....452.00

#### Law School\*\*

Tuition per credit hour: .....19,170.00

#### School of Theology and Ministry\*\*

Tuition per credit hour: .....780.00  
 Auditor's fee\*\*\*—per credit hour: .....390.00

#### Summer Session\*\*

Tuition per credit hour: .....590.00  
 Auditor's fee\*\*\*—per credit hour: .....295.00

\*\*Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

\*\*\*Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

### Graduate General Fees\*

#### Acceptance Deposit

Graduate Education: .....250.00  
 Graduate Nursing: .....400.00  
 CGSOM—part-time: .....200.00  
 CGSOM—full-time: .....1,500.00  
 Law School—J.D. Program\*\*\*: .....200.00  
 Law School—LL.M. Program: .....300.00  
 Social Work: .....200.00

\*\*\*Initial deposit due by April 22 with an additional \$400.00 due by June 1.

#### Activity fee—per semester\*\*\*

##### (Grad A&S, LSOE, CGSON, GSSW, STM)

7 credits or more per semester: .....45.00  
 Fewer than 7 credits per semester: .....30.00

#### Activity fee—per semester\*\*\* (CGSOM)

7 credits or more per semester: .....55.00  
 Fewer than 7 credits per semester: .....30.00

#### Application fee (non-refundable)

Grad A&S: .....70.00  
 LSOE: .....60.00

GSSW:.....	40.00
CGSON:.....	50.00
CGSOM.....	100.00
Law School:.....	75.00
STM:.....	70.00

### Doctoral Comprehensive/Continuation Fee (Ph.D. candidate) and Master's Thesis Direction (per semester)

Grad A&S.....	1,148.00
CGSON and LSOE:.....	1,020.00
CGSOM:.....	1,184.00
GSSW:.....	904.00
<b>Interim Study:</b> .....	30.00
<b>Laboratory fee (per semester):</b> .....	up to 900.00
<b>Late Payment fee:</b> .....	150.00
<b>Massachusetts Medical Insurance</b> (per year):.....	1,678.00 (738.00 fall semester, 940.00 spring semester)

### Microfilm and Binding

Doctoral Dissertation:.....	125.00
Master's thesis:.....	90.00
Copyright fee (optional):.....	45.00

### Student Identification Card

(mandatory for all new students):.....	30.00
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\*Fees are proposed and subject to change.

\*\*\*Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

**Collection Cost and Fees:** The student is responsible for any collection costs or court costs and fees should their account be turned over to a collection agency or an attorney.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

### Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts' law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance.

**Non-degree** students who are registered at least 75 percent of the full-time credit load (see chart below) will also be charged unless waiver information is submitted. Failure to maintain these credit levels will result in the termination of the medical insurance. It is the student's responsibility to monitor their eligibility status.

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more
- Woods College of Advancing Studies Undergraduate—9 or more

Boston College will offer all students (graduate and undergraduate) who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's Insurance plan are available on *U-View* or on the web at <http://agora.bc.edu/>. Students may waive the BC insurance plan by completing the electronic waiver form on *U-View* or on the web. Students under the age of 18 are required to submit a written waiver

form with the signature of their parent/guardian. This form is available for download on the web at <http://www.bc.edu/ssforms/>. The waiver must be completed and submitted by September 17, 2008, for the fall semester and by January 27, 2009, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

### Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: \$25.00 per check
- All additional checks: \$40.00 per check
- Any check in excess of \$2,000.00: \$65.00 per check
- Check cashing privileges are revoked after the third returned check.

### Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled. The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

### Undergraduate Refund Schedule

Undergraduate students withdrawing by the following dates will receive the tuition refund indicated below.

#### First Semester

- by Aug. 29, 2008: 100% of tuition charged is cancelled
- by Sept. 12, 2008: 80% of tuition charged is cancelled
- by Sept. 19, 2008: 60% of tuition charged is cancelled
- by Sept. 26, 2008: 40% of tuition charged is cancelled
- by Oct. 3, 2008: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 13, 2009: 100% of tuition charged is cancelled
  - by Jan. 23, 2009: 80% of tuition charged is cancelled
  - by Jan. 30, 2009: 60% of tuition charged is cancelled
  - by Feb. 6, 2009: 40% of tuition charged is cancelled
  - by Feb. 13, 2009: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

### Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

#### First Semester

- by Sept. 10, 2008: 100% of tuition charged is cancelled
- by Sept. 12, 2008: 80% of tuition charged is cancelled
- by Sept. 19, 2008: 60% of tuition charged is cancelled
- by Sept. 26, 2008: 40% of tuition charged is cancelled
- by Oct. 3, 2008: 20% of tuition charged is cancelled

#### Second Semester

- by Jan. 23, 2009: 100% of tuition charged is cancelled
  - by Jan. 27, 2009: 80% of tuition charged is cancelled
  - by Jan. 30, 2009: 60% of tuition charged is cancelled
  - by Feb. 6, 2009: 40% of tuition charged is cancelled
  - by Feb. 13, 2009: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

## Law Refund Schedule

Law students are subject to the refund schedule outlined below.

### First Semester

- by Aug. 22, 2008: 100% of tuition charged is cancelled
- by Sept. 5, 2008: 80% of tuition charged is cancelled
- by Sept. 12, 2008: 60% of tuition charged is cancelled
- by Sept. 19, 2008: 40% of tuition charged is cancelled
- by Sept. 26, 2008: 20% of tuition charged is cancelled

### Second Semester

- by Jan. 2, 2009: 100% of tuition charged is cancelled
- by Jan. 16, 2009: 80% of tuition charged is cancelled
- by Jan. 23, 2009: 60% of tuition charged is cancelled
- by Jan. 30, 2009: 40% of tuition charged is cancelled
- by Feb. 6, 2009: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Office of Student Services issue a refund. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and Plus-Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

## National Student Clearinghouse

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Subsidized and Unsubsidized Stafford, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons 103.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at <http://www.studentclearinghouse.org>.

## Boston College Majors and Degree Programs

### College of Arts and Sciences

- Art History: B.A.
- Biochemistry: B.S.
- Biology: B.A., B.S., M.S.T., Ph.D.
- Chemistry:\* B.S., M.S., M.S.T., Ph.D.
- Classics: B.A., M.A., M.A.T.

- Communication: B.A.
- Computer Science: B.A., B.S.
- Economics: B.A., Ph.D.
- English: B.A., M.A., M.A.T., Ph.D.
- Environmental Geosciences: B.S.
- Film Studies: B.A.
- Fine Arts: B.A.
- French: B.A., M.A., M.A.T., Ph.D.
- Geology: B.S., M.S., M.S.T.
- Geophysics: B.S., M.S., M.S.T.
- Geology and Geophysics: B.S.
- German Studies: B.A.
- Greek: M.A.
- Hispanic Literature: Ph.D.
- Hispanic Studies: B.A., M.A.
- History: B.A., M.A., M.A.T., Ph.D.
- International Studies: B.A.
- Irish Literature and Culture: English, M.A.
- Islamic Civilizations and Societies: B.A.
- Italian: B.A., M.A., M.A.T.
- Latin: B.A., M.A.
- Latin and Classical Humanities: M.A.T.
- Linguistics, B.A., M.A., M.A.T.
- Mathematics, B.A., M.A., M.S.T.
- Music: B.A.
- Philosophy: B.A., M.A., Ph.D.
- Physics:\* B.S., M.S., M.S.T., Ph.D.
- Political Science: B.A., M.A., Ph.D.
- Psychology: B.A., M.A., Ph.D.
- Romance Languages and Literatures: Medieval Romance Literatures, Ph.D.
- Russian: B.A., M.A., M.A.T.
- Slavic Studies: B.A., M.A., M.A.T.
- Sociology: B.A., M.A., Ph.D.
- Spanish: M.A.T.
- Studio Art: B.A.
- Theater: B.A.
- Theology, B.A., Ph.D.

\*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

### Dual Degree Programs—Graduate School of Arts and Sciences

- Biology: B.S./M.S.
- Biology/Management: M.S./M.B.A.
- French/Management: M.A./M.B.A.
- Geology/Management: M.S./M.B.A.
- Geophysics/Management: M.S./M.B.A.
- Hispanic Studies/Management: M.A./M.B.A.
- Italian/Management: M.A./M.B.A.
- Linguistics: B.A./M.A.
- Linguistics/Management: M.A./M.B.A.
- Mathematics/Management: M.A./M.B.A.
- Philosophy: B.A./M.A.
- Political Science/Management: M.A./M.B.A.
- Psychology: B.A./M.A.
- Psychology/Social Work: B.A./M.S.W.
- Russian: B.A./M.A.

Russian/Management: M.A./M.B.A.  
Slavic Studies: B.A./M.A.  
Slavic and Eastern Languages and Literatures: M.A./J.D.  
Slavic Studies/Management: M.B.A./M.A.  
Sociology: B.A./M.A.  
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.  
Sociology/Social Work: B.A./M.S.W.  
Theology: B.A./M.A.

### School of Theology and Ministry

Master of Divinity: M.Div  
Master of Theological Studies: M.T.S.  
Master of Theology: Th.M.  
Pastoral Ministry: M.A.  
Religious Education: M.Ed., C.A.E.S.  
Sacred Theology: S.T.B., S.T.L., S.T.D.  
Spiritual Direction: M.A.  
Theology and Education: Ph.D.

### Dual Degree Programs—School of Theology and Ministry

Pastoral Ministry: B.A./M.A.  
Pastoral Ministry/Counseling Psychology: M.A./M.A.  
Pastoral Ministry/Educational Administration: M.A./M.Ed.  
Pastoral Ministry/Management: M.A./M.B.A.  
Pastoral Ministry/Nursing: M.A./M.S.  
Pastoral Ministry/Social Work: M.A./M.S.W.  
Religious Education: B.A./M.Ed.  
Religious Education/Catholic School Leadership: B.A./M.Ed.  
Religious Education/Higher Education (Catholic University Leadership): M.A./M.A.

### Lynch School

Applied Developmental and Educational Psychology: M.A., Ph.D.  
Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.  
Educational Administration and Catholic School Leadership: M.Ed.  
Counseling Psychology: M.A., Ph.D.  
Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.  
Early Childhood Specialist: M.A.  
Early Childhood Education: M.Ed.  
Educational Research, Measurement and Evaluation: M.Ed., Ph.D.  
Elementary Education: B.A., M.Ed.  
Higher Education: M.A., Ph.D.  
Human Development: B.A.  
Reading/Literacy Teaching: M.Ed., C.A.E.S.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.

### Dual Degree Programs—Lynch School Graduate Programs

Applied Developmental and Educational Psychology: B.A./M.Ed.  
Curriculum and Instruction: B.A./M.Ed.  
Curriculum and Instruction/Law: M.Ed./J.D.  
Developmental and Educational Psychology: B.A./M.Ed.  
Elementary Education: B.A./M.Ed.  
Educational Administration/Pastoral Ministry: M.Ed./M.A.  
Educational Administration/Law: M.Ed./J.D.  
Educational Research, Measurement and Evaluation: B.A./M.Ed.  
Higher Education: B.A./M.Ed.  
Higher Education/Law: M.A./J.D.  
Higher Education/Management: M.A./M.B.A.

Human Development/Social Work: B.A./M.S.W.  
Secondary Education: B.A./M.Ed.  
Special Education: B.A./M.Ed.

### Law School

Law: J.D.  
Law: LL.M.

### Dual Degree Programs—Law School

Law/Education: J.D./M.Ed., J.D./M.A.  
Law/Management: J.D./M.B.A.  
Law and Slavic and Eastern Languages and Literatures: J.D./M.A.  
Law/Social Work: J.D./M.S.W.

### Carroll School of Management

Accounting: B.S., M.S.  
Business Administration: M.B.A.  
Computer Science: B.S.  
Corporate Reporting and Analysis: B.S.  
Economics: B.S.  
Finance: B.S., M.S., Ph.D.  
General Management: B.S.  
Human Resources Management: B.S.  
Information Systems and Accounting: B.S.  
Information Systems: B.S.  
Management and Leadership: B.S.  
Marketing: B.S.  
Operations Management: B.S.  
Organization Studies: Ph.D.

### Dual Degree Programs—Carroll Graduate School of Management

Accounting: M.B.A./M.S.  
Management/Biology: M.B.A./M.S.  
Finance: M.B.A./M.S., M.B.A./Ph.D.  
Management/French: M.B.A./M.A.  
Management/Geology and Geophysics: M.B.A./M.S.  
Management/Higher Education: M.B.A./M.A.  
Management/Hispanic Studies: M.B.A./M.A.  
Management/Italian: M.B.A./M.A.  
Management/Law: M.B.A./J.D.  
Management/Linguistics: M.B.A./M.A.  
Management/Mathematics: M.B.A./M.A.  
Management/Nursing: M.B.A./M.S.  
Management/Pastoral Ministry: M.B.A./M.A.  
Management/Political Science: M.B.A./M.A.  
Management/Russian: M.B.A./M.A.  
Management/Slavic Studies: M.B.A./M.A.  
Management/Social Work: M.B.A./M.S.W.  
Management/Sociology: M.B.A./M.A./Ph.D.

### Connell School of Nursing

Nursing: B.S., M.S., Ph.D.

### Dual Degree Programs—Connell School of Nursing

Nursing: B.S./M.S., M.S./Ph.D.  
Nursing/Management: M.S./M.B.A.  
Nursing/Pastoral Ministry: M.S./M.A.

### School of Social Work

Social Work: M.S.W., Ph.D.

**Dual Degree Programs—School of Social Work**

Social Work/Human Development: B.A./M.S.W.  
Social Work/Law: M.S.W./J.D.  
Social Work/Management: M.S.W./M.B.A.  
Social Work/Pastoral Ministry: M.S.W./M.A.  
Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.

**Woods College of Advancing Studies**

American Studies, Communications, Information Technology,  
Corporate Systems, Criminal and Social Justice, Economics,  
English, History, Political Science, Psychology, Social Sciences,  
and Sociology: B.A.  
Administrative Studies: M.S.

**Interdisciplinary Programs**

African and African Diaspora Studies  
American Heritages  
American Studies  
Ancient Civilization  
Asian Studies  
Catholic Studies  
East European Studies  
Environmental Studies  
Faith, Peace, and Justice  
General Science  
German Studies  
Human Development  
International Studies  
Irish Studies  
Islamic Civilization and Societies  
Jewish Studies  
Latin American Studies  
Mathematics/Computer Science  
Perspectives on Spanish America  
Psychoanalytic Studies  
Scientific Computation  
Women's Studies

## UNDERGRADUATE ADMISSION

### Admission Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Office of Undergraduate Admission, Boston College, 140 Commonwealth Avenue, Devlin Hall 208, Chestnut Hill, Massachusetts 02467.

### Admission from Secondary School

While specific courses are not required, the Office of Undergraduate Admission recommends that students pursue a strong college preparatory program that includes four units of English, mathematics, social studies, and foreign language, as well as four units of a lab science. Such a program provides a solid foundation for high quality college work, as well as a stronger application in a highly selective admission process.

### Standardized Testing

Students must choose one of two options to satisfy the standardized testing requirement.

- The SAT I and two (2) SAT II subject tests of the student's choice.
- The American College Test (ACT) with the optional writing exam.

All standardized test results are used in the admission process. Applicants are required to take all standardized tests no later than the October administration date of their senior year for Early Action and by December of their senior year for Regular Decision.

The Committee on Admission will select the best combination of test scores when evaluating an application. International students for whom English is not a first language are required to submit the Test of English as a Foreign Language (TOEFL) results.

### Application Procedures

#### *Regular Freshman Admission*

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$70.00 application fee (\$70.00 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available in the Undergraduate Admission Bulletin or on the Undergraduate Admission website at <http://www.bc.edu/applications/>. Candidates are notified of action taken on their applications by April 15.

#### *Early Action*

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Supplemental Application and the Common Application postmarked

on or before November 1. At early action students may be admitted, deferred for consideration later or denied admission. Candidates will learn of the Admission Committee decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

### AHANA Student Information

#### **(African-American, Hispanic, Asian, and Native American)**

The overarching aim of the Office of AHANA Student Programs is to support the academic, social, cultural and spiritual development of AHANA students at Boston College. Examples of services include: academic support, mentoring, individual and group counseling, tutorial assistance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358. For more information, visit <http://www.bc.edu/ahana/>.

### Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas, English and mathematics. In addition, the program seeks to introduce its students to the diverse resources available at Boston College and in the Greater Boston community.

### International Student Admission

International students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as United States applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. A minimum score of 600 on the paper-based test, 250 on the computer-based test or 100 on the internet-based exam is recommended. Students applying from British systems must be enrolled in an "A" level program to be considered.

### Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative GPA of 3.0 to be considered for admission. Competitive applicants have a 3.4 to 3.6 cumulative GPA. In 2007, the average cumulative GPA for admitted students was 3.65. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

All candidates for admission-in-transfer should complete the Transfer Common Application, the Boston College Transfer Supplemental Application and all other required forms along with the \$70.00 application fee. All portions of the Transfer Application can be found in the Transfer Undergraduate Bulletin or on the transfer website at <http://www.bc.edu/admission/undergrad/transfer.html>.

A College Official's Report must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295 or from BC's website.

Transfer students must also submit: an official high school transcript, official reports of standardized test scores, and official transcript(s) of all courses taken at other colleges and universities. Transcripts must be sent directly to Boston College by the sending institution. Transcripts issued to students and **photocopies will not be accepted**. The deadline for submitting applications is April 1 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between May 1 and June 15. Spring candidates will be notified between November 30 and December 25.

Consult the Undergraduate Admission Bulletin for additional information about admission-in-transfer.

### *Transfer of Credit*

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

No credit will be granted for internships, field experiences, practica, or independent study.

GPA's do not transfer with students. A new GPA begins with the commencement of a student's career at the University, and reflects only work completed as a full time undergraduate at Boston College.

For transfer students, courses taken during the summer prior to enrollment at Boston College should be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of credits. For all incoming freshmen and currently enrolled students, all summer courses must be approved in advance by the appropriate deans.

**College credit courses taken in high school with high school teachers and other high schools students can not be used for credit. These courses may be assigned advanced placement units only if a corresponding College Board AP exam is taken and a qualifying score is earned.**

### **Date of Graduation**

It is expected that students will spend four years enrolled as full-time students in order to earn a bachelor's degree. The time spent at another institution combined with the time spent at Boston College must be greater than or equal to four years full time. Summer study can not be used to shorten a student's time toward his/her degree to less than four years.

Students generally may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal academic program is eight courses per year rather than ten, and who experience a loss of one semester in their status as a result. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred by non-transferable courses may not be regained.

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is five courses per semester (four for seniors). Thus, students

are expected to have completed ten courses at the end of one year, twenty at the end of two years, etc. In determining a transfer student's date of graduation, leeway of two courses is allowed without loss of status. For example, students completing eight to ten transferable courses are accepted as first semester sophomores.

### **Residency Requirements**

There is a four-semester residency requirement; students must spend four semesters as full-time students and complete a minimum of eighteen 1-semester 3 credit courses to be eligible for the degree.

### **Special Students**

Only those persons who wish to be enrolled as full-time day students are admitted by the Office of Undergraduate Admission. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact the Dean of the James A. Woods, S.J., College of Advancing Studies, McGuinn 100, Boston College, Chestnut Hill, MA 02467.

### **Advanced Placement Units**

The Advanced Placement policies listed below will take affect with the class of 2011. All other classes should refer to an earlier catalog of their class dean for the appropriate Advanced Placement information.

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Arbitrator, and the Swiss Maturite and Italian Maturita. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at <http://www.bc.edu/advancedplacement/>. Students who earn a total of 24 advanced placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean at the end of their first semester at BC. No decision on Advanced Standing will be made prior to this time. Students seeking Advanced Standing must be able to complete all degree requirements by the proposed graduation date and be approved for Advanced Standing by the Dean before the start of the third year of undergraduate study.

#### **College Board Advanced Placement (AP)**

Each score of 4 or 5 on individual exams will be awarded either 3 or 6 advanced placement units (depending on the exam) and will generally satisfy corresponding Core requirements.

Each academic department at Boston College determines how advanced placement units can or cannot be used to fulfill major requirements. Refer to individual department websites for more information on major requirements.

*Arts:* Students receiving a score of 4 or 5 on the Art History or any of the Studio Art exams (Drawing, 2-D, 3-D) are considered to have fulfilled the Core requirement in Arts. (3 advanced placement units)

*Computer Science:* The A.P. exam in Computer Science does not fulfill Core requirements; however, elective equivalency will be earned with scores of 4 or 5. (3 advanced placement units)

*English:* Students receiving a 4 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 4 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive

a 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements. (3 advanced placement units for a score of 4 or 6 advanced placement units for a score of 5)

**Foreign Language:** Students receiving scores of 3, 4 or 5 in a foreign language exam (4 or 5 only in a classical language) will have satisfied the University foreign language requirement in the College of Arts and Sciences and the Carroll School of Management. Only scores of 4 or 5 will be awarded advanced placement units. (6 units of advanced placement for scores of 4 and 5)

**History:** Students receiving a 4 or 5 on the A.P. exam in American History are considered to have fulfilled the American Civilization requirement for the History major. The A.P. exam in American History does not fulfill the History Core requirement of two Modern History courses. Students receiving a score of 4 or 5 on the A.P. exam in European History or World History are considered to have fulfilled the Core requirement in History. (6 advanced placement units each)

**Human Geography:** The A.P. in Human Geography does not fulfill a Core requirement and is not an assigned elective credit as it does not match a course taught at Boston College. (no units earned)

**Mathematics:** Students receiving exams scores of 4 or 5 on the AB Calculus, BC Calculus or AB Calculus sub score are considered to have fulfilled the Core requirement in mathematics in all divisions except the Connell School of Nursing. Boston College's MT 180 must be taken for the Mathematics Core in Nursing. (6 advanced placement units each)

**Natural Science:** Students receiving a 4 or 5 on the A.P. exams in Biology, Chemistry, or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement. (6 advanced placement units each, except 3 for Environmental)

**Social Science:** Students receiving a 4 or 5 on the A.P. exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics, or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science for Arts and Sciences and Nursing. Only Micro economics and Macro economics with 4 or 5 can fulfill the Carroll School of Management requirement. The Social Science Core for the Lynch School of Education cannot be fulfilled with these courses. (3 advanced placement units each)

Qualifying scores on the Psychology A.P. exam **do not fulfill any Core requirements at BC** but will be assigned elective equivalency. A score of 4 or 5 on the A.P. Psychology examination **can** be substituted for either PS 110 Introduction to Psychology as a Natural Science or PS 111 Introduction to Psychology as a Social Science, but students substituting an A.P. exam score for PS 110 or 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology. (3 advanced placement units)

**Statistics:** Students entering the Carroll School of Management who have received a score of 5 on the A.P. Statistics exam are considered to have fulfilled the Carroll School of Management Statistics requirement. (3 advanced placement units)

### International Baccalaureate

Each score of 6 or 7 on Higher Level exams will earn 6 advanced placement units and will generally satisfy a corresponding Core requirement. Students who earn three HL scores of 6 or 7 and a B or better on both CAS and TOK will earn a total of 24 advanced placement units and may be eligible for advanced standing as outlined earlier. For further details refer to our website at <http://www.bc.edu/advancedplacement/>.

### British A Levels

Advanced placement units will be assigned and may be used to fulfill Core or major requirements using the following guidelines:

- 6 units for grades of A or B
- 3 units for grades of C
- Grades lower than C do not qualify.
- 3 units will be assigned for AS levels with grades of A or B (nothing for C and lower)
- Units may be used to fulfill corresponding Core or major requirements.

### French Baccalaureate

For all subjects with a coefficient of 5 or higher, advanced placement units will be assigned as follows:

- 6 units for scores of 13 or higher
- 3 units for scores of 10-12
- Scores below 10 do not qualify.
- Units may be used to fulfill corresponding Core or major requirements.

For detailed information on the **German Arbitur**, **Swiss Maturite**, and **Italian Maturita** refer to the following web address <http://www.bc.edu/advancedplacement/>.

### College Courses Taken during High School

Advanced placement units can be earned for college courses taken during high school according to the following guidelines.

Students enrolled in courses designated as "college courses" that are taken in the high school with a high school teacher may only earn advanced placement units if corresponding College Board AP exams are taken and qualifying scores earned. A college transcript alone can not be used to earn advanced placement units for these courses.

College coursework taken on a college campus with a college professor and with other college students either during the academic year or over the summer may be evaluated for advanced placement units. **Only courses that are deemed equal in depth and breadth to coursework taught at Boston College and are being used to supplement high school coursework (and not to fulfill high school requirements) will be considered.** Each 3 or 4 credit course with a grade of B or better will earn 3 advanced placement units. College transcripts for these courses should be submitted to the Office of Transfer Admission by August 1. Students who enroll at a local college to satisfy high school graduation requirements are not eligible for advanced placement units unless they take the corresponding College Board AP exams and earn qualifying scores.

### Foreign Language Proficiency Requirement:

#### *Arts and Sciences and CSOM*

All students in the College of Arts and Sciences and Carroll School of Management must, before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT subject test reading exam in a modern foreign language. Students who entered BC prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT subject reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT subject reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT subject reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a Classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Language courses will count as Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

## FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal financial aid programs that include Federal Stafford Loans, Federal Perkins Loans, and Federal Work-Study as well as need-based institutional undergraduate grant and undergraduate scholarship programs, and undergraduate state scholarship and loan programs.

Financial aid application materials generally become available on the Student Services website (<http://www.bc.edu/finaid/>) each December for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

Most forms of assistance at Boston College, whether institutional, federal, or state, are awarded on the basis of financial need. Need is defined as the difference between the total expenses of attending Boston College and the family's calculated ability to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus, tend to receive larger financial aid awards.

For more complete information on financial aid at Boston College, visit the Student Services website at <http://www.bc.edu/finaid/>.

### General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving a Federal Perkins Loan and/or a Federal Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process. The University and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV funds. Contact the Office of Student Services if you have any questions. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not

maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Services Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Stafford Loan) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

## FIRST YEAR EXPERIENCE

The Office of First Year Experience was created in 1990 as a response to the perceived needs of universities to orient and monitor more effectively the progress of first year and transfer students. Research has strongly indicated that the initial experience and the first months of a student's matriculation are pivotal to overall success in college. The First Year Experience concept at Boston College has a dual focus. First, to introduce the new students to the resources of the University so that they might maximize the integration of their gifts and skills with the challenge afforded them at Boston College. Second, to assist in the inculturation process whereby these new students come to understand, appreciate, and act upon the uniqueness of Boston College as a Jesuit university in the Catholic tradition. The second stage is not seen as an exclusionary mark, but rather as a foundational and guiding philosophy which underpins the efforts of all in the University community. The concept of "magis," for the greater, is seen as a way of understanding personal development and service to others as integral to our pursuit of excellence. This vision we call Ignatian.

The two elements of the First Year Experience practically come together in the first instance during the seven summer Orientation sessions which extend over three days and two nights. A student program runs concurrently with a parent/guardian program during each session.

During the student program, academic advising and registration of classes along with discussion of issues concerning diversity, alcohol, sexuality, service, learning resources, and the intellectual and spiritual life are discussed. The forums for discussion are designed in a more interactive format with the assistance of carefully selected and trained Orientation Leaders who are upper class students and peers. The components of the program are developed to inculturate spirit about Boston College and an acquaintance with the University's values and its expectations for its students.

The parent/guardian program seeks to develop themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standard surrounding alcohol, sex, diversity, and academic performance are addressed.

Once the academic year begins, First Year Experience has organized programs aimed at continuing support for first year students as they negotiate the beginning of their college career. 'Conversations in the First Year,' was created in 2004 to welcome students to the intellectual arena of Boston College. At orientation, students are given a book to read. The inaugural text was *Mountains Beyond Mountains*, by Tracy Kidder. In September, an academic convocation, filled with ritual, ideas, and conversation, will kick-off the academic year. Past convocation speakers have included Dr. Paul Farmer, Senator Barack Obama, Senator John McCain, and journalist Jeannette Walls. The program's motto is 'Go set the world aflame,' Ignatius of Loyola's (founder of Jesuits) parting words to Francis Xavier who was carrying the Gospel to the East.

48HOURS is a weekend experience open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. On this two-day retreat, participants will hear senior student leaders speak personally and openly about their own college experiences, focusing particularly on their first year ups

and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar that introduces first year students to college life.

The Leadership Project: An immersion experience occurring over the spring break incorporating the process and practice of leadership with a generous heart. First Year students will explore what it means to serve, to be a leader, and to have a vocation in life.

In essence, First Year Experience at Boston College is attempting to create what Ernest Boyer describes as the scholarship of engagement. It does so uniquely in the Catholic and Jesuit tradition and as a first rate academic institution interested in the development of character and leadership for a more just and humane twenty-first century.

## **SPECIAL PROGRAMS**

### **Capstone Seminar Program**

The Capstone Seminar Program helps students to “cap off” their Boston College experience by a review of their education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester exclusively for seniors and second-semester juniors in all schools. The Capstone seminars explore the struggle to discern your own calling in life as you integrate four crucial areas of work, relationships, society, and spirituality. Capstone seminars are taught by two dozen faculty from 20 different departments and all four colleges—A&S, CSOM, LSOE, and CSON—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in the University catalog. Many Capstone Seminars are also cross-listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. For information, contact the Program Director, Fr. James Weiss via email at james.weiss@bc.edu or see the University Courses section. You may also reference the Capstone Program website at <http://www.bc.edu/capstone/>.

### **Office of International Programs (OIP)**

An international experience is an integral part of the course of study for almost forty percent of BC undergraduates. Each year more than 1100 students spend a semester, summer or academic year studying abroad. Boston College collaborates with a variety of partner universities worldwide to administer programs in over thirty countries. Students should begin planning for study abroad during their freshman year. To apply for semester/academic year programs abroad, students are required to have a 3.2 GPA and be in good disciplinary standing. Study abroad information sessions, the OIP Resource Room, and individual meetings with an International Study Advisor help students choose the best program for their needs. Short-term summer programs are also administered through OIP and are open to all students.

For more information, visit <http://www.bc.edu/international/>. OIP is located at Hovey House (617-552-3827).

#### **Argentina**

##### *Pontificia Universidad Catolica Argentina*

Semester or full-year program at this excellent private institution located in downtown Buenos Aires. Offerings include arts and music, economics and business, law and political science, humanities, and communication.

##### *Universidad Torcuato Di Tella (Buenos Aires)*

Semester or full-year program at one of Argentina’s most prestigious private universities. Offerings include business, economics, political science, and international studies.

#### **Australia**

##### *Monash University*

One of the Australian Group of Eight schools (most distinguished research institutions). Semester or full-year program in a suburb of Melbourne. Offers courses across all disciplines.

##### *Murdoch University*

Semester or full-year program in Perth, Western Australia with offerings across the disciplines.

##### *Notre Dame University*

Semester or full-year program at a small Jesuit university in Fremantle, Western Australia with a wide range of courses.

##### *University of Melbourne*

One of the Group of Eight schools located in the heart of the city. Semester or full-year program.

##### *University of New South Wales*

Semester or full-year program in Sydney with broad offerings across all disciplines. A Group of Eight school.

#### **Brazil**

##### *Pontifical Catholic University of Rio de Janeiro*

Semester or full-year program for students with elementary Portuguese and advanced Spanish skills. Course offerings in all disciplines.

#### **Bulgaria**

##### *University of Veliko Turnovo*

Semester or full-year program designed for international students and also regular course offerings in Bulgarian.

#### **Chile**

##### *Pontificia Universidad Catolica de Chile*

Semester or full-year program in Santiago at Chile’s premiere Catholic university. Courses include humanities, social sciences, economics, education, business, and law.

##### *Universidad Alberto Hurtado (Santiago)*

Semester or full-year program at a small, prestigious Jesuit institution. Good for social sciences, humanities, business, and pre-law.

#### **China**

##### *Beijing Asian Studies Program*

Semester or full-year program in Beijing focusing on Chinese language and Chinese history. Offers internship opportunities with Chinese companies. Course offerings also in philosophy, political science.

##### *Hong Kong University of Science and Technology*

Semester or full-year program with a strong focus on business/management for CSOM students.

#### **Denmark**

##### *Copenhagen Business School*

Semester or full-year program with courses taught in English for CSOM or economics students.

##### *Copenhagen University*

Semester or full-year program with courses taught in English in humanities, social sciences, law, health science, natural science, and theology.

#### **Ecuador**

##### *Universidad San Francisco de Quito*

Semester or full-year program with course offerings across the disciplines, including Latin American and environmental studies.

### Egypt

#### *American University in Cairo*

Semester or full-year program with courses across the disciplines (in English), including opportunities for the intensive study of Arabic.

### England

#### *Advanced Studies in England*

Semester or full-year program in liberal arts for American students based in Bath and affiliated with University College, Oxford.

#### *King's College*

Semester or full-year program in London with course offerings across the disciplines including an excellent pre-medical program.

#### *Lancaster University*

Semester or full-year program across the disciplines including excellent courses in the sciences for pre-medical students and in management for CSOM students.

#### *London School of Economics*

Full-year program in social sciences, including economics, political science, and sociology.

#### *Queen Mary, University of London*

Semester or full-year program in London's vibrant and diverse East End for A&S and CSOM students.

#### *Royal Holloway, University of London*

Semester or full-year program with suburban, park land campus and a wide range of course offerings for A&S and CSOM students.

#### *School of Oriental and African Studies (SOAS), University of London*

Semester or full-year program in central London with specialist studies of Africa, Asia, and the Near and Middle East, including history, languages, politics, religion, and sociology.

#### *University College London*

Semester or full-year program for A&S students at the University of London's top-ranked college in central London.

#### *University of Liverpool*

Semester or full-year program across the disciplines, including excellent courses in humanities, sciences, and management.

### France

#### *BC in Paris*

Semester or full-year program based in either the University of Paris or Centre Sevres. Offers a wide range of disciplines.

#### *Sciences Po*

Spring semester or full-year program in Paris at France's premiere institute for the study of political science, international studies, and business.

#### *University of Strasbourg*

Semester or full-year exchanges with the Political Science and Management Institutes at Robert Schuman University as well as with the University Marc Bloch.

### Germany

#### *Dresden University*

Spring semester or full-year program at a distinguished university in former East Germany with course offerings across the disciplines.

#### *Eichstatt Catholic University*

Spring semester or full-year program at a fine, small university located near Munich, with offerings in arts and sciences, business, and education. Intensive pre-semester language program in Munich.

### Greece

#### *American College of Thessaloniki (ACT)*

Semester or full-year program in Thessaloniki, Greece's second largest city, with course offerings in English in a range of disciplines.

### Ireland

#### *National University of Ireland Galway*

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. Some courses are approved for CSON students. A&S students must take an Irish Studies course at BC prior to departure.

#### *National University of Ireland Maynooth*

Semester or full-year program in a small campus environment outside of Dublin. A&S students must take an Irish Studies course at BC prior to departure.

#### *Queen's University Belfast*

Semester or full-year program across the disciplines in Northern Ireland's most distinguished university. A&S students must take an Irish Studies course at BC prior to departure.

#### *Trinity College Dublin*

Full-year program at one of Europe's oldest and most prestigious institutions located in the center of Dublin. A&S students must take an Irish Studies course at BC prior to departure.

#### *University College Cork*

Fall semester or full-year program at one of Ireland's finest universities offering a broad selection of courses in a wide range of disciplines. A&S students must take an Irish Studies course at BC prior to departure.

#### *University College Dublin*

Semester or full-year program at one of Ireland's outstanding universities with offerings across the disciplines, including Arts and Commerce. A&S students must take an Irish Studies course at BC prior to departure.

#### *University of Ulster*

Semester or full-year program offering a wide range of disciplines throughout the University's four campuses in Londonderry, Coleraine, Jordanstown, and Belfast. A&S students must take an Irish Studies course at BC prior to departure.

### Italy

#### *Bocconi University*

Semester or full-year program in Milan with courses in English.

#### *University of Parma*

Semester or full-year program with courses in English.

#### *Venice International University*

Semester or full-year program with courses in English.

### Japan

#### *Sophia University*

Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines.

#### *Waseda University*

Full-year program in Tokyo with course offerings in English covering a wide range of disciplines. Excellent courses in history and political science.

### Korea

#### *Sogang University Seoul*

Semester or full-year program offering a wide range of courses in Korean and English. Perfect for International Studies major/minor students and business majors. Graduate level courses (International Studies) are available for BC undergraduate students.

**Mexico***Iberoamericana University*

Semester or full-year program at a prestigious, private Jesuit institution in Puebla. UIA offers a wide variety of disciplines including humanities, law, business, art, and more.

**Morocco***Al Akhawayn University*

Semester or full-year program in Ifrane, with course offerings in English. Excellent opportunity for business students and those looking to study in a French/Arabic-speaking country.

**Nepal***Center for Buddhist Studies*

Fall semester program focusing on in-depth study of Buddhist philosophy and literature. Highly recommended for students interested in comparative religion, theology, and philosophy.

**The Netherlands***Leiden University*

Semester or full-year program offering a wide range of courses in English.

*Radboud University of Nijmegen*

Semester or full-year program with courses taught in English and strengths in English literature and American Studies.

*University of Amsterdam*

Semester or full-year program with English courses available in the humanities and social sciences.

**Norway***University of Bergen*

Semester or full-year program with wide ranging curriculum in English and strengths in marine science.

**The Philippines***Anteneo de Manila University*

Fall semester program (or full-year by special arrangement) in English. Perfect for CSOM students. Excellent service opportunities.

**Poland***Jagiellonian University*

Semester or full-year program in politics, sociology, Polish language, literature, and culture at the university's Center for European Studies.

**Russia***BC Study Programs in Sankt-Peterburg*

Semester or full-year program focusing on Russian literature and language.

**Scotland***University of Glasgow*

Semester or full-year program in business, humanities, social sciences, fine arts, and law.

**South Africa***Rhodes University*

Semester or full-year program in Grahamstown for students across the disciplines. Excellent opportunities for service learning.

*University of Cape Town*

Semester or full-year program in Cape Town for students across the disciplines.

**Spain**

*BC in Madrid: Complutense, Carlos III, and Pontifica Comillas Universities*

Semester or full-year program for students in all disciplines.

*Universidad de Deusto*

Semester or full-year program in Spain's Basque country on campuses in San Sebastian and Bilbao.

*Universidad Pompeu Fabra*

Semester or full-year program in Barcelona offering courses in some disciplines.

**Sweden***Uppsala University*

Semester or full-year program in Sweden's elite university. Wide range of curricula in English.

**Summer Programs**

All summer programs are open to undergraduate and graduate students. Courses are taught in English except for language courses or where otherwise noted.

**Argentina***History and Culture*

This introductory course in Buenos Aires is aimed at offering a comprehensive overview of the historical and cultural trajectory of the country through essays, literature, and film.

**Costa Rica**

*Introductory Tropical Science, International Law and Sustainable Development*

While in Monteverde, students study Latin American history, rural development, environmental law, and the culture of Costa Rica. Lectures are combined with field experience and trips that give students the opportunity to experience the great diversity and beauty of the country.

**France***Intensive Intermediate French*

Students take the equivalent of a full year of Intermediate French on this four-week program in the heart of Paris. A weekend trip and regular excursions in and around Paris are included.

**Greece***Tracing the Ancient and Modern Paths of the Hellenic Spirit*

Students take an in-depth look at ancient and modern Greece. The program includes excursions to historic sites in and around Athens, as well as longer trips to Delphi, Olympia, and other sites.

**Ireland***Dublin Internship Program*

This eight-week independent internship program offers students the opportunity to experience firsthand the work culture of Ireland. Students are placed in unpaid internships in local businesses, law firms, museums, and other institutions.

*Contemporary Irish Culture*

This three-week course is open to all BC students who wish to visit and learn about Ireland. Students travel as a group to three universities in both Ireland and Northern Ireland and are accompanied at all times by BC's Ireland faculty or staff member. Course lectures are given by members of the BC Irish Studies faculty and local instructors from each of the Irish academic venues.

*Managerial Accounting*

This course in Dublin explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationship, profit planning, and performance evaluation will be covered.

### Italy

#### *Renaissance Art and Architecture in Florence*

Students take a course on Italian art and have a five-hour per week survival Italian language class. Excursions and on-site learning are an integral part of the class.

#### *Rome in the Middle Ages: The City and the Myth*

This course is aimed at offering a comprehensive overview of the least discussed, but longest, period of Roman history. Students will explore Rome's history from a variety of perspectives: political, social, religious, institutional, archaeological, and artistic.

#### *Catholics in Rome and America: Current Ethical Issues*

This course offers an introductory survey of the evolution of the Church in Rome and America. Students examine major architectural and artistic monuments of this development and pay special attention to significant traditions in the history of moral theology, with a special focus on contemporary concerns.

#### *Practicing Mortality: Art, Philosophy, and Contemplative Seeing in Venice*

This course will explore how art and philosophy can help set the conditions for a life lived more fully, and thus authentically human, each and every day through "contemplative seeing of art."

#### *Drawing from the Venetian Masters*

Students in this introductory-level Fine Arts studio course will connect to the visual arts tradition by visually internalizing it through drawing. This course will introduce students to the process, materials, and issues addressed in exploration of the basic principles and concepts of making visual artworks.

#### *Intermediate Italian Language Program*

Students participate in a five-week Italian language course taught by the language institute in Parma. Field trips and excursion are part of the program. Students participate in an orientation program and receive support from the BC on-site coordinator.

### Kuwait

#### *Politics and Oil*

This course in Kuwait City addresses the problems of state formation, state-society relations, democratization, the rise of Islamism and regime stability in Kuwait and other oil-rich Arab Gulf states such as Saudi Arabia. It also assesses the implications for foreign policy, oil export levels, and regional balancing of the GCC states.

### Senegal

#### *An Immersion in Literature and Culture*

This three-week seminar in Dakar will introduce students to Senegalese culture and society, primarily through an examination of modern Senegalese literature. Students will study some of the literary greats of Senegal—such as Leopold Sedar Senghor, Ousmane Sembene, and Mariama Ba.

### Spain

#### *Spanish Language and Culture*

Students participate in an intensive language course at the Naturalmente I level, take cultural excursions in and around the city, and travel to nearby Toledo and Segovia. Students live with families in central Madrid.

#### *Spanish Art History in Madrid: from Atapuerca to Picasso*

Students gain a comprehensive understanding of Spanish art history from prehistoric manifestations to modernism. The class includes both theoretical exploration and practical activities, including visits to the Archaeological, Prado, Thyssen-Bornemisza, and Reina Sofia museums.

#### *Internship in Madrid and Spanish for Business*

Students intern for six weeks in the business capital of Spain. Work experience is supplemented with a Spanish-taught business course. Students attend weekly lectures given by Spanish professionals from the worlds of business, arts and sciences, education and more.

#### *Intercultural Communication*

This course will introduce students to the theory and research in the area of intercultural communication, and will help them apply this knowledge in understanding and improving human interaction in both domestic and international contexts.

### Turkey

#### *Exploring the Religious World of Istanbul and Anatolia*

This course will provide a firsthand acquaintance with many of the central features of Islamic religious and devotional life (pilgrimage, sainthood, poetry, music, architecture, iconography and ritual). Visits to major religious shrines, monuments, places of worship and centers of pilgrimage in Konya, Ephesus (Mary's house), Bursa, Edirne, and Cappadocia are included.

### Other Opportunities

#### Overseas Teaching Program

- Students perform elementary or secondary student teaching practica abroad
- Human Development Practica Abroad
- Lynch School students can do a Human Development Practicum while studying. See the Dean's Office for details.

#### Presidential Scholars European Program

This program focuses on contemporary European history and politics from the French perspective. *Undergraduate.*

#### Volunteer Programs

Short-term service/immersion travel opportunities are available during vacation periods in both domestic and international settings. For more information visit <http://www.bc.edu/offices/service/volunteer/siprograms.html>.

### Exchange Program

#### Washington Semester Abroad

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. As an external program, students who participate in Washington Semester can earn credit toward graduation, but not GPA credit (other restrictions apply). Contact Dean Akua Sarr ([sarr@bc.edu](mailto:sarr@bc.edu) or 617-552-6870) for more information.

### Faculty and Staff Children Exchange Program (FACHEX)

FACHEX is an undergraduate tuition remission program for children of full-time faculty, administrators, and staff at participating Jesuit colleges and universities. The program is administered through the Benefits Office and the Office of the Dean of Enrollment Management.

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. After conferring with the Benefits Office, parents and students should visit Boston College's FACHEX website (<http://www.bc.edu/fachex/>) for information about participating colleges and universities, and for details on how to apply for FACHEX at these institutions.

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice. Employees should be additionally aware that there is a December 15 deadline for all schools to receive FACHEX certifications, so you should pursue certification requests before then to be eligible.

Employees at other participating institutions should ask their respective Benefits Offices for information on requirements for eligibility. Parents and students should then visit the Boston College FACHEX website to view the necessary procedures and conditions for FACHEX applicants.

### **Pre-Professional Programs**

#### **Pre-Law Program**

Boston College offers pre-law advising through the Career Center. The Bellarmine Law Academy (the student pre-law association) and the Boston College Career Center present a series of panels each year on different aspects of the legal profession and the law school admission process. Career advisors are available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is suggested that students consider including some of the following courses in their programs of study: logic, mathematics, law, public speaking, English (especially intensive writing courses), history, sociology, and political science. You can indicate your interest in receiving announcements of pre-law panels and activities by registering online or in the Office of Student Services for the Pre-Law Program. For further information, contact the Career Center at 617-552-3430 and view the graduate school pages of the Career Center website at <http://www.bc.edu/offices/careers/gradschool/law.html>.

#### **Pre-Medical/Pre-Dental Program**

Medical, dental, and veterinary schools welcome all good students, not just science majors. Thus, the student planning to pursue one of these careers may choose for his or her major field any one of the humanities, natural sciences, or social sciences. Below is a brief write up of the program. For more detailed information, visit our website at <http://www.bc.edu/premed/>.

Health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical, dental, or veterinary schools require one year of the following: General Chemistry with lab, Organic Chemistry with lab, Introductory Biology with lab, Physics with lab, and English.

In addition, one year of mathematics is usually strongly recommended. Some medical schools require calculus. A few schools (particularly veterinary medical schools) have additional required courses, such as biochemistry.

#### **Three Year or Four Year Sequencing:**

*Three Year Program:* Undergraduates who plan to enter medical/dental/ veterinary school the fall after they graduate will need to complete all required courses (see above) by the end of their junior year. They, then, can file applications the summer before senior year. While simultaneously taking junior year course work, we recommend that students study for, and take the Medical College Admissions Test (MCAT) at the end of spring semester (late April) of their junior year. Students taking the Dental Admissions Test (DAT) are encouraged to take it in early summer (e.g., May/June). In addition to the above,

health professions graduate schools expect a high level of academic performance, significant exposure to the health field, and other meaningful experiences.

Clearly this is a good deal to accomplish in three years and, for this reason, increasing numbers of students choose the four year option below. Nevertheless, if you follow the three year program and are a competitive candidate, you would be invited for interviews during the fall or early winter of your senior year. If accepted, you would begin graduate school in August/September after your graduation from BC.

*Four Year Program:* An increasing number of students at BC, and at other institutions, are applying to graduate schools in the health professions at the end of their senior year—or even later. Students who delay their applications have the opportunity to pursue other interests and/or opportunities (e.g., study abroad, completing a thesis, minoring in a non-science discipline, volunteer work, research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is an option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT, DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

#### **Non-Science Majors: Program Options**

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. General Biology Laboratory (BI 210-211) fulfills the Biology laboratory requirement. Several three- and 4-year options appear below (Options A-E), but other sequences are possible.

#### **Option A: Non-Science Majors—Three Year Option Freshman Year**

- Introductory Biology (BI 200-202)\*
- \*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)\*\*
- \*\*or the honors chemistry courses, Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)\*\*\*
- \*\*\*or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)
- English Core Requirement
- Electives/Core Courses

#### **Sophomore Year**

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

#### **Junior Year**

- Introduction to Physics (PH 211-212)\*\*\*\*

\*\*\*\*Foundations of Physics (PH 183-184) and its associated laboratory (PH 101-102) also fulfill health professions school requirements, but the Premedical Committee recommends PH 211-212 and its associated lab (PH 203-204).

- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

### Option B: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that mathematics (e.g., Calculus MT 100-101) is taken sophomore year along with Organic Chemistry (CH 231-232) and Organic Chemistry Lab (CH 233-234). This allows freshman year to be slightly less math/science oriented.

### Option C: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that Introductory Biology (BI 200-202) and General Biology Lab (BI 210-211) are taken sophomore year, along with Organic Chemistry. This option significantly lessens the freshman year course load, but makes sophomore year, with Organic Chemistry and Biology, quite demanding. Also, students may not know whether they are academically competitive until the end of their sophomore year.

### Option D: Non-Science Majors—Four Year Option

In this program, students complete Option A during their first three years. During senior year, students have time to complete additional science electives, research, and any other projects of interest. Some recommended science electives include Biochemistry, Molecular Cell Biology, Genetics, and Physiology. Students can then apply to graduate schools in the health professions at the end of their senior year, and admissions committees have four (instead of three) years of work to evaluate. This option allows students to strengthen their candidacy before applying, thus increasing their chances for admission.

### Option E: Non-Science Majors—Four Year Option

This option is especially appropriate for students who feel that their high school science/mathematics background is weak. Following this option, students take one required science course each year (see Option A above for course listings). Mathematics should generally be taken either freshman or sophomore year. Though this option allows students to ease into and spread out their premedical/pre dental course work, the potential disadvantages are the following: (1) Students may not know whether their grades are competitive until their third or fourth year at BC or (2) once enrolled in medical or dental school, students must take many challenging science courses simultaneously each semester, so even a solid performance in Option E may not prepare them effectively for a rigorous graduate school curriculum.

## Science Majors: Program Options

### Biology Majors

**B.S. Program:** The B.S. in Biology fulfills all of the core premedical/pre dental requirements listed above. The premedical/pre dental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore BI 210-211 General Biology Lab is optional for Biology majors.

**B.A. Program:** The B.A. program in Biology does not fulfill all of the premedical/pre dental requirements listed above. The B.A. in Biology only requires one semester of mathematics. In addition, the B.A. does not require Organic Chemistry (with lab) or Physics (with lab). To fulfill

premedical/pre dental requirements, the B.A. Biology major must therefore take one full year of Organic Chemistry (with lab), Physics (with lab), and mathematics. The premedical/pre dental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biology majors.

Recommended course sequences for Biology majors (B.A. and B.S.)

### Freshman Year

- Introductory Biology (BI 200-202)\*  
\*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110)\*\*  
\*\*or the honors chemistry courses Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)\*\*\*  
\*\*\*or, if supported by AP exam or the Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)
- English Core Requirement
- Electives/Core Courses

### Sophomore Year

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology Lab (BI 310)
- Genetics (BI 305)
- Genetics Lab (BI 311)
- Electives/Core Courses

### Junior Year

- Introduction to Physics (PH 211-212)
- Physics Lab (PH 203-204)
- Biology Electives
- Electives/Core courses

### Biochemistry Majors

The requirements of the Biochemistry major at Boston College fulfill all of the core premedical/pre dental requirements outlined above. For a complete listing of the required courses for this major, refer to the appropriate program description in the Catalog and/or departmental website. Biochemistry majors fulfill their biology premedical laboratory requirement by completing BI 310-311 Molecular Cell Biology and Genetics Laboratory during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biochemistry majors.

### Chemistry Majors

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/pre dental/pre veterinary requirements. There is no biology course required for the major. Therefore, most Chemistry majors take Introductory Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. Calculus (Math/Science majors) MT 102-103 is the required mathematics sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, refer to the program description in this Catalog or the department's website.

### Advanced Placement

For specific information regarding advanced placement, contact the Premedical programs office at [premed@bc.edu](mailto:premed@bc.edu).

**Further Information**

Detailed Premedical advising packets are available in the Premedical office in Higgins 648. If you would like to speak with a staff member call 617-552-4663 or email [premed@bc.edu](mailto:premed@bc.edu).

**Presidential Scholars Program**

The Presidential Scholars Program is a university-wide, four-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately fifteen incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars are introduced through an Evening Speaker series to leaders from a wide variety of fields—including the arts, business, education, government, law, medicine and social service—who share their experiences and insights on important issues facing contemporary society. These speakers serve as sources of information on educational and career possibilities; as role models for creating and balancing meaningful work, family, and community involvement; and as potential mentors. A complementary series of workshops (Leadership 101) offers advice and training in practical skills to help Scholars realize their personal and professional goals, including time management, resume development, interviewing skills, fellowship application, stress reduction, and others.

In the summers, Scholars are challenged to test and apply what they have learned at Boston College to the world beyond the campus by participating in experiential learning programs focusing on community service (after the first year), international study and travel (after the second year), and professional internship (after the third year).

Through this carefully balanced combination of academic rigor and co-curricular opportunities and challenges, the Presidential Scholars Program seeks to develop exceptional scholars and leaders for the Boston College community and far beyond.

**PULSE Program**

See a full description of the Pulse Program in the Philosophy Department or visit the Pulse Website at <http://www.bc.edu/pulse/>.

**Reserve Officers' Training Corps****Air Force Reserve Officers' Training Corps**

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty)

while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact the Department of Aerospace Studies, Boston University, 617-353-4705.

**Army Reserve Officers' Training Corps**

The U.S. Army offers Reserve Officers' Training Corps (ROTC) at Boston College as an Extension Center in cooperation with Northeastern University. Boston College students attend classes and training on the Chestnut Hill campus. Upon graduation, ROTC students receive a commission as a Second Lieutenant in the U.S. Army and serve on active duty or in the reserves in a wide variety of fields. Highly qualified graduates may also be selected to attend professional schools, such as medical or law school.

Scholarships are available for qualified high school students admitted to Boston College and college students currently attending BC. In addition, scholarships are available to Boston College Nurses under the Partnership in Nursing Education program. All scholarships include full tuition and mandatory fees, a monthly stipend, and money for books. Boston College also awards additional incentives for Army ROTC scholarship Cadets. For more information including an application, contact the Department of Military Science Extension Center at Boston College (Carney Hall 113/114), 617-552-3230 or visit: <http://www.bc.edu/armyrotc/>.

**Navy Reserve Officers' Training Corps**

Qualified BC students may cross enroll in Navy Reserve Officers' Training Corps (and the Marine Corps Option) at Boston University. Three and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, monthly stipend, but no room and board). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, contact the Department of Naval Sciences, Boston University, 617-353-4232.

**Marine Corps Platoon Leaders' Class (PLC)**

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores, and juniors. No formal classes or training takes place during the academic year. Students/candidates attend Officer Candidate School (Quantico, VA) training either in two six-week sessions (male freshmen/sophomores) or one ten-week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then three and a half years active duty or longer if aviation positions. Students/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 888-753-8762.

**Undergraduate Faculty Research Fellows Program**

Boston College established the Undergraduate Faculty Research Fellows Program for the purpose of enhancing the academic experience of undergraduates by cultivating their research skills and fostering mentor relationships between undergraduates and faculty. The program provides a grant to pay for a student's research assistance with a faculty member's research project. It is considered student employment and the student may work up to 20 hours a week during the academic semester, up to 40 hours a week during semester breaks or the summer, depending on faculty need and student availability. Students ordinarily do not receive academic credit for work done under an undergraduate research fellowship.

The formal application for an Undergraduate Research Fellowship must come from the faculty member whose research project the student will assist. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. More information is available at: <http://www.bc.edu/offices/ufel/fellowships/undergrad/fellowships.html>.

### ACADEMIC INTEGRITY

#### Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

#### Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

**Cheating** is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include:**

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;

- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

**Collusion** is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

### Promoting Academic Integrity: Roles of Community Members

#### Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

#### Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

#### **Academic Deans**

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

#### **Procedures**

In each school a Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the grading penalty is to be sent to the student's class dean.

On receipt of such a notification the class dean will notify the student of the allegation and the grading penalty imposed by the faculty member. The student will be given an opportunity to respond to the faculty member's notification in writing. While a case is pending, the student may not withdraw from or change status in the course.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the associate dean will convey to the faculty member and the student the board's findings as to responsibility and recommended sanctions. The associate dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's penalty and issue the student a "warning," which will be kept in a confidential file in the Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

Appeal of the board's decision may be made by written request to the Dean of the school not later than ten days following notice of the board's decision, and the Dean's decision will be final.

#### **ACADEMIC REGULATIONS**

Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to Boston College, the Academic Regulations in effect at the time of return apply.

#### **Academic Grievances**

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or his or her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

#### **Academic Record**

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record.

No cumulative average is maintained for students in the Graduate School of Arts and Sciences.

**Note:** Students in Lynch School of Education Graduate Programs and the Connell Graduate School of Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

## Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practice will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the student's associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean's Office as soon as the student's health and other circumstances permit.

## Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors at the end of the first class meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

## Audits

### Undergraduate

Undergraduate students may not audit a course with the exception of undergraduates in the Woods College of Advancing Studies.

### Graduate

Students in the Graduate School of Arts and Sciences and the Connell Graduate School of Nursing may register for an audit online. Lynch School of Education, Carroll Graduate School of Management, Law School, and Graduate School of Social Work students must consult the Associate Dean's Office before they can audit a course. Woods Graduate College of Advancing Studies students may not audit courses.

After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must go to the Associate Dean's Office and complete a Graduate Course Exception form. Students in the Carroll Graduate School of Management may change a course from credit to audit but not audit to credit.

## Candidacy: Doctoral

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or the oral defense of the publishable paper and by satisfying all departmental requirements except the dissertation.

Doctoral candidates are required to register each semester and to pay for doctoral continuation until completion of the dissertation. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing all courses including the required two or more semesters of dissertation-related course work.

## Comprehensive Examination: Doctoral

Doctoral students, with the exception of students in the Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in the Graduate School of Social Work are required to orally defend a publishable paper. Student eligibility for taking the doctoral comprehensive or the publishable paper project is determined by the department. Students should consult with their department about the nature of this examination and the time of administration.

Departments use the following grading scale to record comprehensive examinations: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

During the semester in which students take the comprehensive examinations, unless they are registered for other courses register and pay for Doctoral Comprehensives (998 or 959).

## Comprehensive Examination: Master's

Candidates for Master's degrees in the Graduate School of Arts and Sciences, the Lynch School of Education Graduate Programs, and the Connell Graduate School of Nursing must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and the exact date of examinations should be directed to the department chairperson or Graduate Program Director.

The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fees are charged during this period. No credit is granted.

## Core Curriculum—Undergraduate University Core Requirements

The following courses comprise the Core curriculum and are required for all students entering Boston College:

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages and Literatures
- 1 course in the Arts—Fine Arts, Music, Theater
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required. For CSON students beginning with the class of 2010, MT 180 Principles of Statistics for Health Sciences is the required Mathematics Core course.

- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for CSOM), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for LSOE and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for LSOE)

The Connell School of Nursing curriculum satisfies the University's Cultural Diversity Core requirement.

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement, or an elective.

Students are advised to select Core courses very carefully. Identification of Core courses can be determined by contacting the appropriate department head in the College of Arts and Sciences and by reference to each semester's Schedule of Courses.

### **Cross Registration**

#### ***Woods College of Advancing Studies***

All full-time undergraduate students are limited to one Woods College of Advancing Studies (WCAS) course each semester. Freshmen may not enroll in any WCAS course.

WCAS courses can be used to fulfill elective requirements. Students must check with the appropriate department if they intend to use a Woods College of Advancing Studies course to fulfill a Core or major requirement.

#### ***Boston Theological Institute***

The Boston Theological Institute (BTI), a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton School of Theology
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

Theology majors and students in the School of Theology and Ministry who want to cross register through the Boston Theological Institute should pick up a cross registration petition in Lyons Hall and return it with an authorization by the appropriate date. Students are expected to consult with their advisor or department chairperson before cross registering. Graduate Theology majors may take up to half of their courses through BTI.

#### ***The Consortium***

Under a program of cross registration, sophomores, juniors, and seniors may take one elective course during each semester at Boston University, Brandeis University, Hebrew College, Hellenic College,

Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. Cross registration forms are available in the Office of Student Services, Lyons Hall.

Graduate students, except law students, may cross register for one course each semester at Boston University, Brandeis, and Tufts. M.B.A. students are not permitted to register at Brandeis University and students in the Graduate Finance Program are not allowed to cross register at any of the universities. Cross registration materials are available in Lyons Hall.

Law school students may cross register for classes only at Boston University Law School and only if the course they wish to take at BU will not be offered at any time during the current academic year. Students wishing to cross register must see the Director of Academic Services for permission.

The Graduate Consortium in Women's Studies is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. Graduate students enrolled in degree programs at Boston College may with the permission of their department apply to participate in this program. Registration forms will be mailed from the Consortium to accepted students.

#### ***Graduate School of Social Work***

Under a program of cross-registration, juniors and seniors matriculated in the B.S.W. Program at Regis College and Sociology and Psychology majors at Stonehill College may take selected courses in the Graduate School of Social Work. For more information, see the Assistant Dean for Academic and Student Services in the Graduate School of Social Work in McGuinn Hall, Room 134.

### **Dean's List**

The Dean's List recognizes the achievement of undergraduates semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499). In order to be eligible for the Dean's List, students must also earn 12 or more credits and receive a passing grade in all courses; students who have withdrawn from or failed a course and students who have received an incomplete grade or a "J" grade (see Grading section) will not be eligible for the Dean's List.

### **Degree Audit**

A degree audit is a computer-generated analysis that enables an undergraduate (except for Woods College of Advancing Studies) or law student and his or her advisor to assess the student's academic progress and unfulfilled requirements. Students in the Woods College of Advancing Studies can meet with an advisor and obtain a degree audit at any time.

The degree audit is a valuable tool for academic planning because it matches the courses that the student has taken with the requirements of his or her degree program or anticipated program. Students receive degree audits each semester prior to registration and have access to actual and simulated degree audits on Agora. Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

### Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average. Summa cum laude, with Highest Honors, is awarded to the top 4.5 percent of the graduating class; magna cum laude, with High Honors, is awarded to the next 9.5 percent; and cum laude to the next 15 percent. These percentages are based on the student's overall cumulative average.

### Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing all courses including the required two or more semesters of dissertation-related course work.

### Enrollment Status

#### *Undergraduate Full-Time Enrollment Status*

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each semester and four or five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit, ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate students must be registered for at least four 3-credit courses per semester. Woods College of Advancing Studies students must be enrolled in 12 credits to be considered full-time.

#### *Undergraduate Part-Time Enrollment Status*

Visiting or special students may enroll in one, two, or three courses each semester through the Woods College of Advancing Studies. Additional courses require the Dean's approval.

#### *Graduate Full-Time Enrollment Status*

Graduate full-time enrollment is as follows:

- Carroll Graduate School of Management—nine or more credits
- Connell Graduate School of Nursing—nine or more credits
- Graduate School of Arts and Sciences—nine or more credits
- Graduate School of Social Work—nine or more credits
- Law School—12 or more credits
- Lynch School of Education—nine or more credits
- Woods College of Advancing Studies—nine credits

Students completing degree requirements in their final semester may be given exceptions to the school minimum credit standard for full-time status by their academic dean.

All students are considered half-time with six credits.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

All enrolled doctoral students in the Graduate School of Arts and Sciences and in the Carroll Graduate School of Management are considered full-time. Graduate students, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time

Nursing Clinical Practica, Student Teaching Practica, or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Publishable Paper Project (Graduate School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, ED 950, ED 951, ED 988, EC 900, EC 901, HS 997, LL 856, NU 901, NU 902, PY 941, SW 929, SW 939, SW 949, SW 959, SW 995, SW 996, and SW 997.

### External Courses—Undergraduate

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, Lynch School of Education, and Connell School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Associate Dean before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the International Study program, certain special study programs at other universities, courses in the Woods College of Advancing Studies, and summer school courses including those taken at Boston College's Summer Session.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request that the registrar at the host university forward an official transcript to the Office of Student Services at Boston College.

### Final Examinations

The final examination schedule for most courses is set before classes begin; it is available to the public and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. No student should make travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule a departure without so clearing their schedules risk failure in the final examination.

Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services. Students with three final examinations scheduled for the same day are entitled to take a make-up exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

In the Graduate School of Arts and Sciences, seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor.

### Foreign Language Requirement—Undergraduate

All students in the College of Arts and Sciences and Carroll School of Management must, before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can

demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.

- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Language courses will count as Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

*James A. Woods, S.J., College of Advancing Studies*

Woods College of Advancing Studies students must demonstrate proficiency at the intermediate level in a foreign language or pursue two foreign literature in English translation courses.

**Foreign Language Requirement—Graduate**

In the Graduate School of Arts and Sciences each department shall decide the extent and nature of the language requirements for its students. Nursing students in the doctoral program must demonstrate proficiency in at least one language other than English or demonstrate computer literacy through completion of required courses.

**Good Standing**

*Undergraduate*

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 (1.5 in Management and 1.5 for the first three years in Arts and Sciences) as the minimum standard of scholarship and must not fall more than two courses behind the total number of courses a student of their status is expected to have completed (five courses each semester in the first three years and four each semester in senior year with the exception of Nursing where students take four courses in the first semester freshman year and four courses in the second semester senior year). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must complete all nursing courses successfully and have a cumulative GPA of 2.0 or higher in science and nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals, or unapproved underloads, or by being unsafe in the nursing clinical area will result in the student's being placed on probation, or being required to withdraw, as the Academic Standards Committee or the Dean shall determine.

Unless the student returns to good standing by the approved methods or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

*Graduate*

In the Graduate School of Arts and Sciences, a student who receives a grade of C in more than ten or F in more than eight semester hours of course work may be required to withdraw from school.

In the Connell School of Nursing, students in the Ph.D. program must maintain a GPA of 3.0. A grade of C or lower in any course or a GPA below 3.0 is cause for academic review. Students in the Master's program must maintain a GPA of 3.0. If the GPA falls below 3.0 the student will be on academic review. Students who receive a grade of F in three or more credits or a grade of C in six or more credits will also be placed on academic review. Academic review may result in recommendations that course work be repeated, that the student be placed on academic probation, or that the student be dismissed from the program.

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable, satisfactory performance in field education. Failure to maintain either of these requirements will result in the student's being placed on probation or being required to withdraw. A grade of F in a required course may be grounds for review by the Academic Standards Review Committee and possible dismissal from the Graduate School of Social Work.

In the Lynch School of Education Graduate Programs, a student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for

dismissal from the Lynch School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Lynch School.

In the Law School, a student must maintain a cumulative average of at least 2.0, measured at the end of each academic year, as well as receive a 2.0 average for each year's work to remain in good academic standing. Students whose GPAs fall below 2.0 for an academic year are subject to exclusion. In addition, students must receive a passing grade (D or better) in all first year courses as a requirement for graduation.

In the Carroll School of Management, an M.B.A., M.S. in Finance or M.S. in Accounting student must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are automatically dropped from degree candidacy. M.S. in Finance and M.S. in Accounting students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance and M.S. in Accounting students who receive two or more Fs are automatically dropped from degree candidacy. Doctoral students should review the Ph.D. academic manual for grading procedures.

In the Woods Graduate College of Advancing Studies, B- is not an acceptable course grade towards degree completion.

### Grading

#### *Undergraduate*

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

Students who withdraw from a course after the drop/add period will receive a grade of W. The grade of W is not included in the calculation of the GPA.

Students in the Connell School of Nursing must achieve a grade of C- or higher in nursing courses, or they will be required to retake the course.

With the approval of the Associate Dean of their school or college, students may be permitted to take courses for enrichment. These courses are normally taken in the summer. Courses approved for enrichment only, may, with the approval of the relevant department, go toward fulfilling a Core, major, or minor requirement. However, grades for courses taken for enrichment are not computed into the cumulative average and are not counted toward the total course or credit requirement for graduation.

A student's cumulative average is comprised of courses taken at Boston College or those courses specifically approved by the Associate Dean. The cumulative average does not include courses accepted in transfer including courses accepted in transfer from the Woods College of Advancing Studies. Information about a course failed remains on the student's record and 0.0 is still computed into the GPA even if the course is repeated with a passing grade; the later grade is also computed into the GPA.

Grades will be posted on Agora at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade should resolve the discrepancy within the first six weeks of the following semester.

#### *Graduate*

In each graduate course, in which a student is registered for graduate credit, with the exception of those noted below, the student will receive one of the following grades at the end of the semester: A, A-

B+, B, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Students in the Law School may receive grades of C+, C- and D. The grade of A or A- is awarded for exceptional work which demonstrates a superior level of academic accomplishment in the area of study. The grades of B+, B and B- are awarded for good work, which demonstrates achievement of a level of academic accomplishment above that expected of a minimally competent graduate of an accredited American law school. The grades of C+ and C are awarded for competent work, which demonstrates achievement of a level of academic accomplishment expected of a minimally competent graduate of an accredited American law school. The grades of C- and D may be awarded for unsatisfactory work, which does not demonstrate achievement of the minimum level of competence expected of any graduate of an accredited American law school, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

In the Graduate School of Social Work doctoral program and the Woods Graduate College of Advancing Studies, graduate credit is granted for courses in which the student receives a grade of A, A-, B+, or B. No degree credit is granted for a course in which a student receives a grade of B- or below.

A pass/fail option is available for a limited number of courses, as stipulated by the School. A U grade is recorded for ungraded courses such as doctoral continuation.

#### *Grading Scale*

In computing averages, the following numerical equivalents for the twelve (12) letter grades are used:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA
- U No effect on GPA

### Incomplete and Deferred Grades

#### *Undergraduate/Graduate*

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer.

A J grade is recorded when the grade is deferred. A faculty member may only assign a grade of J for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.

### **Graduate**

The Graduate School of Social Work requires that a student, having obtained permission from the course instructor, may request to extend an Incomplete for more than 30 days after the original exam/paper deadline. The student must submit a designated explanatory form to the Chairperson of the Academic Standards Review Committee. A Graduate School of Social Work student, who fails to remove an I within the 30 days or to secure the extension form from the respective faculty member, will receive an F for the course.

A Law School student who receives an Incomplete must arrange with the professor to satisfy the course requirements within one semester. An Incomplete becomes an F if the I is not removed within the stated time.

Except in the Carroll Graduate School of Management and the Graduate School of Social Work, students with graduate assistantships may not carry any incompletes.

### **Pass/Fail Electives—Undergraduate**

Sophomores, juniors and seniors may enroll on-line in a non-major, non-minor, or non-Core course on a pass/fail basis during the first seven days of the semester. After the first seven days, students may submit requests to have a course credited on a pass/fail basis to their Associate Dean's office. Such requests must be submitted no later than October 1 in the fall semester and February 15 in the spring semester. Freshman may not take any courses on a pass/fail basis.

No more than one pass/fail course may be taken in any semester. No student may take more than six pass/fail courses for credit toward a degree.

Departments may designate some courses as not available in general for pass/fail enrollment. Courses in the Carroll School of Management may not be taken on a pass/fail basis. Courses in the Woods College also may not be taken on a pass/fail basis. Students in the Carroll School of Management may not take any courses on a pass/fail basis (including Arts and Sciences Core courses and Carroll School of Management curriculum requirements).

Students may not take foreign language courses on a pass/fail basis until they have completed the university's language proficiency requirement.

A student enrolled in a course on a pass/fail basis who earns a grade of D- or higher will receive a grade of Pass for the course.

### **Pass/Fail Electives—Graduate**

A P has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited number of other courses when approved by the Assistant Dean for Academic and Student Services. Connell Graduate School of Nursing students enroll in NU 810, NU 811, NU 812, NU 813, NU 901, and NU 902 on a pass/fail basis. Graduate students in the Law School and the Lynch School of Education may not take courses pass/fail unless the entire course has been designated a pass/fail course. School of Theology and Ministry students should contact STM. Students in the Graduate School of Arts and Sciences, Carroll Graduate School of Management, and Woods Graduate College of Advancing Studies may not take courses counting toward the degree pass/fail.

### **Grade Change**

Grade changes should be made only for exceptional reasons. For all students, the grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete to provide time to finish his or her course work. Such Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

### **Graduation**

The University awards degrees in May, August, and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date. A diploma will not be dated before all work is completed.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online at <http://agora.bc.edu/> by the following dates:

- Last day of drop/add in January
- August 15
- November 15

### **Internal Transfers**

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Associate Dean's Office of the school to which admission is sought. Students may apply at the end of their freshman year.

Students applying for internal transfer should be in good academic standing (some schools may require a 3.0 GPA). All students must complete at least 3 (4 in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer.

Applications are normally submitted to the Associate Dean by the last class day of the previous semester.

### **Leave of Absence—Undergraduate**

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence. The process begins in the Associate Dean's Office and will be extended for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the Associate Dean. Students may not participate in extracurricular activities while on a leave of absence.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their Associate Dean's Office at least six weeks in advance of the start of the registration period.

Returning students may elect to apply for admission to the Woods College of Advancing Studies.

### **Leave of Absence—Graduate**

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time. Students may obtain the Leave of Absence Form online at <http://www.bc.edu/studentservices/> and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean. In the Law School a student must graduate within four years of matriculation unless this time is extended for good cause by the school's Academic Standards Committee.

Students must file the re-admission form with the Associate Dean's Office at least six weeks prior to the semester in which they expect to reenroll. The appropriate Associate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Assistant Dean Academic and Student Services at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

### Majors, Minors, and Concentrations

#### Majors

A major is a systematic concentration of at least ten courses taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements.

At Boston College, undergraduate majors are available in the following fields: American Heritages (LSOE), American Studies (WCAS), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Economics, English, Environmental Geosciences, Film Studies, French, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), Geology and Geophysics, German Studies, History, International Studies, Islamic Civilizations and Societies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences (WCAS), Sociology, Studio Art, Theater, and Theology.

An Independent or Interdisciplinary major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the school.

#### Minors

##### College of Arts and Sciences

Some departments offer a minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar.

Departmental minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, French, Geology and Geophysics, German, History, Hispanic Studies, Italian, Mathematics, Music, Philosophy, Physics, Romance Languages, Russian, Sociology, and Theology.

Interdisciplinary minors in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: Some programs require both.) The list and description of the interdisciplinary minors is available in the College of Arts and Sciences section of this Catalog. Students choose courses for the minor in consultation with the director of the department's minor program.

Students carrying a double major are advised not to minor.

##### Lynch School of Education

Lynch School majors may minor in Special Education. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching.

Further information on these minors is available in the Lynch School of Education section of the University Catalog.

##### Carroll School of Management

Students in the Carroll School of Management may select any minor offered by the College of Arts and Sciences. The minor in Human Resources Management—Human Development, offered in conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

CSOM students only may pursue an International Studies for Management minor. Students choose a country, or an area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five international courses. Full details are available from the Associate Dean's Office.

#### Concentrations

##### Undergraduate Carroll School of Management (CSOM)

Concentrations, or areas of specialization, are required for students earning degrees from Carroll School of Management and are available to Carroll School of Management students only. Most concentrations require four courses beyond the Core. However, some require five. Students must complete a concentration in one of the following areas: Accounting, Computer Science, Corporate Reporting and Analysis, Economics, Finance, General Management, Human Resources Management, Information Systems, Information Systems and Accounting, Management and Leadership, Marketing, or Operations Management. Students declare a concentration second semester sophomore year or during the junior year.

##### Graduate

Concentrations are offered in selected graduate programs. See the individual school sections for further information.

##### Overloads

Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register online for the sixth course during the first week of class and must notify the Associate Dean by October 1, in the first semester and February 15, in the second semester if they wish to drop the course.

Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by an associate dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.

Students in a Woods College of Advancing Studies degree program take a maximum course load of three courses per semester. One course may also be taken during May-June and one during Summer Session. Authorization for one additional course will be given only if a student has completed three courses in the previous semester, each with a grade of B- or above. Courses taken without reference to this regulation do not advance a student's degree program.

### **Readmission**

Students who desire readmission should initiate the process in the Office of the Associate Dean of their school or college. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study.

The appropriate Associate Dean's Office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Assistant Dean Academic and Student Services at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence.

### **Study Abroad—Office of International Programs (OIP)**

Boston College international programs are open to Boston College undergraduate and graduate students who meet all the requirements for study abroad as outlined by their associate dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.2 or higher and have a clear disciplinary record. Final approval is at the discretion of the OIP, deans, and ODS. Many programs have additional requirements and applicants are selected competitively to most. Students should consult the OIP Catalog for specific admission information.

Students remain subject to the academic policies of their home department. They must register for a complete course load as defined by the host university in order to earn full Boston College credit. Grades earned abroad on Boston College programs are converted into the BC grading scale and are figured into GPA calculations. Grades earned on non-BC programs are not.

Students wishing to take Core courses abroad should consult Core guidelines. In general, Cultural Diversity credit is reserved for courses taken at BC and approved by the Core Committee. However, credit may be given for a course (taken in a non-western country) whose principal focus is upon that country's culture, or for a course (taken in a western country) whose principal focus is upon the situation within that country of indigenous minorities or immigrant minorities from non-western countries. The student requesting such credit must submit an extensive course description or course syllabus for approval by the Director of the Core Committee and turn in a completed course approval form to the OIP.

### **Summer Courses—Undergraduate**

Summer courses are considered external courses. Students may be permitted to take summer courses for enrichment or to make up for a past failure, withdrawal, or underload. Summer school courses including BC Summer School and International Study courses must have prior approval from the appropriate department chairperson and from the Associate Dean.

### **Summer Courses—Graduate**

In graduate programs, summer courses may be an integral part of the curriculum. Consult the specific school section for further information.

### **Time-to-Degree—Graduate**

Unless a program specifies otherwise, the maximum time-to-degree for master's students is five years and the maximum time-to-degree for doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension from the Dean's office.

### **Transcripts**

All current students submit requests for academic transcripts at <http://agora.bc.edu/>. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48 to 72 hours of receipt.

### **Transcript/Diploma Holds**

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

### **Transfer of Credit—Undergraduate**

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date.

No transfer credit will be granted for internships, field experiences, practica, or independent study.

GPA's do not transfer with students. A new GPA begins with the commencement of a student's career at the University, and reflects only work completed as a full-time undergraduate at Boston College. A new GPA also begins when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools.

Courses taken at other institutions during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission. Courses taken through the Boston College Summer Session during the summer prior to enrollment must be approved by the appropriate Associate Dean. After enrollment at Boston College, all summer courses must be approved in advance by the Associate Deans.

### Transfer of Credit—Graduate

All graduate students, with the exceptions noted below, may request transfer of not more than six graduate credits. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

In the Law School, no credits may be granted for any graduate work done at another institution if those credits were earned prior to a student's matriculation into a full- or part-time law school program.

In the Graduate School of Social Work M.S.W. program, credit for courses completed five years prior to a student's admission are not acceptable for transfer. Students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous five years may apply for advanced standing equal to a maximum of 22 credits. Students who earned course and/or field work credits in an accredited M.S.W. program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

M.B.A. students in the Carroll School of Management who have completed graduate management course work at another AACSB accredited institution may receive advanced standing credit for a maximum of 12 semester credit hours. Students who have completed course work at non-AACSB accredited programs will not be granted advanced standing but may be allowed to substitute an elective for a core course. Students may also receive up to 12 credits of advanced standing credit for masters' or doctoral degrees in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program. All students interested in advanced standing or equivalency must complete the official form available in the Associate Dean's Office. M.S. in Finance students will not receive advanced standing credit, but may be allowed to substitute an elective for a core class.

### University Degree Requirements—Undergraduate

The requirement for the bachelor's degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in Carroll School of Management, all others require a minimum average of 1.667) of at least thirty-eight 3-credit courses, or their equivalent, distributed over eight semesters of full-time academic work.

Students in the College of Arts and Sciences must complete the Core curriculum, a major of at least 10 courses, and the language proficiency requirement. Thirty-two of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings at the Boston College professional schools.

The Office of Student Services sends every undergraduate degree candidate, except for Woods College of Advancing Studies students, a degree audit each semester. Core and major requirements stated in the catalog may, in exceptional circumstances, be waived or substituted by the student's Associate Dean or major department. Such exceptions must be communicated in writing to the Office of Student Services.

### Withdrawal from a Course

Undergraduates may drop or add a course(s) online during the first seven days of the semester. Undergraduates only may drop a course, including a sixth course, until October 1, in the fall and February 15, in the spring semesters in their Associate Dean's office.

After the extended drop period, undergraduates who withdraw from a course will have a "W" recorded in the grade column of their academic record.

Graduate students who withdraw from a course after the drop/add period (first seven days of the semester) will have a "W" recorded in the grade column of their academic record.

To withdraw from a course all students must go to the Forms page of the Student Services website, print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

### Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's Office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

## UNIVERSITY (SENIOR) AWARDS AND HONORS

### College of Arts and Sciences

*The Accenture Award:* An award given to the senior in the College of Arts and Sciences who has demonstrated outstanding achievement in computer science.

*Frank J. Bailey, Sr. Award:* An award, the gift of the Bailey family, in memory of their father Frank J. Bailey, given to the graduating senior with a distinguished academic record in the field of Middle Eastern and Islamic Studies.

*John Bapst, S.J., Philosophy Medal:* A gold medal, in honor of John Bapst, S.J., given to the student whose overall performance in philosophy courses has been outstanding.

*J. Robert Barth, S.J., Award for Excellence in the Arts:* An award in honor of the Dean of the College of the Arts and Sciences (1988-1999), who established and nurtured departments and programs in the arts. This award is presented annually to a senior who has made outstanding contributions to Boston College in the fine or performing arts.

*Andres Bello Award:* An award offered by Dr. Paul William Garber and Dr. Philip C. Garber, Consuls of Chile in Boston, given to a senior who has excelled in Spanish.

*George F. and Jean W. Bemis Award:* An award in memory of George Fisher Bemis (1899-1971) and Jean Wilmot Bemis (1903-1987) of Milton, MA, a devoted couple quietly of service to others and with whom it was a delight to work. The award seeks to single out a member of the senior class distinguished for service to others.

*Albert A. Bennett Award:* In honor of Albert A. Bennett (1888-1971), an accomplished mathematician, distinguished teacher, and a Visiting Professor of Mathematics at Boston College from 1962-1971. This award is given to a member of the senior class, who demonstrates a high level of mathematical achievement and who, in their undergraduate years, has shown interest in or a desire for a career in teaching.

*Wendy Berson Language Award:* An award, the gift of Mrs. Solomon Berson in memory of her daughter, Wendy Berson, given to

the senior who demonstrates excellence in the area of Romance Languages in general and, specifically, the ability to speak one or more languages with great expertise.

*Laetitia M. Blain Award for Excellence in Musical Performance:* An award named in honor of Laetitia M. Blain, Musician-In-Residence at Boston College (1975-2000). This award is given annually to a senior who has contributed to the musical life on campus in a significant and outstanding way.

*Alice E. Bourneuf Award:* In honor of Alice E. Bourneuf, Professor of Economics at Boston College (1959-1977), this award is given to an outstanding senior in Economics based on achievement in both major and non-major courses, strength of curriculum, quality of written and creative work, and attitude toward the study of Economics.

*Francis A. Brick Award:* A gold medal, the gift of Mrs. Francis A. Brick, in memory of her husband, Francis A. Brick, LL.D. 1896, given to the student who has been outstanding in character, loyalty, leadership, and scholarship during their four years at Boston College.

*Donald S. Carlisle Award:* An award established by the Department of Political Science in memory of Donald S. Carlisle, Professor of Political Science at Boston College (1968-1997), given each year to a graduating senior for outstanding achievement in political science.

*Normand Cartier Award:* The Normand Cartier Award is given to a senior who is a member of the Lambda Psi Chapter of the Pi Delta Phi National French Honors Society and has demonstrated leadership in promoting French and francophone literature and culture in the Boston College community.

*Brendan Connolly, S.J., Award:* An award in honor of Brendan Connolly, S.J. (1913-1974), Director of Libraries at Boston College (1959-1974), a witty and deeply loyal man who loved books and respected learning. This award is made to a member of the senior class who is distinguished for the same characteristics.

*Matthew Copithorne Scholarship:* An award given to a graduate, exhibiting qualities of character, industry, and intelligence, and plans to do graduate study at Harvard or MIT.

*Cardinal Cushing Award:* An award donated by Francis Cardinal Spellman, in honor of Richard Cardinal Cushing, given annually to an undergraduate student for the best writing in fiction published in a Boston College undergraduate publication.

*Joseph G. and Margaret M. Dever Fellowship:* Founded by Robert Muse, Esq. '42, in honor of his classmate, Joseph Dever, the cash grant is given to a graduating senior who shows promise of a career in writing.

*John D. Donovan Award:* An award named in honor of John D. Donovan (Boston College, A.B. 1939; M.A. 1941; Harvard, Ph. D. 1951), Professor of Sociology (1952-1988). The Department of Sociology presents this award to the undergraduate student who submits the best paper written for a course in sociology during the previous year.

*Patrick Durcan Award:* A gold medal, the gift of Mrs. J. Greer, in memory of her brother, Rev. Patrick Durcan, given to the student whose overall performance in history courses has been outstanding.

*Joseph Figurito Award:* An award presented in the name of Joseph Figurito, Professor of French and Italian at Boston College for over half the twentieth century, to a senior for scholarly achievement in Italian.

*Maeve O'Reilly Finley Fellowship:* A fellowship awarded to a graduating senior or Boston College graduate student who has demonstrated outstanding achievement in Irish Studies and who will be entering a graduate program at an Irish university.

*Edward H. Finnegan, S.J., Award* (Given by President): An award in memory of Rev. Edward H. Finnegan, S.J., given to the student who has best exemplified in their four years at Boston College the spirit of the College motto, 'Ever to Excel.'

*Mary A. and Katherine G. Finneran Commencement Award:* An award, the gift of Misses Elizabeth and Theresa Finneran, given to the student who has achieved outstanding success in studies, while also devoting time and talents to other activities for the enrichment of the College and student life.

*William A. Gamson Award:* An award established by the Department of Sociology in honor of William A. Gamson, given each year to a graduating senior for outstanding academic achievement in sociology.

*Thomas I. Gasson, S.J., Award:* An award in honor of Thomas I. Gasson, S. J., President of Boston College (1907-1914), given to the graduating senior with a distinguished academic record over a 4-year period.

*General Excellence Medal:* A gold medal, a gift of the Philomatheia Club, given to the student who has achieved general excellence in all branches of studies during their entire four years at Boston College.

*Giffuni Prize:* An award sponsored by the Giffuni Family Fund in honor of Vincent Giffuni (BC'65), given to a senior who has written an outstanding thesis in economics.

*Janet Wilson James Essay Prize:* An award in memory of Professor Janet Wilson James, historian and feminist scholar, given to a senior distinguished for scholarship in women's studies.

*William A. Kean Memorial Award:* An award, the gift of James M. Kean in memory of his brother, William A. Kean '35, given to that member of the graduating class deemed the outstanding English major.

*Bishop Kelleher Award:* An award donated by Francis Cardinal Spellman in honor of The Most Reverend Louis F. Kelleher, given to an undergraduate student for the best writing in poetry published in a Boston College undergraduate publication.

*William J. Kenealy, S.J., Award:* An award in memory of the late William J. Kenealy, S.J., Dean of the Boston College Law School (1939-1956), whose life was distinguished by a passion for social justice. This award is given to the graduating senior who has been distinguished in both academic work and social concern.

*Athanasius Kircher, S.J., Award for Excellence in the Study of Music:* An award named in honor of Athanasius Kircher, S.J., given to an outstanding senior in Music who has shown continued and consistent excellence in the academic study of music.

*Joseph M. Larkin, S.J., Award:* An award presented annually to the senior member of the Boston College Dramatics Society who has most clearly exhibited the qualities of dedication and integrity exemplified by the life and career of Rev. Joseph M. Larkin, S.J.

*John Henry Lawton Award:* An award presented in memory of John Henry Lawton, to the member of the senior class who has shown outstanding scholarship in the Department of Communication.

*Allison R. Macomber, Jr., Awards in the Fine Arts:* Two awards established and supported primarily by gifts from the Horbach Fund for outstanding work in the Fine Arts in honor of Allison R. Macomber, Jr., Artist-in-Residence at Boston College, 1963-1979, whose presence and teaching opened the eyes not only of his students but of the entire community to the greatness and wonders of art.

*J. Paul Marcoux Award:* An award in honor of J. Paul Marcoux, Professor of Theater at Boston College (1964-1994), presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

*Richard and Marianne Martin Awards:* In memory of Richard and Marianne Martin for their dedication to the ideals of art, and for their unstinting devotion to the goals and values of Boston College. Two awards are given by the Boston College Friends of Art; one to an outstanding scholar in art history, the other to a student who excels in studio art.

*Denis A. McCarthy Award:* The Denis A. McCarthy Award is given to an undergraduate for outstanding work in creative writing.

*John McCarthy, S.J., Award:* An award established in memory of Rev. John McCarthy, S.J., a most beloved scholar, faculty member, and Dean in the College of Arts and Sciences, for those whose Scholar of the College projects are deemed most distinguished in the Humanities, the Social Sciences, the Natural Sciences and in History.

*Gail A. McGrath Award:* An award presented in memory of Dr. Gail A. McGrath, a beloved professor of Communication at Boston College (1966-1997), to a member of the senior class pursuing a graduate degree in Communication.

*Albert McGuinn, S.J., Award:* This award is in memory of the late Albert McGuinn, S.J., long-time Chairman of the Chemistry Department at Boston College, and presented to the senior candidate for the Bachelor of Science degree. The recipient has most successfully combined proficiency in a major field of study with achievements, either academic, extracurricular, or a combination of both, in the social sciences or humanities.

*Henry J. McMahon Award:* In memory of Henry J. McMahon, faculty member and Associate Dean at Boston College (1946-1984). This award is given annually to the graduating senior of the College of Arts and Sciences who has been accepted at a law school and who has been distinguished by scholarship, loyalty, and service to the College.

*John F. Norton Award:* An award in honor of John F. Norton '22, Boston College professor (1926-1965), given to the student who best personifies the tradition of humanistic scholarship.

*Cardinal O'Connell Theology Medal:* A gold medal, the gift of the late William Cardinal O'Connell, given to the student whose overall performance in theology courses has been outstanding.

*Princess Grace of Monaco Award:* An award offered by Dr. Helene Day, Consul of Monaco, and Dr. Paul William Garber and Dr. Philip C. Garber, Consuls of Chile in Boston, given to a senior who has excelled in French.

*John H. Randall, III, Award:* This award honors John Herman Randall III, a member of the Boston College English Department (1962-1989), and is a gift from his colleagues in that department. The award is presented annually to the undergraduate student judged to have written the best essay on some aspect of American literature or culture during the academic year.

*Mary Werner Roberts Award for Art:* An award in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the Stylus each year.

*Paul J. Sally, Jr. Award:* A cash award, in honor of Paul J. Sally, Jr., '54, '56, Professor of Mathematics at the University of Chicago, a highly esteemed mathematician well known for his many contributions to mathematical endeavors at all levels. This award is bestowed on senior mathematics majors who demonstrate excellence in mathematics coursework of a particularly demanding nature.

*Secondary Education Minor Award:* This award is conferred on a student in the College of Arts and Sciences who has completed the Secondary Education Program within the School of Education and has achieved distinguished success as a student teacher.

*Harry W. Smith Award:* An award, the gift of the Smith Family, in memory of Harry W. Smith, a leader in corporate and community philanthropic work, to honor a member of the senior class who has used personal talents to an exceptional degree in the service of others.

*Dr. Joseph R. Stanton, M. D., '42 Award:* This award is a gift from Stanton Medical Associates in memory of Joseph Stanton, M.D. '42. The award is intended for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Dr. Joseph S. Stanton Award:* An award, the gift of Doctors Richard Stanton '38 and Joseph R. Stanton '42 in memory of their father, Joseph Stanton who was also a doctor. The award is given to the student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

*Stotsky Holocaust Essay Prize:* An award presented by Bernard Stotsky in memory of his parents, to a student for the best essay written on the Holocaust.

*Tully Theology Award:* An award given in memory of the late Dennis H. Tully, given to the student who has written the best paper on a theological subject.

*Max Wainer Award:* A gold medal, the gift of Anneliese K. Wainer, Ph.D., '72, in honor of her husband, Max Wainer, given annually to the senior who is deemed the outstanding student in Classics.

### Lynch School of Education

*Charles F. Donovan, S.J., Award:* Presented to a member of the senior class in honor of Father Donovan, founding Dean of the School. The recipient exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

*General Excellence Award:* Presented to a senior who has at the same time manifested outstanding achievement in all courses of study during four academic years and qualifies for teaching licensure.

*Saint Edmund Campion Award:* Presented for excellence in an academic major.

*Saint Richard Guyn Award:* Presented to a member of the senior class for outstanding promise as a secondary teacher.

*Gretchen A. Bussard Award:* Presented to a member of the senior class in the Human Development Program who has used what he or she has learned in the classroom to improve the lives of others.

*Patricia M. Coyle Award:* Given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love, and a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

*Council for Exceptional Children Award:* Presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of children with disabilities.

*Dr. Marie M. Gearan Award:* Presented in honor of Professor Gearan, a member of the original faculty and first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

*Mary T. Kinnane Award for Excellence in Higher Education:* Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

*James F. Moynihan, S.J., Award:* Presented in honor of Father Moynihan, first chair of the Psychology Department and Professor of Psychology in Education for many years, to a student in the Human Development Program, who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

*Karen E. Noonan Award:* Given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, and making each child in the classroom feel important and unique.

*Mr. and Mrs. Vincent P. Roberts Award:* Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

*John A. Schmitt Award:* Presented to a member of the senior class who, as Professor Schmitt did, has consistently demonstrated compassion for fellow human beings, integrity in dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

*Bernard A. Stotsky/Thomas H. Browne Prize:* Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

*Bernard A. Stotsky/Professor John Eichorn Prize:* Awarded to a student who has demonstrated excellence in the area of special education at the undergraduate level and does a practicum or pre-practicum at the Campus School as part of an academic program of study in the Lynch School.

*John Christopher Sullivan, S.J., Award:* Presented in honor of Father Sullivan, first Associate Dean in the School, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy.

*Henry P. Wennerberg, S.J., Award:* Presented in honor of Father Wennerberg, first spiritual counselor in the School, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

*John J. Cardinal Wright Award:* Presented in honor of Cardinal Wright to that senior who has shown expert use of creativity and imagination in the area of motivation, and at the same time is dedicated to high educational ideals.

*Nancy E. Segal Award:* Presented to a member of the graduating class for exhibiting great courage in overcoming a physical challenge to excel academically.

*Secondary Education Award:* Given to the student in the College of Arts and Sciences who has completed the Secondary Education Program and has achieved distinguished success as a student teacher.

*Lynch School Awards:* Presented to graduating seniors for academic excellence and outstanding performance in a variety of areas.

## **Carroll School of Management**

*Thomas I. Gasson, S.J., Award:* Founded by Boston College for general excellence in all courses of study during the four years in the Carroll School of Management.

*The Accenture Award:* Awarded to the student who, by the vote of the department faculty, has demonstrated outstanding achievement in the major field of Information Systems.

*The John B. Atkinson Award:* Founded by John B. Atkinson for excellence in all courses studied in the major field of Operations and Strategic Management.

*Dean's Letter of Commendation:* For service to the University and the community.

*Finance Department Outstanding Student Award:* Awarded annually to an outstanding senior majoring in Finance.

*The Edgar F. Huse Memorial Award:* An award presented annually by the faculty for excellence in Management and Leadership.

*The Hutchinson Memorial Award:* Presented by the Boston chapter of the American Marketing Association to a Marketing student.

*The Raymond F. Keyes Service Award:* Awarded to a senior Marketing major who has demonstrated a desire to provide service to the nonprofit community.

*Charles W. Lyons, S.J., Award:* Founded by Boston College for general excellence in all courses studied in the major field of Accounting.

*The Patrick A. O'Connell Finance Award:* Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Finance.

*The Patrick A. O'Connell Marketing Award:* Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Marketing.

*The Eric Allen Serra Award:* Established in 1993 by the friends of Eric Allen Serra and awarded to a graduating senior who is actively involved in the BC community and best represents the attributes for which Eric is remembered by his friends.

*The James E. Shaw Memorial Award:* An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

*Stephen Shea, S.J., Award:* Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

*The James D. Sullivan, S.J., Award:* Awarded to a senior judged outstanding in character and achievement by a faculty committee.

*The Matthew J. Toomey Award:* Founded by Mr. Knowles L. Toomey to honor the outstanding student in the Carroll School of Management Honors Program.

*The Wall Street Journal Award:* An award given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

## **Connell School of Nursing**

*The Alumni Award:* Established by the Connell School of Nursing alumni to honor a nursing student for general excellence in the four years of study in the baccalaureate nursing program.

*The Marie S. Andrews Clinical Performance Award:* Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and "wholeness" of the patient, and outstanding ability to deliver quality nursing care.

*The William F. Connell Award:* Established by the faculty of the Connell School of Nursing to honor one graduating student (baccalaureate, master's, or doctoral) who the faculty determine best demonstrates the attributes of leadership, loyalty, service, achievement, humility and goodwill.

*The Susan Donelan Award:* Established by the faculty of the Connell School of Nursing to honor the undergraduate student who is distinguished in his/her dedication to CSON, organization and interpersonal skills, thoughtful, careful attention to details large and small, ability to find humor no matter how difficult the situation, and graceful presence, even in the most demanding circumstances.

*Edward J. Gorman, S.J., Leadership Award:* Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

*The Cathy Jean Malek Award:* Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

*The Jean A. O'Neil Achievement Award:* Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence and giving of self beyond expectations.

*Certificates of Recognition for Leadership:* Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated leadership by holding elected office or sustained leadership in a voluntary organization.

*Certificates of Recognition for Volunteer Service:* Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated a substantial commitment to others in voluntary service over time.

### Connell Graduate School of Nursing

*The Patricia Ibert Award:* Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable, and caring person with high personal aspirations who is professionally committed.

*The William F. Connell Award:* Established by the faculty of the Connell School of Nursing to honor one graduating student (baccalaureate, master's, or doctoral) who the faculty determine best demonstrates the attributes of leadership, loyalty, service, achievement, humility and goodwill.

*The Dorothy A. Jones Becoming Award:* Established in 1998 to recognize the tenth anniversary of the Graduate Nurses' Association. This award is given to honor a graduate student who represents the attributes used to describe the efforts of Dr. Dorothy Jones, a key founder of this Association. The criteria for nomination include: demonstrates visionary thinking, expands the discipline by stimulating opportunities for nursing knowledge development, actively encourages and mentors peer development, is committed to Jesuit mission and service to others, and is committed to articulating the values and beliefs of professional nursing.

*The Ann Wolbert Burgess Dissertation Award:* is given to honor a doctoral candidate whose research best addresses an issue related to

trauma, victimology, violence or mental health. The criteria for nomination includes demonstrating knowledge of the impact of trauma on individuals, families and/or the community. The award was established in 2007 to advance the work of Ann Wolbert Burgess that first began at the Connell School of Nursing in 1972.

*Graduate Nurses' Association Volunteer Service and Community Service Recognition Awards:* Established to recognize graduate students who have demonstrated a substantial commitment to others in voluntary service over time.

## The College of Arts and Sciences

### UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the oldest and largest of the undergraduate colleges of the university. It offers either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, depending upon the major discipline, and prepares its graduates for careers in a broad range of fields as well as graduate training in both professional and academic disciplines.

In the College of Arts and Sciences a student's program consists of required Core courses, intensive study in a major field, and a choice of individual electives reflecting a student's personal interests.

**Core**—A modern version of the traditional Jesuit *Ratio Studiorum*, the Core in the College of Arts and Sciences provides an introductory exposure to the various disciplines that define a liberally educated individual in today's world as well as to the philosophical and theological ideas that help integrate these different areas of knowledge into a student's own intellectual perspective. All Arts and Science students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, Writing, as well as a Foreign Language Proficiency Requirement.

**Major**—All students in the College of Arts and Sciences must select a major field of study from the 31 majors offered in the college. Work in the major is not necessarily directly related to career training, but it is meant to develop critical and analytical thinking, professional and presentational skills, and an appreciation for the complexity of an area of study beyond the introductory level. A major generally consists of ten to twelve focused courses in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives.

**Electives**—Electives in the College of Arts and Sciences are designed to challenge students to help define their own individual educations. Students may use electives to pursue intensive work in another field with a second major or minor; to study fields that bridge traditional disciplines through organized interdisciplinary minors; to pursue professional interests in management, education, or nursing; or to explore their own individualized personal, intellectual, and artistic interests.

Thus, the purpose of the College of Arts and Sciences is to produce broadly-educated, as well as highly-skilled graduates.

To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

### Special Academic Programs

#### The Honors Program

All Boston College undergraduates are required to complete the Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete much of this Core in a 4-year sequence of courses that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation, a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary or departmental minors available to all students in the College.

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of

instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development—in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis, creative project, or in an integrative seminar.

#### Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.67 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department-appointed second reader, must be submitted to the Office of the Dean by April 15. All nominated projects will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

#### Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

#### Departmental Minors

A departmental minor consists of six or seven courses. These must include one introductory-level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.

Minors are available in Art History, Chemistry, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History, Italian, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

### Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is a major, it is possible, in some of them, to develop a major or minor program. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

### Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 GPA. The student must plan, with the aid of a faculty advisor, a program of twelve (12) courses, ten (10) of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

### Interdisciplinary Minors

An interdisciplinary minor in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent shape appropriate to the subject matter and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

Each minor will be administered by a coordinating committee, consisting of a Director appointed by the Dean and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the minor.

Minors are open to all undergraduate students. Courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

### African and African Diaspora Studies

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering a vast historical

period and geographical expanse, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theater. A minor in African and African Diaspora Studies includes completion of the following courses: BK 110 Introduction to African Diaspora Studies and BK 600 Senior Seminar (or the equivalent, completion of a minor's thesis). Students must also complete four additional courses clustered under a theme. Some possible themes are: Cities and Urban Life, Economics of Inequality, Gender and Sexuality, Globalization and Development, Intellectual and Philosophical Traditions, Migration and Immigration, Music and the Performing Arts, Political Systems and Grassroots Protest, Popular Culture and New Media, Spirituality and Social Protest.

However, students are not required to use any one of these themes. They may also devise a course cluster theme on their own or in consultation with the program's Director or Associate Director.

For more information on the African and African Diaspora Studies minor, consult the program website at <http://www.bc.edu/schools/cas/aads/> or call 617-552-3238.

### American Studies

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include: race and ethnicity; gender, sexuality, and culture; the cultures of cities; society and subcultures; popular culture and media; law, politics, and culture; and America and the world. Participating faculty come from English, History, Art History, Psychology, and Communications, among other departments.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Six courses are required for the minor. Three of five courses must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year, each student must take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor, and application forms, contact Professor Carlo Rotella in the English Department, [rotellca@bc.edu](mailto:rotellca@bc.edu), 617-552-3191, or visit the American Studies website at <http://bc.edu/schools/cas/amstudies/>.

### Ancient Civilization

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and an introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Professor Meredith Monaghan of the Classical Studies Department, Carney Hall 120, 617-552-2827, or visit the Classical Studies website at <http://fmwww.bc.edu/CL/>.

### Asian Studies

The Asian Studies minor enables a student to study the language, history, and culture of Asia from a number of disciplinary perspectives. Requirements are as follows: an introductory course, usually SL 263 Far Eastern Civilizations, one course in Asian history or political structure or diplomacy, two courses in an Asian language beyond the elementary level, and two approved elective courses in Asian Studies from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Professor Prasannan Parthasarathi, Department of History, 21 Campanella Way, 617-552-1579.

### Catholic Studies

The interdisciplinary minor in Catholic Studies at Boston College seeks to develop an intellectual and academic approach to Catholicism which does justice to the full human reality, integrity and pluralism within this major world religious tradition. Since Catholicism comprises more than a religious institution, a set of moral or ritual practices, a body of doctrines, or individual and communal experiences, no one discipline or several disciplines functioning separately can properly understand it from the vantage point of its lived experience as a culture.

The Catholic Studies provides students with the opportunity to explore the Catholic intellectual tradition, emphasizing the richness of its philosophical and theological systems, its artistic and cultural expressions, its historical evolution (including internal and external moments of contestation), its approaches to social analysis and the natural sciences, in order to appreciate the vision and values which emerge from this tradition.

Requirements:

Six 3-credit courses.

- Five 3-credit courses (15 credits) selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Students are strongly encouraged to take Exploring Catholicism I and II to fulfill their Theology Core and count them as six of the fifteen credits.
- A concluding research seminar (three credits) which will focus on a series of common texts dealing either with the enculturation of Catholicism in different geographical/regional locations (i.e., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (i.e., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

Further information is available from the Directors, Professor Mary Ann Hinsdale, Department of Theology, 21 Campanella Way, 617-552-8603, and Professor Virginia Reinburg, Department of History, 21 Campanella Way, 617-552-8207.

### East European Studies

The East European Studies minor requires six approved courses, distributed as follows:

- One introductory course (either SL 284 Russian Civilization or SL 231 Slavic Civilizations)
- One additional course in Russian or East European history or politics
- Two courses in Russian or another East European language at or above the intermediate level
- Two approved elective courses from related areas such as Art History, Economics, Film Studies, literature or language, Philosophy, or Theology. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Professor Cynthia Simmons, Slavic and Eastern Languages and Literatures Department, Lyons 210, 617-552-3914. Students may also consult the Slavic and Eastern Languages and Literatures website at <http://www.bc.edu/ees/>.

### Environmental Studies

Environmental Studies provides an interdisciplinary approach to understanding the science and policy of the earth's environmental challenges, designed to complement any undergraduate major. The goals of the minor are three-fold: to build the necessary knowledge base to understand the scientific, cultural, and political aspects of the environmental issues we face and to work towards effective and just solutions; to better prepare students for careers in the expanding field of the environmental professions; and to provide preparation for further study at the graduate or professional school level. These goals are achieved through a dynamic curriculum as well as research opportunities both on- and off-campus.

All Environmental Studies minors must take two foundation courses chosen from a specified list of environmental science and policy courses, three advanced courses to be chosen from upper-level offerings in various departments, and a senior seminar. Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program that is conducted with and funded by the Urban Ecology Institute at Boston College.

For further information or to register for this program, see the Director, Professor Eric Strauss, or the program assistant, Jess Schmierer, in Higgins Hall 431, 617-552-2477, or visit the program website at <http://www.bc.edu/envstudies/>.

### Faith, Peace, and Justice

The Faith, Peace, and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the Faith, Peace, and Justice Program are to help undergraduate students acquire and develop skills in empirical, social scientific analysis of concrete issues for justice and peace, gaining a solid grasp of the ethical and justice principles which arise from these issues, learning how to formulate public policy or to initiate social change that would help to solve these problems, and implementing creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor, UN 160 The Challenge of Justice, and, in their senior year, UN 590 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. This cluster is the foundation for the student's written thesis in the Senior Seminar. For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, 21 Campanella Way, or visit the program website at <http://www.bc.edu/fpj/>.

### **German Studies**

The interdisciplinary minor in German Studies offers students an introduction to the language and cultures of Germany, Austria, and Switzerland. The foremost goal of the program is to provide participants with an understanding of the history of German-speaking civilization but also to acquaint them with Germany's place in today's world.

The interdisciplinary minor in German Studies consists of six upper division courses—GM 242 Germany Divided and Reunited, two additional courses from the Department of German Studies, and three courses from other departments. All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Professor Rachel Freudenburg, Department of German Studies, Lyons 201E, 617-552-3745, [freudnr@bc.edu](mailto:freudnr@bc.edu), or consult the website at <http://www.bc.edu/schools/cas/german/english/programs/minorgs.html>.

### **International Studies**

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Working with the program's academic advisor, students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice, or Global Cultural Studies). They must complete a required introductory course, IN 510 Globalization, and five additional courses.

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, as well as, preparation for graduate study. Guidelines for the International Studies minor and an enrollment form are available at the International Studies Program Office located in Carney Hall, room 214, or on the International Studies website at <http://www.bc.edu/isp/>. Students may also consult the Director, Professor Robert Murphy, Economics Department, 21 Campanella Way, 617-552-3688, or the academic advisor, Linda Gray MacKay, Carney Hall, room 214, 617-552-0740.

### **Irish Studies**

Irish Studies at Boston College is part of the Center for Irish Programs. Founded in 1978, BC's Irish Studies program provides an interdisciplinary approach to the study of Irish culture and society. The program offers an undergraduate minor in Irish Studies and over thirty courses a year in history, literature, drama, music, art, and the Irish language. Irish Studies courses are posted on its website and is also available

at Connolly House, the home of the Irish Studies Program. Irish Studies also hosts an extensive annual film series and a renowned concert program developed by Sullivan Artist in Residence, Seamus Connolly.

The minor in Irish Studies requires students to complete six courses drawn from more than one discipline and designated as appropriate by the Directors of Irish Studies. Students should contact Irish Studies at 617-552-3938 to arrange a meeting with one of the Co-Directors for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

Students pursuing the minor are encouraged to take advantage of the partnership programs that Irish Studies and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University, Belfast.

Students interested in Irish Studies should contact Professor Marjorie Howes or Professor Robert Savage, 617-552-3938. Students may also consult the Irish Studies website at <http://www.bc.edu/irish/>.

### **Jewish Studies**

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the Humanities and Social Sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the College of Arts and Sciences, and a concluding seminar/Capstone course.

The foundation course, "Mapping the Jewish Experience," is a team-taught, required course highlighting the extraordinary ethnic and cultural diversity of Jews. Professors from two departments will be in charge of this course, with additional lectures by guest faculty.

Although the Minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of six credits in Hebrew language may be applied to the minor. Students may participate in Boston College's study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the Minor in Jewish Studies, contact the program co-director, Professor Dwayne E. Carpenter, in the Department of Romance Languages and Literatures, Lyons Hall 311E, 617-552-3835, [carpendw@bc.edu](mailto:carpendw@bc.edu), or see the other program co-director, Professor Donald Fishman, Department of Communications, 21 Campanella Way, room 541. The Jewish Studies Program Office is located in Lyons Hall 308D.

### **Latin American Studies**

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies

minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

Students seeking to earn a minor in Latin American Studies must submit a proposed plan of study to the Director of the program, usually no later than the second semester of the sophomore year. The Director, in consultation with the student and other faculty in the program, will review the proposal, and notify the student of his/her acceptance into the minor.

For further information contact the Director, Professor Harry Rosser, Department of Romance Languages and Literatures, Lyons Hall 307D, 617-552-3828, or visit <http://www.bc.edu/schools/cas/latinam/>.

### Islamic Civilization and Societies

This program emphasizes the interdisciplinary study of the Middle East and Muslim world from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern and Islamic Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170, Professor Ali Banuazizi, Political Science Department, McGuinn 324, 617-552-4124, or visit <http://www.bc.edu/meis/>.

### Psychoanalytic Studies

The “unconscious” dimension of human experience has been with us for a long time in art, literature, social studies, and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* in 1900 and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six courses, including one or two introductory courses, and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department, 617-552-3865, or visit the program website at <http://www.bc.edu/schools/cas/psychoan/minor.html>.

### Scientific Computation

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments, which complements students’ training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics, and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (CS 127, crosslisted), one course in numerical methods and scientific computation (PH 430, crosslisted), and two elective courses from an approved list.

For further information on the Scientific Computation minor, see Professor Jan Engelbrecht, Physics Department, [jan@physics.bc.edu](mailto:jan@physics.bc.edu), or Professor Christopher Baum, Economics Department, [baum@bc.edu](mailto:baum@bc.edu), co-directors of the minor, or visit <http://physics.bc.edu/MSC/>.

### Women’s Studies

The Women’s Studies Program is an interdisciplinary forum for the study of women’s past and present position in society. Women’s Studies analyzes the similarities and differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women’s roles in various institutions and societies. The Women’s Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, HS 148, PS 125, SC 225) and Advanced Topics in Women’s Studies (CO 593), plus four additional courses (selected from a range of disciplines).

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, or visit <http://www.bc.edu/schools/cas/ws/>.

### Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master’s degree program in the Graduate School of Arts and Sciences, McGuinn 221. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits **two** courses credited towards the Master’s degree that may also be counted towards the thirty-eight (38) courses required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master’s degree will be conferred upon completion of degree requirements specified by the department.

### Accelerated Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Graduate School of Social Work and enroll as final-year M.S.W. candidates for their fifth year. Interested students should contact the Director of Admissions of the Graduate School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the Graduate School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree—SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology in the College of Arts and Sciences.

### Minors in the Lynch School of Education for Arts and Sciences Students

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

#### *Secondary Education*

Students majoring in Biology, Chemistry, Classical Studies, English, a foreign language, History, Mathematics, Geology, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for those requirements.

#### *General Education*

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; and one Education elective as an optional sixth course.

#### *International Study Program*

The aim of the International Study Program is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must have a 3.2 average in the major and approximately the same cumulative average, have completed a significant number of courses in the major and have made substantial progress on Core requirements, have the approval of the Chairperson of the major department, and have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college-level language study is required.

Students should begin the application process by contacting the Office of International Programs early in their sophomore year.

### Academic Regulations

#### *Procedure of Appeal*

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's Academic Integrity Policy, may submit them to the Appeals Subcommittee of the Educational Policy Committee of the College.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question, the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

#### *Language Proficiency*

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

## GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts or Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

#### **General Information**

The Graduate School of Arts and Sciences Admissions Office, McGuinn Hall 221, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

## Master's Degree Programs

### *Requirements for the Degrees of Master of Arts and Master of Science*

#### Acceptance

Candidates for the Master's degree must be graduates of an accredited college with generally at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of six credits.

#### Course Credits

The number of graduate credits required for the degree varies by department. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations on page 45 of this catalog.

### *Fifth Year B.A./M.A. and B.S./M.S.*

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students in the 2-year M.A. program cannot be retroactively considered for the 5-year B.A./M.A. program. That is, students who begin the 2-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate College of Arts and Sciences for further information.

## Doctoral Degree Programs

### *Requirements for the Degree of Doctor of Philosophy*

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research meeting high standards of scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follows a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

#### Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student in the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency

requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

#### Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

#### *Traveling Scholar's Program*

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of partial relocation stipends are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

#### Special Students (Non-Degree)

Non-degree seeking students who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Special students cannot take two classes in different departments at the same time. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission. Consequently, a second application fee is not required.

#### Admission

#### Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult their own department.

The Graduate School accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, McGuinn Hall 221.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at <http://www.gre.org/>.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School, but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

### Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

### Financial Aid

#### Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including: Graduate Assistantships, Research Assistantships, Teaching Assistantships, Teaching Fellowships, Tuition Scholarships, and University Fellowships.

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

### Fellowships

#### University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

- Graduate students may not receive University financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously.
- Graduate students who hold fellowships or assistantships may not be employed full-time without Dean's approval.

#### Diversity Fellowships

Diversity Fellowships are awarded to promote the educational benefits of diversity in the Graduate School of Arts and Sciences, the Lynch School of Education, the Graduate School of Social Work, and the Connell School of Nursing. They are available on a competitive basis to students whose academic and life experiences (including such aspects as economic background, race, and ethnicity among others) in the opinion of the relevant Admissions Committee will best contribute to the diversity of the student community.

#### Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

### Assistantships

#### Graduate Assistantships and Teaching Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend that varies among departments.

### Research Assistantships

Research Assistantships are available in some departments. The stipends are similar, but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the chairperson of the department.

### Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

### Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

### Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire in the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog and to the *Graduate School Bulletin*.

### African and African Diaspora Studies

#### Contacts

- Director: Cynthia Young, 617-552-9196
- Associate Director: Sandra Sandiford Young, 617-552-3238
- Website: <http://www.bc.edu/schools/cas/aads/>

#### Undergraduate Program Description

The African and African Diaspora Studies Program (AADS) considers the history, culture and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering a vast historical period and geographical expanse, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in the Humanities and Social Sciences including those in English, History, Sociology, Philosophy, Theology, and Communications. These diverse methodologies help reveal the deep roots and diverse routes that have shaped African and African-descended peoples and continue to inform their lives today.

#### Minor Requirements

The minor offers students flexibility in choosing courses that closely match their interests. However, all students are required to take two courses: BK 110 Introduction to African Diaspora Studies, which introduces students to the major issues and methodologies involved in studying the African diaspora, and in their senior year BK 600 Senior Seminar, which helps synthesize the minor course of study through intensive reading and critical writing in the context of a small seminar. The remaining four courses should be clustered under a particular thematic focus.

- BK 110 Introduction to African Diaspora Studies
- BK 600 Senior Seminar

- Four additional courses clustered under a theme. Some suggested themes drawn from our list of courses are:

- cities and urban life
- the economics of inequality
- gender and sexuality
- globalization and development
- intellectual and philosophical traditions
- migration and immigration
- music and the performing arts
- political systems and grassroots protest
- popular culture and new media
- spirituality and social protest

However, students are not required to use any one of these themes; they may also devise their own course cluster theme on their own or in consultation with the program's Director or Associate Director.

#### Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**BK 104-105 African-American History I-II (Fall/Spring: 3)**  
Cross Listed with HS 189-190

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

*Karen Miller*

**BK 110 Introduction to African Diaspora Studies (Fall: 3)**  
Cross Listed with HS 120

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

*Zachary Morgan*

*Cynthia Young*

**BK 115 African Literature and Memory (Fall: 3)**  
Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course will discuss some of the most influential authors of African fiction. We will attempt to discover what tactics African authors use to develop their own unique literary forms. Is it possible to talk about "African literature" at all when it encompasses so many cultures, traditions, and nations? How do African authors negotiate changing perspectives on traditional culture and the influence of European cultures through colonization and migration? Do these depictions of African life serve to promote negative views of Africa or do they provide a forum through which African authors can expose the painful realities Africans face?

*Laura Murphy*

**BK 120 Religion in Africa (Fall: 3)**

Cross Listed with TH 107

Satisfies Cultural Diversity Core Requirement

See course description in the Theology Department.

*Aloysius Lugira*

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**BK 121 Christianity in Africa (Spring: 3)**

Cross Listed with TH 108

Satisfies Cultural Diversity Core Requirement

See course description in the Theology Department.

*Alloysius Lugina*

**BK 137 Managing Diversity (Fall: 3)**

Cross Listed with MB 137

Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

*Judith Clair*

**BK 138 Race, Class, and Gender (Fall: 3)**

Cross Listed with SC 038

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the Sociology Department.

*C. Shawn McGuffey*

**BK 139 African World Perspectives (Fall: 3)**

Cross Listed with SC 039

Satisfies Cultural Diversity Core Requirement

Satisfies Social Sciences Core Requirement

See course description in the Sociology Department.

*Zine Magubane*

**BK 140 Race in Europe (Fall: 3)**

Offered Biennially

Europe has a contradictory heritage of progress (the French and Industrial revolutions) and barbarity (slavery, colonialism, Nazism). How can we make sense of such a paradox? The centrality of race in the history of Europe will be addressed through a range of writers from the African Diaspora.

*The Department*

**BK 151 Race Relations (Fall/Spring: 3)**

Cross Listed with SC 041

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the Sociology Department.

*Chiwen Bao*

**BK 174 Modern Latin America (Spring: 3)**

Cross Listed with HS 174

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the Sociology Department.

*Zachary Morgan*

**BK 199 Introduction to Caribbean Literature (Fall: 3)**

Cross Listed with EN 199

Offered Periodically

The Caribbean, merely viewed through the lens of colonial history, often does not reflect the diversity and complexity of the region. From a colonial perspective, therefore, the Caribbean is both “known” and “unknown.” Our work for this course compares and contrasts versions of

the region by examining colonial histories and current literary traditions. We will pay particular attention to the ways oppositional cultures and identifies manifest in Caribbean literature.

*Rhonda Frederick*

**BK 209 Ethnic Theatre Studies (Fall: 3)**

Cross Listed with CT 209

Offered Periodically

See course description in the Theater Department.

*Robbie McCauley*

**BK 213 African Slave Trade (Spring: 3)**

Cross Listed with HS 311

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*David Northrup*

**BK 214 Modern Southern Africa (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 214

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*David Northrup*

**BK 222 Black Education Movements (Spring: 3)**

Cross Listed with HS 192

Offered Periodically

See course description in the History Department.

*Lyda Peters*

**BK 226 African American Life Stories (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 285

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Karen Miller*

**BK 227 Africans in America, Americans in Africa (Spring: 3)**

Offered Periodically

Whether it be through Back-to-Africa movements, recolonization projects, or heritage tourism, African Americans have exhibited a long interest in travel and relocation to Africa, and they have produced a significant literary tradition around it. Similarly, African writers have repeatedly returned to the subject of the “been-to”: the character who has been to the United States, for better or worse.

*Laura Murphy*

**BK 234 Blacks in Electronic Media (Fall: 3)**

Cross Listed with CO 120

Offered Periodically

Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. This course examines the nature of the world presented by the broadcast media—who inhabits the world, and what they do in it.

**BK 235 Images of Africa (Spring: 3)****Offered Periodically**

This course studies a variety of literary, cinematic, and artistic depictions of the African continent, its people, and its cultures in order to interrogate the ways in which Africa has been represented both by Africans and Europeans in the last two hundred years. Texts will include slave narrators Equiano, Cuguano and Baquauqua, European “explorers” Mungo Park and Mary Kingsley, Americans Ernest Hemingway and Richard Wright, documentarians/cultural critics Henry Louis Gates and Ali Mazrui, contemporary African novelists Amos Tutuola, Uzodinma Iweala, and Kojro Laing, as well as a variety of artists and film makers.

*Laura Murphy*

**BK 243 Gender and Slavery (Fall: 3)**

Discussions of slavery have focused upon the enslaved males’ roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female’s perspective as well. This course focuses upon women’s labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.

*Sandra Sandiford Young*

**BK 253 The Modern Black Freedom Movement (Fall: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

*Lyda Peters*

**BK 255 Afro Latin America Since Abolition (Spring: 3)****Cross Listed with HS 255****Offered Periodically**

See course description in the History Department.

*Zachary Morgan*

**BK 258 From Slavery to Radicalism (Fall: 3)****Offered Periodically**

*The Department*

**BK 268 The History and Development of Racism (Fall/Spring: 3)****Cross Listed with PL 268, SC 268****Satisfies Cultural Diversity Core Requirement**

See course description in the Philosophy Department.

*Paul Marcus*

**BK 269 Teaching Assistantship: History and Development of Racism (Fall: 3)**

*Prerequisite:* Department approval required

*Paul Marcus*

**BK 275 Race and Popular Culture after 9/11 (Fall/Spring: 3)****Offered Periodically**

Using television, film, literature, performance, and popular media, this class considers how ideas about race and racialized groups are shift-

ing in relation to fears about terrorism, security, and the ‘War on Terror.’ Special attention will be paid to how African Americans are being repositioned within popular culture in relation to other non-white populations including Arabs, Arab Americans, Mexicans and Latinos.

*Cynthia Young*

**BK 277 Introduction to American Studies (Fall: 3)****Cross Listed with EN 277****Offered Periodically**

See course description in the English Department.

*Carlo Rotella*

**BK 282 Cultural Studies/History (Spring: 3)****Cross Listed with HS 282****Offered Periodically**

See course description in the History Department.

*Davarian Baldwin*

**BK 285 Jazz in America (Spring: 3)****Cross Listed with MU 322**

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relationship between Black music and the mass media are considered.

*Hubert Walters*

**BK 287 Repression, Resistance, and Change in South Africa: 1880’s to 1990’s (Fall: 3)**

The primary focus of this course will be the history of the black struggle in South Africa against white conquest and domination, beginning with industrialization in the late nineteenth century and culminating in the demise of apartheid. We will examine racial capitalism which resulted in expropriation of African land, black political disenfranchisement and subjection to the migratory labor system and a system of rigid controls through the passlaws. The black liberation struggle, including political formations, working class organizations and international anti-apartheid support will also be discussed.

*Christopher Nieta*

**BK 290 Gospel Workshop (Fall/Spring: 1)****Cross Listed with MU 096**

**Performance Course. No experience is required for membership, but a voice placement test is given to each student.**

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Hubert Walters*

**BK 291 Voices of Imani (Spring: 1)**

*Hubert Walters*

**BK 292 African Music (Fall: 3)**

*The Department*

**BK 299 Readings and Research (Fall/Spring: 3)**

*The Department*

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### **BK 301 Race, Ethnicity and Popular Culture (Spring: 3)**

Cross Listed with SC 304

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

*Zine Magubane*

### **BK 308 Race, Representations, and Myth of Colorblindness**

(Fall/Spring: 3)

Cross Listed with SC 308

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the Sociology Department.

*Chiwen Bao*

### **BK 316 Racism: French and American Perspectives (Spring: 3)**

*Prerequisite:* Four years of high school French or RL 210

Satisfies Cultural Diversity Core Requirement

*Jeff Flagg*

### **BK 318 Post Slavery History of Caribbean (Spring: 3)**

Cross Listed with HS 318

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Frank Taylor*

### **BK 325 Revolutionary Cuba: History and Politics (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 325

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Frank Taylor*

### **BK 329 The Caribbean during the Cold War (Spring: 3)**

Cross Listed with HS 329

*Frank Taylor*

### **BK 332 Race, Politics and Resistance: Survey of South African**

Literature (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

The course aims to give students an appreciation of South African literature and teach basic skills in literary interpretation and analysis. South African fiction consistently portrays protagonists in various struggles for self-definition. We will examine violence, alienation, entrapment, silence and racism but we will also look more broadly at the legacy of Apartheid and the Post-Apartheid quest for truth and reconciliation. We will pay considerable attention to the ways in which South Africans—of all races—have negotiated their quests for independence, equality and justice within the historical and social complexities of their country.

*Akua Sarr*

### **BK 343 Introduction to Black Philosophy (Fall: 3)**

Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.

*Jorge Garcia*

### **BK 350 Race, Racism, and American Law (Fall: 3)**

Offered Periodically

This is a survey course to examine some of the laws, public, and social policies impacting race in America from the seventeenth century to the present. The emphasis is on constitutional law and the African-American experience. While some attention is devoted to suffrage movements and the history of disenfranchised groups in America (the interment of the Japanese American citizens in the infamous Korematsu case; interracial marriages; and the education cases) the focus is on the history of African Americans and their impact upon the laws and social policies, and vice versa.

*Charles Walker, Jr.*

### **BK 353 Africa, Islam, and Europe (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 353

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*David Northrup*

### **BK 356 Alternate Globalizations (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 356

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Davarian Baldwin*

*Deborah Levenson-Estrada*

### **BK 365 U.S. Foreign Policy and South Africa (Spring: 3)**

Offered Periodically

*The Department*

### **BK 372 African American Turns: The Impact of Black Culture on**

Mainstream American Entertainment (Spring: 3)

Cross Listed with CT 372

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the Theater Department.

*John Houchin*

### **BK 410 African-American Writers (Fall: 3)**

Cross Listed with EN 482

Satisfies Cultural Diversity Core Requirement

See course description in the English Department.

*Henry Blackwell*

### **BK 430 Race and Urban Space (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 530

Not open to students who have previously taken HS 180/BK 165 "Introduction to Black Urban History" This course examines aspects of the social and cultural history of four black urban communities:

Boston, New York, Chicago, and Los Angeles. Students will be exposed to methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living.

*Davarian Baldwin*

**BK 442 Intercultural and International Communications (Spring: 3)**

Cross Listed with CO 442

Satisfies Cultural Diversity Core Requirement

See course description in the Communications Department.

*Roberto Avant-Mier*

**BK 462 Popular Music and Identity (Fall/Spring: 3)**

Cross Listed with CO 462

Offered Biennially

See course description in the Communications Department.

*Roberto Avant-Mier*

**BK 505 New York City, 1776-Present (Spring: 3)**

Cross Listed with HS 505

Offered Periodically

*David Quigley*

**BK 508 Black Modernity (Fall: 3)**

Cross Listed with HS 510

Offered Periodically

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's "Invisible Man." Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African American life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois's concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central to, the modern experience.

*Davarian Baldwin*

**BK 509 Black Theology (Fall: 3)**

Cross Listed with TH 509

Offered Periodically

See course description in the Theology Department.

*M. Shawn Copeland*

**BK 512 History of Black Nationalism (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 280

Offered Periodically

Students must have taken one African-American History course.

See course description in the History Department.

*Karen Miller*

**BK 592 African and African Diaspora Studies: Thesis Preparation (Fall/Spring: 3)**

*Prerequisite:* Must be an African and African Diaspora Studies Minor

Offered Biennially

This is the final requirement for students pursuing the minor in African and African Diaspora Studies. The thesis provides the opportunity to research, analyze intensively, and to write critically about an issue relevant to the African, African-American, or Caribbean experience.

*The Department*

**BK 597 Contemporary Race Theory (Fall: 3)**

Cross Listed with SC 597

Offered Periodically

See course description in the Sociology Department.

*Zine Magubane*

**BK 600 Senior Seminar (Spring: 3)**

*Prerequisite:* BK 110 Introduction to the African Diaspora

Department permission required.

As the capstone course for the African and African Diaspora Studies minor, this course draws upon the work of sociologists, philosophers, feminists and critical theorists to critically examine the concept of race and the phenomenon of racism in the United States.

*M. Shawn Copeland*

**BK 612 Violence and Language (Spring: 3)**

Cross Listed with EN 612

See course description in the English Department.

*Kalpana Rabita Seshadri*

**BK 624 Race, Racism and Racial Identity (Spring: 3)**

Cross Listed with PL 624

Offered Periodically

*Jorge Garcia*

**BK 660 Literature of the Hispanic Caribbean (Fall: 3)**

*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor

Cross Listed with RL 660

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Conducted in Spanish.

Fulfills the pre-1800 requirement for Hispanic Studies Majors.

Elective for Latin American Studies Minors.

See course description in the Romance Languages and Literatures Department.

*Sarah Beckjord*

*Undergraduate and Graduate Course Offerings*

**BK 211 Modern Brazil (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 320

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Zachary Morgan*

**BK 266 Rhythm and Blues in American Music (Fall: 3)**

Cross Listed with MU 321

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present.

*The Department*

**BK 309 Race and Sport (Fall/Spring: 3)**

Offered Biennially

*The Department*

**BK 342 Black Intellectuals (Spring: 3)**

In this course students will be asked to read and participate in class discussions around the broad themes introduced in the writings of such intellectuals as W.E.B. DuBois, Frantz Fanon, Malcolm X, Martin Luther King, Jr., Joy Jamison, Ida B. Wells, and Barbara Jordan. This

## ARTS AND SCIENCES

course seeks to ensure that students are familiar with the most prominent of these discussions and are able to exercise critical and analytical evaluation of them in order to lay a strong foundation for continued understanding, participation and contribution to the world of Africans in Diaspora.

*Sandra Sandiford Young*

**BK 360 History of Racism (Fall: 3)**

Cross Listed with HS 360

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Benjamin Braude*

**BK 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with HS 373

Satisfies Cultural Diversity Core Requirement

Offered Periodically

See course description in the History Department.

*Frank Taylor*

**BK 408 Varieties of Black Religious Experience (Fall: 3)**

Cross Listed with TH 408

See course description in the Theology Department.

*Shawn Copeland*

**BK 493 Diversity and Cross—Cultural Issues (Fall: 3)**

*Prerequisite:* Permission of Graduate School of Social Work

Cross Listed with SW 723

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized.

*The Department*

### Graduate Course Offerings

**BK 799 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Departmental permission

*Cynthia Young*

## Biochemistry

### Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences.

If Biochemistry Majors do not take Introductory Biology (because of advanced placement, for example), then they are required to take two additional Biology electives. These may be selected from any upper division Biology elective (400 or 500 level).

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory  
CH 109-110 (or CH 117-118) lecture  
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology  
BI 200-202 lecture
- Two semesters of Organic Chemistry and laboratory

CH 231-232 (or CH 241-242) lecture

CH 233-234 (or CH 243-244) laboratory

- Two semesters of Molecular Cell Biology and Genetics  
BI 304 Molecular Cell Biology lecture  
BI 305 Genetics lecture
- Two semesters of Biology laboratory  
BI 310 Molecular Cell Biology Laboratory  
BI 311 Genetics Laboratory
- One semester of Analytical Chemistry and laboratory  
CH 351 lecture and laboratory
- One semester of Physical Chemistry  
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology  
CH 561-562 Biochemistry I and II lecture or  
BI 435 Biological Chemistry lecture and BI 440 Molecular Biology lecture
- One semester of Biochemistry Laboratory  
BI 480 or CH 563 laboratory
- Two advanced electives from the following list:  
BI 454 Introduction to the Literature of Biochemistry  
BI 506 Recombinant DNA Technology  
BI 509 Vertebrate Cell Biology  
BI 535 Structural Biochemistry of Neurological Diseases  
BI 540 Immunology  
BI 556 Developmental Biology  
BI 557 Neurochemical Genetics  
BI 570 Biology of the Nucleus  
CH 564 Physical Methods in Biochemistry  
CH 565 Chemical Biology: Nucleic Acids  
CH 566 Bioinorganic Chemistry  
CH 567 Chemical Biology: Structure and Function  
CH 569 Chemical Biology: Enzyme Mechanisms  
CH 570 Introduction to Biological Membranes  
CH 582 Advanced Topics in Biochemistry  
CH 588 Computational Biochemistry

In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory  
PH 211-212 lecture and laboratory
- Two semesters of Calculus  
MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval, this year-long project in the senior year may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

- BI 463-464 Research in Biochemistry\*
  - BI 498 Advanced Independent Biochemical Research
  - CH 497-498 Advanced Research in Biochemistry
  - CH 593-594 Introduction to Biochemical Research\*
- \*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 401A)

### Course Sequence

#### First Year

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)

**Second Year (Fall)**

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology and Laboratory I (BI 310)

**Second Year (Spring)**

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Genetics (BI 305)
- Genetics Laboratory II (BI 311)

**Third Year (Fall)**

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

**Third Year (Spring)**

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

**Fourth Year**

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

**Biology****Faculty**

**Joseph Orlando**, *Associate Professor Emeritus*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

**Anthony T. Annunziato**, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

**David Burgess**, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

**Thomas Chiles**, *Professor*; Chairperson of the Department; B.S., Ph.D., University of Florida

**Peter Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

**Charles S. Hoffman**, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

**Daniel Kirschner**, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

**Marc A.T. Muskavitch**, *Professor*; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

**Thomas N. Seyfried**, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

**Eric G. Strauss**, *Research Professor*; B.S., Emerson College; Ph.D., Tufts University

**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

**Laura Hake**, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

**Junona F. Moroianu**, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

**Clare O'Connor**, *Associate Professor*; B.S., Ph.D., Purdue University

**William H. Petri**, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

**Donald J. Plocke, S.J.**, *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Kenneth C. Williams**, *Associate Professor*; Ph.D., McGill University

**Jeffrey Chuang**, *Assistant Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**Marc-Jan Gubbels**, *Assistant Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

**Gabor T. Marth**, *Assistant Professor*; D.Sc., Washington University, St. Louis

**Anne Stellwagen**, *Assistant Professor*; B.A., Mount Holyoke College; Ph.D., University of California at San Francisco

**Stephen Wicks**, *Assistant Professor*; B.Sc., McMaster University; Ph.D., University of British Columbia

**Robert J. Wolff**, *Senior Lecturer*; B.A., Lafayette College; Ph.D. Tufts University

**Contacts**

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- Department Telephone: 617-552-3540
- Website: <http://www.bc.edu/biology/>

**Undergraduate Program Description**

The Biology Department considers a basic understanding of biological systems to be an essential skill in our increasingly technological society and offers a range of courses for both biology majors and non-majors. Courses are designed to promote scientific literacy and a sophisticated understanding of complex biological systems. Our courses introduce students to life at various levels of organization, with topics ranging from the molecular basis of cellular function, to the coordination of organ systems in the physiology of organisms, to the interactions of organisms with each other and the environment. The importance of research and experimentation in biology is stressed throughout the curriculum, which includes both lab courses and research experiences.

The Biology Department offers both Bachelor of Science and Bachelor of Arts degree programs. Both degree options familiarize students with the broad range of issues that characterize contemporary biology, while also allowing students the opportunity to select an individualized course of study that focuses on a particular aspect of biology in greater depth. As such, a student can select the degree program that is best suited to his or her personal strengths, interests, and career goals. The B.S. program is well-suited for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/pre dental requirements. Normally, those

interested in pursuing graduate studies in the sciences should pursue this degree. The B.A. degree program also provides a solid foundation in biology, but allows more room in a student's schedule for additional elective courses by removing the specific requirements for organic chemistry and calculus-based physics that characterize the B.S. program. The B.A. program is well-suited to Biology majors interested in integrating their study of biology with other areas, including law, ethics, history, sociology, computer science, and management. Advanced placement options are available for both the B.A. and B.S. degrees (see below). Students should note that, unlike the B.S. program, the B.A. program does **not** fulfill medical school admission requirements. Information about the premedical program at Boston College can be found at <http://www.bc.edu/premed/>.

The Biology Department also co-sponsors Bachelor of Science degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described on the previous page.

#### **Requirements for Majors in the Bachelor of Science (B.S.) Program**

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division electives in biology (level 400 and 500 courses taken from at least two of the three categories of biology electives listed below)
- Advanced laboratory requirement (see below)
- Eight corequisite courses in math, chemistry, and physics (listed below)

#### **Corequisites for the Bachelor of Science**

One year each of the following:

- General Chemistry I and II with corequisite labs (CH 109-110, 111-112)\*
- Organic Chemistry I and II with corequisite labs (CH 231-232, 233-234)\*
- Physics (calculus based) I and II with corequisite labs (PH 211-212, 203-204)\*
- Calculus (MT 100-101)\*

#### **Requirements for Majors in the Bachelor of Arts (B.A.) Program**

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Three upper division biology electives (level 400 and 500) (taken from at least two of the three categories of bio-elective courses)
- Three B.A. electives (from the list of approved courses on the website)
- Advanced laboratory requirement
- Three corequisite courses and labs in math and chemistry (see list below)

#### **Corequisites for the Bachelor of Arts**

One year of chemistry and at least one semester of math.

- General Chemistry I and II with corequisite labs (CH 109-110, 111-112)\*
- One semester of Calculus (MT 100 or 101)\*

\*Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

#### **Advanced Placement Programs for the B.A. and B.S. Degrees**

Students with strong high school preparation in biology and who have received a score of 5 on the AP exam are encouraged to follow the advanced placement program. Students in the advanced placement program do not enroll in BI 200-202 Introductory Biology, but instead enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and the BI 310-311 Laboratory classes. These students take two additional upper-division elective courses to replace Introductory Biology. Thus, these students are required to take at least seven upper-division electives (see below), including one course from each of the three categories of upper-division electives. The program allows students the opportunity for more focused study in an area of interest, while ensuring sufficient breadth in their knowledge of biological systems. With these exceptions, advanced placement students fulfill the same requirements as other students enrolled in either the B.S. or B.A. program.

#### **Advanced Laboratory Requirement**

Students may satisfy the advanced laboratory requirement in one of three ways. (1) One of the five upper division electives is a 3-credit laboratory course. (2) Students enroll in a 1-credit laboratory course designed to accompany a 3-credit upper division lecture course. (3) Students enroll in a 3-credit undergraduate research course for at least one semester. Students should consult the biology website for more information on this point. An updated list of courses satisfying the lab requirement is also available on the Biology Department website.

#### **Upper Division Elective Courses**

Upper-division elective courses are divided into three categories, reflecting different levels of biological organization. B.S. program majors must enroll in at least five elective courses, selecting at least one from each of two different categories. Advanced Placement B.S. majors must enroll in seven elective courses, selecting at least one from each of all three categories. Students participating in the regular B.A. Program majors must enroll in at least three biology elective courses, selecting at least one from each of two categories. Advanced placement student participating in the B.A. program must enroll at least five biology elective courses, selecting at least one from each of the three categories. Upper-division elective courses used to satisfy degree requirements must be exclusive of seminars and tutorials. Typically, undergraduate research courses (BI 461-476 and BI 499), and graduate courses at the 600 level or higher do not count as upper division biology electives. With the recommendation of the faculty advisor, however, two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective. The list below is subject to change, and students are advised to check the department website for updated information.

#### **Category One: Molecular Biology, Genetics, and Biochemistry**

- BI 420 Introduction to Bioinformatics
- BI 435 Biochemistry (Biological Chemistry)
- BI 440 Molecular Biology
- BI 480 Biochemistry Lab (satisfies lab requirement)
- BI 483 Molecular Biology Lab (satisfies lab requirement)
- BI 506 Recombinant DNA Technology
- BI 524 Computational Foundations of Bioinformatics
- BI 561 Molecular Evolution
- BI 570 Biology of the Nucleus

#### **Category Two: Cellular, Developmental, and Organismal Biology**

- BI 409 Virology
- BI 412 Bacteriology (satisfies lab requirement together with BI 413)

- BI 430 Functional Histology
- BI 481 Introduction to Neuroscience
- BI 482 Cell Biology Lab (satisfies lab requirement)
- BI 509 Vertebrate Cell Biology
- BI 510 General Endocrinology
- BI 517 Parasitology
- BI 533 Cellular Transport and Disease
- BI 540 Immunology
- BI 548 Comparative Animal Physiology
- BI 554 Physiology (satisfies lab requirement together with BI 555)
- BI 556 Developmental Biology
- BI 557 Neurochemical Genetics

#### Category Three: Population and Environmental Biology

- BI 401 Environmental Biology
- BI 426 Vertebrate Anatomy (satisfies lab requirement together with BI 427)
- BI 442 Principles of Ecology (satisfies lab requirement together with BI 441)
- BI 443 Coastal Field Ecology (satisfies lab requirement together with BI 448)
- BI 445 Animal Behavior
- BI 446 Marine Biology
- BI 458 Evolution

#### Biology Honors Program

Students apply for the Biology Honors Program during the spring semester of their junior year. To be eligible for the honors program, students must have a minimum science GPA of 3.5 and be working on an independent research project under the mentorship of a biology faculty member. Applications for the program include a description of the research project and a letter of support from the student's faculty mentor. During senior year, students in the honors program are expected to continue their research project, to write a thesis describing their research, and to participate in a 1-credit honors seminar.

#### Information for First Year Majors

Biology majors in the regular B.A. and B.S programs are advised to enroll in BI 200-202 Introductory Biology in their freshman year. Introductory Biology is an introduction to living systems at the molecular, cellular, organismal, and population levels. Freshmen are also advised to enroll in CH 109-CH 110 General Chemistry (with corequisite labs) and Calculus I or II, depending on their advanced placement scores. First-term advanced placement students enroll directly in BI 304 Molecular Cell Biology and the corequisite BI 310 laboratory class in the place of Introductory Biology I. During the second semester of freshman year, advanced placement students will enroll in BI 305 Genetics and the corequisite BI 311 laboratory in the place of Introductory Biology II. Biology majors in the regular program will take BI 304 and BI 305 during their sophomore year.

#### Information for Non-Majors

Non-majors interested in fulfilling their natural science core requirements may enroll in one of several university core courses offered by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BI 200-202 Introductory Biology with the BI 210-211 General Biology Laboratory. Additional information about preparation for the allied health professions is available online at <http://www.bc.edu/premed/>.

#### Information for Study Abroad

Students may apply for department approval to take one upper-division biology or B.A. elective for each semester that they are abroad. To be considered as a possible substitute for a biology elective, a course must be a second level course; that is, it must have published biology prerequisites and not be an introductory level course or a course intended for students without college-level biology experience. Courses taken abroad must be pre-approved by the Biology Department. To obtain course approval, students need to complete an approval application form and submit this with a course description to the undergraduate program administrator. If a student substitutes a course taken abroad for an upper-division elective, no other substitutions will be allowed for the remaining upper-division elective requirements.

#### Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. In most cases, students do research in the laboratory of a Biology Department faculty member, although students are allowed to conduct their research at an off-site laboratory under the co-mentorship of that lab's director and a Biology Department faculty member. Students may begin projects as early as freshman year, although most students begin research in late sophomore or junior year. Usually, students are advised to spend at least two semesters on a research project. During their senior year, students are encouraged to write a senior thesis describing their research. A variety of research courses (BI 461-476) are available to students. Students typically enroll in one 3-credit research course each semester. Exceptional students who are interested in devoting a major portion of their senior year to scholarly, publication-quality research, may apply to enroll in BI 499 Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students advance to Scholar of the College status during the spring semester of senior year, and this designation appears on the student's official transcript.

#### Graduate Program Description

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S degree. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences, must be met. The minimum curriculum for Ph.D. students consists of four core courses in genetics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher). Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

Both Ph.D. and B.S./M.S. students are expected to attend departmental colloquia (usually Tuesday afternoons). The degree requires the

presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member. Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section in this catalog, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

### ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **BI 130-132 Anatomy and Physiology I and II (Fall/Spring: 3)**

*Corequisite:* BI 131-133

**Does not satisfy the Natural Sciences Core requirement. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.**

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics. The second portion of the course is a study of the skeletal, muscular, and nervous systems. Molecular and cellular aspects are integrated with system physiology to provide a comprehensive analysis of organ function.

*Carol Chaia Halpern*

#### **BI 131-133 Anatomy and Physiology Laboratory I and II (Fall/Spring: 1)**

*Corequisite:* BI 130-131

**Required of Nursing students taking BI 130. Lab fee required. This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.**

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week.

*Carol Chaia Halpern*

#### **BI 142 The Genetic Century (Fall: 3)**

**Satisfies the Natural Science Core Requirement  
Offered Biennially**

Genetics is transforming life in the twenty-first century, from health care to the foods we eat to our understanding of evolution and biodiversity. The course will provide students with a basic understanding of how information is encoded in genes and how that information is transmitted between generations and expressed during development and disease. Topics covered in the course include the genetic bases of disease and behavior, forensic uses of DNA, evolution, genetic engineering, genetically-modified crops and personalized medicine. This course is designed for students who are not majoring in biology or biochemistry.

*Clare O'Connor*

#### **BI 143 Immune Defense: Friend or Foe? (Spring: 3) Satisfies the Natural Science Core Requirement**

This course will provide students with a historical overview of infectious disease epidemics, the public health used to control epidemics, and emerging new threats. We will debate current issues covering a wide range of topics, including vaccination, antimicrobial resistance, gene and stem cell therapies to treat malignant and immune diseases, food allergies, and biodefense. The course is designed to enable students to understand the principles underlying the scientific method, to develop the skills to research topics in order to make critically informed decisions and to develop an awareness of the limitation of scientific conclusions.

*Thomas Chiles*

#### **BI 144 Sustaining the Biosphere (Spring: 3) Satisfies the Natural Science Core Requirement**

Environmental problems and their solutions occur at the intersection of natural systems and the human systems that manipulate the natural world. The course will provide students with an integrated understanding of basic physical sciences and human systems that affect nature. Topics will include climate, air and water pollution, economics and urbanization, food and agriculture, population growth, biodiversity, waste management, health, and toxicology. Sustainability, personal responsibility and a proactive approach to involvement in solutions to current environmental crises will be emphasized. This course is designed for students who are not majoring in biology or biochemistry.

*Laura Hake*

#### **BI 145 Ecology of A Dynamic Planet (Fall: 3) Satisfies the Natural Science Core Requirement**

At no time in history has the impact of humanity been more forceful on the biology of the earth. In a climate of global change, we are challenged to understand the dynamics of the living planet across all geospatial scales. In this course, we will investigate the ecological models that attempt to explain the forces that govern the interactions among individuals all the way to those that shape entire ecosystems. From the historical roots of ecology to the cutting edge, we will explore trophic dynamics, biodiversity, co-evolution and molecular ecology. Special discussion sections will be available to LSOE students.

*Eric Straus*

#### **BI 163 Understanding Urban Ecosystems: Environmental Law, Policy, and Science (Spring: 3) Does not satisfy the Natural Science Core Requirement**

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: urban habitat and wildlife, toxic pollution in cities, urban watersheds, urban air quality and public health, and the city as a biological habitat including human behavior and the urban setting.

*Charles Lord*

#### **BI 200 Introductory Biology I (Fall: 3)**

*Prerequisite:* CH 109 or equivalent or permission of department

*Corequisite:* CH 109 or equivalent or permission of department

**Satisfies the Natural Science Core Requirement**

The first of a 2-course sequence that introduces students to living systems at the molecular, cellular, organismal and population levels of

organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization, cell signaling and growth control, genetics and developmental biology.

*Laura Hake*

*John Wing*

**BI 202 Introductory Biology II (Spring: 3)**

*Prerequisites:* BI 200 or equivalent and permission of department

*Corequisites:* BI 200 or equivalent and permission of department

**Satisfies the Natural Science Core Requirement**

A continuation of the introduction to living systems begun in BI 200, with a focus on the organismal and population levels of organization. Topics introduced in this course include evolution, plant biology, animal physiology, ecology and population biology.

*Robert R. Wolff*

*The Department*

**BI 210 General Biology Laboratory I (Fall: 1)**

*Prerequisite:* One semester of college-level biology

*Corequisite:* One semester of college-level biology

**This course does not satisfy departmental requirements for biology majors. Lab fee required.**

The first semester of a 2-semester introductory biology laboratory course designed for non-biology majors preparing for graduate programs in health professions. This course teaches basic laboratory skills, including microscopy, spectrophotometry, analytical electrophoresis and molecular cloning.

*Michael Piatelli*

**BI 211 General Biology Laboratory II (Spring: 1)**

*Prerequisite:* BI 210

*Corequisite:* BI 202

**Lab fee required.**

The continuation of BI 210. Inquiry-based activities include experiments in organismic biology, ecology, and field biology.

*Michael Piatelli*

**BI 214 Capstone Science and Religion: Contemporary Issues (Fall: 3)**

**Cross Listed with UN 521**

**Restricted to seniors and second semester juniors. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.**

This course will explore the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered.

*Donald J. Plocke, S.J.*

**BI 220 Microbiology (Fall: 3)**

*Prerequisites:* BI 130-133

**Does not satisfy the Natural Sciences Core Requirement.**

**Intended only for nursing students.**

This course is a study of the basic physiological and biochemical activities of bacteria, viruses and fungi. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.

*Kathleen Dunn*

**BI 221 Microbiology Laboratory (Fall: 1)**

*Corequisite:* BI 220

**One two-hour laboratory period per week. Lab fee required.**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

*The Department*

**BI 224 Health and Science Education Disparities (Spring: 3)**

*Prerequisite:* One course in biology

**Satisfies Cultural Diversity Core Requirement**

**Does not satisfy the Natural Sciences Core Requirement.**

**This course is limited to 20 students.**

This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered.

*David Burgess*

**BI 304 Molecular Cell Biology (Fall: 3)**

*Prerequisite:* BI 200-202 or permission of department

*Corequisite:* BI 310

**Required for biology and biochemistry majors and recommended for premedical students. Advanced placement students begin their biology major with this course.**

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle and chemical signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.

*Clare O'Connor*

**BI 305 Genetics (Spring: 3)**

*Prerequisite:* BI 200 or permission of the department

*Corequisite:* BI 311

**Required for biology and biochemistry majors and recommended for premedical students.**

This course focuses on genetics of microbial and eukaryotic organisms. Topics covered in the course include transmission genetics, chromosome structure, regulation of gene expression, population genetics, multifactorial inheritance, and an introduction to genomics.

*Jeffrey Chuang*

*Anne Stellwagen*

**BI 310 Molecular Cell Biology Laboratory (Fall: 1)**

*Corequisite:* BI 304

**Lab meets once a week. Lab fee required.**

A laboratory course designed to introduce students to the core techniques and experimental strategies of modern cell biology and molecular biology. Students learn to construct hypotheses, design experiments, and critically analyze experimental results. Inquiry-based activities introduce students to the basics of sterile transfer, bacterial cell culture, molecular cloning, DNA amplification, protein overexpression, and protein characterization.

*Michael Piatelli*

**BI 311 Genetics Laboratory (Spring: 1)**

*Prerequisite:* BI 310

*Corequisite:* BI 305

**Lab meets once a week. Lab fee required.**

A laboratory course designed to introduce students to the principles and experimental strategies of genetic analysis. The yeast *Saccharomyces cerevisiae* is used as the model organism. Inquiry-based experiments are designed to teach students the principles of phenotypic analysis, genetic complementation, recombination mapping, and gene replacement.

*Jeffrey Chuang*

*Michael Piatelli*

*Anne Stellwagen*

**BI 313 Molecular Cell Biology Discussion (Fall: 0)**

*Corequisite:* BI 304

**BI 330 Biostatistics (Fall: 3)**

*Prerequisites:* MT 100 and 101 (Calculus 1 and 2)

This course trains students to comprehend, critique, and communicate research findings from biomedical literature. Topics from statistics include elementary probability theory, standard distributions (binomial, geometric, normal, exponential, Poisson), random variable, expectation, variance, hypothesis testing, significance tests, confidence intervals, regression, correlation, and statistical learning theory.

*Peter Clote*

**BI 390-391 Environmental Scholar I and II (Fall/Spring: 3)**

**Department permission required. These courses do not count as a bio-elective for biology majors. By application only. Applications available in the Environmental Studies program office.**

A research and internship program with the Environmental Studies Program and the Urban Ecology Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor.

*Eric Strauss*

**BI 401 Environmental Biology (Spring: 3)**

*Prerequisites:* BI 200-202

This course provides an interdisciplinary environmental science background with an emphasis on biology, covering topics that include: ecological principles, biodiversity and ecosystem function, wildlife and natural resource management, human population growth and its effects, energy, soils and agriculture, water quality, pollution and waste, human health and toxicology. The course stresses the development of solutions, including biological, design-based (green design, urban and regional planning), regulatory, and market-driven solutions, to major world environmental problems, as well as the role of scientists in environmental matters.

*John Roche*

**BI 405 Aquatic Ecology (Fall: 3)**

*Prerequisite:* BI 202

The fundamental concepts of ecology will be introduced through an exploration of aquatic ecosystems. Topics in ecology of particular importance to aquatic systems will be emphasized to understand how physical, chemical, biological and anthropogenic factors influence

population dynamics and community structure. While this course will cover coastal systems and estuaries, there will be an emphasis on freshwater streams, wetlands, and lakes. Laboratory and field research methods used in aquatic ecology will be introduced. Issues in aquatic biodiversity, sustainability issues, pollution, and physical modification will be integrated into the class discussion throughout the course.

*Brian Frappier*

**BI 407 Plant Biology (Spring: 3)**

*Prerequisite:* BI 202

*Corequisite:* BI 408

This course will introduce students to the structure, physiology, reproduction, ecology, and evolution of the plants, attempting to integrate these broad topics. Students will learn about the major groups of the Plant Kingdom, including green algae, mosses, liverworts, ferns, and conifers, although emphasis will be given to the flowering plants (angiosperms). This course will also briefly explore plant-animal interactions, biomes, and plant biogeography, as well as the uses and relevance of plant biology to current controversies and challenges facing humans (e.g. agriculture, ethnobotany and medicine, biofuels, and horticulture).

*Brian Frappier*

**BI 409 Virology (Fall: 3)**

*Prerequisite:* BI 304 or permission of the instructor

This course will consider eukaryotic DNA and RNA viruses that are important in human disease. Basic principles of virus structure, host cell entry and the molecular biology of virus life cycles will be considered in the context of infectious disease. Viruses to be examined include Influenza, cancer-related viruses such as the Human Papilloma Virus, HIV, and emerging viruses such as Ebola and the hantaviruses. The host immune response to viral infection and the effectiveness of various vaccination strategies will also be discussed.

*Kathleen Dunn*

**BI 412 Bacteriology (Spring: 3)**

*Prerequisite:* BI 304 or permission of the instructor

A general study of bacteria with an emphasis on pathogenic mechanisms. The course will cover basic aspects of bacteria including cell structure, transport, growth properties, gene expression and various regulatory systems. The host immune response to bacterial infection, current vaccination regimens, the rise of antibiotic resistance and the pathogenesis of selected organisms will also be discussed.

*Kathleen Dunn*

**BI 413 Bacteriology Laboratory (Spring: 1)**

*Prerequisite:* BI 310

**Lab fee required.**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

*Kathleen Dunn*

**BI 420 Introduction to Bioinformatics (Fall: 3)**

*Prerequisite:* BI 304

*Corequisite:* BI 304 or consent of instructor

**This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a mathematics substitute. It cannot count for both.**

Bioinformatics is an emerging field at the confluence of biology, mathematics and computer science. It strives to better understand the

molecules essential for life, by harnessing the power and speed of computers. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn how to use bioinformatic tools from the public domain, including sequence alignment, protein structure prediction, and other algorithms used in biomedical and biopharmaceutical laboratories, to mine and analyze public domain databases, including GenBank, PDB, and OMIM.

*Gabor Marth*

**BI 426 Vertebrate Anatomy (Spring: 3)**

*Prerequisites:* BI 200 and BI 202

*Corequisite:* BI 427

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints, that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.

*John Roche*

**BI 427 Vertebrate Anatomy Lab (Spring: 1)**

*Prerequisites:* BI 200 and BI 202

*Corequisite:* BI 426

**Lab meets once per week.**

**Lab fee required.**

Laboratory to accompany BI 426. This course provides hands-on experience with the form and function of major vertebrate groups, including cartilaginous fishes, bony fishes, amphibians, reptiles, birds, and mammals. The focus will be on understanding evolutionary relationships and origins in different vertebrate groups.

*The Department*

**BI 430 Functional Histology (Fall: 3)**

*Prerequisite:* BI 304

This course investigates the microscopic structure of all the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure of a tissue or organ reflects its function and its possible clinical significance.

*Ann G. Yee*

**BI 435 Biological Chemistry (Fall: 3)**

*Prerequisite:* BI 304, CH 231 or permission of the instructor

**This course, together with BI 440, satisfies the one year requirement of basic biochemistry for the biochemistry major.**

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.

*Daniel Kirschner*

**BI 437 Developmental Psychobiology (Fall: 3)**

**Lab fee required.**

*Marilee Ogren*

**BI 439 Literature of Cell Biology (Spring: 3)**

*Prerequisite:* BI 304

**Offered Periodically**

This is a seminar-style course which focuses on the original literature in cell biology, with emphasis on the cytoskeleton and cell motility. Students will discuss and analyze original research papers in order to gain an in-depth understanding of the experimental methodologies and research strategies utilized to elucidate cellular and molecular aspects of microtubules, actin microfilaments, and intermediate filaments. Analysis of some key papers from the older literature will be followed by discussions of more recent works, focusing on the regulation of the cytoskeleton during normal cellular functioning, as well as on cytoskeletal changes associated with pathological states and disease.

*Robert Zakaroff*

**BI 440 Molecular Biology (Spring: 3)**

*Prerequisites:* BI 304, CH 231, and CH 232

**This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.**

This course is an intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules, protein folding motifs and mechanisms of folding, molecular recognition, DNA topology, replication, repair and recombination, RNA synthesis and processing, genetic code and translation, and molecular mechanisms for regulation of gene expression.

*John Wing*

**BI 441 Ecology Laboratory (Fall: 1)**

*Prerequisites:* BI 200 and BI 202

**Lab meets once per week.**

**Lab fee required.**

Laboratory course to accompany BI 442 Principles of Ecology.

*The Department*

**BI 442 Principles of Ecology (Fall: 3)**

*Prerequisites:* BI 200-202 or equivalent, or permission of instructor

**Students are encouraged to enroll in the optional Ecology Laboratory BI 441.**

Students in Ecology will investigate interrelationships among organisms, and between organisms and their physical environments. Students will become familiar with looking at ecological processes on a hierarchy of interconnected levels, including those of the molecule, individual, population, community, and ecosystem. The class will discuss classic experiments in ecology, as well as unresolved ecological questions of special current relevance. There will be an emphasis on developing a conceptual understanding of ecological relationships, on exploring the analytical tools with which ecological hypotheses are generated and tested, and on appreciating the dynamic nature of populations and ecosystems.

*John Roche*

**BI 443 Coastal Field Ecology (Fall/Spring: 3)**

*Prerequisite:* BI 100-102 or BI 200-202 or permission of instructor

*Corequisite:* BI 448

**Offered Biennially**

This course discusses the ontogeny and natural history of barrier beach systems in New England. Course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod.

*Peter Auger*

**BI 445 Animal Behavior (Spring: 3)**

*Prerequisite:* BI 100-102 or BI 200-202 or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species.

*Eric Strauss*

**BI 448 Coastal Field Ecology Laboratory (Fall/Spring: 1)**

*Prerequisite:* Permission of the instructor

*Corequisite:* BI 443

**Offered Biennially**

This course provides students with the firsthand opportunity to visit, study, and otherwise experience the natural field conditions that are discussed in their Coastal Field Ecology course (BI 443).

*Peter Auger*

**BI 451 Cancer Biology (Fall: 3)**

*Prerequisite:* BI 304

The onset of cancer occurs through a multi-step process that is accompanied by the deregulation of fundamental cellular processes, including cell cycle control, apoptosis and angiogenesis. This course will provide an overview of the molecular and cellular changes associated with these processes and with the initiation, progression and metastasis of tumors. Topics covered will include tumorigenesis, tumor viruses, oncogenes, tumor suppressor genes, genomic instability and the current treatments for cancer.

*Danielle Taghian*

**BI 453 Bacteriophages and Their Therapeutic Uses (Fall: 3)**

*David Shmayer*

**BI 458 Evolution (Fall: 3)**

*Prerequisite:* BI 200-202

Students will explore major ideas in modern evolutionary biology, including natural selection, mutation and genetic variation, population genetics, architectural constraints on structure, speciation and adaptive radiation, the history of life, and the evolution of sociality. The emphasis will be on learning conceptual tools that can be applied to specific questions and on an integrative understanding of the complexity of evolutionary change. Important practical implications of evolution, such as the evolution of infectious diseases and the evolution of agricultural pests, will be explored.

*John Roche*

**BI 459 Internship in Environmental Studies (Spring: 1)**

**Department permission required.**

*Eric Strauss*

**BI 461-462 Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

**Lab fee per semester required.**

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. Students completing two semesters of undergraduate research within courses BI 461, 462, 465, 466, and 467 can, with departmental approval, substitute these two semesters for one bio-elective.

*The Department*

**BI 463-464 Research in Biochemistry I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

**Lab fee per semester required.**

Undergraduate students majoring in biochemistry may participate in research projects in the laboratory of a faculty member during their senior year. With permission, BI 463-464 can be used to fulfill the laboratory requirement for biochemistry majors.

*The Department*

**BI 465 Advanced Undergraduate Research I (Fall: 3)**

*Prerequisites:* BI 461 and/or BI 462 and permission of the instructor

**Lab fee per semester required.**

Designed for students who have completed one or two semesters of undergraduate research under course numbers BI 461 and BI 462 and who desire to continue independent research projects under the guidance of department faculty.

*The Department*

**BI 466 Advanced Undergraduate Research II (Spring: 3)**

*Prerequisite:* Permission of the instructor

**Lab fee per semester required.**

Designed for students who have completed two or three semesters of undergraduate research under course numbers BI 461, BI 462 and BI 465 and who desire to continue independent research projects under the guidance of department faculty.

*The Department*

**BI 467 Advanced Undergraduate Research III (Fall: 3)**

*Prerequisites:* BI 465 and/or BI 466 and permission of the instructor

Designed for students who have completed at least semesters of undergraduate research under course numbers BI 461-466 and who desire to continue independent research projects under the guidance of department faculty.

**BI 468-469 Biology Honors Research Thesis I and II (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**BI 470-471 Undergraduate Research Investigations I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

**No lab fee required.**

Designed for students who are participating in research projects under the joint mentorship of a Boston College Biology Department faculty member and a scientific mentor at an off-campus laboratory.

*The Department*

**BI 472-473 Advanced Research Investigations I and II (Fall/Spring: 3)**

*The Department*

**BI 475-476 Senior Thesis Research I and II (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**BI 480 Biochemistry Laboratory (Fall/Spring: 3)**

*Prerequisite:* BI 435, CH 561, or equivalent

*Corequisite:* BI 435, CH 561, or equivalent

**Lab fee required.**

This is an advanced-project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose.

*Arlene Wyman*

**BI 481 Introduction to Neuroscience (Spring: 3)**

*Prerequisite:* BI 304 and BI 305 or equivalents

This introductory course in neuroscience covers historical foundations of neuroscience, neurophysiology, neurochemistry, neural development, various sensory and motor systems, and the neurological basis of behavior and memory.

*Marilee Ogren*

**BI 482 Cell Biology Laboratory (Fall: 3)**

*Prerequisites:* BI 304, BI 305, BI 310, BI 311

**Lab fee required.**

This advanced project-based laboratory course is designed for students interested in conducting independent research investigations in cell biology.

*The Department*

**BI 483 Molecular Biology Laboratory (Spring: 3)**

*Prerequisites:* BI 304, BI 305, BI 310, BI 311

**Lab fee required.**

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences.

*Michael Piatelli*

**BI 490 Tutorial in Biology (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

*The Department*

**BI 496-497 Biology Honors Seminar I and II (Fall/Spring: 3)**

*Junona Moroianu*

*The Department*

**BI 498 Advanced Independent Biochemistry Research (Fall/Spring: 6)**

*Prerequisite:* Permission of the chairperson required.

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program.

*The Department*

**BI 499 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Permission of the chairperson required.

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program.

*The Department*

**BI 510 General Endocrinology (Spring: 3)**

*Prerequisite:* BI 200-202 or permission of instructor

**Offered Biennially**

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

*Carol Chaia Halpern*

**BI 540 Immunology (Fall: 3)**

*Prerequisites:* BI 304 and BI 305

This course focuses on the regulation of immune responses at the molecular level. Topics include: regulation of B and T cell development, functions of B and T lymphocytes in the development of immune responses, generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course emphasizes modern experimental approaches, including the generation of transgenic mice, CRE-mediated conditional deletion, adoptive transfer strategies, and multiparameter FACS. Research literature is used extensively to cover current trends and advances in lymphocyte tolerance, T-regulatory cell function, Th1/Th2 cells, immune therapy, TLRs, and innate immune responses.

*Thomas C. Chiles*

*Kenneth Williams*

**BI 555 Laboratory in Physiology (Fall: 1)**

*Prerequisite:* BI 200

**This course is intended to complement BI 554, and although it is not a required corequisite of BI 554, it is strongly recommended.**

**Lab fee required.**

The mechanisms that underlie homeostasis in the healthy human are varied and complex. In this computer-based physiology laboratory, we will emphasize the processes that regulate important properties of living systems as we explore the intricacies of some of the major organ systems in the human body. We will investigate the functions of the intact, living organism through real-time, hands-on data acquisition and analysis of the cardiovascular, respiratory and neuromuscular systems. Several labs will focus on sensory and motor systems because of their clinical relevance. Students will learn about different clinical measurements, including electromyography, spirometry and cardiac electrophysiology.

*The Department*

***Undergraduate and Graduate Course Offerings*****BI 506 Recombinant DNA Technology (Spring: 3)**

*Prerequisites:* BI 304-305 (or equivalent) or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

*Charles S. Hoffman*

**BI 509 Vertebrate Cell Biology (Spring: 3)**

*Prerequisite:* BI 304

This is an advanced cell biology course focusing on the differentiation of vertebrate cell types from each of the three germ layers and their morphogenesis into multicellular arrangements, such as tissues and organs. The factors and environmental signals that influence these processes will be examined together with structure/function relationships of the cells within the organ systems. Topics will include stem cells, several types of epithelial cells, cells of the circulatory and nervous system as well as cell types that comprise connective tissue, including adipose, bone and muscle.

*Debra Mullikin-Kilpatrick*

**BI 517 Parasitology (Fall: 3)**

*Prerequisite:* BI 304

This course is an introduction into the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.

*Marc Jan Gubbels*

**BI 524 Computational Foundations of Bioinformatics (Spring: 3)**

Biology is increasingly a field dominated by high-throughput methods, yielding large data sets which require data analysis using both public domain/commercial software as well as new algorithms to be implemented in a programming language. Bioinformatics is an interdisciplinary area concerned with the application of mathematics, statistics and programming to solve mainstream problems in biology. In this course, we will learn basic bioinformatics computer skills: UNIX, python and perl programming, parsing biological databases.

*Peter Clote*

**BI 551 Cell Biology of the Nervous System (Spring: 3)**

*Prerequisite:* BI 304

This course will focus primarily on central nervous system (CNS) glial cells. These cells make up approximately 90% of the human brain, but are less well studied than neurons. The course will be split into three parts. Part I covers neuroglial cells morphology and physiology. Part II covers functions of glial cells including myelin, immune functions, the blood brain barrier (BBB), and influence of glial cells on neurons. Part III focuses on disease and neuroglial cells, including mechanisms of glial cell injury and recovery of neural function. Autoimmune, infectious diseases, glial cell derived tumors, stroke, and Alzheimer's disease are covered.

*Kenneth Williams*

**BI 554 Physiology (Fall: 3)**

*Prerequisites:* BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems are examined, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastro-intestinal function. An optional laboratory (BI 555) is also offered.

*Marilee Ogren*

**BI 556 Developmental Biology (Spring: 3)**

*Prerequisite:* BI 304, BI 305, or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.

*Danielle Taghian*

**BI 557 Neurochemical Genetics (Fall: 3)**

*Prerequisites:* BI 305 and BI 435

**Offered Periodically**

The course will cover such current topics as gene expansion, genomic imprinting, and multifactorial inheritance. These topics are presented in relationship to Huntington's disease, Tay-Sachs disease, Alzheimer's disease, multiple sclerosis, autism, and complex multifactorial diseases including brain tumors and epilepsy. Also presented are strategies for gene and dietary based therapies for neurological diseases.

*Thomas N. Seyfried*

**BI 561 Molecular Evolution (Spring: 3)**

*Prerequisite:* BI 420 and math proficiency at the level of MT210, or by permission of instructor

The amount of available genomic sequence data has increased exponentially in the last decade, revolutionizing our ability to study evolution at the DNA level. This course will provide an introduction to the molecular evolution of genes and genomes, as well as related topics in population genetics. Topics will include genetic variation within and between species, methods for reconstructing the evolutionary history of sequences, and molecular signatures of natural selection. These will be explored through both computational and mathematical methods.

*Jeffrey Chuang*

**Graduate Course Offerings****BI 611 Advanced Genetics (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics cover the fundamental principles of genetics, and the methods and technology of genetic research applied to the study of a variety of model systems.

*Stephen Wicks*

**BI 612 Graduate Biochemistry (Fall: 2)**

This course, which is designed for graduate students who have successfully completed an undergraduate biochemistry course, will cover the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics will include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

*Daniel Kirschner*

**BI 614 Graduate Molecular Biology (Spring: 2)**

This course concentrates on gene expression, chromatin dynamics, and cell-cycle control in eukaryotic cells. Topics include transcriptional and posttranscriptional regulatory mechanisms, DNA replication and methylation, RNA interference, microarray analysis, and the generation and use of transgenic organisms. The course is designed for graduate students who have successfully completed undergraduate biochemistry and molecular-cell biology courses.

*Anthony Annunziato*

**BI 615 Advanced Cell Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle and cancer, interactions between cells and cellular signaling pathways.

*Junona Moroianu*

**BI 616 Graduate Bioinformatics (Fall: 2)**

*Gabor Marth*

**BI 799 Readings and Research (Fall/Spring: 3)**

By arrangement

*The Department*

**BI 801 Thesis Seminar (Fall/Spring: 3)**

By arrangement

*The Department*

**BI 805-806 Biology Department Seminar I and II (Fall/Spring: 1)**

*Thomas Chiles*

**BI 836 Structural and Systems Bioinformatics (Spring: 3)**

By arrangement

*Peter Clote*

**BI 843 Advances in Nucleic Acid Research (Spring: 3)**

By arrangement

*Anthony Annunziato*

**BI 855 Targeting Energy Metabolism in Cancer (Spring: 3)**

By arrangement

*Thomas Seyfried*

**BI 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

*The Department*

**BI 998 Doctoral Cumulative Examinations (Fall/Spring: 1)**

*Charles Hoffman*

**BI 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Chemistry****Faculty**

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**Andre J. de Bethune**, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

**Michael J. Clarke**, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

**Paul Davidovits**, *Professor*; B.S., M.S., Ph.D., Columbia University  
**Amir H. Hoveyda**, *Joseph T. and Patricia Vanderslice Millennium Professor*; Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University

**Evan R. Kantrowitz**, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

**T. Ross Kelly**, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

**David L. McFadden**, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

**Larry W. McLaughlin**, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

**Udayan Mohanty**, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

**James P. Morken**, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

**Mary F. Roberts**, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

**Dennis J. Sardella**, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

**Lawrence T. Scott**, *Louise and James Vanderslice Professor*; A.B., Princeton University; Ph.D., Harvard University

**Marc L. Snapper**, *Professor*; B.S., Union College; Ph.D., Stanford University

**William H. Armstrong**, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

**Steven D. Bruner**, *Assistant Professor*; B.S., Boston College; Ph.D., Harvard University

**Torsten Fiebig**, *Assistant Professor*; Ph.D., University of Gottingen

**Jianmin Gao**, *Assistant Professor*; B.S., University of Science and Technology of China, Ph.D., Stanford University

**Jason S. Kingsbury**, *Assistant Professor*; B.S. Hamilton College; Ph.D., Boston College

**Goran Krilov**, *Assistant Professor*; B.S., Drake University; Ph.D., Columbia University

**Kian Tan**, *Assistant Professor*; B.S., University of Virginia; Ph.D., University of California at Berkeley

**Dunwei Wang**, *Assistant Professor*; B.S., University of Science and Technology of China, Ph.D., Stanford University

**Kenneth Metz**, *Adjunct Associate Professor*; B.S., Emporia State University; Ph.D., University of Arkansas

**Lynne O'Connell**, *Adjunct Associate Professor*; B.S., McGill University; Ph.D., Massachusetts Institute of Technology

**Contacts**

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- Website: <http://www.bc.edu/chemistry/>

**Undergraduate Program Description**

The Chemistry Department offers a comprehensive curriculum to students in the College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

**Major Requirements**

The major in chemistry consists of ten 1-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 243 and 234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 556), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and two or three semesters of calculus (MT 102-103 or MT 105, and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

*First year:* CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); Calculus (MT 102-103 or MT 105); four Core courses.

*Second year:* CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); four elective or Core courses.

*Third year:* CH 575-576 Physical Chemistry; CH 556 Advanced Chemistry Laboratory; six elective or Core courses.

*Fourth year:* CH 461 Biochemistry (chemistry majors); seven elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

**Information for First Year Majors and Non-Majors**

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

**Minor Requirements**

The minor in chemistry consists of six courses. Two semesters of general chemistry (CH 109-110 or CH 117-118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 107, 617-552-3626). Normally,

two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

The following courses for non-science majors cannot be used to complete the minor: CH 105 Chemistry and Society I, CH 106 Chemistry and Society II, CH 107 Frontiers in the Life Sciences, or CH 163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CH 391-392 Undergraduate Research I and II, or CH 591-592 Introduction to Chemistry Research I and II.

**Information for Study Abroad**

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 209-210 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

**Fulfilling the Core Science Requirement**

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 105, CH 106, CH 107, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 105, CH 106, and CH 107.

**Biochemistry Major**

Refer to the Biochemistry section for a description of this interdisciplinary major.

**Graduate Program Description**

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

**Ph.D. Degree Requirements**

Every student is expected to attain a GPA of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credit requirement for the Ph.D. degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 15 credits of coursework during the first year of study and a thesis. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

In the second year, the course(s) selected will depend on the student's research area and should be chosen in consultation with their research advisor. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the

beginning of their second year. These exams test the student's development in his or her major field of interest and critical awareness and understanding of the current literature. Ph.D. candidates must pass eight cumulative exams in their areas from 20 possible.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Chairperson.

#### M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although, course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### CH 102 Intersection of Science and Painting (Spring: 3) Offered Periodically

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history and on establishing authenticity of artwork.

*David McFadden*

#### CH 105-106 Chemistry and Society I and II (Fall/Spring: 3) Satisfies the Natural Science Core Requirement

**For non-science majors or for those who do not require a lab science course**

This is a 2-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

*William H. Armstrong*

#### CH 109-110 General Chemistry I and II (Fall/Spring: 3)

*Prerequisite:* One year of high school chemistry

*Corequisites:* CH 111, CH 112, CH 113, CH 114

**Satisfies the Natural Science Core Requirement**

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

*Michael Clarke*

*Paul Davidovits*

*David McFadden*

*Udayan Mohanty*

*Neil Wolfman*

#### CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 1)

*Corequisites:* CH 109 and CH 110

**Lab fee required.**

Laboratory required of all students enrolled in CH 109. One three-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data.

*The Department*

#### CH 117-118 Principles of Modern Chemistry I and II (Fall/Spring: 3)

*Prerequisites:* Permission of instructor, CH 117

*Corequisites:* CH 119-122

**Satisfies the Natural Science Core Requirement**

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CH 117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

*Jason Kingsbury*

*Goran Krilov*

#### CH 119-120 Modern Chemistry Laboratory I and II (Fall/Spring: 1)

*Corequisites:* CH 117 and CH 118

**Lab fee required.**

Laboratory required for all students enrolled in CH 117. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research.

*Christine Goldman*

#### CH 121-122 Modern Chemistry Discussion I and II (Fall/Spring: 0)

*Corequisites:* CH 117 and CH 118

Required of all students in CH 117. Discussion of lecture topics and problem-solving methods in small groups.

*The Department*

**CH 161 Life Science Chemistry (Fall: 3)**

*Corequisite:* CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

*Dennis Sardella*

**CH 163 Life Science Chemistry Laboratory (Fall: 1)**

*Corequisite:* CH 161

**Lab fee required.**

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.

*The Department*

**CH 170 The Ethical Scientist (Spring: 3)**

This course will employ a combination of case studies, news stories, fiction, biography, memoir, and journal-keeping to help students become aware of, and think critically about, the ethical decisions facing scientists across the full range of their career trajectories.

*Dennis J. Sardella*

**CH 222 Introduction to Inorganic Chemistry (Spring: 3)**

*Prerequisites:* CH 109 and CH 110

*Corequisite:* CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

*Michael Clarke*

**CH 224 Inorganic Chemistry Laboratory (Spring: 1)**

*Corequisite:* CH 222

**Lab fee required.**

Laboratory required of all students enrolled in CH 222. One four-hour period per week.

*Department*

**CH 231-232 Organic Chemistry I and II (Fall: 3)**

*Prerequisites:* CH 109-110, CH 111-112

*Corequisites:* CH 233-236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*T. Ross Kelly*

*James Morken*

*Lawrence Scott*

**CH 233-234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)**

*Corequisites:* CH 231 and CH 232

**Lab fee required.**

Laboratory required of all students enrolled in CH 231. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course.

*The Department*

**CH 235-236 Organic Chemistry Discussion I and II (Fall/Spring: 0)**

*Corequisites:* CH 231 and CH 232

Required of all students in CH 232. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics in small groups.

*The Department*

**CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 117-118, CH 119-120

*Corequisites:* CH 234, CH 243, CH 245, CH 246

**Registration with instructor's approval only.**

This course will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*Larry McLaughlin*

*Marc Snapper*

**CH 243 Honors Organic Chemistry I Laboratory (Fall: 1)**

*Corequisite:* CH 241

**Lab fee required.**

Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.

*Christine Goldman*

*Lawrence Scott*

**CH 247 Honors Organic Pre-Lab (Fall: 0)**

*Corequisite:* CH 243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.

*Lawrence Scott*

**CH 351 Analytical Chemistry (Fall: 4)**

*Prerequisites:* CH 109-110

*Corequisites:* CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data, widely-used chemical methods and instrumental approaches.

*Kenneth R. Metz*

**CH 353 Analytical Chemistry Laboratory (Fall: 0)**

*Corequisite:* CH 351

**Lab fee required.**

*Kenneth R. Metz*

**CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisites:* CH 109 and CH 110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

*The Department*

**CH 461 Biochemistry (Chemistry Majors) (Fall: 3)**

*Prerequisites:* CH 231 and CH 232

This course will provide chemistry majors with an introduction to biological molecules. The emphasis will be on basic chemical and physical properties of biomolecules (proteins, nucleic acids, carbohydrates, lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.

*Larry McLaughlin*

**CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)**

*Prerequisites:* CH 231-232, MT 100-101

*Corequisites:* PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy. Applications to biochemical systems are emphasized.

*Jianmin Gao*

**CH 495-496 Advanced Research in Chemistry I and II (Fall/Spring: 6)**

Seniors only. A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Lynne O'Connell by April 15 (November 1 for December graduates). This is a 2-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. See "Scholar of the College" in the College of Arts and Sciences section of this Catalog for more details.

*The Department*

**CH 497-498 Advanced Research in Biochemistry I and II**

**(Fall/Spring: 6)**

Seniors only. A minimum GPA of 3.67. Arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Evan Kantrowitz by April 15 (November 1 for December graduates). This is a 2-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

*The Department*

**CH 554 Advanced Methods in Chemistry Laboratory I (Spring: 0)**

*Corequisite:* CH 557

Laboratory required of all students enrolled in CH 557. Two 4-hour periods per week.

*Kenneth R. Metz*

**CH 555 Advanced Methods in Chemistry Laboratory II (Fall: 0)**

*Corequisite:* CH 558

**Offered Periodically**

Laboratory required of all students enrolled in CH 558. Two 4-hour periods per week.

*Kenneth R. Metz*

**CH 557 Advanced Methods in Chemistry I (Spring: 4)**

*Prerequisites:* CH 351 and CH 575

*Corequisites:* CH 554

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students. The accompanying laboratory includes experiments with these methods and emphasizes experimental design, and data interpretation.

*Kenneth R. Metz*

**CH 558 Advanced Methods in Chemistry II (Fall: 4)**

*Prerequisite:* CH 557

*Corequisite:* CH 555

**Offered Periodically**

Designed for senior-level students, this course includes discussions of the principles, methods, and applications of sophisticated techniques in modern chemistry, such as magnetic resonance, mass spectrometry, x-ray diffraction, computer interfacing, and molecular modeling.

*Kenneth R. Metz*

**CH 575-576 Physical Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 231-232, MT 202

*Corequisites:* PH 209-210 (or equivalent)

This course deals with the foundations and applications of thermodynamics and reaction kinetics. Topics include: 1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, thermodynamic descriptions of phase equilibria and chemical equilibrium; 2) kinetic theory of gases; 3) chemical reaction rate laws and mechanisms.

*David McFadden*

*Udayan Mohanty*

**CH 591-592 Introduction to Chemical Research I and II**

**(Fall/Spring: 3)**

Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**CH 593-594 Introduction to Biochemical Research I and II**

**(Fall/Spring: 3)**

Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member.

*The Department*

***Undergraduate and Graduate Course Offerings*****CH 511-512 Electronics Seminar I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

This is an introductory course in practical electronics. The student will gain hands-on experience by constructing a selected electronics project. Electronic components will be introduced and fundamental theory related to the project will be presented.

*Richard Pijar*

**CH 523 Organometallic Chemistry (Spring: 3)**

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

*Kian Tan*

**CH 525 Small Molecule X-Ray Crystallography (Fall: 3)**

*Prerequisite:* CH 222

**Offered Periodically**

The objective of the course is to provide detailed theoretical and practical instructions on small molecule X-ray crystallography. Topics include geometry and structure of crystalline solids, internal and external symmetry properties as a consequence of atomic types and bonding possibilities: lattice types and space groups, x-ray diffraction, and optical techniques. Students will get practical experience on sample preparation, operation of the instrumentation, data acquisition, structure solution and refinement.

*Bo Li*

**CH 531 Modern Methods in Organic Synthesis I (Fall/Spring: 3)**

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

*Jason Kingsbury*

**CH 537 Mechanistic Organic Chemistry (Fall: 3)**

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

*Kian Tan*

**CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)**

**Offered Periodically**

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

*John Boylan*

**CH 544 Modern Methods in Organic Synthesis II (Spring: 3)**

*Prerequisite:* CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

*Marc Snapper*

**CH 560 Principals of Chemical Biology (Fall: 3)**

*Jianmin Gao*

**CH 561-562 Biochemistry I and II (Fall/Spring: 3)**

*Prerequisite:* CH 231-232 or equivalent

*Corequisite:* CH 515, CH 516

This course is a 2-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action.

*Evan R. Kantrowitz*

**CH 566 Metallopharmaceuticals (Fall: 3)**

*Prerequisite:* CH 222

**Offered Periodically**

Discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals.

*Michael J. Clarke*

**CH 569 Chemical Biology: Enzyme Mechanisms (Spring: 3)**

**Offered Periodically**

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various cofactors will be considered.

*Steven D. Bruner*

**CH 570 Introduction to Biological Membranes (Fall: 3)**

*Prerequisite:* CH 561

Course designed to cover (1) basic molecular aspects of structure and surface chemistry of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and (2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.

*Mary F. Roberts*

**CH 579 Modern Statistical Mechanics (Spring: 3)***Prerequisites:* CH 575, CH 231-232, MT 202, PH 209-210 (or equivalent)**Offered Periodically**

This course deals with the foundations and applications of equilibrium statistical mechanics. Topics include microcanonical, canonical, and grand ensembles and its applications to a variety of current problems in physical, condensed matter and biophysical chemistry. Advanced topics such as critical phenomena, renormalization group theory, polyelectrolytes and polymer physics may be covered.

*Goran Krilov***CH 581 Solid State Chemistry (Spring: 3)***Prerequisite:* CH 222**Offered Periodically**

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties and applications of solid materials. We will cover concepts such as crystal structures and defects, lattice energy, bonding in solids and solid electrolyte. Emerging directions in solid state chemistry including nanoscience will be discussed as well.

*Dunwei Wang***CH 589 NMR in Macromolecular Structure Determination (Spring: 3)**

**The course is intended for advanced undergraduate and graduate students with a working knowledge of NMR.**

This course will explore methods for structure determination in macromolecules including peptides, proteins, and nucleic acids. The course will focus on NMR methods currently available to the department, but other complementary methods, such as x-ray, ESR, and molecular modeling (energy minimization and molecular dynamics) will be considered also. It will include a practical component in the NMR laboratory (tailored to address the specific research interests of the students, when possible) and case studies (e.g., gramicidin-S and lysozyme) will be used for illustration.

*John Boylan***CH 590 Organic Solids for Nanoscience and Photonics Applications (Spring: 3)***Prerequisites:* CH 575 and CH 576**Offered Periodically**

This course covers the physical basics necessary to understand modern technical applications of organic solids. Specifically, molecular lattice dynamics and the nature of electronically excited states in organic molecular crystals are discussed both from a theoretical and experimental viewpoint. The goal of this course is to obtain a detailed understanding of organic semiconductors, molecular wires and photovoltaic devices, i.e. the basic elements of modern molecular electronics.

*Torsten Fiebig***CH 672 Quantum Mechanics and Spectroscopy (Fall: 3)***Prerequisite:* Permission of instructor**Offered Periodically**

An advanced level introduction to quantum mechanics and its applications in chemistry, and atomic and molecular spectroscopy.

*Torsten Fiebig***Graduate Course Offerings****CH 560 Principles of Chemical Biology (Fall: 3)***Prerequisites:* CH 231-232 or equivalent

An introduction to the chemistry of biological macromolecules including proteins, nucleic acids and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis or recognition processes as viewed from a chemical perspective will be discussed.

*Jianmin Gao***CH 591-592 Introduction to Chemical Research I and II (Fall/Spring: 3)***William Armstrong***CH 593-594 Introduction to Biochemical I and II (Fall/Spring: 3)***Evan Kantrowitz***CH 676 Physical Chemistry: Principles and Applications (Fall: 3)**

New development and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class.

*Dunwei Wang***CH 799 Reading and Research (Fall/Spring: 3)****Lab fee required.**

A course required of Ph.D. matriculants for each semester of research.

*The Department***CH 800 Reading and Research (Fall/Spring: 3)****Lab fee required.**

A course required of Ph.D. matriculants for each semester of research.

*The Department***CH 801 Thesis Seminar (Fall/Spring: 3)****Lab fee required.**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

*The Department***CH 802 Thesis Direction (Fall/Spring: 0)**

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

*The Department***CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)**

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

### CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

### CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

### CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

### CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

*The Department*

### CH 888 Interim Study (Fall: 0)

*The Department*

### CH 998 Doctoral Cumulative Examinations (Fall/Spring: 1)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature.

*The Department*

### CH 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Classical Studies

### Faculty

**Dia M.L. Philippides**, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

**Charles F. Ahern, Jr.**, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**David H. Gill, S.J.**, *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

**Kendra Eshleman**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

**Meredith E. Monaghan**, *Assistant Professor*; A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University

**Gail L. Hoffman**, *Visiting Associate Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

### Contacts

- Secretary: Lillian Reisman, 617-552-3661, [lillian.reisman@bc.edu](mailto:lillian.reisman@bc.edu)
- Website: <http://fmwww.bc.edu/CL/>

## Undergraduate Program Description

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, ancient Greek and Latin, which have exercised a profound influence on the formation of Western culture.

The department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, (3) advanced reading courses in ancient authors taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy, and religion.

### Major Requirements

The major aims at teaching careful reading and understanding of the Greek and Roman authors in the original languages. It requires a minimum of ten courses, of which eight must be in Latin and/or Greek above the elementary level. If a student so chooses, the other two may be in English, preferably in Greek and Roman civilization. There are no separate Greek and Latin majors. Each student works out his/her individual program of study in consultation with the Classics faculty. There is, of course, no upper limit on the number of courses in the original and/or in translation that a student may take, as long as he/she has the essential eight language courses.

### The Minor in Ancient Civilization

The minor aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that count for the minor will be published at registration time.

### Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature of political and social history, philosophy, religion, and art. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

If a student would like to begin a language now, or has had only one year of a language in high school, he/she should choose an elementary course: CL 010 Latin or CL 020 Greek. If a student has studied a language for two or three years in high school, he/she should choose an intermediate course: CL 056 Latin or CL 052 Greek.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English. They make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he/she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

#### Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are examined individually and, based on their academic records and the specific program, are advised accordingly. Students should arrange to meet with the Chairperson of the Department when planning to study abroad.

#### Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2008-09, for example, Heroic Poetry: Homer, Virgil and Beyond (CL 217) and Currents in Modern Greek Literature (CL 280) will be offered.

#### Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing one of the majors in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chairperson of the Department.

#### Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

#### Requirements for the M.A. Degree

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

#### Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete 15 credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of this Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

The department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate section, do not regularly qualify as credits for an M.A. or an M.A.T. degree.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel. The Departments of Philosophy, Theology, and Slavic and Eastern Languages and Literatures also offer courses in relevant areas of the ancient world.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### CL 010-011 Elementary Latin I and II (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

*Kendra Esbleman*

*Maria Kakavas*

#### CL 020-021 Elementary Ancient Greek I and II (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.

*Gail Hoffman*

#### CL 052-053 Intermediate Ancient Greek I and II (Fall/Spring: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides's *Medea*.

*The Department*

#### CL 056-057 Intermediate Latin I and II (Fall/Spring: 3)

This course gives a thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*Maria Kakavas*

*The Department*

#### CL 121 Tragedy and Comedy (Spring: 3)

#### Cross Listed with EN 084.03

*Charles F. Ahern Jr.*

**CL 166 Modern Greek Drama in English (Spring: 3)**

Cross Listed with EN 084.04

Satisfies Literature Core Requirement

The Greeks' love of theater did not end with the classical age. The course presents a survey of highlights of Modern Greek drama centering mainly on the twentieth century, with plays such as, *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Wedding Band* (D. Kehaidis), and *The Match* (G. Maniotes). The course is offered entirely in English, but provision may be made for reading the plays in Greek.

*Dia M. L. Philippides***CL 186 Greek Civilization (Fall: 3)**

An introduction through lectures, readings, visuals, discussion, and written exercises to the many-sided contribution of the Ancient Greeks to the literature, art, and thought of what has come to be known as Western Civilization. Topics will include a historical overview (3000 B.C.- 323 A.D.), heroic epic (*Iliad* and *Odyssey*), drama (tragedy and comedy), mythology, historiography, political theory and practice (especially Athenian Democracy), philosophy, sculpture, and architecture.

*Gail Hoffman***CL 190 Ancient Tyranny (Spring: 3)**

Cross Listed with HS 136

This course on tyranny in ancient Greece and Rome explores both mythological and historical figures as well as the concept of absolute power itself, and how it is dealt with in historical, literary, and philosophical texts. In addition to studying names, dates, locations of particular tyrannies, we will also explore the sociological and economic reasons behind the emergence of these tyrants, as well as the nature of our sources, in an attempt to learn something about the nature of power itself that reaches beyond the boundaries of the ancient world.

*Meredith Monaghan***CL 206 Roman History (Spring: 3)**

A study of the social, political and cultural history of ancient Rome from its foundation by Romulus to the rise of Constantine and late antiquity. The course will focus on the development of Roman social and political institutions, the Roman conquest of the Mediterranean, the evolution of Roman identity, and the rise and spread of Christianity. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological and epigraphic.

*Kendra Eshleman***CL 208 Art and Myth in Ancient Greece (Spring: 3)**

Cross Listed with FA 206

Satisfies Fine Arts Core Requirement

See course description in the Fine Arts Department.

*Gail Hoffman***CL 216 Art and Archaeology of Homer and Troy (Fall: 3)**

Cross Listed with FA 216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey suggested a real Troy and further work in Greece revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age "Pompeii," and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.

*Gail L. Hoffman***CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)**

Cross Listed with EN 084.06

Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) to explore the tradition of heroic or epic poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War, but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.

*Charles F. Ahern Jr.***CL 230 Classical Mythology (Fall: 3)**

Cross Listed with EN 220

The goal of this course is to introduce the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the "facts" of myth (the names and places involved) and discussion of the interpretation of specific literary works. The origins of traditional stories in early Greece, their relation to religious beliefs and practice, and the evolution of their use in ancient art and literature will also be studied. Readings include Homer, Hesiod, the Homeric hymns, Greek tragedy, and Ovid's *Metamorphoses*.

*Meredith Monaghan***CL 236 Roman Law and Family (Fall: 3)***Kendra Eshleman***CL 390-391 Reading and Research I and II (Fall/Spring: 3)***Charles F. Ahern Jr.**David Gill, S.J.**Maria Kakavas**Dia M.L. Philippides***CL 393-394 Senior Thesis (Fall/Spring: 3)**

Department permission required.

*Charles F. Ahern Jr.***CL 399 Advanced Independent Research (Spring: 3)***Charles F. Ahern Jr.****Undergraduate and Graduate Course Offerings*****CL 063 Intensive Reading in Latin (Summer: 1)**

This course meets for twelve weeks. It is divided into two sections (six weeks each section). The first section provides a comprehensive and intensive introduction to the grammar and syntax of the Latin language. Wheelock's Latin textbook is used. The second half of the course focuses on readings in Classical Latin from Cicero, Caesar, selected poems of Horace and/or Jerome's *De Vita Pauli*.

*Seth Holm**Maria Kakavas***CL 070-071 Intermediate Modern Greek I and II (Fall/Spring: 3)***Prerequisites:* CL 060-061 or equivalent

This second-year course in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.

*Maria Kakavas*

**CL 304 Euripides' *Medea* (Spring: 3)**

This course will focus on reading the text in the original Greek, with attention to language and style, and an overview of recent scholarship on the play, its context, and themes.

*Dia M.L. Philippides*

**CL 315 Homer: *The Odyssey* (Fall: 3)**

*Prerequisite:* Two years of Greek or the equivalent. Consult professor before registering.

The aim of the course is to read together the entire *Odyssey* at the rate of roughly one book per two-hour meeting. It is not expected that every student will be able—initially at least—to translate a whole book for each class.

*Kendra Eshleman*

**CL 328 Cicero and Friends (Fall: 3)**

Reading Cicero's essay "On Friendship," then exploring "friendship" as an element of Roman social and political life as it appears in selections from his forensic speeches and from his private correspondence.

*Charles F. Abern Jr.*

**CL 332 Sanskrit (Spring: 3)**

*Corequisite:* Familiarity with an inflected language highly recommended

**Cross Listed with SL 327**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Michael J. Connolly*

**CL 346 Latin Prose Composition (Spring: 3)**

A firm knowledge of Latin grammar at the intermediate level is required. Students who have not previously taken an advanced course in Latin should consult with the instructor before enrolling.

Practice in both the analysis and the composition of Latin prose with an emphasis on topics pertaining to sentence structure word groups, coordination and subordination, parallelism.

*Charles F. Abern, Jr.*

**CL 347 Seneca: Tragedy (Fall: 3)**

A reading of one of Seneca's tragedies in its entirety, accompanied by investigation into literary issues (such as the relationship between Roman drama and its Greek models, the question of performance, etc.) and philosophical ones (such as the influence of Seneca's Stoic beliefs on his refashioning of Greek tragic characters, Stoic discussions of the ideal ruler, etc.)

*Meredith Monaghan*

**CL 356 Tacitus (Spring: 3)**

*Meredith Monghan*

**CL 384 Christian Latin (Fall: 3)**

*Prerequisite:* Rudiments of Latin grammar

**Cross Listed with SL 384, TH 384**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Michael J. Connolly*

**CL 386 Studies in Words (Spring: 3)****Cross Listed with SL 376, EN 476**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Michael J. Connolly*

**Graduate Course Offerings****CL 311 Latin Paleography (Fall: 3)****Cross Listed with PL 866, TH 867**

See course description in the English Department.

*Steve Brown*

**CL 790-791 Readings and Research I and II (Fall/Spring: 3)**

*Charles F. Abern, Jr.*

*David Gill, S.J.*

*Maria Kakavas*

*Dia M.L. Philippides*

**CL 888 Interim Study (Fall/Spring: 0)**

*Charles F. Abern, Jr.*

**Communication****Faculty**

**Dorman Picklesimer, Jr.**, *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Dale A. Herbeck**, *Professor*; B.A., Augustana College; M.A., Ph.D., University of Iowa

**Kevin Kersten, S.J.**, *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

**Marilyn J. Matelski**, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

**Ann Marie Barry**, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

**Lisa Cuklanz**, *Associate Professor*; Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

**Donald Fishman**, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

**Elfriede Fürsich**, *Associate Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

**Pamela Lannutti**, *Associate Professor*; B.A., LaSalle University; M.A., Ph.D., University of Georgia

**Charles Morris III**, *Associate Professor*; B.A., Boston College; M.A., Ph.D., Pennsylvania State University

**Roberto Avant-Mier**, *Assistant Professor*; B.A., M.A., University of Texas, El Paso; Ph.D., University of Utah

**Jamel Santa Cruze Bell**, *Assistant Professor*; B.S. Missouri Western State College; M.A., Ph.D., University of Kansas

**Ashley Duggan**, *Assistant Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

**Seung-A Jin**, *Assistant Professor*; B.A. Yonsei University, Seoul, Korea; M.A., Ph.D., Annenberg School for Communication, University of Southern California

**Kenneth A. Lachlan**, *Assistant Professor*; B.A., Wake Forest University; M.A., Bowling Green State University; Ph.D., Michigan State University

**James O. Olufowote**, *Assistant Professor*; B.S., Ithaca College; M.A., Michigan State University; Ph.D., Purdue University

**Bonnie Jefferson**, *Adjunct Associate Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

**Michael Keith**, *Adjunct Associate Professor*; B.A., M.A., Ph.D., University of Rhode Island

**William Stanwood**, *Adjunct Associate Professor*; B.S., Ithaca College; M.Ed., Ed.D., Boston University

**Rita Rosenthal**, *Lecturer*; B.A., Appalachian State University; M.A., Bowling Green State University

### Contacts

- Department Administrator: Mary Saunders, 21 Campanella Way, Room 513, 617-552-4280, mary.saunders@bc.edu
- Office Administrator: Leslie Douglas, 21 Campanella Way, Room 513; Phone: 617-552-4280, leslie.douglas@bc.edu
- Website: <http://www.bc.edu/communication/>
- Fax: 617-552-2286

### Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to expand their theoretical and critical skills and to study more applied areas such as advertising, digital communication, journalism, public relations, radio, and television. The department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

### Requirements for the Communication Major

Students must complete eleven—eight required and three elective—courses to major in Communication. While the department will transfer Communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

#### Common Requirements (4):

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

#### Distributed Requirements (4):

- Cluster Area Requirements—Choose one of the following courses:
  - CO 249 Communication Law
  - CO 250 Mass Communication Ethics
  - CO 251 Gender and Media
  - CO 253 Interpersonal Communication
  - CO 255 Media Aesthetics
  - CO 260 American Public Address
  - CO 263 Media, Law and Society
  - CO 268 Business of Electronic Media
- Theory Requirement—Choose one of the following courses:
  - CO 372 Mass Communication Theory
  - CO 374 Human Communication Theory
  - CO 375 Argumentation Theory
  - CO 377 Visual Communication Theory

- CO 378 Rhetorical Theory
- Writing-Intensive Seminars—Choose two of the following courses:
  - CO 425 Broadcast Century Issues
  - CO 426 Television and Society
  - CO 427 Culture, Communication, and Power
  - CO 429 Globalization and the Media
  - CO 435 Rhetoric, Resistance, and Protest
  - CO 438 Rhetoric and Public Memory
  - CO 440 Communication and Theology
  - CO 442 Intercultural Communication
  - CO 445 Freedom of Expression
  - CO 447 Communication Criticism
  - CO 448 Television Criticism
  - CO 449 Crisis Communication
  - CO 451 Gender Roles and Communication
  - CO 456 Relational Communication
  - CO 458 Radio in Culture and Society
  - CO 462 Popular Music and Identity
  - CO 463 Media and Popular Culture
  - CO 464 Violence and Media
  - CO 465 Health Communication
  - CO 466 Nonverbal Communication
  - CO 468 Organizational Communication
  - CO 470 Capstone: Conflict, Decision, and Communication

#### Electives (3)

The other three courses are electives, and students may select these courses based upon their interests and objectives. Any 3-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

#### Information for First Year Majors

Freshmen and sophomores can declare the Communication major in 21 Campanella Way, Room 513. Juniors and seniors should schedule an appointment with the Department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other Communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed both Rhetorical Tradition and Survey of Mass Communication.

#### Information for Study Abroad

Students must complete seven Communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and CO 350 Research Methods. The course requirement can be met by any one the following:

- taking seven Communication courses at Boston College
  - counting Communication courses and approved summer school courses
  - taking five Communication courses at Boston College and transferring two courses from the junior year abroad placement
- For additional information and departmental approval, contact the Department's counselor.

**Internship Program**

CO 501 Communication Internship, a 1-credit pass/fail course, is open to Communication majors who have sophomore, junior, or senior standing and a minimum 2.5 GPA.

CO 520 Media Workshop, a 3-credit course, is open to Communication majors who have senior standing and a 3.0 GPA (or a 2.8 overall with at least a 3.2 in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

**Honors Program**

Juniors with a qualifying GPA (3.75 or higher) are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program. A more complete description of the program is available in the Honors Handbook in the Department's main office.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**CO 010 The Rhetorical Tradition (Fall/Spring: 3)****Required course for all Communication majors**

This is an introductory course that is designed to examine the classical periods of rhetoric as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric, and looks at communication as a way of knowing about self and society.

*Bonnie Jefferson*

**CO 020 Survey of Mass Communication (Fall/Spring: 3)****Required course for all Communication majors**

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

*Kenneth Lachlan*

**CO 030 Public Speaking (Fall/Spring: 3)****Required course for all Communication majors**

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

*Rita Rosenthal*

*The Department*

**CO 105 Elements of Debate (Fall/Spring: 3)**

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

*Patrick Waldinger*

**CO 120 Blacks in Electronic Media (Fall: 3)****Cross Listed with BK 234****Offered Periodically**

See course description in the African and African Diaspora Studies Department.

*The Department*

**CO 204 Art and Digital Technology (Fall/Spring: 3)****Cross Listed with FS 276**

See course description in the Fine Arts Department.

*Karl Baden*

**CO 213 Fundamentals of Audio I (Fall/Spring: 3)****This course takes the place of CO 220****Lab fee required.**

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces suitable for radio air play.

*Judy Schwartz*

*Lloyd Thayer*

*The Department*

**CO 214 Fundamentals of Audio II (Fall/Spring: 3)**

*Prerequisite:* Fundamentals of Audio I or permission of instructor

**This course replaces CO 402****Lab fee required.**

A comprehensive course in audio recording and production, topics covered include sound design, live recording techniques, and post production. Students will design and execute broadcast quality pieces for radio and multimedia, as well as sound art. Working in the digital audio labs both individually and in groups, students will gain experience recording and editing using professional audio production software.

*Jonathan Sage*

*Judy Schwartz*

*The Department*

**CO 215 Soundcasting Media (Spring: 3)**

The course will focus on the evolution of various forms of "soundcasting" media: broadcast, satellite, and web radio. Also considered will be their programming, operations, and marketing aspects.

*Michael Keith*

### CO 222 Studio Television Production (Fall/Spring: 3)

*Prerequisite:* CO 227

**Lab fee required.**

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio. Students will learn to operate studio television equipment, and to produce and direct their own programs.

*William Stanwood*

*The Department*

### CO 223 TV Field Production (Fall/Spring: 3)

*Prerequisite:* CO 222

**Lab fee required.**

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). Emphasis will be placed on advanced techniques of portable video operation and non-linear videotape editing. Elements of production such as location, sound recording, location lighting, producing, and directing will be featured

*William Stanwood*

*The Department*

### CO 224 Digital Nonlinear Editing (Fall/Spring: 3)

*Prerequisite:* Permission of instructor

**Cross Listed with FM 274**

**Lab fee required.**

See course description in the Film Studies Department.

*Kristoffer Brewer*

### CO 226 Final Cut Pro Editing (Fall: 3)

**Cross Listed with FM 275**

**Restricted to majors.**

**Some equipment required.**

This course is an introduction to Digital Video Editing using the Final Cut Pro software environment. Final Cut Pro is widely used and is becoming more prevalent in the editing industry these days. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more.

*The Department*

### CO 227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

*William Stanwood*

*The Department*

### CO 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers.

*The Department*

### CO 231 Feature Writing (Fall/Spring: 3)

*Prerequisite:* CO 230

This is a course on contemporary feature writing—literary non-fiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are applicable to writing nonfiction books.

*The Department*

### CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)

*Prerequisites:* Permission of the instructor and CO 227, CO 230, or CO 231

**Offered Periodically**

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed along with the role of the business office where it intersects with the management of the newsroom.

*The Department*

### CO 235 Advertising (Fall/Spring: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media.

*The Department*

### CO 238 Marketing the Arts (Spring: 3)

**Cross Listed with CT 238**

**Offered Periodically**

See course description in the Theater Department.

*The Department*

### CO 239 Principles of Theater Management (Fall: 3)

**Cross Listed with CT 239**

**Offered Periodically**

See course description in the Theater Department.

*The Department*

### CO 240 Public Relations (Fall/Spring: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

*The Department*

**CO 242 Producing the Performing Arts: Concept to Completion**  
(Fall: 3)

Cross Listed with CT 230

Offered Biennially

See course description in the Theater Department.

*Howard Enoch***CO 245 Advanced Public Relations** (Fall/Spring: 3)*Prerequisite:* CO 240

Majors Only

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

*The Department***CO 248 Computer Aided Drafting and Design** (Fall: 3)

Cross Listed with CT 248, FS 248

Offered Periodically

See course description in the Theater Department.

*The Department***CO 249 Communication Law** (Fall: 3)

Offered Periodically

Satisfies the one cluster course requirement within the Communication major

This course examines the constitutional, statutory, and case law affecting the communication professions. A wide range of issues related to the First Amendment will be considered including access, broadcasting, cable, commercial speech, copyright, defamation, free press versus fair trial, fighting words, heresy, incitement, obscenity, political speech, prior restraint, privacy, public forums, special settings, symbolic speech, threats, and time-place-manner restrictions.

*Dale Herbeck***CO 250 Mass Communication Ethics** (Fall/Spring: 3)

Offered Periodically

Satisfies the one cluster course requirement within the Communication major

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.

*Kevin Kersten, S.J.***CO 255 Media Aesthetics** (Fall: 3)

Offered Periodically

Satisfies the one cluster course requirement within the Communication major

Media producers and consumers have one common interest: good productions—meaningful, well made, and deserving an attentive audience. Critics, practitioners, and families at home all have a stake in being able to explain why one production is strikingly fine and satisfying, while another is trite and shallow. This course addresses such interests using audio and visual aesthetics based on production values,

entertainment values, and human values. The work load will be to study films, TV and radio shows, ads, and recorded music, and to assess them using the aesthetics learned in class.

*Kevin Kersten, S.J.***CO 259 Cyberlaw** (Spring: 3)*Prerequisite:* CO 010

Offered Periodically

This course will study the extension of communication law to the Internet, assess a range of pending proposals designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, trademark, copyright, unsolicited commercial email (spam), schools, and encryption. This course will not cover issues related to electronic commerce or contracts, personal jurisdiction, or Internet taxation.

*Dale Herbeck***CO 260 American Public Address** (Spring: 3)*Prerequisite:* CO 010

Satisfies the one cluster course requirement within the Communication major

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal and public ridicule.

*Bonnie Jefferson***CO 263 Media, Law, and Society** (Spring: 3)*Prerequisites:* CO 010, CO 020

Offered Periodically

Satisfies the one cluster course requirement within the Communication major

This course is designed to examine the interaction among new forms of technology, the legal system, and the changing nature of society. The course seeks to explore the contours of the Information Society and to analyze the transformations that are occurring as the word communication takes on a broader meaning than it possessed during the twentieth century. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the Information Society.

*Donald Fishman***CO 280 Broadcast Programming and Promotion** (Fall/Spring: 3)

Offered Biennially

This course focuses on the complexities of programming modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics.

*The Department***CO 285 Cultural Diversity in Media** (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and

gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.

*Marilyn Matelski*

### **CO 293 Advanced Public Speaking (Spring: 3)**

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings. Students will research, organize, develop, and deliver a variety of presentations with emphasis upon the strategic delivery of messages. For this course students will be asked to adapt their speeches to out of classroom situations.

*Rita Rosenthal*

### **CO 298 World Wide Web and Digital Media (Fall/Spring: 3)**

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the web so that they can (1) browse web pages, (2) search any necessary information on the Internet, (3) set up web pages, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the web will also be explored.

*The Department*

### **CO 310 Advertising Campaign Planning (Fall/Spring: 3)**

Utilizing integrated marketing communication principles, students will prepare an advertising campaign for the American Advertising Federation's national competition. The course will augment students' abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring.

*The Department*

### **CO 350 Communication Research Methods (Fall/Spring: 3)**

**Offered Biennially**

**Required course for all Communication majors**

Research methods are often considered tools for creating knowledge. This course will equip students with a veritable toolbox of methods for researching mass media and their audiences. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.

*Ashley Duggan*

*Seung-A Jin*

*James Olufowote*

### **CO 372 Mass Communication Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.

*Jamel Bell*

*Elfriede Fursich*

*The Department*

### **CO 374 Human Communication Theory (Fall: 3)**

**Satisfies the required theory course in the Communication major**

This course provides an understanding of the role of theory in the study of human communication. Students will learn the process of theory development, the role of theory in the research process, and tools for

evaluating theories. The course also surveys the prominent theories in the fields of interpersonal, relational and group communication. This course should serve as a bridge between basic introductory courses and more advanced seminars in these fields.

*Pamela Lannutti*

### **CO 375 Argumentation Theory (Fall/Spring: 3)**

**Offered Periodically**

**Satisfies the required theory course in the Communication major**

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.

*Dale Herbeck*

### **CO 377 Visual Communication Theory (Fall/Spring: 3)**

**Satisfies the required theory course in the Communication major**

This course explores the role of perception within visual learning, the nature of images, how public images function in political and cultural discourse, the psychology of the camera eye, differences among television, film and print images, and controversial media issues.

*Ann Marie Barry*

### **CO 378 Rhetorical Theory (Fall: 3)**

**Offered Periodically**

**Satisfies the required theory course in the Communication major**

This course applies the concepts of critical rhetorical theory to the analysis of news media.

*Lisa Cuklanz*

### **CO 400 Advanced Video Production (Spring: 3)**

*Prerequisites:* Permission of instructor and CO 227, CO 222, and CO 223  
**Lab fee required.**

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce an actual television program for an actual client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show in a professional environment.

*William Stanwood*

### **CO 401 Visual Design (Fall: 3)**

*Ann Barry*

### **CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)**

*Prerequisite:* A basic understanding of web technologies (HTML, FTP).

**Offered Biennially**

This course focuses on the development of a significant interactive web project. Students will develop technical and creative skills while evaluating and organizing content to best communicate with a targeted audience. Students will develop an interactive interface, integrate digital media, consider design and communication theories, and assess current practices in a variety of genres.

*The Department*

**CO 425 Broadcast Century Issues (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form twentieth century broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith*

**CO 426 TV and Society (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This writing-intensive course will provide a forum for investigating the role of television in our society. Students will examine such topics as the use of violence on TV, and the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of television on our culture.

*William Stanwood*

**CO 429 Globalization and the Media (Fall: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism, the role of the United Nations in regulating cultural products, latest transnational media mergers, the strategies of global television programmers such as CNN, MTV or Discovery, the increasing commercialization of media systems around the world, and the role of media in relation to war and terrorism.

*Elfriede Fursich*

**CO 440 Communication and Theology (Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television which will provide a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.

*Kevin Kersten, S.J.*

**CO 442 Intercultural and International Communication (Fall/Spring: 3)**

Cross Listed with BK 442

Satisfies Cultural Diversity Core Requirement

Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

*Roberto Avant-Mier*

**CO 445 Seminar on Freedom of Expression (Fall: 3)**

*Dale Herbeck*

**CO 447 Communication Criticism (Fall: 3)**

Satisfies one of two writing intensive courses required within the Communication major. Formerly Rhetorical Criticism

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

*Bonnie Jefferson*

*Charles Morris*

**CO 448 Television Criticism (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs.

*The Department*

**CO 449 Crisis Communication (Fall/Spring: 3)**

*Prerequisite:* CO 240 recommended

Satisfies one of two writing intensive courses required within the Communication major

Restricted to Communication majors only

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems.

*Donald Fishman*

**CO 451 Gender Roles and Communication (Spring: 3)**

Satisfies one of two writing intensive course requirements within the Communication major

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass-mediated communication.

*Lisa Cuklanz*

**CO 456 Relational Communication (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This is a writing intensive seminar examining communication in personal relationships including friendships, romantic, and family relationships.

*Pamela Lannutti*

### CO 458 Radio in Culture and Society (Fall: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) of the population. In the last quarter century, so-called “outerculture” or “fringe” groups have asserted their rights to a fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world’s largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.

*Michael Keith*

### CO 462 Popular Music and Identity (Fall/Spring: 3)

Cross Listed with BK 462

Satisfies one of two writing intensive courses required within the Communication major

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will introduce you to theory and research in the area of popular music studies in communication, and will help you apply this knowledge in understanding popular music as meaning-making cultural practice. Seeing music as culture, we use both transmission and ritual/symbolic perspectives to address social/cultural dimensions of popular music in the U.S. as well as in international contexts.

*Roberto Avant-Mier*

### CO 463 Media and Popular Culture (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Media are a significant and primary contributor of popular culture in American society. This writing intensive course will explore and critically analyze the role of media in constructing and reflecting popular norms, values, and trends. Students will use a variety of texts to discuss the extent to which various types of media, including video games, music, TV, and magazines shape and reinforce society’s ideas regarding issues such as race, class, gender, war, and patriotism.

*Jamel Bell*

### CO 464 Violence and Media (Fall/Spring: 3)

*Lisa Cuklanz*

### CO 465 Health Communication (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

We will address ways in which research in health communication relates to patients’ health and well-being or to the health and well-being of society at large, how research in health communication advances our understanding of the process of human communication, and how contemporary societal developments such as managed care impacts research and health care delivery. The class addresses the social construction of health and illness and theoretical perspectives used within the field of health communication in four areas: interpersonal communication, community health, organizational issues, and health messages in the media.

*Ashley Duggan*

### CO 468 Organizational Communication (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course is about the enduring and novel ways humans organize, and the roles and forms of communication in organizations. We begin by reviewing the different metaphors, which frame the meanings of, and relationships between, organization and communication. We will then explore popular areas of inquiry in organizational communication such as leadership, organization culture, member socialization, and workplace participation processes.

*James Olufowote*

### CO 478 Producing Documentaries (Fall: 3)

This course is for learning the role of Producer/Director in planning, making, and transmitting television/video documentaries. In addition, students will develop skills for shooting video on location and for advanced video editing. Each student will produce/direct one or more documentaries, working with a production crew made up of class members and Channel 46 staff. The productions will be aired on BC’s Channel 46. Projects will be decided based on the teacher’s assessment of each student’s background, experience, progress during the semester, and personal interest. Previous experience in video editing would be helpful.

*Kevin F. Kersten, S.J.*

### CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)

*Prerequisites:* CO 442 or equivalent, enrolled in BC-sponsored international program, permission of instructor

This is a web-based, advanced intercultural communication course intended for those studying abroad.

*Marilyn J. Matelski*

### CO 500 Debate Practicum (Fall/Spring: 1)

*Prerequisites:* Participation on the intercollegiate debate team and permission of the instructor

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

*John Katsulas*

### CO 501 Communication Internship (Fall/Spring: 1)

*Prerequisite:* Permission of instructor

This course is a 1-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

*The Department*

### CO 520 Media Workshop (Fall/Spring: 3)

*Prerequisites:* Senior standing, 3.2 GPA in major, six completed BC communication courses (including core requirements), and permission of the instructor

This course may not be repeated.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs.

*The Department*

### CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

*The Department*

**CO 594 Advanced Colloquium in Women's Studies (Spring: 3)**  
**Cross Listed with EN 593**

This is an interdisciplinary seminar required of those completing the Women's Studies Minor, taught by members of the Women's Studies Program. It is open only to senior Women's Studies minors.

*Lisa Cuklanz*

**CO 597 Readings and Research—Communications (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

**This course may be repeated.**

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member.

*The Department*

**CO 599 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Permission of the department

This course is for seniors only.

*The Department*

## Computer Science

### Faculty

**Peter G. Clote**, Courtesy Appointment, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

**James Gips**, Courtesy Appointment, *Professor*, *John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Howard Straubing**, *Professor*; Chairperson of the Department; A.B., University of Michigan; Ph.D., University of California at Berkeley

**Sergio Alvarez**, *Associate Professor*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

**Hao Jiang**, *Assistant Professor*; B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University

**Robert Muller**, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

**C. Peter Olivieri**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

**Edward Sciore**, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

**Robert P. Signorile**, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**Hao Jiang**, *Assistant Professor*; Ph.D., Simon Fraser University

**David Martin**, *Assistant Professor*; B.S., Princeton University; M.S., Ph.D., University of California at Berkeley

**Ambitabha Roy**, *Assistant Professor*; B.Tech, Indian Institute of Technology; M.S., Ph.D., University of Oregon

**Gang Tan**, *Assistant Professor*; B.S., Tsinghua University; Ph.D., Princeton University

**Stella X. Yu**, *Clare Boothe Luce Assistant Professor*; B.S., Xi'an Jiaotong University; M.S., Tsinghua University; Ph.D., Carnegie Mellon University

**Katherine Lowrie**, *Adjunct Associate Professor*; B.S., M.S., Ph.D., Purdue University

**William G. Ames**, *Senior Lecturer*; M.S., University of Michigan

**William Griffith**, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

### Contacts

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- Website: <http://www.cs.bc.edu/>

### Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor and concentration programs in Computer Science, Bioinformatics, and Scientific Computation. The Information Systems Department offers a program in information systems. Consult their listing under the Carroll School of Management for a description. For further information, contact the Computer Science Department at 21 Campanella Way, Room 559, or by calling 617-552-3975.

### Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of Arts students complete a 10-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For most students, the program requires completion of thirteen courses.

### Computer Science Component

A minimum of ten courses in computer science are required for completion of the Bachelor of Arts in Computer Science. The ten Computer Science courses are grouped into two categories: six required core courses and four electives. The six required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

Computer Organization (CS 272) has a required corequisite lab (CS 273).

Of the four electives, at least three must be numbered CS 300 or above. The fourth elective may be any course numbered CS 200 or above.

### Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major—one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a 2-semester sequence.

Students must complete the Discrete Mathematics requirement with the 1-semester course CS/MT 245 Discrete Mathematics. Double majors in mathematics may satisfy the Discrete Mathematics

requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is a prerequisite for the two required courses, CS 383 Algorithms and CS 385 Theory of Computation as well as CS 366 Principles of Programming Languages.

### Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Students must complete a 12-course computer science component, supplemented by a mathematics component and a natural science component.

### Computer Science Component

A minimum of twelve courses in computer science are required for completion of the Bachelor of Science major in Computer Science. The twelve computer science courses are grouped into two categories, seven required core courses and five electives. The seven required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 273 Computer Organization Lab
- CS 372 Computer Architecture
- CS 373 Computer Architecture
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above and one must be from the social and ethical issues cluster CS 260-CS 269.

### Mathematics Component

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II - AP (Math/Science Majors)
- Discrete Mathematics (CS/MT 245 or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, the calculus requirement will often be met by enrolling in a 2-semester sequence.

### Science Component

Bachelor of Science students are required to complete twelve semester credits of science courses for science majors. Course work must include one 2-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210 and BI 202/211 or BI 304/310 and BI 305/311)
- Chemistry (CH 109/111/113 and CH 110/112/114 or CH 117/119/121 and CH 118/120/122)
- Geology/Geophysics (GE 132/133 and GE 134/135 or

GE 157/158 and GE 160/161)

- Physics (PH 209/203 and PH 210/204 or PH 211/213 and PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (CS/BI 507).

The biology, chemistry and geology/geophysics sequences are eight credits so an additional four credits are required. The physics sequences are ten credits so an additional three credits are required.

### Departmental Honors

Junior and Senior Computer Science majors with at least a 3.3 GPA in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CS courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Bachelor of Arts students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis in addition to the ten required courses. Thus, they are required to take twelve computer science courses. Bachelor of Science students may count one section of CS 397 Honors Thesis as a departmental elective. Thus they are required to take thirteen computer science courses in all.

### The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization/CS 273 Computer Organization Lab (counts as one course)
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

### Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses (or their equivalents):

- BI 304 Molecular Biology (lab not required)
  - BI 305 Molecular Biology (lab not required)
  - BI 420 Introduction to Bioinformatics (Fall)
  - BI 424 Computational Foundations of Bioinformatics (Spring)
  - BI 585 Genomics Laboratory (Spring)
  - CS 127 Introduction to Scientific Computation (Fall)
- Computer Science students may substitute CS 101
- CS 327 Algorithm Analysis and Design for Computational Scientists (initial offering Spring 2006) Computer Science students may substitute CS 383

- MT 226 Probability for Bioinformatics Computer Science students may substitute MT 426

Completion of the concentration will lead to provision of a letter from the chair of the department in which the student majors, certifying that the student has completed the requirements for the Concentration in Bioinformatics.

Computer Science majors enrolled in the Bachelor of Science program can complete (equivalents of) CS 127 and CS 327, BI 304, BI 305, BI 420, and the MT 226 course while completing the requirements for the Bachelor of Science in Computer Science. Over and above the requirements for the major, these students would be required to take BI 424 and BI 585.

#### Concentration in Computer Science for Carroll School of Management Students

The Concentration in Computer Science emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management.

The Computer Science concentration consists of five courses beyond CS 021, including three required courses and two elective courses.

The three required courses are:

- CS 101 Computer Science I
  - CS 102 Computer Science II and one of:
  - CS 271 Computer Systems
  - CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- Computer Organization (CS 272) has a required corequisite lab (CS 273).

The two elective courses are:

- One elective, CS 200 or higher
- One elective, CS 300 or higher

Students are encouraged to take additional Computer Science courses.

#### Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

#### First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during their first year. Most will enroll in MT 100 in fall semester and continue with MT 101 in spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CS 101 Computer Science I or

CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination, or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson about proper course placement (e.g., directly taking CS 102).

#### First Year Non-Majors

The department offers five introductory courses in computer science: CS 021, CS 054, CS 074, CS 101, CS 127, and CS 157. CS 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the Internet. This course is required for all students in the Carroll School of Management but it is also a popular elective with College of Arts and Sciences students who want business computer skills.

CS 054 is an introduction to Web Application programming. No prior programming experience is necessary. CS 054 introduces students to interactive web-based applications. We begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using PHP and MySQL.

CS 074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises. CS 074 satisfies the Mathematics Core Requirement

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take CS 101 at some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 127 is an introduction to programming with an orientation to scientific applications. This course is taught using the C programming language. It is the first course in the minor in Scientific Computation.

CS 157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

#### Course Availability

Most introductory courses (e.g., CS 021, CS 074, CS 101, CS 102, and CS 157) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

### Course Credit Information

All Computer Science courses are prefixed by the letters CS and are registered as courses in the College of Arts and Sciences. However, because the department serves both the College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CS 021, CS 157, CS 257, and CS 258) are cross-listed with the Operations and Strategic Management Department in the Carroll School of Management. CS 260 is also cross-listed with the Operations and Strategic Management Department but it is not primarily management-oriented.

### Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (GRE) usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the junior year: CS 272/CS 273 Computer Organization with lab, CS 245 Discrete Mathematics, CS 383 Algorithms, CS 385 Theory of Computation, and CS 366 Principles of Programming Languages. In addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372/CS 373 Computer Architecture with Lab.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### CS 021 Computers in Management (Fall/Spring: 3)

Cross Listed with MI 021

Carroll School of Management students should sign up for this class under MI 021. Students in the College of Arts and Sciences should consider taking CS 074. Credit will not be given for both CS 021 and CS 074.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g. marketing, finance, operations).

*The Department*

#### CS 031 Computers in Management—Honors (Fall: 3)

Cross Listed with MI 031

This course is a more rigorous version of CS 021 designed for students enrolled in the Honors Program in the Carroll School of Management.

*James Gips*

#### CS 054 Web Application Development (Spring: 3)

In this course students will create interactive web-based applications. We will begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using PHP and MySQL.

*William Ames*

*Katherine Lowrie*

#### CS 074 The Digital World: An Introduction to Information and Computing (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Credit will not be given for both CS 021 and CS 074.

How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? A survey of Computer Science for students who know little about computing.

*Robert Muller*

*Robert Signorile*

#### CS 092 Visual Perception in Art and Science (Fall: 3)

Cross Listed with FA 294, PS 392

Satisfies Fine Arts Core Requirement

This is a course about both visual perception and visual expression. We will bring neuroscience, psychology, computer science, visual art, scientific imaging and visualization together in examining how we perceive light, color, motion, shape, material, depth and distance. Students will learn basic drawing skills along with rudimentary intuitions in computation and programming. Emphasis will be placed on appreciating how artistic rendering contributes to the understanding of inner workings of visual sense, and how effective visual communication can be achieved through a thorough understanding of visual perception.

*Michael Mulhern*

*Stella X. Yu*

#### CS 101 Computer Science I (Fall/Spring: 3)

*Prerequisite:* No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Java programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

*The Department*

#### CS 102 Computer Science II (Fall/Spring: 3)

*Prerequisite:* CS 101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming.

*The Department*

#### CS 127 Introduction to Scientific Computation (Fall: 3)

Cross Listed with EC 214

This course is required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Emphasis will be placed on problems drawn from the sciences and will include the

implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization, and data visualization.

*Sergio Alvarez*

*Howard Straubing*

**CS 157 Introduction to Programming for Management (Fall/Spring: 3)**

*Prerequisite:* CS 021

**Cross Listed with MI 157**

**This course is required for Information Systems concentrators. Students who have taken CS 101 may not take this course.**

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.

*James Gips*

*Ed Sciore*

**CS 245 Discrete Mathematics (Fall/Spring: 3)**

*Prerequisite:* One year of college mathematics

This course for Computer Science majors introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

*Gang Tan*

*Sergio Alvarez*

**CS 257 Database Systems and Applications (Fall: 3)**

*Prerequisites:* CS 021 and CS 157

**Cross Listed with MI 257**

**This course is required for Information Systems concentrators.**

This course provides in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, using MySQL and PHP to build sophisticated forms and applications, and accessing database servers from the web. The goal of the course is to turn users into power users: people who have the knowledge and skills to use databases to their advantage in any business situation.

*Katherine Lowrie*

**CS 258 Systems Analysis and Design (Spring: 3)**

*Prerequisites:* CS 021 and CS 157. CS 257 is recommended.

**Cross Listed with MI 258**

**This course is required for Information Systems concentrators.**

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

*William Griffith*

**CS 266 Technology and Society (Fall/Spring: 3)**

**Cross Listed with SC 046**

**Satisfies Social Sciences Core Requirement**

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and

work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future.

*Ted Gaiser*

*The Department*

**CS 267 Technology and Culture (Fall: 3)**

**Cross Listed with SC 670, PL 670**

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

*William Griffith*

**CS 271 Computer Systems (Spring: 3)**

*Prerequisite:* CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.

*Robert Signorile*

**CS 272 Computer Organization (Fall: 3)**

*Prerequisite:* CS 101

*Corequisite:* CS 273

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers) sequential circuit design and analysis, memory design (registers and main memory) simple processors including datapaths, instruction formats, and control units.

*Katherine Lowrie*

**CS 273 Computer Organization Lab (Fall: 1)**

*Corequisite:* CS 272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 272. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.

*Katherine Lowrie*

**CS 290 Multimedia (Spring: 3)**

*Prerequisite:* Some programming experience

**Cross Listed with MI 290**

A course in digital special effects using cross platform software called After Effects. This premiere special effects program is used extensively in Hollywood films, television production, commercial creation, and animation. It covers animation, image processing, cloning, 3D, mattes, masking, panning, zooming, parenting, animating text, audio effects, creating expressions, time remapping, and a large variety of exciting special effects.

*Peter Olivieri*

### CS 333 Computer Graphics (Fall: 3)

*Prerequisite:* CS 102

An introduction to the algorithms and techniques involved in representing, animating and interacting with three-dimensional objects on a computer screen. The course will involve significant programming in Java and OpenGL.

*William Ames*

### CS 341 Artificial Intelligence (Spring: 3)

*Prerequisites:* CS 102, MT 202, MT 210

This course covers the basic ideas developed in computer science to model an intelligent agent. We will discuss perception and action, knowledge and reasoning, learning and planning. Topics include: adversarial search, computational game theory, logical inference, Bayesian inference, Hidden Markov Models, and various clustering and classification algorithms.

*Stella X. Yu*

### CS 345 Machine Learning (Fall: 3)

*Prerequisites:* CS 101 and either CS 245, MT 202, or permission of the instructor.

This course provides an introduction to the field of machine learning. Specific learning paradigms to be covered include decision trees, neural networks, genetic algorithms, probabilistic models, and instance-based learning. General concepts include supervised and unsupervised adaptation, inductive bias, generalization, and fundamental tradeoffs. Applications to areas such as human-machine interaction, machine vision, bioinformatics, and computational science will be discussed.

*Sergio Alvarez*

### CS 353 Object-Oriented Design (Spring: 3)

*Prerequisite:* CS 102

Students will learn the ideas behind object-oriented languages and the corresponding programming techniques. Topics include design patterns, database access through Java, and server-side programming.

*Ed Sciore*

### CS 367 Compilers (Spring: 3)

*Prerequisites:* CS 271 and CS 272

Compilers are programs that implement high level programming languages by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers.

*Robert Muller*

### CS 372 Computer Architecture (Spring: 3)

*Prerequisites:* CS 272 and CS 273

*Corequisite:* CS 373

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction programming and control, computer arithmetic, processor design (multicycle datapaths, pipelining), memory hierarchy, input/output, and advanced architecture topics.

*Katherine Lowrie*

### CS 373 Computer Architecture Lab (Spring: 1)

*Prerequisites:* CS 272 and CS 273

*Corequisite:* CS 372

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 372.

Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.

*William Ames*

### CS 383 Algorithms (Spring: 3)

*Prerequisites:* CS 102, CS 245

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

*Gang Tan*

### CS 385 Theory of Computation (Fall: 3)

*Prerequisites:* CS 102 and either CS 245 or MT 445

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems, and computational complexity.

*Amitabha Roy*

### CS 397 Honors Thesis (Fall/Spring: 3)

**Arrangements with a faculty supervisor and the permission of the department are required for registration.**

Independent study project for students enrolled in the departmental honors program.

*The Department*

### CS 399 Readings in Computer Science (Fall/Spring: 3)

**Arrangements with a faculty supervisor and the permission of the department are required for registration.**

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

*The Department*

## *Undergraduate and Graduate Course Offerings*

### CS 362 Operating Systems (Fall: 3)

*Prerequisite:* CS 271

This course will provide a broad introduction to software systems with emphasis on operating system design and implementation. Its objective is to introduce students to operating system, with main focus on resource management and interfacing issues with hardware layers. Particular emphasis will be given to process management (processes, threads, CPU scheduling, synchronization, and deadlock), (virtual) memory management (segmentation, paging, swapping, caching) with focus on the interplay between architectural components and software layers. If there is time, we will investigate and discuss these same issues for distributed systems. The course programming assignments will be in Java/C.

*Robert Signorile*

## **Economics**

### *Faculty*

**David A. Belsley**, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**James E. Anderson**, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

**Susanto Basu**, *Professor*; A.B., Harvard University; Ph.D., Harvard University

**Donald Cox**, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

**Frank M. Gollop**, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Peter T. Gottschalk**, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

**Peter N. Ireland**, *Professor*; B.A., M.A., Ph.D., University of Chicago

**Hideo Konishi**, *Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

**Marvin Kraus**, *Professor*; Chairperson of the Department; B.S., Purdue University; Ph.D., University of Minnesota

**Arthur Lewbel**, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

**William B. Neenan, S.J.**, *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

**Joseph F. Quinn**, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

**Fabio Schiantarelli**, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

**Uzi Segal**, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

**Tayfun Sonmez**, *Professor*; M.A., Ph.D., University of Rochester

**Richard W. Tresch**, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Zhijie Xiao**, *Professor*; M.A., M.Ph., Ph.D., Yale University

**Christopher F. Baum**, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Fabio Ghironi**, *Associate Professor*; M.A., Università Bocconi, Italy; Ph.D., University of California, Berkeley

**Matteo Iacoviello**, *Associate Professor*; M.Sc., Ph.D., London School of Economics

**Francis M. McLaughlin**, *Associate Professor*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Robert G. Murphy**, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

**Harold A. Petersen**, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

**Karim Chalak**, *Assistant Professor*; M.A., Ph.D., University of California, San Diego

**Shannon Seitz**, *Assistant Professor*; B.Comm, University of Saskatchewan; M.A., Ph.D., University of Western Ontario

**Catherine G. Schneider**, *Senior Lecturer*; Assistant Chairperson; A.B. Middlebury College; M.A., Ph.D., Johns Hopkins University

#### Contacts

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- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu
- Director of Undergraduate Studies: Catherine Schneider, 617-552-3786, catherine.schneider@bc.edu
- Administrative Assistant: Kathy Tubman, 617-552-3670, tubman@bc.edu
- Website: <http://www.bc.edu/economics/>

#### Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems,

policies, and theory; and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

#### The Core

Principles of Economics-Micro and Macro (EC 131 and EC 132, respectively) satisfy the Core requirements in the social sciences. These are distinct 1-semester courses that are usually taken in numerical order, Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

#### Major Requirements

Ten 3-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and five electives. At least three of the five electives must be upper-level courses, i.e., courses with a theory and/or statistics prerequisite. Requirements for double majors are the same as those for the major.

The Economics major is meant to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and possibly one elective sophomore year. Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year. Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the professor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MT 100, MT 102, or an equivalent) is required of all Economics majors prior to taking the Micro and Macro Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MT 100-101, MT 102-103, or the equivalent. Additional mathematics courses are strongly recommended for students considering graduate work in economics.

**Honors Program**

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 155) as soon as possible and then Econometric Methods (EC 228). MT 100-101, MT 102-103 or the equivalent are prerequisites for both Honors Theory and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (EC 497-498) in the senior year under the direction of a faculty member. In addition to Econometrics and the Thesis sequence, honors students take three other electives, at least one of which must be an upper-level course.

The distinction of Honors in Economics may only be conferred upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

**Minor Requirements**

The following courses are required for the minor in Economics: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201), Macroeconomic Theory (EC 202), and two electives. At least one elective must be an upper-level course.

Calculus I (MT 100, MT 102, or an equivalent) is a prerequisite for the Theory courses.

**Economics Internship**

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency supervisor must provide an evaluation to the Director. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

**Economics Concentration for Carroll School of Management Students**

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, CSOM students may choose economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major.

**Information for Study Abroad**

There are many good economics programs offered through universities overseas; students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; Bocconi University in Italy; and Melbourne University in Australia.

To insure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. At a minimum, students must complete Micro and Macro Principles and one of the Theory courses. To be eligible to transfer back credits for the major, students must earn at least a B- in at least one of the Theory courses.

Department policies on study-abroad courses are as follows: Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. A&S minors and CSOM Economics concentrators are limited to counting one elective from abroad towards their degree requirements. Note that the restrictions on upper-level versus lower-level electives apply to courses taken abroad. Micro and Macro Theory cannot be taken abroad.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students must contact the Director of the Undergraduate Program to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

**Graduate Program Description****Ph.D. Program**

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a 1-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international economics, international trade and development, industrial organization, public sector economics, labor economics, urban economics, advanced micro theory, advanced macro theory and finance. Each exam is based on a 2-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late

May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at <http://www.bc.edu/economics/>.

#### Admission Information

An online application for your convenience is located at <http://gsas.bc.edu/>. Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, or send an email request to [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). Any questions regarding admission requirements should be directed toward [gsasinfo@bc.edu](mailto:gsasinfo@bc.edu). For further information, regarding the Ph.D. program, send an email to Gail Sullivan at [sullidde@bc.edu](mailto:sullidde@bc.edu).

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### EC 131 Principles of Economics I—Micro (Fall/Spring: 3)

##### Satisfies Social Sciences Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

*The Department*

#### EC 132 Principles of Economics II—Macro (Fall/Spring: 3)

##### Satisfies Social Sciences Core Requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

*The Department*

#### EC 151 Economic Statistics (Fall/Spring: 3)

##### Not open to students who have completed BI 230.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

*The Department*

#### EC 155 Statistics—Honors (Spring: 3)

*Prerequisite:* Calculus I

##### Not open to students who have completed BI 230.

This course is a more intensive analytical treatment of the topics covered in EC 151.

*Richard McGowan, S.J.*

#### EC 199 Economics Internship (Fall/Spring: 1)

The student works under the direction of an individual professor.

*Catherine Schneider*

#### EC 201 Microeconomic Theory (Fall/Spring: 3)

*Prerequisites:* EC 131 and Calculus I

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed

to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

*The Department*

#### EC 202 Macroeconomic Theory (Fall/Spring: 3)

*Prerequisites:* EC 132 and Calculus I

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

*The Department*

#### EC 203 Microeconomic Theory—Honors Level (Fall: 3)

*Prerequisites:* EC 131 and Calculus I and II

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Marvin Kraus*

#### EC 204 Macroeconomic Theory—Honors Level (Spring: 3)

*Prerequisites:* EC 132 and Calculus I and II

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

*Robert Murphy*

#### EC 214 Introduction to Scientific Computation (Fall: 3)

##### Cross Listed with CS 127

**This course is required for students minoring in Scientific Computation. Enrollment limited. Significant writing/research component.**

An introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization and data visualization.

*Howard Straubing*

#### EC 215 Numerical Methods and Scientific Computation (Spring: 4)

*Prerequisites:* MT 202, and one of PH 330, MT 330, CH 330, EC 314, and permission of instructor

*Corequisites:* This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

**Enrollment limited. Significant writing/research component.**

##### Cross Listed with PH 430

See course description in the Physics Department.

*Krzysztof Kempa*

#### EC 228 Econometric Methods (Fall/Spring: 3)

*Prerequisites:* MT 100 and EC 151 or EC 155

**Enrollment limited. Significant writing/research component.**

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

*Karim Chalak*

*Mark Kazarian*

*Shannon Seitz*

**EC 229 Economic and Business Forecasting (Fall: 3)**

*Prerequisites:* Calculus I and EC 151 or EC 155

**Cross Listed with MD 606**

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

*Richard McGowan, S.J.*

**EC 233 History of Economic Thought (Fall/Spring: 3)**

*Prerequisites:* EC 131 and EC 132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson.

*Francis McLaughlin*

**EC 261 Money, Banking, and Financial Markets (Fall/Spring: 3)**

*Prerequisites:* EC 131 and EC 132

**Not open to students who have completed EC 361. Cannot be taken concurrently with EC 361.**

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

*Hossein Kazemi*

**EC 275 Economic Development: The Experience of El Salvador (Spring: 3)**

*Prerequisites:* EC 131 and EC 132

**Enrollment limited. Significant writing/research component.**

This is a service-learning course designed to introduce students to the phenomenon of economic development in the context of El Salvador. The first part is a survey of historical, social and economic issues. Students are then required to spend their spring break working in El Salvador and attending lectures at the University of Central America. The final weeks focus on remittances and microfinance.

*Richard McGowan, S.J.*

**EC 278 Environmental Economics (Spring: 3)**

*Prerequisite:* EC 131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

*Frank Gollop*

**EC 299 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Catherine Schneider*

**EC 308 Game Theory in Economics (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

*Tayfun Sonmez*

**EC 311 Mathematics for Economists (Fall: 3)**

*Prerequisites:* Calculus I, EC 201 (EC 203) and/or EC 202 (EC 204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

*Catherine Schneider*

**EC 327 Financial Econometrics (Spring: 3)**

*Prerequisites:* EC 228 or equivalent and Calculus I. Linear algebra strongly recommended.

**Enrollment limited. Significant writing/research component.**

This course extends EC 228 to present panel data models, selected topics in time series analysis, and limited dependent variable models following an introduction to matrix algebra and the linear regression model in matrix form. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.

*Christopher Baum*

**EC 331 Theories of Distributive Justice (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

The course will analyze modern analysis of justice and fairness. We will discuss bargaining situations and social choice questions. Part of the course will be devoted to the recent experimental literature regarding fairness.

*Uzi Segal*

**EC 338 Law and Economics (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

*James Dalton*

**EC 340 Labor Economics (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203 (may be taken concurrently)

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining.

*Francis McLaughlin*

**EC 353 Industrial Organization—Competition and Antitrust (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

**Enrollment limited. Significant writing/research component.**

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

*James Dalton*

**EC 355 Topics and Case Studies in Antitrust Law and Economics (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 151 or EC 155

**Enrollment limited. Significant writing/research component.**

The course focuses on some of the principle issues in current antitrust law and public policy. Students will read articles and leading

antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FEREC); antitrust damages (causation and measurement); and determinants of executive compensation.

*James Dalton*

**EC 361 Monetary Theory and Policy (Fall/Spring: 3)**

*Prerequisite:* EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

*Hossein Kazemi*

**EC 363 Micro Public Policy Analysis (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference.

*Joseph Quinn*

**EC 365 Public Finance (Fall/Spring: 3)**

*Prerequisite:* EC 201 or EC 203 (may be taken concurrently)

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

*Richard Tresch*

**EC 371 International Trade (Spring: 3)**

*Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*James Anderson*

**EC 372 International Finance (Fall: 3)**

*Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Eyal Dvir*

**EC 375 Economic Growth and Development (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 202 or EC 204

**Enrollment limited. Significant writing/research component.**

Paying close attention to the microeconomic foundations of the arguments, this course offers students who have completed both theory courses a sophisticated treatment of contemporary debates about development policy, touching on macroeconomic stabilization, trade liberalization, privatization, and deregulation. The course deals

explicitly with technological change and endogenous growth, with asymmetric information and the structure of factor markets, and with property rights and the exploitation of natural resources. One theme of the course is the impact of different policies on the poor. A second theme is the contribution that development economics has made to the development of economics itself.

*Robert Murphy*

**EC 377 World Economy: Gold Standard to Globalization (Spring: 3)**

*Prerequisites:* EC 202 or EC 204 required. EC 201 or EC 203, EC 271, EC 371, and EC 372 are recommended.

This course explores the history and functioning of international monetary arrangements and economic relations from the early 20th century to the present day. What was the role of the Gold Standard in the Great Depression? Why did the Bretton Woods regime of fixed exchange rates collapse at the beginning of the 1970s? Why did European countries decide to form a monetary union? How does European monetary unification affect policy interactions between the U.S. and Europe? What are the consequences of financial and trade globalization? The course will explore these questions by combining history, political economy, and economic theory.

*Fabio Ghironi*

**EC 380 Capital Markets (Fall/Spring: 3)**

*Prerequisites:* EC 201 or EC 203 (may be taken concurrently) and EC 151 or EC 155

**Open only to A&S economics majors and minors.**

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.

*Harold Petersen*

**EC 385 Health Economics (Fall: 3)**

*Prerequisite:* EC 201 or EC 203

The purpose of this course is to demonstrate how economists think about and analyze health and medical care issues. The course emphasizes the distinction between health as an output and medical care as one input into the production of health. This distinction leads to a discussion of models of the production of health, demand for health and demand for medical care. Specific topics include economic, social, and demographic factors determining the demand for medical care, production and supply of various kinds of medical care services, financing of medical care services and alternative systems of health care delivery and financing.

*Louis Esposito*

**EC 399 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Catherine Schneider*

**EC 497 Senior Thesis Research (Fall: 3)**

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

*Robert Murphy*

**EC 498 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* EC 497

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

**EC 601 Advanced Independent Research (Fall/Spring: 3)**

Required of all seniors seeking a degree with Scholar of the College status.

*Catherine Schneider*

**Graduate Course Offerings****EC 720 Math for Economists (Fall: 3)**

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

*Peter Ireland*

**EC 740 Microeconomic Theory I (Fall: 3)**

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

*Marvin Kraus*

*Uzi Segal*

**EC 741 Microeconomic Theory II (Spring: 4)**

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

*Uzi Segal*

*Utku Unver*

**EC 750 Macroeconomic Theory I (Fall: 3)**

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

*Fabio Schiantarelli*

**EC 751 Macroeconomic Theory II (Spring: 4)**

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

*Susanto Basu*

*Matteo Iacoviello*

**EC 770 Statistics (Fall: 3)**

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and

multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.

*Zhijie Xiao*

**EC 771 Econometrics (Spring: 4)**

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

*Christopher Baum*

**EC 798 Economics Practicum (Fall/Spring: 1)**

*Prerequisite:* Permission of the Director of Graduate Studies

*Richard Tresch*

**EC 799 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

*Richard Tresch*

**EC 802 Advanced Microeconomic Theory (Fall: 3)**

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice and kidney exchange.

*Tayfun Sonmez*

**EC 821 Time Series Econometrics (Fall: 3)**

*Prerequisite:* EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

*Zhijie Xiao*

**EC 822 Cross Section and Panel Econometrics (Fall: 3)**

*Prerequisite:* EC 771

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

*Peter Gottschalk*

**EC 827 Econometric Theory I (Fall: 3)**

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on the single equation regression model and its many extensions. Topics include finite and asymptotic properties of estimators, specification issues, autocorrelation and heteroskedasticity, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.

*Arthur Lewbel*

**EC 828 Econometric Theory II (Spring: 3)**

*Prerequisite:* EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models.

Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

*Karim Chalak*

**EC 853 Industrial Organization I (Fall: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi*

**EC 854 Industrial Organization II (Spring: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank Gollop*

**EC 861 Monetary Economics I (Spring: 3)**

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

*Matteo Iacoviello*

**EC 862 Monetary Economics II (Fall: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Fabio Schiantarelli*

**EC 866 Public Sector Economics II (Spring: 3)**

This course covers the positive theory of taxation (the effects of taxation on labor supply, saving, investment, risk taking, and growth, as well as tax incidence), optimal tax and expenditure theory/the theory of the second best, and a selection of other topics depending on the interests of the students and recent developments in the field.

*Hideo Konishi*

**EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*Eyal Dvir*

**EC 874 Topics in International Macroeconomics (Spring: 3)**

*Prerequisite:* EC 872

*Corequisite:* EC 861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in

open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

*Fabio Ghironi*

**EC 875 Political Economy of Trade and Development (Spring: 3)**

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy

*James Anderson*

**EC 885 Analysis of Labor Markets (Fall: 3)**

*Prerequisite:* EC 822 which may be taken prior to or concurrently with EC 885.

A comprehensive approach to the analysis of labor markets focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting, migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation.

*Peter Gottschalk*

**EC 886 Current Topics in Labor Economics (Spring: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

*Shannon Seitz*

**EC 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.

*Richard Tresch*

**EC 900 Third Year Thesis Workshop (Fall/Spring: 1)**

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

*Arthur Lewbel*

*Shannon Seitz*

**EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)**

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

*Arthur Lewbel*

*Shannon Seitz*

**EC 998 Doctoral Comprehensives (Fall/Spring: 1)**

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

*Richard Tresch*

**EC 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*Richard Tresch*

English

Faculty

**John L. Mahoney**, *Rattigan Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

**Rosemarie Bodenheimer**, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Mary Thomas Crane**, *Professor*; Chairperson of the Department; A.B., Harvard College; A.M., Ph.D., Harvard University

**Elizabeth Graver**, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

**Dayton W. Haskin**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

**Paul Lewis**, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

**Robin R. Lydenberg**, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

**Paul Mariani**, *University Professor of English*; B.A. Manhattan College; M.A., Colgate; Ph.D., CUNY

**Suzanne M. Matson**, *Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

**Frances L. Restuccia**, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

**Alan Richardson**, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

**Carlo Rotella**, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

**Richard J. Schrader**, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**Maxim D. Shrayer**, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Laura Tanner**, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

**E. Dennis Taylor**, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**Judith Wilt**, *Professor*; Newton College Alumnae Chair in Western Culture; A.B., Duquesne University; Ph.D., Indiana University

**Henry A. Blackwell**, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

**Caroline Bicks**, *Associate Professor*; A.B., Harvard University; Ph.D., Stanford University

**Amy Boesky**, *Associate Professor*; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

**Robert L. Chibka**, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

**Paul C. Doherty**, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**Rhonda Frederick**, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania

**Marjorie Howes**, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

**Robert Kern**, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

**Elizabeth Kowaleski-Wallace**, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

**Paula Mathieu**, *Associate Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

**James Najarian**, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

**Philip T. O'Leary**, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**Kalpana Seshandri**, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

**James Smith**, *Associate Professor*; B.A., M.A. University College, Dublin; Ph.D., Boston College

**Andrew Sofer**, *Associate Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

**Min Song**, *Associate Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

**Robert Stanton**, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

**Laurence Tobin**, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

**James D. Wallace**, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

**Cynthia Young**, *Associate Professor*; B.A. Columbia University; Ph.D., Yale University

**Lisa Fluet**, *Assistant Professor*; B.A., College of the Holy Cross; Ph.D., Princeton University

**Christina Klein**, *Assistant Professor*; B.A., Wesleyan University; Ph.D., Yale University

**Joseph Nugent**, *Assistant Professor*; B.A. University of California, Berkeley; Ph.D., University of California, Berkeley

**Kevin Ohi**, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

**John Anderson**, *Adjunct Assistant Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

**Ellen Donovan-Kranz**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

**George O'Har**, *Adjunct Assistant Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Susan Roberts**, *Lecturer*; B.A., St. Michael's College; M.A., Boston College

**Bonnie K. Rudner**, *Lecturer*; B.A., Rutgers University; M.A., Boston College

Contacts

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### *Undergraduate Program Description*

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

#### **Information for First Year Majors and Non-Majors**

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

#### **EN 010 First Year Writing Seminar**

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

#### **EN 080-084 Literature Core**

In this part of the Core program, students explore the principal motives which prompt people to read literature—to assemble and assess the shape and values of one's own culture, to discover alternative

ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in five major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

#### **English for Foreign Students**

The department offers core level courses in language and literature for foreign students. These classes require exam placement for registration. Interested students should contact the English Department for exam dates and locations.

#### **Major Requirements**

Students ordinarily begin an English major in their sophomore year after completing the First Year Writing Seminar and the Literature Core or equivalents. In addition to the two Core courses, students must take ten courses from the department's offerings. These must include the following required courses—EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- one course in pre-1700 British or American literature
- two courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

*Students are reminded that courses taken through the Woods College of Advancing Studies and/or over the summer cannot be counted toward the major.*

By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

#### **Individually Designed Major**

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of

courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

### English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

### American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Six courses are required for the minor. Three of five courses must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year, each student must take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotellca@bc.edu, 617-552-3191) or visit the American Studies website at <http://bc.edu/schools/cas/amstudies/>.

### Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Partnerships and Programs or see Professor O'Neill of the History Department.

### Women's Studies

Please contact Professor Sharlene Hesse-Biber in the Sociology Department, for information regarding Women's Studies.

### Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows a small number of students to intensify and focus their English majors by taking a series of practice-based writing courses along

with their literature courses. The creative writing concentrator undertakes a 12-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Concentrators are chosen on the basis of applications submitted at the end of the fall semester of sophomore year. Applicants must have received a grade of B+ or better in the First Year Writing Seminar or have placed out of it. Interested sophomores are strongly encouraged to register for fall sections of EN 221 Introduction to Creative Writing or EN 412 Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for sophomores.

### Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Narrative and Interpretation, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth, Assistant to the Chairperson in Carney 444.

### Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

### Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages and Literatures, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

### Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one

course per semester from a non-English speaking country may be counted for major credit. These courses may be historical requirements or as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Mansfield and Manchester Colleges, Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, University of Paris.

### Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

### Graduate Program Description

#### Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion.

Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

#### Master of Arts Concentration in Irish Literature and Culture

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History (where there is already a graduate program in Irish History) Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Philip O'Leary, James Smith, and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

#### Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of this Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

#### Program in Linguistics

In the Department of Slavic and Eastern Languages and Literatures, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

### Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

### Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

### Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

### Examinations

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a 2-hour oral examination usually on a period or genre. The dissertation field exam, two and one half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

### Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

### Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

### Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

### Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**EN 008 Basic Writing For English Language Learners (Fall: 3)**

**Department permission required.**

*Lynne Anderson*

**EN 009 First Year Writing For English Language Learners (Fall/Spring: 3)**

**Department permission required.**

*Lynne Anderson*

**EN 010 First Year Writing Seminar (Fall/Spring: 3)**

**Limited to 15 students.**

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose.

*The Department*

**EN 079 Literary Forms For English Language Learners (Spring: 3)**

**Department permission required.**

*Lynne Anderson*

**EN 080 Literary Forms (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of form. They include examples of forms from different literary periods to study their variety and development.

*The Department*

**EN 081 Literary Themes (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

These courses follow a particular theme through several genres and historical periods or cultures, focusing especially on elements in

the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

*The Department*

**EN 082 Literature and Society (Fall/Spring: 3)**  
**Satisfies Literature Core Requirement**

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as literature.

*The Department*

**EN 083 Literature: Traditions and Counter Traditions (Fall/Spring: 3)**  
**Satisfies Literature Core Requirement**

These courses put two traditions of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter-traditions built around gender, religion, or class are also possible.

*The Department*

**EN 084 Literatures of the World (Fall/Spring: 3)**  
**Satisfies Literature Core Requirement**  
**Conducted entirely in English**

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

*The Department*

**EN 093-094 Introduction to Modern Irish I and II (Fall/Spring: 3)**  
*Prerequisite:* SL 027/EN 093 Introduction to Modern Irish I or equivalent

This is course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

*Joseph Nugent*

**EN 097-098 Continuing Modern Irish I and II (Fall/Spring: 3)**

A continuation of EN 28 in which the emphasis will be on developing the ability to read literary texts in Modern Irish. Some time will also be spent on developing students' pronunciation and communication skills in Irish.

*Philip O'Leary*

**EN 101 Celtic Heroic Age (Spring: 3)**  
**Fulfills the pre-1700 requirement.**

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material; mythological survivals; the heroic worldview and value system; the nature of insular Celtic kingship; and the role of women in the heroic literature.

*Philip O'Leary*

**EN 106 Teaching English Content Lab (Fall: 1)**  
**Department permission required.**

**By Arrangement Only.**

*Elizabeth Wallace*

**EN 123 Language and Ethnicity (Spring: 3)**  
**Cross Listed with SL 279, SC 275**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Margaret Thomas*

**EN 125 Introduction to Feminisms (Fall/Spring: 3)**  
**Cross Listed with HS 148, PS 125, SC 225**

**Fulfills Women Writer's requirement for EN/LSOE majors.**

See course description in the History Department.

*The Department*

**EN 131 Studies in Poetry (Fall/Spring: 3)**

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

*The Department*

**EN 133 Narrative and Interpretation (Fall/Spring: 3)**

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of the character and the ways of representing consciousness, and the ordering of narrative time.

*The Department*

**EN 141 American Literary History I (Fall/Spring: 3)**  
**Students need not take these courses in chronological order.**  
**Fulfills the pre-1900 requirement.**

This course surveys the early development and first full flowering of the literary culture of the United States, from Jamestown (1610) to the eve of the Civil War. The genres and themes to be addressed include settlement, Puritan poetry, captivity narrative, slave narrative, fiction by Irving, Hawthorne and Melville, poetry by Whitman and Dickinson, the founding of the nation, the growth of democracy, the rise of feminism, and the internal conflicts leading to the war.

*Paul Lewis*

*James Wallace*

**EN 142 American Literary History II (Fall: 3)**  
**Fulfills pre-1900 requirement.**

The seventy-five years following the American Civil War defined the era when transformative changes in U.S. culture—the demise of the slave system and the rise of segregation; the emergence of corporate society and successive waves of immigration; new experimentation in the arts; new roles for women and new ideas imagined for reordering society—transformed the face of American writing. Through interdisciplinary lectures on historical and biographical background, and close discussions on authors like Mark Twain, Theodore Dreiser, Charlotte Perkins Gilman, Sui Sin Far and others, this course provides an introduction to the emergence of modern American writing.

*Christopher Wilson*

**EN 143 American Literary History III (Fall/Spring: 3)**

Non Majors welcome, especially suited for American Studies minors.

This course will provide an introductory overview of literature written in America from the first world war to the present. We will contextualize specific literary works within historical, cultural and aesthetic frameworks, focusing on the literary periods of modernism and post-modernism.

*Laura Tanner*

**EN 165 Nineteenth-Century Irish Literature Survey (Spring: 3)**

*James Smith*

**EN 170 Introduction to British Literature and Culture I (Fall: 3)**

Fulfills the pre-1700 requirement.

A survey of British literature from *Beowulf* to 1700. You will be introduced to major cultural themes and both canonical and lesser-known writers; learn the basic history of the English language; and explore topics like the court's influence on Renaissance literature and art, the new Renaissance focus on exploration and discovery, the development of drama before and after the English Revolution, and the seventeenth-century emphasis on writing about the self.

*Robert Stanton*

**EN 171 Introduction to British Literature and Culture II (Spring: 3)**

Fulfills the pre-1900 requirement.

We read (mostly) canonical literary excerpts in the context of larger historical and cultural movements in the three hundred years from 1700 to the present. Authors include Swift, Pope, Samuel Johnson, Boswell, William Wordsworth, Blake, Hemans, Keats, Matthew Arnold, George Eliot, John Henry Newman, Hopkins, Christina Rossetti, Hardy, Yeats, Joyce, Virginia Woolf, D.H. Lawrence, T.S. Eliot, Auden, Desai, Walcott, and Rushdie, among many others.

*James Najarian*

**EN 172 The City in Literature and Film (Fall: 3)**

Two lectures and one small-group discussion section per week.

We examine how American literature and film have responded to the challenge of representing the city—from *Sister Carrie* to *Blade Runner*, *The Street to Do the Right Thing*, *Native Speaker* to *Gangs of New York*. Exploring the fit between the hard facts of city life and the creative choices that artists impose on them, we consider how novels and movies reckon with the formal, social, and conceptual problems posed by cities. We touch upon several cities and various genres: migration narratives, crime stories, science fiction, neighborhood novels, and more.

*Carlo Rotella*

**EN 199 Introduction to Caribbean Literature (Fall: 3)**

Cross Listed with BK 199

Offered Periodically

See course description in the African and African Diaspora Studies Program.

*Rhonda Frederick*

**EN 210 The Irish Revival and its Critics, 1890-1940 (Spring: 3)**

We examine the intersection of literature and a revolutionary history during the Irish Literary Revival of the late nineteenth and early twentieth centuries, considering how poet W.B. Yeats and playwrights John Synge and Augusta Gregory imagined an heroic rural West and revived Celtic mythology to reinvent the culture of a colonized country. Included are several dissenting voices, including James Joyce, and Sean O'Casey, who challenged pressures toward a narrow politics of identity. Although

primarily exploring poetry, drama, and fiction, we will also consider how visual artists, taking their cue from the literature, envisioned Ireland as it became a nation.

*Vera Kreilkamp*

**EN 220 Classical Mythology (Fall: 3)**

Cross Listed with CL 230

See course description in the Classical Studies Department.

*Meredith Monaghan*

**EN 221 Introduction to Creative Writing (Fall/Spring: 3)**

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them.

*The Department*

**EN 227 Classics of Russian Literature (in translation) (Fall: 3)**

Cross Listed with SL 222

Offered Periodically

All readings are in English

See course description in the Slavic and Eastern Languages and Literatures Department.

*Maxim D. Shrayer*

*Cynthia Simmons*

**EN 228 Twentieth-Century Russian Literature (in translation)**

(Spring: 3)

Cross Listed with SL 223

Conducted entirely in English

All readings are in English

See course description in the Slavic and Eastern Languages and Literatures Department.

*Cynthia Simmons*

**EN 229 Literature of the Other Europe (in translation) (Fall: 3)**

Cross Listed with SL 232

All readings in English translation

See course description in the Slavic and Eastern Languages and Literatures Department.

*The Department*

**EN 237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)**

Studies In Children's Literature: Disney and the Wondertale Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, *Bible* stories about Moses, *Exodus*, etc) and secondary studies.

*Bonnie Rudner*

**EN 241 Playwriting (Fall: 3)**

Cross Listed with CT 384

See course description in Theater Department.

*Scott T. Cummings*

**EN 246 Introduction to Asian American Literature (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**

This course is a broad introduction to Asian American literature, criticism, and culture.

*Min Song*

**EN 248 Playwriting II (Spring: 3)**

*Prerequisite:* CT 285, EN 241, and permission of instructor

**Cross Listed with CT 385**

**Offered Biennially**

**Attendance at local productions of new plays is expected.**

See course description in the Theater Department.

*Scott T. Cummings*

**EN 249 Contemporary Theatre and Drama (Spring: 3)**

**Cross Listed with CT 368**

**Offered Biennially**

See course description in the Theater Department.

*Scott T. Cummings*

**EN 259 Introduction to Literary Theory (Fall: 3)**

This course will provide an introduction to literary theory by reviewing its history. We will begin with the great works of Classical literary theory by Plato, Aristotle, and Longinus, jumping to British criticism and theory of the seventeenth and eighteenth centuries, considering the Romantic theories of Coleridge, Shelley, and others, and adding American perspectives as we continue to move through the nineteenth century. A selective look at twentieth century theory will include key examples of formalist, psychological, Marxist, feminist, and cognitive approaches as well as several varieties of literary-cultural critique.

*Alan Richardson*

**EN 262 Contemporary Asian American Literature (Spring: 3)**

Course examines the flowering of literature by and about Asian Americans produced over the past two decades. It focuses on a number of superstar novelists who have won major literary awards, such as Jhumpa Lahiri, Chang-rae Lee, Han Ong, and Samantha Lan Chang. It also examines less well known authors whose daring literary experiments have pushed readers against the boundaries of how we think about race and creative expression.

*Min Song*

**EN 270 Reading and Teaching Young Adult and Adolescent Literature (Spring: 3)**

**Fulfills the Adolescent/Young Adult Literature requirement for LSOE/EN majors.**

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing.

*Bonnie Rudner*

**EN 277 Introduction to American Studies (Spring: 3)**

**Cross Listed with BK 277**

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others.

*Carlo Rotella*

**EN 282 Knights, Castles and Dragons (Spring: 3)**

**Cross Listed with GM 239**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

**No knowledge of German is required.**

See course description in the German Studies Department.

*Michael Resler*

**EN 303 Tolstoy and Dostoevsky (Spring: 3)**

**Cross Listed with SL 205**

**All readings in English translation. Conducted entirely in English.**

**For a Russian-language version of this course see SL 308.**

A comparative study of two giants of world literature, with their opposing perceptions of reality, art, and civilization. A reading of their principal novels and short prose, with a focus on psychological, moral, and religious questions and in light of twentieth-century literary theory.

*The Department*

**EN 304 King Arthur in German Literature (Spring: 3)**

**Cross Listed with GM 240**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

See course description in the German Studies Department.

*Michael Resler*

**EN 309 James Joyce (Fall: 3)**

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Much of our time will be devoted to an intensive reading of the novel itself. We will supplement this reading by investigating a series of related subjects: literary and cultural sources, historical contexts, publication and reception history, Joyce in popular culture, Joyce studies and the web, and current debates in Joyce scholarship.

*Joseph Nugent*

**EN 310 Shakespeare (Fall/Spring: 3)**

**Fulfills the pre-1700 requirement.**

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays.

*Paul Doherty*

*Andrew Sofer*

**EN 333 British Modernism (Fall: 3)**

This course is structured around revisiting two keywords that we often take for granted in studying literature in English: "British," and, especially for twentieth-century literature, "modernism." What do we mean by modernism? Why has this term been so essential to organizing our knowledge of literature produced in the twentieth century? And, why do we further distinguish between British and other modernisms? Some writers to be considered: Joseph Conrad, Virginia Woolf, H. G. Wells, E. M. Forster, T. S. Eliot, James Joyce, D. H. Lawrence, and W. H. Auden.

*Lisa Fluet*

**EN 340 Milton (Fall: 3)****Fulfills pre-1700 requirement.**

Readings in Milton's English poetry and political writings, with emphasis on *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the personal and political imperatives felt by writers and readers during the English Revolution and after its failure.

*Dayton Haskin***EN 348 Modern Middle Eastern and Arabic Literature (Fall: 3)****Cross Listed with SL 148, RL 292****Satisfies Cultural Diversity Core Requirement****All works are read in English Translation**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Franck Salameh***EN 364 Nineteenth-Century British Fiction (Fall: 3)**

In nineteenth-century England, the novel was in its heyday, reaching a wide audience, who learned to think of the shape of their society and its urgent issues through the fiction they read. We will study novels drawn from the work of Charles Dickens, Charlotte Brontë, Wilkie Collins, George Eliot, George Gissing, R.L. Stevenson and Thomas Hardy.

*Rosemarie Bodenheimer***EN 371 British Short Fiction, Nineteenth-Century through Modernism (Fall: 3)**

This course reads British short stories and novellas from 1830 through the twentieth century. We will cover these works in their historical, formal, and periodical contexts, with particular attention to the ways in which authors use short forms to test the boundaries of narrative, the nature of belief, the expectations of fiction, and the purposes of storytelling.

*James Najarian***EN 380 American Neon (Spring: 3)**

At the start of the twentieth century, modern fiction writers found themselves facing a number of emerging mass-cultural media forms that competed for mass American audiences: the modern tabloid newspaper, with its headlines and picture stories; the pulp magazine, with its sob-story confessionals and heroic noir detectives; the crime, adventure, or gangster films that dominated an emerging Hollywood complex. This course will examine the experimental narrative forms early twentieth century American writers designed to meet this challenge from new media.

*Christopher Wilson***EN 393 Jane Austen and Her Contemporaries (Spring: 3)****Satisfies the pre-1900 requirement. Satisfies the Women Writers requirement for LSOE.**

In this class, we will read Jane Austen's six major novels through the lens of new historicism. Thinking about literature as social process, we will discuss the cultural work done by Austen and other writers of her era, such as Frances Burney, Maria Edgeworth, and Mary Wollstonecraft.

*Beth Kowaleski Wallace***EN 397 The Whitman Tradition (Spring: 3)****Fulfills the pre-1900 requirement.**

Our effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Whitman's *Leaves of Grass*, characterized

by free verse, long lines, a radically democratic, anti-hierarchical ethos, and the call of the open road. To what extent, we will ask, do poets whose work looks very different from Whitman's still find a place in this tradition. Writers to be considered (other than Whitman himself) will include Emerson, Dickinson, Stevens, Williams, Ginsberg, Snyder, and others.

*Robert Kern***EN 410 American Fiction to 1860 (Fall: 3)****Fulfills the pre-1900 requirement.**

The origin and development of the American tradition in the novel, from its local beginnings in sentimental fiction to its international triumph. We will read novels by such authors as Charles Brockden Brown, Lydia Maria Child, James Fenimore Cooper, William Wells Brown, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe and Henry James. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and "woman's fiction" will be considered. The aim of the course is to understand the work American novels have done in the development of American political and cultural life.

*James Wallace***EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)**

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

*The Department***EN 447 Twentieth-Century Irish Women Writers (Spring: 3)**

This course examines the major women writers of twentieth-century Ireland. We will investigate how these writers engaged with Irish history, nationalism, the Irish Literary Revival, and the Counter-Revival. At the same time, we will also explore how they grappled with issues that interested women writers all over the Anglophone world, such as modernism, postmodernism, sexuality, gender roles, and relationships between the public and the private.

*Marjorie Howes***EN 466 Twain, Dreiser, Bellow (Spring: 3)**

In this course, students will read novels of three major American writers of the west/mid-west. Readings may include the following novels: *Tom Sawyer*, *Huckleberry Finn*, *Life on the Mississippi* (Twain); *Sister Carrie*, *An American Tragedy* (Dreiser); *The Adventures of Augie March*, *Herzog & Henderson*, *the Rain King* (Bellow). These authors are not simply geographically-related; they also form a chain, with Twain influencing Dreiser, and Dreiser in-turn providing inspiration for Bellow.

*George O'Har***EN 482 African American Writers (Spring: 3)****Cross Listed with BK 410****Satisfies Cultural Diversity Core Requirement**

This course deals with fiction, poetry, and autobiography in African American Literature from Lucy Terry (1746) to the present. The course provides an historical overview and explores key texts by major and minor writers, such as W.E.B. DuBois, James Weldon Johnson, Gwendolyn Brooks, Ralph Ellison, Richard Wright and Toni Morrison.

*Henry A. Blackwell*

**EN 495 Contemporary Asian Cinema (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**

This class investigates recent films from China (mainland, Hong Kong, Taiwan), Korea, Japan, India, and Thailand. We will watch art films (*Raise the Red Lantern*), mainstream commercial films (*Dilwale Dulhania Le Jayenge*), and films that fall between these two categories (*Oldboy*). We will employ a variety of critical perspectives, including formalism, auteurism, historicism, and genre theory. We will explore a broad range of topics, including globalization, status of women, aestheticization of violence, and changing relations with Hollywood.

*Christina Klein*

**EN 511 Faulkner (Spring: 3)**

A great writer," asserts Deleuze, "carves out a nonpreexistent foreign language *within* his own language": this is the exhilaration of Faulkner. Few writers have so made English their own: from his syntax and usage to the instantly recognizable cadences of a prosodic rhythm like no other, his is as a foreign language in the American tradition. Attending to this language and its pleasures, we will also explore Faulkner's America. For few writers have been as perceptive about the categories of American personhood, especially "race," class, gender, and region, and their power to mark, with violence, human bodies and minds.

*Kevin Ohi*

**EN 514 Literature and the Political: War and Human Body (Spring: 3)**

What are the consequences to the human body in a situation of war? Using Michel Foucault's theories of Biopower as a guide, we will view war as the paradigm of contemporary force relations, as the organizing principle of society. We will take up themes such as the problem of internal displacement, conditions of refugees camps, the travails of migrants, war and psychic trauma, suicide bombers, children in armed struggle, sexual war crimes, and the efficacy of international law. We will read contemporary literature and much theory by figures such as Foucault, Giorgio Agamben, Cathy Caruth, Malcolm X, etc.

*Kalpana Seshadri*

**EN 516 Graphic Narrative (Spring: 3)**

In the last two decades we have been inundated with a proliferation of graphic narratives, graphic novels, graphic memoirs, graphic adaptations of literary classics and historical events, graphic journalism. Specific readings will include graphic adaptations of literary works by Kafka (*Metamorphosis*) and Paul Auster (*Cities of Glass*); graphic memoirs by Art Spiegelman (*Maus*), Alison Bechdel (*Fun Home*) and Marjane Satrapi (*Persepolis*); Chris Ware's fictional masterpiece, Jimmy Corrigan and Gene Luen Yang's complex interweaving of ancient legend, TV sitcom, and coming-of-age novel in *American Born Chinese*.

*Robin Lydenberg*

**EN 526 Shakespeare: Early Plays (Spring: 3)**

**Fulfills pre-1700 requirement.**

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include selections from his early comedies, histories, and tragedies including *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *Richard III*, and *Romeo and Juliet*.

*Mary Crane*

**EN 537 Aestheticism (Spring: 3)**

Exploring the movement known for its doctrine of "art for art's sake," we will examine aestheticist texts from (primarily) the turn of the

century in England and America. Why do critics find aestheticism "morbid," "unhealthy," "unwholesome," and "insincere," and why are queer writers and readers often drawn to it as a mode of expressing their desires? What use have women writers made of aestheticism? Emphasizing the fascination in many decadent texts with the seductions of perverse sexuality, disease, crime, hysteria, and the unnatural, we will explore the links between such thematic concerns and aesthetic styles of artificiality, difficulty, and self-referentiality.

*Kevin Ohi*

**EN 543 Humor (Spring: 3)**

An experimental course that seeks to move from the study of humor to its creation. During the first half of the semester, students will collect circulating jokes, review theory and research on the forms and functions of humor, and study contemporary comedy in entertainment, politics, the culture wars, and everyday life.

*Paul Lewis*

**EN 550 Advanced Nonfiction Workshop: Writing for Magazines (Spring: 3)**

**Admission by permission of instructor.**

Practicing and studying the craft of magazine writing, we will write and read a variety of articles—features, profiles, reviews, columns, etc.—and work on professional skills, such as pitching a story.

*Carlo Rotella*

**EN 552 London in the Novel (Spring: 3)**

In some novels, London is not just a setting but a vital physical presence. Our readings will range from nineteenth century London in Charles Dickens's *Bleak House* and George Gissing's *The Nether World*, to early 20th century works like in Virginia Woolf's *Mrs Dalloway* and Sam Selvon's *The Lonely Londoners*, to later 20th century works like Penelope Lively's *City of the Mind*. We'll consider how a huge metropolis can be represented in fiction, the human connections enabled or disabled by urban spaces, and the history of war, immigration, and urban improvement that dramatically changed London between 1850 and 2000.

*Rosemarie Bodenheimer*

**EN 563 Gothic and Romantic Novel (Fall: 3)**

**Fulfills the pre-1900 requirement.**

The late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, including the emergence of the Gothic, the historical novel, women's domestic fiction, the psychological novel, and the ideological (propaganda) novel. Although best known for the achievements of Jane Austen and Walter Scott, the period also produced a number of strange and brilliant works that far too many readers miss out on. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Bronte, we will consider the novel from historical, ideological, feminist, and psychological perspectives.

*Alan Richardson*

**EN 565 Advance Creative Non-fiction: Class, Race, Culture, and Identity (Spring: 3)**  
**Limited to 15.**

You might call this course "working class heroes." From South Boston to Compton, the barrios of Miami to the oil rig towns of West Texas, issues of race and class dominate our lives, underscoring current political discourse and the long historical imagination of writers in multi-

ple genres. Students in this writing intensive workshop will focus on issues of race and class as they determine identity. Possible strategies include memoir and profile, and there will be a strong emphasis on research.

*Sue Roberts*

**EN 570 Advanced Nonfiction Workshop: Contemporary Applications/Literary Journalism (Fall: 3)**

Building on the innovative work of New Journalists, an increasingly popular form of literature—literary journalism—sets aside traditional reporting conventions of covering a story from a strictly objective point of view and insists on incorporating a strong narrative presence in the story being told. In this Advanced Creative Nonfiction workshop we will bring the “I” and “eye” into concert with one another as we write across various subgenres of literary journalism. We will discuss works that have contributed to the genre’s richness of range and read what literary journalists have to say about the genre, its production, and its evolution.

*Connie Griffin*

**EN 577 Writing Workshop: Poetry (Fall/Spring: 3)**

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other’s drafts in group discussion.

*Kimberly Garcia*

*Andrew Sofer*

**EN 579 Writing Workshop: Fiction (Fall/Spring: 3)**

**Enrollment limited to 15.**

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students’ stories are texts for class discussion, a generous willingness to respond to others’ writing and to expose one’s own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions.

*Suzanne Berne*

*Robert Chibka*

*Elizabeth Graver*

*Suzanne Matson*

*The Department*

**EN 581 Advanced Nonfiction Workshop: Feature Writing (Fall: 3)**

Through the reading and writing of creative non-fiction essays which employ both text and image, we will explore the creative tension between eye and ear that takes place in such works, as well as the implications for us as consumers of the constructed image and utterance. Students will construct four shorter essays and two longer ones. Shorter essays will focus on research and reflection concerning a single set of photographs, paintings, current political events, or steps on a pilgrimage, as suggested in texts by W.G. Sebald, Lawrence Weschler, John Berger, or Susan Sontag.

*Kimberly Garcia*

**EN 588 Business Writing (Fall/Spring: 3)**

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes and presentation materials.

*Rita Owens*

**EN 593 Advanced Colloquium in Women’s Studies (Spring: 3)  
Cross Listed with CO 594**

See course description in the Communications Department.

*Lisa Cuklanz*

**EN 595 Advanced Non-Fiction Workshop: Genre-Bending (Fall: 3)**

As an advanced writing workshop, Genre Bending will focus on the creation of student writing. We will bring play and experimentation into the writing process, explore different models of form and content, and perhaps most importantly, work to develop each writer’s voice.

*Ricco Siasoco*

**EN 599 Undergraduate Reading and Research (Fall/Spring: 3)**

*The Department*

**EN 600 Honors Thesis (Fall/Spring: 3)**

*The Department*

**EN 601 Internship (Fall/Spring: 1)**

*Treseanne Ainsworth*

**EN 603 Seminar in College Teaching: Women’s Studies (Fall/Spring: 3)**

**Cross Listed with HS 665, SC 664**

**Fulfills the Women Writers requirement for EN/LSOE majors.**

This course is for students who have taken SC 255 Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

*The Department*

**EN 609 Gerard Manley Hopkins (Fall: 3)**

From “Nature which is never spent” to a world of religious and poetic sensitivity, we will explore the art of Gerard Manley Hopkins.

*Paul Messer*

**EN 613 Seminar: Seventeenth-Century Poetry (Fall: 3)**

Why did the art of poetry flower with such richness and diversity in the seventeenth century? By way of coming to appreciate the scope of the field, this course will attend closely to questions of poetic language and form, in addition to the powerful contexts that give them meaning. We will consider the artistic challenges of the religious lyric, the significance of various modes of circulation and publication, and the possible political valences of erotic verse. We will consider these and other issues in works by such authors as Jonson, Wroth, Donne, Herbert, Milton, Marvell, Philips, and Dryden.

*Jason Kerr*

**EN 615 Advanced Fiction Workshop (Spring: 3)**

**Admission by permission of the instructor only.**

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students’ stories are texts for class discussion, a generous willingness to respond to others’ writing and to expose one’s own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

*Robert Chibka*

**EN 617 Advanced Poetry Workshop (Spring: 3)**

This is a workshop for those who already have some experience writing poetry, and who wish to work intensively on matters of craft and revision. Students will produce roughly one poem a week, and respond to each other's drafts in workshop discussion. Students will have the freedom to write in free verse or form, though all will participate in a group "forms project" for which students will each choose two traditional forms they want to learn more about and practice, sharing information and results with the class.

*Suzanne Matson*

**EN 621 Seminar: New Orleans Matters (Fall: 3)**

In New Orleans, the long African American struggle against racist social and geographic structures shapes numerous local cultural practices including musical performances, storytelling traditions, and public celebrations. This course will consider the interconnections between literature and culture, ideology, and geographies of resistance in New Orleans. Our readings will include well-known texts about New Orleans, such as Ishmael Reed's *Mumbo Jumbo*, as well as the more recent *The Long Ride*, a collection of youth writing on African American resistance movements in the city. Students with an interest in urban literature, critical race theory, and urban education are particularly welcome.

*Catherine Michna*

**EN 626 Studies in American Culture: Contemporary Nonfiction (Fall: 3)**

*Christina Klein*

**EN 627 Capstone: Ways of Knowing (Spring: 3)**

Cross Listed with UN 513

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity, on the level of nation and culture and on a personal level, in literary and historical texts, films and photographs, and public memorials. We reflect on and create memory texts of various kinds, explore the influence of personal, social, and historical experiences on the construction of memory, observe the languages available for the expression of memory, and seek through writing and discussion to discern ways in which the process of remembering can unfold toward the future.

*Carol Hurd Green*

**EN 628 Capstone: Five Heroic Americans (Spring: 3)**

Cross Listed with UN 531

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.

*Robert Farrell, S.J.*

**EN 630 Capstone: Passages (Fall: 3)**

Cross Listed with UN 538

In our passages through this enigmatic world we reflect on the vision of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story and essay the many writers considered in this Capstone, including Ann Tyler, Willa Cather, Judith Guest, Marcus Aurelius, Emily Dickinson and

Robert Frost, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development and joy in work.

*Robert Farrell, S.J.*

**EN 631 Seminar: Memory in American Literature and Culture (Spring: 3)**

Fulfills the pre-1900 requirement.

This course will examine how memory "individual and social" deeply influences not just our past, but our understanding and arrangement of the present and future. We will examine memory's various roles in literature, history, film, media studies, psychology and even neuropsychology and cover issues related to remembering home and family, memory in mind and body, and the challenging, emotional terrain of war and remembrance with a focus on Vietnam and 9/11. Texts may include: *Beloved*, *Housekeeping*, *The Things They Carried*, and the films "Eternal Sunshine of the Spotless Mind" and "Memento."

*Gene Gorman*

**EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Spring: 3)**

Cross Listed with UN 544

Satisfies Cultural Diversity Core Requirement

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer*, *The Life of Pi*, *Go Tell It On the Mountain*, *The Bonesetter's Daughter*, and *How the Garcia Girls Lost their Accents*, and films *Thunderheart*, and *The Whale Rider*.

*Dorothy Miller*

**EN 645 American Nature Writing (Spring: 3)**

This course will be devoted to the historical, critical, and "ecocritical" study of environmental literature in America. We will trace the development of the genre from the religio-philosophical approach of Emerson, and the evolving sense of place in Thoreau, to the ecocentrism and environmental advocacy of more recent writers in our own era of natural degradation and loss.

*Robert Kern*

**EN 646 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)**

Cross Listed with UN 546

Coming at a time when you find yourself at a crossroads, a significant juncture where the challenge of choosing a future direction faces you, this Capstone course offers a brief pause, a calm, still space where you may sort through the complex and often contradictory aspects of your lives. Weaving among your educational experiences, relationships, as well as the various communities of which you have been a part, we will explore questions of personal meaning and purpose as we move toward understanding how our personal values might most happily intersect with our engagement with the work of the world.

*Connie Griffin*

**EN 647 Irish Gothic (Spring: 3)**

Fulfills the pre-1900 requirement.

Course examines some famous examples of Irish Gothic literature in the nineteenth century, and asks: why were Irish writers of this period drawn to a genre obsessed with ghosts, witches, vampires, supernatural worlds, religious angst, sexual perversity, and violent crime? We

will consider the Gothic tradition's relation to formal and aesthetic questions, the impact of political conflict and social change, and various critical approaches to the genre. Works to be studied: Bram Stoker's *Dracula*, the short stories of Sheridan LeFanu, the literature of the Great Famine, and Angela Bourke's *The Burning of Bridget Cleary*.

*Marjorie Howes*

**EN 654 Junior Honors Seminar: Contemporary Literary and Cultural Theory (Spring: 3)**

**Please contact the instructor for permission to register.**

This class, designed to bring together a community of motivated English majors in an intensive seminar experience during their junior year, will introduce students to the advanced analysis and research skills necessary to write an honors thesis in English. The class will focus on a series of literary texts including *Frankenstein*, the poetry of Emily Dickinson, *As I Lay Dying*, *To the Lighthouse*, *Beloved* and *White Noise*. In addition to analyzing these texts in depth, students will identify critical issues, conduct independent scholarly research, and consider a series of diverse theoretical frameworks for analysis.

*Laura Tanner*

**EN 673 Coming of Age (Spring: 3)**

**Participation in a mentoring program in an English classroom at Brighton High for about one hour a week is required.**

In this course, we will explore ways in which stories intersect with the complex procedures of making choices as we read narratives in which young adults struggle for self-determination and expression. Texts may include *Middlesex*, *This Boy's Life*, *Annie John*, *Everything is Illuminated*, *The Lovely Bones*, and *The Things They Carried*. Readings on the history and culture of adolescence will augment our reading of fiction.

*Amy Boesky*

**EN 676 Seminar: Constructing Gender/Early Modern England (Fall: 3)**

In this seminar we'll read a variety of kinds of texts (conduct manuals, anatomy books, plays, sermons, travel narratives, etc.) in order to explore the question of how gender was constructed in sixteenth- and seventeenth-century England. What made a man a "real" man? What made a woman a "real" woman? How did different authors and/or discourses complicate these ideas and offer up alternative visions of manhood and womanhood?

*Caroline Bicks*

***Undergraduate and Graduate Course Offerings***

**EN 121 The Linguistic Structure of English (Fall: 3)**

*Prerequisite:* Previous or simultaneous coursework in Linguistics or in the history of the English language.

**Cross Listed with SL 323, ED 589**

**Fulfills the History of the English language requirement for EN/LSOE majors.**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Claire Foley*

**EN 271 Russian Literary Humor and Satire (Fall: 3)**

**Cross Listed with SL 352**

**Conducted entirely in English**

See course description in the Slavic and Eastern Languages and Literatures Department.

*The Department*

**EN 392 Syntax and Semantics (Spring: 3)**

**Cross Listed with SL 344**

An introduction to the concepts and operations of modern generative grammar and related models, and linguistic theories of meaning.

*M.J. Connolly*

**EN 476 Studies in Words (Spring: 3)**

**Cross Listed with CL 386, SL 376**

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**EN 504 Thinking through Film (Fall: 3)**

To think through film: to think *about* film and to think using film. We will read writers who have thought about film or made it an occasion for thought: Deleuze and Cavell, for instance, or queer theorists writing about cinema. Also considering film as a form of thought, we will ask what it means to think "in" images, and what effects the constraints (and capacities) of the medium (and of particular genres) might have. We will focus on one or two of the following filmmakers: Almodóvar, Bresson, Buñuel, Chaplin, Ford, Keaton, Lang, Lubitsch, Mizoguchi, Ozu, or Wong Kar-Wai.

*Kevin Obi*

**EN 510 Contemporary American Women Writers (Fall: 3)**

Focusing on poetry and fiction written by American women since World War II, this course will explore issues of race, ethnicity, power, violence, space and embodiment, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art that manipulates language and literary form. Writers may include Jhumpa Lahiri, Toni Morrison, Lorrie Moore, Gish Jen, Marilynne Robinson and Sharon Olds.

*Laura Tanner*

**EN 527 General Linguistics (Fall: 3)**

**Cross Listed with SL 311**

**Fulfills the History of the English Language requirement for EN/LSOE majors.**

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**EN 649 Seminar: Poetry and Catholic Traditions (Fall: 3)**

This course will look back (and forward) to aspects of the Catholic Imagination in poetry over the past 2000 years, leading up to the present. It will mean a fresh look at everything from the prelude to St. John's Gospel to St. Augustine, St. Francis, Hildegard of Bingen, Dante, Chaucer, Villon, John of the Cross, Shakespeare, the Jesuit martyr, Southwell, the Metaphysicals, Donne, Milton, Dryden, Coleridge, Hopkins, Thompson, Johnson, Chesterton, David Jones, Auden, T.S. Eliot, Peguy, as well as those who co-opt Catholic imagery and themes for their own work, such as Yeats, Hart Crane, Williams, and Stevens.

*Paul Mariani*

**EN 656 Seminar: Wallace Stevens and William Carlos Williams (Spring: 3)**

Two American poets, two Modernists, who between them shaped the course of American and world poetry over the past century. Whether we think of working-class poets like Levine and Wright, or the Beats, or the more esoteric work of Ashbery, or the work of Bishop, Plath, Lowell and Berryman, we find the influence of Williams and Stevens. Decade by decade, from the 1920s through the 1950s, we will watch as these two interact and develop the possibilities of the Imagination, one coming to identify with the clamoring world around him, the other with the infinite possibilities of the world within.

*Paul Mariani*

**EN 671 Magazine Edit and Publishing (Fall: 3)**

This is an introductory course to the magazine genre. A variety of platforms will be explored, including print, online, commercial, and literary. Specific topics may include editorial decision-making, niche and audience, copyediting and journalism skills, marketing, and freelance journalism.

*Ricco Siasoco*

**EN 675 Art and Craft of Literary Translation (Spring: 3)**

*Prerequisite:* Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.

**Cross Listed with SL 427, RL 899**

**Conducted in English. Instructor's permission is required for undergraduates and in the cases of other languages.**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Maxim D. Shrayner*

**EN 696 Dante's *Divine Comedy* in Translation (Fall: 3)**

**Cross Listed with RL 526, PL 508, TH 559**

See course description in the Romance Languages and Literatures Department.

*Franco Mormando*

***Graduate Course Offerings*****EN 307 History of the English Language (Fall: 3)**

**Satisfies Lynch School of Education Requirements for English Majors (HEL/Grammer/Syntax)**

This course provides a cultural history of English over 1500 years. We examine basic linguistic processes (meanings, sentence structure, sounds, spellings, word formation); follow the phases of English (Indo-European, Germanic, Old English, Middle English, Early Modern English, Modern English), and interrogate notions of correctness, "standard"/"non-standard," "literary" language, simplified language, spelling reform, pidgins and Creoles, the increasing dominance and variety of English around the world, and the powerful influence of cyberspace. Along the way, we will read historical events such as invasions, political and intellectual revolutions, immigration, emigration and cultural assimilation as shaping forces in the living entity of the language.

*Robert Stanton*

**EN 710 Queer Theory (Spring: 3)**

"Queer theory" names a group of texts that, divergent in assumptions, theoretical methods, and styles of engagement, is perhaps united by a shared commitment to understanding and combating structures of sexual oppression. Sexual oppression, it suggests, is not simply a matter of anecdotal opinion, nor is it to be countered by empiricism; it is inex-

tricable from the largest structures of meaning, subjectivity, and sociality in Western thought. Without pretending to be exhaustive, this course will offer an introduction to some of the major modes of practicing queer theory, particularly work influenced by psychoanalysis, deconstruction, social construction theory, and film theory.

*Kevin Ohi*

**EN 715 Irish-American Atlantic (Spring: 3)**

This course investigates a trans-Atlantic cultural history, focusing on the traffic in literary forms, popular cultures, social formations, ideas, and people between Ireland and North America. The material examined here will enable us to bring together several fields of study, including Irish Studies, American Studies, and studies of globalization, migration, and diaspora. We will concentrate on literary and cultural materials from the nineteenth and twentieth centuries. We will also consider historical, sociological, and anthropological writings when relevant.

*Marjorie Howes*

**EN 717 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)**

**Cross Listed with ED 472**

**Offered Biennially**

**Satisfies literary requirement in English and advanced content requirement in Teacher Education.**

See course description in the Education Department.

*Audrey Friedman*

**EN 721 Milton (Spring: 3)**

An intensive study of how Milton redefined "authorship" and invented the "career" of writing. Background readings in ancient literatures that carried a powerful charge and offer opportunities for fresh aesthetic pleasures. Substantive attention to Milton as a reader, to his self-representations as a writer, and to discontinuities in his place in literary history. The principal focus will be the major poetry, above all *Lycidas*, *Paradise Lost*, and *Samson Agonistes*.

*Dayton Haskin*

**EN 734 African American Literature (Fall: 3)**

A course in fiction, poetry, political essays, photographs and painting, produced by members of the African American Diaspora. Considerable attention will be given to foundational texts which have contributed to issues in early, modern and contemporary debate.

*Henry Blackwell*

**EN 746 The City in American Literature and Culture (Fall: 3)**

We consider how American literature and film has responded to the formal, material, and conceptual challenges posed by cities. We also consider some interdisciplinary models for relating urban literature to the social, economic, and political facts of city life. Primary texts on the syllabus may include *The Rise of Silas Lapham*, *The Street*, *Chinatown*, *Blade Runner*, *The Fortress of Solitude*. Secondary texts will include some recent work in urban literary studies by, among others, Betsy Klimasmith, Timothy Spears, and Catherine Jurca.

*Carlo Rotella*

**EN 748 Early American Fiction and Nonfiction (Spring: 3)**

This course reads early American fiction by such writers as Rowson (*Charlotte Temple* and *Lucy Temple*), Murray (*The Story of Margaretta*), Foster (*The Coquette*), Brown (*Ormond*), Sedgwick (*A New-England Tale*), Poe (*The Ligeia*), Hawthorne ("Rappaccini's Daughter"), Melville (*Benito Cereno*), Douglass (*The Heroic Slave*) and Stowe (*Uncle Tom's Cabin*) in relation to contemporaneous nonfiction.

Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which it evolved. Topics we will follow across generic boundaries include gender roles, poverty and slavery.

*Paul Lewis*

**EN 764 Twentieth-Century Irish Fiction (Fall: 3)**

In this graduate seminar, we will read a selection of Irish novels so as to identify, discuss and better understand complex cultural phenomena that become manifest in the aftermath of the colonial experience. The underlying premise suggests that Irish novelists participate in debates concerning national identity and, in the process, anticipate the evolution of a postnational society. Paying particular attention to issues of language, gender, place and literary authority, and to representations of religion, history, and identity, the seminar seeks to establish the inevitable heterogeneity related to the post-colonial condition.

*James Smith*

**EN 769 Dickens (Spring: 3)**

Charles Dickens, the first great master of the popular literary marketplace, wrote prolifically in many genres: novels, stories, letters, and several kinds of journalistic essay. This course will be built on pairings of early and late fictions; along with each pair we will read selected journalism and biographical/critical materials in order to build up a picture of Dickens' characteristic psycho-social scenarios, his range of styles, and the variations he played on his recurrent themes throughout his career. Major readings will probably include *Oliver Twist* and *David Copperfield*, *Martin Chuzzlewit* and *Bleak House*, *Little Dorrit* and *Our Mutual Friend*.

*Rosemarie Bodenheimer*

**EN 782 Issues and Methods in American Studies (Spring: 3)**

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others.

*Christina Klein*

**EN 788 Irish Heroic Literature in Modern Adaptation (Fall: 3)**

Beginning with a study of the ethos of Irish heroic literature in its historic and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of "authenticity" and the degree to which various creative artists have retained, reinterpreted, or reinvented what they perceived to be the essence of their originals.

*Philip O'Leary*

**EN 789 Eighteenth-Century Comedies: Dramatic and Narrative (Fall: 3)**

Taking as its texts a variety of dramatic comedies and comic novels written from the Restoration through the eighteenth century, this course will explore questions about how generic constraints, expectations, and innovations shaped representations of social life and consider ways in which framing a "world" as comic could display, challenge, and/or occlude social, cultural, and/or literary complacencies and/or anxieties. Along with short readings in history of the novel and the

theater and theory of comedy, we will discuss plays and novels by such authors as Wycherley, Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, Sheridan.

*Robert Chibka*

**EN 790 Fashioning the Nation in the Late Eighteenth-Century (Fall: 3)**

What currently characterizes the interdisciplinary field of eighteenth-century studies? In this class, we will answer this questions through an examination of six key concepts: gender, consumerism, nationality, writers and readers, and theatricality. As ideas that saw significant revision over the course of the long eighteenth century (1688-1820), these concepts can be charted in literary, cultural, and visual texts. In this seminar, we'll read poetry, prose, plays, and two novels (*Evelina* and *Tom Jones*).

*Elizabeth Kowaleski Wallace*

**EN 801 Thesis Seminar (Fall: 3)**

*The Department*

**EN 805 Scott, History, Nation (Spring: 3)**

Beginning in 1814 the unprecedented popularity of the novels of Walter Scott put history into fiction, and the novel decisively into the history business. This project reflects the nineteenth century's attempts to define, resist, and control modernity in its new understandings of the engulfments of time, the mutual making of the spaces of nation and empire, and the potential of the private self to engage these new times and spaces. Readings: Scott's *Waverley* and *Ivanhoe*, Bronte's *Shirley*, Dickens's *A Tale of Two Cities*, Eliot's *Daniel Deronda*, Gissing's *The Nether World*, Conrad's *The Secret Agent*, Fowles's *The French Lieutenant's Woman*.

*Judith Wilt*

**EN 806 Post-Identities (Fall: 3)**

This seminar explores the tensions surrounding notions of identity that have divided, energized, and unnerved debates within literary and cultural studies. We will explore its changing fortunes within critical circles from a wide array of perspectives, focusing on theory and its relationship to literary texts to unpack how this concept has become pivotal to understandings of nation, racial difference, gender, sexuality, and class.

*Min Song*

**EN 825 Composition Theory and the Teaching of Writing (Spring: 3)**

This course is designed to prepare graduate students to teach introductory college-level writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theory has influenced the teaching and study of composition.

*Lawrence Tobin*

**EN 827 Master Narratives and the English Novel (Fall: 3)**

"Master Narrative"—the story that generates all the other stories, the deep-story of the culture, its commitment to conserve, its potential for revolution. "Humanism" desires it; can "Modernism" dismantle such "masters?" "The long novel"—conserving and critiquing the master narrative through three centuries. Six classic and bulky examples from English tradition: Fielding's comic-epic *Tom Jones*, Maturin's Gothic *Melmoth the Wanderer*, Dickens' mother-seeking *Bleak House* and Eliot's father-seeking *Daniel Deronda*, Joycean *Ulysses* and Freudian *The Golden Notebook*, from Nobel prize winner Doris Lessing.

*Judith Wilt*

**EN 838 American Literature: Puritans to Melville (Fall: 3)**

The traditional concepts of “literary canon,” of “Masterpiece,” and of the “uses” of literature are all currently in flux. This course surveys the traditional canon, from Early American Literature to the American Renaissance (William Bradford, to Herman Melville) and juxtaposes it with works that raise new-historical issues of gender, race and class (Mary Rowlandson, Harriet Jacobs, Frederick Douglass) in order to trace the changing contours of “American Literature.” The concept of the “Puritan Origins of the American Self” will be a particular area of interrogation.

*James Wallace*

**EN 845 Contemporary Women Writers (Spring: 3)**

This course will explore representations of race, ethnicity, power, violence, space, embodiment and gender in the work of writers including Toni Morrison, Marilynne Robinson, Jhumpa Lahiri, Lorrie Moore, Nicole Krauss, Sharon Olds and others. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art. We will also consider the relationship between gender and other theoretical categories (including race and ethnicity, class, sexuality, age, etc.) and the way that changing definitions of gender shape current critical understandings of women’s writing.

*Laura Tanner*

**EN 849 Romantic Texts and Contexts (Spring: 3)**

Provides graduate students with an advanced introduction to the scholarly and critical study of poetry published in the British Romantic era (1780-1832). It is appropriate both for students who have had some undergraduate course work in the field and those who are relatively new to British Romanticism. We will read a number of poems in various genres (lyric, narrative, and dramatic) and in relation to various ways of contextualizing poetry.

*Alan Richardson*

**EN 850 Seminar: Critical Approaches to Shakespeare (Fall: 3)**

This course will survey a range of critical approaches to Shakespeare’s Jacobean plays. Plays to be read may include *Twelfth Night*, *Measure for Measure*, *Hamlet*, *Macbeth*, *King Lear*, *Othello*, *Coriolanus*, *Antony and Cleopatra*, *The Winter’s Tale*, and *The Tempest*. Each week students will be responsible for reading a play and several critical articles illustrating different approaches to it. We will discuss the presuppositions behind and implications of new critical, post structuralist, psychoanalytic, marxist, feminist, queer, postcolonial, new historical/materialist, and other approaches to these plays.

*Mary Crane*

**EN 852 The World According to Gerald Manley Hopkins (Fall: 3)**

In surveys taken over the past 50 years of the 10 best-loved poems in the English language, Hopkins’ work is consistently named. What is it about this poet and priest, virtually unknown in his own time, that we keep returning to him, whether it “God’s Grandeur” or “The Windhover,” or “Carrion Comfort”? Add to this is his radical rethinking of the musical possibilities of poetry, his understanding of inscape as the divine imprint on the world, and one begins to see why he remains the poet to whom poets themselves keep coming back to.

*Paul Mariani*

**EN 857 American Nature Writing (Fall: 3)**

A course devoted to the historical, critical, and “ecocritical” study of environmental literature in America. We will trace the development of the marginalized genre of nature writing from the romantic/quasi-sci-

entific accounts of American wilderness in early writers like Audubon and Bartram, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocriticism and environmental advocacy of more recent writers (Edward Abbey, Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

*Robert Kern*

**EN 859 Psychoanalysis and Narration (Fall: 3)**

In this course we will explore the nature of narrative by studying both psychoanalytic approaches to narrative fiction, and psychoanalytic uses of narrative techniques in theoretical and clinical contexts. A reading list will be selected from each of the following categories: psychoanalytic theory, case studies, and psychoanalytic interpretations of literary works (i.e. Freud on E.T.A. Hoffmann and the uncanny, on “Delusions and Dreams in Jensen’s *Gradiva*,” Lacan on Poe).

*Robin Lydenberg*

**EN 860 Agamben, Deleuze, Kristeva (Spring: 3)**

*Frances Restuccia*

**EN 865 In the Shadow of Joyce (Spring: 3)**

Although we’ll concentrate in this course on the novels and dramas of authors such as Elizabeth Bowen, Samuel Beckett, and, in particular, Flann O’Brien, we’ll recall that not only Irish writers had to contend with the long shadow of James Joyce. Suffering or shining under the anxious influence cast by *Ulysses* and *Finnegans Wake* was the entire Modernist movement. The course will primarily examine issues of cultural production and national identity in the diverse and contesting practices of modernism with a particular eye on the works of O’Brien whose extensive and idiosyncratic papers in the Burns library we’ll explore.

*Joseph Nugent*

**EN 877 Medieval Women Writers (Spring: 3)**

In this course we will read selections from the voluminous and wide-ranging body of medieval women’s literature, including biography, autobiography, hagiography, romance, fable, love poetry, visionary literature, utopian literature, political theory, and personal letters.

*Robert Stanton*

**EN 887 Introduction to Advanced Research (Fall/Spring/Summer: 3)**

This course asks students to contemplate the kind of literary scholar they want to be, and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods, and by learning about research techniques in complimentary fields of study, students will become grounded in the basics of contemporary literary studies.

*Rhonda Frederick*

*James Najarian*

*Robert Stanton*

**EN 888 Interim Study (Fall/Spring: 0)**

*Robin Lydenberg*

**EN 899 Readings and Research (Fall/Spring: 3)**

*The Department*

**EN 907 Ph.D. Seminar: Great Tradition and Contemporary Theory (Spring: 3)**

*Lisa Fluet*

**EN 908 Ph.D. Seminar: Race, Nation, and Cultural Studies (Spring: 3)**

*Cynthia Young*

### EN 927 Ph.D Seminar: Queer Literary Criticism (Spring: 3)

History makes for unlawful bedfellows, and the perceived demise of the 'literary' as the preoccupation of 'literary studies' has, oddly, made certain forms of queer criticism seem reactionary. The 'literary,' however, has been declared dead too often for its resuscitation to give occasion for much concern to its detractors, or, to its partisans, for much solace, or, to anyone, for much surprise. The literary in the age of cultural studies exerts a marginal, retrograde fascination, and queer studies, itself no less vibrant in its perceived obsolescence, 'recovers' the literary as marginal, as an undead, and therefore indispensable, element of culture.

*Kevin Ohi*

### EN 934 Advanced Research Colloquium (Fall: 3)

This Ph.D. seminar will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include: The Dissertation, The Conference Paper, Scholarly Articles, Teaching, The Academic Job Market, and Preparing a Curriculum Vitae.

*Chris Wilson*

### EN 998 Doctoral Comprehensive (Spring: 1)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

### EN 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

## Fine Arts

### Faculty

**Josephine von Henneberg**, *Professor Emerita*; Doctor in Letters, University of Rome

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

**Sheila S. Blair**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

**Richard Blake, S.J.**, *Professor*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

**Jonathan Bloom**, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

**Claude R. Cernuschi**, *Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

**Jeffery W. Howe**, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

**John Michalczyk**, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

**Nancy D. Netzer**, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

**John Steczynski**, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

**Kenneth M. Craig**, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

**Stephanie Leone**, *Associate Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

**Michael W. Mulhern**, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

**Sheila Gallagher**, *Assistant Professor*; B.A., Connecticut College; M.F.A., Tufts University

**Andrew Tavarelli**, *Adjunct Professor*; B.A., Queens College

**Mark Cooper**, *Adjunct Associate Professor*; B.S., Indiana University; M.F.A., Tufts University

**Charles Meyer**, *Adjunct Associate Professor*; B.A., Goddard College

**Alston Conley**, *Adjunct Assistant Professor*; B.F.A., Tufts University

**Katherine Nahum**, *Adjunct Assistant Professor*; B.A., Sarah Lawrence; M.A., Ph.D., Boston University

### Contacts

- Administrative Assistant: Joanne Elliott, 617-552-8592, joanne.elliott.1@bc.edu
- Website: <http://www.bc.edu/finearts/>

### Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

#### Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of eleven courses must be completed in the following way:

- FA 101 and FA 102 Survey of Art History
- FA 103 or FA 104 Art History Workshop
- FA 401 Research Seminar
- Courses with FA number, three of which have to be at least at the 200 level and three at least at the 300 level. They must be distributed as follows: Ancient Art, Medieval Art, Renaissance/Baroque Art, Nineteenth and Twentieth Century Art, Non-Western Art, Any area of student's choice.

Double majors in the department must fulfill all requirements for both majors.

#### Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several great films and filmmakers

provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses, four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
- At least two American Film History courses. Courses in excess of two may be counted as electives
- At least two production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Six electives, at least two of which must be at the 300 or 400 level
- Senior Project: A film, or film script, historical or critical essay.

An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

#### Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing, or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year.

The Studio Art Major has a track for Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor).

Required Courses:

- FS 103 Issues and Approaches to Studio Art (three credits)
- Choose two of the following four courses (six credits)

- FS 101 Drawing 1
- FS 102 Painting 1
- FS 141 Ceramics
- FS 161 Photography 1

(In consultation with an advisor, one of these choices should set the direction and future course of the major).

- FA 356 Art since 1945 (three credits)
  - Six additional courses with FS numbers over 100 (18 credits). These must include at least two 200 level and two 300 level courses.
  - Two semesters of the senior project (FS 498) (six credits)
- Students must have taken at least four semesters of work relating to their senior project prior to their senior year.

In addition to the required courses, the following Studio Art and Art History courses are recommended:

- FS 325 Studio/Critical Issues
  - FA 101 Art from Prehistoric Times to the High Middle Ages
  - FA 102 Art from the Renaissance to Modern Times
  - FA 109 Aspects of Art
  - FA 257 Nineteenth Century Art
  - FA 258 Modern Art: Nineteenth and Twentieth Century II
  - FA 285 Nineteenth and Twentieth Century Photographic History
- Summer travel and summer courses are recommended for enrichment. Consult department advisor.

#### Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

#### Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. Students who are interested in declaring a minor can contact Professor Michael Mulhern by email (mulhernm@bc.edu) or by calling 617-552-4296.

The minor comprises six classes to be selected as follows:

- Required introductory course for all Studio Minors: FS 103 Approaches and Issues to Studio Art (three credits)
- One introductory level class to be selected from the following: (three credits)
  - FS 101 Drawing 1
  - FS 102 Painting 1
  - FS 141 Ceramics 1
  - FS 161 Photography 1
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
  - Two classes at the 100 level or above (six credits)
  - One class at the 300 level (three credits)
  - FS 325 Studio/Critical Issues (In this class students will be expected to complete a significant thesis project.)

If a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, e.g., three painting or

three photography classes. If a student wishes to pursue a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:

FA 356 Art Since 1945

or

FA 258 Modern Art: Nineteenth and Twentieth Century II

FA 285 Nineteenth and Twentieth Century Photographic History

### Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history and criticism. Requirements normally include FM 202, An Introduction to Film Art, then one production course and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

### Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

### Information for Study Abroad

#### Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad.

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context.

We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor Pamela Berger, and Professor John Michalczyk, Chairperson, are department Study Abroad Advisors and contacts for course approval.

### Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two (2) film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the Department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England, Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor Richard Blake, S.J., are the Department Study Abroad Advisors and the Department's contacts for course approval.

The co-directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

### Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor. Students should have the following courses completed prior to studying abroad:

- Two courses (six credits) of the following:
  - FS 141 Ceramics I
  - FS 101 Drawing I
  - FS 102 Painting I
  - FS 161 Photography I
  - FS 103 Approaches and Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli,

Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

#### Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

#### Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

#### Art History

##### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)

**Satisfies Arts Core Requirement**

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art.

*Pamela Berger*

*Kenneth Craig*

#### FA 102 Art from the Renaissance to Modern Times (Spring: 3)

**Satisfies Arts Core Requirement**

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art.

*Claude Cernuschi*

*Stephanie Leone*

#### FA 103-104 Art History Workshop I and II (Fall/Spring: 3)

**Required for art history majors.**

The primary objective of this 2-semester course is to expose the student to a series of problems in order that he or she may understand

more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.

*Aileen Callahan*

#### FA 107 History of Architecture (Fall: 3)

**Satisfies Arts Core Requirement**

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.

*Katherine Nahum*

#### FA 108 Great Art Capitals of Europe (Spring: 3)

**Satisfies Arts Core Requirement**

**Students that have taken FA 101 and FA 102 cannot take this class for credit.**

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in-depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

*Pamela Berger*

#### FA 109 Aspects of Art (Fall/Spring: 3)

**Satisfies Arts Core Requirement**

Art can be the stepping stone to the investigation and greater understanding of our world. In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

*Judith Bookbinder*

#### FA 174 Islamic Civilization (Fall: 3)

**Cross Listed with HS 171, TH 174**

**Satisfies Cultural Diversity Core Requirement**

See course description in the History Department.

*Jonathon Bloom*

*James Morris*

*Dana Sajdi*

#### FA 206 Art and Myth in Ancient Greece (Spring: 3)

**Cross Listed with CL 208**

**Satisfies Arts Core Requirement**

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman*

**FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**

The Aztec, Maya and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to sixteenth century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire, and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.

*Diana K. McDonald*

**FA 216 Art and Archaeology of Homer and Troy (Fall: 3)**  
**Cross Listed with CL 216**

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time—and now reinvented by Hollywood.

*Gail Hoffman*

**FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)**  
**Satisfies Arts Core Requirement**

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.

*Pamela Berger*

**FA 222 Art of the Later Medieval World (Spring: 3)**  
**Satisfies Arts Core Requirement**

*Pamela Berger*

**FA 231 Early Renaissance Art in Italy (Fall: 3)**  
**Satisfies Arts Core Requirement**

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello and Botticelli.

*Stephanie Leone*

**FA 232 Northern Renaissance Art (Fall: 3)**

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

*Kenneth Craig*

**FA 240 Firsthand: Civil War Era Drawings (Spring: 3)**  
**Cross Listed with FS 240**

*Judith Bookbinder*

**FA 251 Modern Architecture (Spring: 3)**  
**Satisfies Arts Core Requirement**

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

*Katherine Nahum*

**FA 256 Impressionism and Neo-Impressionism (Spring: 3)**

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.

*Katherine Nahum*

**FA 263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)**

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.

*Judith Bookbinder*

**FA 264 American Modern: The Twentieth-Century Avant-Garde (Spring: 3)**

American artists began the twentieth century by looking to avant-garde European art for inspiration. Precisionists celebrated and expressionists doubted the benefits of the modern world. By mid-century, the United States had become a superpower, and America had become the center of the avant-garde art world. Color field and hard edge abstraction, pop and op art, earthworks and environmental sculpture, conceptual art, and neo-expressionist figuration build on the pioneering experiments of the post-WorldWar II abstract expressionist artists. This course traces the transformation of American art in the context of the changing political, social, and cultural environment of the twentieth century.

*Judith Bookbinder*

**FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)****Satisfies Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social

needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BCInfo.

*Jeffery Howe*

**FA 280 Masterpieces of Islamic Art (Spring: 3)  
Offered Periodically**

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft and visual contexts.

*Jonathan Bloom*

**FA 294 Visual Perception in Art and Science (Fall: 3)  
Cross Listed with CS 092, PS 392**

**Satisfies Fine Arts Core Requirement**

See course description in the Computer Science Department.

*Michael Mulhern*

*Stella X. Yu*

**FA 311 Greek Art and Archaeology (Fall 3)  
Cross Listed with CL 219**

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

*Kenneth Craig*

**FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

*Kenneth Craig*

**FA 316 Eastern Influences on Western Art (Spring: 3)**

Nineteenth and twentieth century European and American painters were affected by Eastern paintings, prints, decorative arts, spiritual ideas as Chinese and Japanese trade opened. Results were new ways of depicting reality, light, space and invention of abstract line, shape, color and texture rendering spiritual states of mind. Through comparisons of Asian paintings, prints, decorative art objects and European and American paintings and prints, students will study the impact of Eastern art on path-breaking developments of modern art in the West.

*Judith A. Bookbinder*

**FA 326 Reason, Chaos, and Creativity: The Eighteenth Century (Spring: 3)**

**Offered Periodically**

Irrationality erupts early in the so-called Age of Enlightenment (James Barry, Blake, Fuseli, Goya, Piranesi, Wyatt's *Fonthill Abbey*), running past the art of "substance and reason" (J-L David, Thomas Jefferson) and bizarre distractions from worry (Salon de la Princesse,

caricature, Watteau). It courses through artistic expression until the end: revolutions that change the world and its art. Our class will examine some surprises that this rich art offers.

*Katherine Nahum*

**FA 329 Spanish Colonial Art and Architecture (Spring: 3)  
Offered Periodically**

An introduction to Spanish colonial art and architecture in the Philippines and its roots, sources and influences in the Mexican and Latin American colonial architecture. This course will read the expressions of colonial art and architecture not as separate art complexes bounded by national territories but as a single complex bound by one empire, Spain's, sharing the same sea, the Pacific.

*Rene B. Javellana*

**FA 332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth-Century Art in Italy (Spring: 3)**

The course begins with High Renaissance, of brief duration (1500-1520) but whose artists, especially Leonardo, Michelangelo and Raphael attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.

*Stephanie Leone*

**FA 340 German and American Expressionist Painting in the Twentieth Century (Fall: 3)**

The twentieth century witnessed periods of the greatest growth and worst carnage in human history. The exuberance and terror, hope and despair inspired by these circumstances was particularly profound in Germany and America where artists turned their personal experiences into outward manifestations of their emotions. The images they created, both figurative and abstract, constituted a general orientation called Expressionism. This course will explore the varied manifestations of Expressionism beginning with the German Brücke and Blaue Reiter groups, continuing with the American Figurative Expressionists and Abstract Expressionists, and concluding with Neo-Expressionists in both countries in the later decades of the century.

*Judith Bookbinder*

**FA 356 Art Since 1945 (Fall: 3)**

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

*Claude Cernuschi*

**FA 370 The Art Museum: History, Philosophy and Practice of Organizing an Exhibition of Italian Renaissance and Baroque Art (Fall: 3)**

A study of the emergence of museums tracing their development from private and ecclesiastical collections of the classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the Doria Pamphilj Gallery, Rome. Topics include the following: selecting, researching and installing works of Italian art; the museum's function

in its social context; the role of museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums and their educational mission; philosophy of installation and care of collections.

*Nancy Netzer*

*Stephanie Leone*

### **FA 401 Seminar in Art Historical Research (Fall: 3)**

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history.

*Claude Cernuschi*

### **FA 403 Independent Study I (Fall: 3)**

*Stephanie Leone*

### **FA 406 Independent Study III (Fall: 3)**

*Aileen Callahan*

### **FA 409 The Art of the Islamic Book (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Muslims revere the Koran as God's word revealed to the Prophet Muhammad, seventh century CE, consequently writing books became a major art form in Islamic culture. This seminar traces development of a distinctive tradition, from manuscripts of the Koran, copies of Persian classics some of the finest illustrations and illuminations ever produced to the modern trend for 'artists books.'

*Sheila Blair*

### **FA 410 Orientalism (Spring: 3)**

**Offered Periodically**

This seminar will allow students to investigate various topics in Orientalism, the use or depiction of Middle Eastern themes in Western art and architecture, particularly during the nineteenth century. The seminar will address both historical and theoretical approaches to Orientalism and the criticism of it.

*Jonathan Bloom*

### **FA 412 Cairo: City of 1001 Nights (Fall: 3)**

**Cross Listed with HS 609**

*Jonathan Bloom*

### **FA 430 Problems in Bosch and Bruegel (Spring: 3)**

*Aileen Callahan*

### **FA 451 Symbolism and Art Nouveau (Fall: 3)**

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarmé, Maeterlinck, J.-K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

*Jeffery Howe*

### **FA 453 Psychoanalytic Approaches to Art (Fall: 3)**

How can art be approached psychoanalytically? The focus of this seminar is on late nineteenth century artists such as Manet, Gauguin, Cézanne, and Van Gogh, and on those psychoanalytic ideas that have been, and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to the

historic, iconographic and stylistic context of artistic expression. We will explore how the formal means of the artist might be used toward a psychoanalytic interpretation.

*Katherine Nahum*

### **FA 468 Reclusive Genius in a Complex World: Paul Cézanne**

**(Spring: 3)**

**Offered Periodically**

From the early paintings of sexual violence, through the impressionist period, to the late paintings' magisterial resolution of conflict. Cézanne and his work will be considered in depth and in the context of society, history, criticism and contemporary and subsequent artistic practice.

*Katherine Nahum*

### **FA 480 History, Literature, and Art of Early Modern Rome (Spring: 3)**

**Cross Listed with HS 480, RL 370**

**Not open to students who have taken HS 232.**

See course description in the Romance Languages and Literatures Department.

*Stephanie Leone*

*Franco A Mormando*

*Lawrence Wolff*

### **FA 499 Advanced Independent Research (Fall/Spring: 3)**

**Department permission required.**

*John Michalczyk*

### **FA 799 Independent Research (Fall: 3)**

**Department permission required.**

*Jeffery Howe*

## **Undergraduate Course Offerings**

### **Film Studies**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

### **FM 171 Filmmaking I (Fall/Spring: 3)**

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form of expression and communication. Equipment is provided.

*Michael Civille*

### **FM 202 Introduction to Film Art (Fall: 3)**

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.

*Richard Blake, S.J.*

### **FM 230 Introduction to Video Art (Spring: 3)**

**Prerequisite:** Students should have taken at least one studio or film class.

**Lab fee required.**

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.

*Sheila Gallagher*

**FM 273 Filmmaking II (Fall/Spring: 3)**

*Prerequisite:* Filmmaking I or permission of the instructor

**Lab fee required.**

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*The Department*

**FM 274 Digital Non-Linear Editing (Fall/Spring: 3)**

*Prerequisite:* Departmental permission

**Cross Listed with CO 224**

**Limited to 10 students. Lab fee required.**

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

*Adam Bush*

*Michael Civile*

*Chris Schmidt*

**FM 275 Final Cut Pro Editing (Fall: 3)**

**Cross Listed with CO 275**

**Some equipment required. Restricted to majors**

This course is an introduction to digital video editing using the Final Cut Pro software environment. Final Cut Pro widely used and is becoming more prevalent in the editing industry these days, students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more.

*Kristoffer Brewer*

**FM 280 American Film History: Early Years (Fall: 3)**

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work.

*Richard Blake, S.J.*

**FM 281 American Film History: Studio Years (Spring: 3)**

**Satisfies Arts Core Requirement**

Looking at several of the key films and directors emerging from the studio system of the 1930's and 1940's, students will gain greater awareness of the development not only of film technique but also of the social and cultural changes brought about in audiences by the Depression and World War II. The films of Lubitsch, Sturges and others will be considered as products of the commercial, artistic and social forces exerted on their creators.

*Richard Blake, S.J.*

**FM 283 History of European Cinema (Fall: 3)**

**Satisfies Arts Core Requirement**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczyk*

**FM 301 Screenwriter (Fall/Spring: 3)**

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre and breaking rules.

*Drew Yanno*

**FM 302 Adaption: Fiction to Film (Fall: 3)**

*Drew Yanno*

**FM 303 Advanced Screenwriting (Fall/Spring: 3)**

*Prerequisite:* FM 301

**Limited to 15 students**

This course is for students interested in writing for film, applying the knowledge gained in FM 301 toward their efforts at writing their own screenplays.

*Drew Yanno*

**FM 310 The Working Cinematographer: On the Set (Spring: 3)**

*Prerequisites:* Film I and Film II or consent of the instructor

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting and grip departments while completing video assignments varying documentary/dramatic, day/night, exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography. Ideal for future filmmakers or aspiring film/video professionals.

*John Hoover*

**FM 312 World Cinema (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural and political contexts from which these films arise, both in the country of origin and in the West.

*Bo Smith*

**FM 314 Cinema of the Greater Middle East (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers, and look into how the scripts and the shooting styles serve to accomplish their goals.

*Pamela Berger*

**FM 315 Film Noir (Spring: 3)**

**Offered Periodically**

We will explore the history of the enigmatic Hollywood style from its origins in German Expressionism and Hard Boiled Fiction through its classic era, and finally into its rebirth as revisionist neo-noir in the 1970s. The course will examine how American social and political history factored into noir's sudden appearances, and study theoretical concepts of genre, space, gender, and self-perception. Directors include Wilder, Tourneur, Aldrich, Altman, Polanski, and Lynch.

*Michael Civile*

**FM 331 Independent American Film (Fall: 3)**

Offered Periodically

*Michael Civille***FM 332 Maverick Hollywood Directors (Fall: 3)**

Beginning with Orson Welles in the 1940s, students will study the unconventional formal and narrative devices of directors such as Alfred Hitchcock, Stanley Kubrick, Hal Ashby, David Lynch, and PT Anderson, who were able to explore unusual, challenging, and provocative themes within the rigid confines of the economically-minded Hollywood film industry.

*Michael Civille***FM 381 Propaganda Film (Spring: 3)**

This course introduces the student to various forms of propaganda usage during the twentieth century, primarily during wartime. Using lectures, film, slides, and outside screenings, it will present in a modified chronological order, the mind set and values of governments in crises periods. On a personal level, the course will offer the student the occasion to see several sides of an issue and help in determining one's own perspective on the situation.

*John Michalczyk***FM 382 Documentary Film (Fall: 3)**

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.

*John Michalczyk***FM 383 Film Criticism and Theory (Spring: 3)**

In essence, we become film critics when we explore our opinions about a film in light of the plot, characterization, dramatic tension, etc. As an art form, film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussion of primarily independent films.

*John Michalczyk***FM 385 French Cinema (Spring: 3)**

This course will explore French history as it is depicted in selected French films. We will focus on dramatic narrative films set in different historical epochs from the Middle Ages to the twentieth century. We will discuss the differing styles and aesthetics presented by the filmmakers, as well as the cultural/historical background of each film.

*Pamela Berger***FM 389 American Directors Series (Spring: 3)**

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.

*Richard A. Blake, S.J.***FM 393 American Classic Auteurs (Fall: 3)**

Based on an updated form of auteur criticism, which concentrates on the director as author of the film, this course will treat films several of the great American film makers of the classic Hollywood period, like John Ford, Howard Hawks, Orson Welles, Frank Capra, and John Huston. In addition to class screenings, students will privately view other films of these directors and research the social contexts that influenced their artistic development and reception by the public.

*Richard Blake, S.J.***FM 395 Teaching Assistantship (Fall: 3)***John Michalczyk***FM 396 Advanced Screenwriting II (Spring: 3)***Prerequisite:* FM 303**Department permission required. Limited to 12 students.**

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting.

*Drew Yanno***FM 440 Independent Study (Fall/Spring: 3)***John Michalczyk***FM 461 Filmmaking III (Spring: 3)***Hannah Pillemer***FM 499 Advanced Independent Research (Fall/Spring: 6)***John Michalczyk***FM 598 Teaching Assistantship (Spring: 3)***Drew J. Yanno***Undergraduate Course Offerings****Studio Arts**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**FS 100 Visual Thinking (Fall: 3)**

Students must learn fundamental rules of language before they can read or write in that language. Students can learn fundamentals of visual literacy to strengthen understanding of the visual world and ability to make dynamic, meaningful visual statements. Through a series of specifically designed assignments and examination of commercial and fine art works, students gain a stronger sense of the criteria behind visual decisions. Students learn flexible thinking strategies and ways of generating ideas. Course is recommended for communication, marketing majors, teachers, art and non art majors who want to understand art making practices.

*Debra Weisberg***FS 101 Drawing I: Foundations (Fall/Spring: 3)****Satisfies Arts Core Requirement****Lab fee required.**

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art.

*Sheila Gallagher**Khalid Kodi**Michael Mulhern**Mary Sherman**John Steczynski**Andrew Tavarelli*

**FS 102 Painting I: Foundations (Fall/Spring: 3)**

Satisfies Arts Core Requirement

Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying.

*Mary Armstrong**Alston Conley**Sheila Gallagher**Khalid Kodi**Mary Sherman***FS 103 Issues and Approaches to Studio Art (Fall: 3)**

Lab fee required. Course is intended for Studio Majors, Minors, and serious students with previous studio experience.

This is not a Core course.

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, imagination. Students develop skills, confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions, group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

*Michael W. Mulhern**John Steczynski***FS 105 Principles and Concepts in the Arts (Fall/Spring: 4)**

Satisfies Fine Arts Core Requirement

Offered Biennially

Limited to 15 students from LSOE only. A foundations level Fine Arts Studio Course designed to introduce student teachers to visual art and its importance in the Elementary School curriculum. Lab fee required.

Art should be at the heart of the young child's learning experience. To enable this to happen, the teacher must have confidence in his/her ability to handle basic art materials and concepts. We begin with basic skills with drawing and painting. As the semester progresses, the emphasis shifts to the elementary school classroom. At this point the students are introduced to art projects, with a strong multicultural, interdisciplinary component, that they can use in their classrooms.

*Mary Armstrong**Alston Conley***FS 141 Ceramics I (Fall/Spring: 3)**

Lab fee required.

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

*Mark Cooper***FS 142 Ceramics II (Fall/Spring: 3)***Prerequisite:* Ceramics I

Lab fee required.

Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project.

*Mark Cooper***FS 146 Sculpture Projects (Fall: 3)**

Lab fee required.

In the last twenty-five years artists have turned to every type of material imaginable in their efforts to produce sculpture and installation. Artists like Anthony Goldsworthy, Janine Antoni, Tony Craig, Jessica Stockholder, and Judy Pfaff have used found materials, telephone wire, chocolate, lard, and piles of rocks to make their art. Other artists like Thomas Schutte and Kiki Smith have recontextualized the traditional approach to figure sculpture.

*Mark Cooper***FS 150 Painting Plus: Modern Movements (Fall: 3)**

This is an introduction to the materials, issues and concerns of painting. The course focuses on modern approaches to painting where the edges between it and collage or sculpture blur. The emphasis is on making creative objects.

*Alston Conley***FS 161 Photography I (Fall/Spring: 3)**

Lab fee required.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation.

*Karl Baden**Charles Meyer**Sharon Sabin***FS 203 Representational Drawing (Spring: 3)***Prerequisite:* FS 101 or permission of the instructor

Lab fee required.

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening, and volumetric and spatial representation through applied perspective, and modeling and shading in a variety of media

*John Steczynski***FS 204 Drawing III: Introduction to the Figure (Fall: 3)***Prerequisite:* FS 203 or permission of the instructor

Lab fee required.

The course is an introduction to drawing the human form. It approaches it in a broad variety of ways, from traditional static ones of proportion and volume, through organic analogies to plants and animals, to the body as a mechanical machine, as dynamic movement, as a part of a spatial continuum.

*John Steczynski***FS 211 Hot Off the Shelf (Fall: 3)**

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading

assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice.

*The Department*

### **FS 215 Collage and Mixed Media (Spring: 3)**

*Alston Conley*

### **FS 224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)**

*Prerequisites:* FS 101-102 or permission of the instructor

**Lab fee required.**

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject.

*Mary Armstrong*

### **FS 225 Watercolor I (Fall: 3)**

**Lab fee required.**

Students are introduced to the materials, techniques and pleasures of watercolor. Assignments in class are designed to expand the student's visual thinking. Topics such as the elements, astrological signs, Eastern mandalas, pop objects, comics, and Mexican retablos.

*Andrew Tavarelli*

### **FS 226 Colored Works on Paper (Spring: 3)**

**Lab fee required.**

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.

*Khalid Kodi*

*Andrew Tavarelli*

### **FS 230 Introduction to Video Art (Spring: 3)**

*Prerequisite:* Students should have taken at least one studio or film class.

**Lab fee required.**

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.

*Sheila Gallagher*

### **FS 240 Firsthand: Civil War Era Drawings**

**Cross Listed with FA 240 (Spring: 3)**

*Judith Bookbinder*

*Sheila Gallagher*

### **FS 261 Photography II (Fall: 3)**

*Prerequisite:* FS 161 or permission of the instructor

**Lab fee required.**

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes

and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy.

*Charles Meyer*

### **FS 267 Experimental Photography (Spring: 3)**

*Prerequisite:* FS 161 or permission of the instructor

**Lab fee required.**

This will be a one-semester course for those interested in photography as a personally expressive medium. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation.

*Karl Baden*

### **FS 276 Art and Digital Technology (Fall/Spring: 3)**

**Cross Listed with CO 204**

**Lab fee required.**

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

*Karl Baden*

### **FS 299 Art and Alternative Media (Fall: 3)**

*Sheila Gallagher*

### **FS 304 The Figure in Context (Spring: 3)**

*Prerequisites:* Two of the following: FS 101, FS 203, FS 204 or permission of instructor

This drawing course uses the human figure to expand the student's abilities in the direction of more conceptual and more analytical drawing skills. It is only recommended for the student with previous experience drawing the figure. Students will use a variety of media to examine the human form through traditional and non-traditional approaches.

*Sheila Gallagher*

### **FS 321 Painting IV: Layered Image (Fall: 3)**

*Prerequisite:* FS 102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the internet.

*Mary Armstrong*

### **FS 324 The Figure in Costume: Monks, Soldiers, and Hula Dancers (Spring: 3)**

*Prerequisites:* Two Fine Arts Studio classes

**Lab fee required.**

This is an upper level studio class that assumes a working knowledge of art making techniques and some understanding of contemporary and historical (art) issues. Students work in the medium of their choice: painting, drawing, collage, photography, new media. We use the costumed figure as a source of image making and a vehicle for developing a personal vision. We will explore political, gender, religious and social issues, formal problems and personal expression.

*Andrew Tavarelli*

**FS 325 Studio/Critical Issues (Spring: 3)**  
**Requirement for Studio Art minors.**

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. .

*Michael Mulhern*

**FS 352 Stage I Design (Fall: 3)**

**Cross Listed with CT 352**

*Crystal Tiala*

**FS 357 Costume Design (Fall: 3)**

**Cross Listed with CT 357**

Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.

See course description in the Theater Department.

*Jacqueline Dalley*

**FS 361 Photography III (Spring: 3)**

*Prerequisites:* Two of the following courses: FS 161 Photography I, FS 261 Photography II, FS 276 Art and Digital Technology, FS 267 Experimental Photography, or permission of instructor

**Lab fee required.**

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output, as well as analog printing.

*Charles A. Meyer*

**FS 385-386 Independent Work I and II (Fall/Spring: 3)**

*Mary Armstrong*

*Mary Sherman*

**FS 485-486 Independent Work III and IV (Fall/Spring: 3)**

*Mark Cooper*

*Charles A. Meyer*

**FS 473 Senior Project II (Spring: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

*Andrew Tavarelli*

**FS 498 Senior Project (Fall: 3)**

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

*Andrew Tavarelli*

**FS 598 Teaching Assistantship (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to Juniors and Seniors and enrollment is limited to one student per class. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

*The Department*

## Geology and Geophysics

### Faculty

**George D. Brown, Jr.**, *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

**James W. Skehan, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

**John F. Devane, S.J.**, *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

**John E. Ebel**, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

**J. Christopher Hepburn**, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

**Rudolph Hon**, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

**Alan L. Kafka**, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

**Gail C. Kineke**, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington

**Amy E. Frappier**, *Assistant Professor*; B.S., University of Maine, M.S., Ph.D., University of New Hampshire

**Yvette Kuiper**, *Assistant Professor*; M.S., Utrecht University; Ph.D., University of New Brunswick

**Noah P. Snyder**, *Assistant Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

### Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, [margaret.mccarthy.1@bc.edu](mailto:margaret.mccarthy.1@bc.edu)
- Director of Undergraduate Studies and Department Chairperson: Dr. Gail C. Kineke, [gail.kineke@bc.edu](mailto:gail.kineke@bc.edu)
- Director of Graduate Studies: Dr. John E. Ebel, [ebel@bc.edu](mailto:ebel@bc.edu)
- Website: <http://www.bc.edu/geology/>

### Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of the Department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Geologists, geophysicists, and environmental scientists study the earth's complex systems and the interrelations among the solid earth, the hydrosphere, the biosphere, and the atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society will require ever larger amounts of energy and resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can

choose to work in the field in almost any area of the world, in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes for improved city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities for a rewarding career.

### Department Honors Program

Any major in the Department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise a proposed research project. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

### Minor in Geology and Geophysics

In addition to the four major programs, a student may choose to minor in the Department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Gail Kineke, the Department's Director of Undergraduate Studies, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six courses in the Department structured as follows:

(A) Two required courses:

- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) and laboratory (GE 221)

(B) Two additional departmental courses numbered 100 or higher

(C) One additional departmental course numbered 200 or higher

(D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by a faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult the Boston College Catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

### Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of ten courses in the Department of Geology and Geophysics, no more than four of which may be at the 100-level. These courses must include:

(A) Each of the following four courses:

- Environmental Geosciences I (GE 167)
  - Exploring the Earth I with laboratory (GE 132-133)
  - Earth Materials with laboratory (GE 220-221)
  - Environmental Geology with laboratory (GE 250-251)
- GE 180 plus laboratory (GE 136) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Two courses from among the following:

- Exploring the Earth II (GE 134)
- Oceanography (GE 157)
- Environmental Geosciences II (GE 168)
- Rivers and the Environment (GE 170)
- Weather, Climate, and Environment (GE 172)
- Climate Change and Society (GE 174)
- Geoscience and Public Policy (GE 187)

(C) At least two courses from among the following:

- Introduction to Geochemistry (GE 230)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology (GE 285)
- Geological Field Mapping and Methods (GE 288)
- Environmental Hydrology (GE 297)
- Paleoclimatology (GE 360)
- Petrology I (GE 372)
- Petrology II (GE 374)
- Environmental Oceanography (GE 380)
- Environmental Geochemistry (GE 392)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Environmental Contaminants (GE 457)
- Geographical Information Systems (GIS) (GE 480)
- Isotope Applications in Earth Science (GE 512)
- Estuarine Studies (GE 518)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)

(D) Two additional electives may include courses in the Department numbered 300 or above to be chosen by the student with his or her advisor, or courses from outside the Department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 401)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 278)
- Environmental Law (PO 270)

A geology or geophysics summer field course may be substituted for one of the courses in (D) above. A file of summer field camp programs is kept in the department office.

(E) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following:

- Chemistry (CH 109-CH 110 with laboratory CH 111-CH 112)
- Physics (PH 211-PH 212 with laboratory PH 203-PH 204)
- Biology (BI 200-BI 202 with laboratory BI 210-BI 211)

Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee.

#### Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I (GE 132) be taken during the first or second year. The laboratory science requirement (E above) should be taken during the first or second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences for non-majors.

#### Major Requirements: Geology

Students majoring in Geology need to take the following courses, and complete a total of ten courses in the Department:

(A) Students majoring in Geology must take the following seven courses:

- Exploring the Earth I and II (GE 132-GE 134) with laboratories (GE 133-GE 135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three additional electives (with a minimum of two numbered 300 or above) in the Department to bring the total number of departmental courses to ten.

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the Department office.

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103)
- Two semesters of Chemistry (CH 109-CH 110 with laboratory CH 111-CH 112)
- Two semesters of Physics (PH 211-212 with laboratory PH 203-204)

(D) The Department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300-level Department electives upon written approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both inside and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### Information for First-Year Geology Majors

The following courses are recommended for first-year Geology majors, if their schedules permit:

- Exploring the Earth I and II (GE 132, GE 134 with laboratory GE 133, GE 135)
- Two semesters of Calculus (MT 102-MT 103)
- Two semesters of Chemistry (CH 109-CH 110 with laboratory CH 111-CH 112)

#### Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four courses from the following list, with at least two in Geophysics:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 455)
- Engineering Geology (GE 470)
- Advanced Structural Geology (GE 485)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

(C) Two additional electives approved in advance by the student's advisor.

- These two courses may be in departmental courses numbered 400 or above, or in advanced courses in physics or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one advanced departmental course and one advanced physics course.

(D) In addition to the ten required courses listed above, the outside science requirements for the Geophysics major are as follows:

- Calculus through MT 305 (MT 102-MT 103, MT 202, MT 305)
- Two semesters of Chemistry (CH 109-CH 110 with laboratory CH 111-CH 112)
- Two semesters of Physics (PH 211-PH 212 with laboratory PH 203-PH 204)

Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

#### Information for First-Year Geophysics Majors

The following courses are recommended for First Year Geophysics majors, if their schedules permit:

- Exploring the Earth I and II (GE 132, GE 134 with laboratory GE 133, GE 135)

- Two semesters of Chemistry (CH 109-110 with laboratory CH 111-112)
- Two semesters of Calculus (MT 102-103)

### Major Requirements: Geology-Geophysics

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Exploration Seismology (GE 455)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Advanced Structural Geology (GE 485)
- Estuarine Studies (GE 518)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

(C) Each of the following:

- Calculus through MT 305 (usually MT 102-103, 202, and 305)
- Two semesters of Chemistry (CH 109-110 with laboratory CH 111-112)
- Two semesters of Physics (PH 211-212 with laboratory PH 203-204)

Courses in computer science and a summer field geology course are highly recommended in the elective program as is a senior year research project.

Students should plan their program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

### Information for First-Year Geology-Geophysics Majors

The following courses are recommended for First-Year Geology-Geophysics majors if their schedules permit:

- Exploring the Earth I and II (GE 132, 134 with laboratory GE 133, 135)
- Two semesters of Chemistry (CH 109-110 with laboratory CH 111-112)
- Two semesters of Calculus (MT 102-103)

### Fulfilling the Core Requirements

Core courses in the Department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and

approaches that reflect the breadth of the earth sciences. This variability provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 125, 132, 134, and 180 are courses that provide insight into the wide scope of geological subjects. The other Core offerings cover more specific sub-fields, such as Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should contact the Department at 617-552-3640 (Devlin 213) or see Professor Gail Kineke (gail.kineke@bc.edu).

### Information for Study Abroad

Our Department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Because the Department has four majors, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the Department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Program Committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before traveling abroad so that they may take full advantage of their foreign experience and are able to take courses abroad that they do not have the opportunity to take at Boston College. In general, students in any of our majors should complete GE 132, GE 220, and a year of Chemistry, Physics, or Biology before they go abroad. Environmental Geoscience majors should also have taken GE 167, and Geology, Geophysics, or Geology/Geophysics majors should have completed a year of calculus.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the departmental Undergraduate Program Committee, the Foreign Study Advisor (Professor J. Christopher Hepburn) or the Department Chairperson. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students not only to other cultures, but other physical environments and geological situations. The Department will try to be as flexible as possible to allow students the opportunity to study abroad. Based upon prior student experience, the Department particularly recommends programs in Ecuador and Australia. Students should contact Professors Hepburn or Kineke to plan their semester or year abroad.

### Graduate Program Description

#### Master of Science

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology,

geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately twenty graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

#### Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by January 15. Later applications will be considered for financial aid if funding is available.

#### M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed 2-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary

Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

#### Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is January 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

### Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

### M.S.T. Degree Requirements

The 5 required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

### Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of courses is available in the Department.

### Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics at Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twelve-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at <http://www.bc.edu/westonobservatory/>.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

### GE 110 Geology of National Parks (Fall: 3)

#### Satisfies the Natural Science Core Requirement

U.S. National Parks give us the perfect opportunity to explore and discuss fundamental geological concepts. How was the Grand Canyon carved out by a river? How are volcanoes in Hawaii different from those in Katmai National Park and what do they tell us about plate tectonics? How did glaciers shape Acadia National Park? Which parks are most susceptible to earthquakes and why? While considering various

National Parks, as well as some State Parks and/or parks in other countries, basic modern scientific methods in the earth sciences will be discussed and explored.

*Yvette D. Kuiper*

### GE 125 Exploring Earth History (Spring: 4)

*Corequisite:* GE 126

#### Satisfies the Natural Science Core Requirement

'The earth is not finished, but is now being and will forever be remade', C.R. Van Hise (1898), the objective of this course is to describe the history of the earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record.

*Kenneth G. Galli*

### GE 126 Exploring Earth History Lab (Spring: 0)

*Corequisite:* GE 125

*Kenneth G. Galli*

### GE 132 Exploring the Earth I: Origin and Systems (Fall: 4)

*Corequisite:* GE 133

#### Satisfies the Natural Science Core Requirement

An introduction to the important geological and geophysical processes operating on and within the earth. Intended for geology, geophysics, and environmental geosciences majors but also open to majors in other sciences and other A&S students. A 2-hour laboratory is required. Laboratory exercises include mineral and rock identification and the interpretation of geologic maps. Geological field trips are planned. Topics include the origin of the earth, minerals and rocks, fossils and the relative geologic time scale, characteristics of mountain ranges and an understanding of theories of plate tectonics.

*J. Christopher Hepburn*

*Noah P. Snyder*

### GE 133 Exploring the Earth I: Lab (Fall: 0)

*Corequisite:* GE 132

*J. Christopher Hepburn*

*Noah P. Snyder*

### GE 134 Exploring the Earth II (Spring: 4)

*Prerequisite:* GE 132 or permission of the instructor

*Corequisite:* GE 135

#### Satisfies the Natural Science Core Requirement

**Aimed towards Majors and Minors in the Department of Geology and Geophysics.**

**The course may be taken without GE 132 by permission of the instructor.**

A continuation of GE 132 with an emphasis on geophysics. The application of the basic laws of physics to an understanding of the structure, makeup and evolution of the earth are discussed. Topics to be covered include the seismic structure, heat flow, magnetism and gravity field of the earth. The theory of Plate Tectonics will be presented and used as a framework for the presentation of the particular topics.

*Yvette D. Kuiper*

### GE 135 Exploring the Earth II: Lab (Spring: 0)

*Corequisite:* GE 134

The laboratory (GE 135) consists of in-class exercises, analysis of characteristics of rocks and a weekend geological field trip.

*Yvette Kuiper*

**GE 136 Introduction to Geology: Lab (Fall: 1)**

Taken only with permission of the instructor and the Chair of the Undergraduate Program Committee.

This course is intended only for majors and minors in the Department of Geology and Geophysics who need to fulfill a laboratory requirement. Topics covered include: rocks and minerals, surficial processes, and geologic mapping. Co-meets with GE133.

*J. Christopher Hepburn*

*Noah P. Snyder*

**GE 146 Origin and Evolution of Life on Earth (Spring: 4)**

*Corequisite:* GE 147

**Satisfies the Natural Science Core Requirement**

**The course makes extensive use of the Internet as a learning resource.**

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules and the search for life on other planets. The one and a half hour lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.

*Paul K. Strother*

**GE 147 Origin and Evolution of Life on Earth Discussion (Spring: 0)**

*Corequisite:* GE 146

*Paul K. Strother*

**GE 150 Astronomy (Fall: 3)**

**Satisfies the Natural Science Core Requirement**

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.

*The Department*

**GE 157 Oceanography (Fall: 4)**

*Corequisite:* GE 158

**Satisfies the Natural Science Core Requirement**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical and biological processes. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea.

*Gail C. Kineke*

**GE 158 Oceanography Lab (Fall: 0)**

*Corequisite:* GE 157

*Gail C. Kineke*

**GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)**

**Satisfies the Natural Science Core Requirement**

This course covers the ways in which humans interact with the Earth by using and abusing its resources. Topics discussed include population growth, urban and industrial pollution of water and air, acid

rain, ozone depletion, waste disposal, and meeting our growing energy needs through coal, oil, nuclear power and renewable sources. The focus will be on technologies and trends that will determine whether our planet has a sustainable future during the next few decades that will shape your lives.

*Judith Hepburn*

**GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)**

**Satisfies the Natural Science Core Requirement**

**This course may be taken independently of GE 167.**

This course, a continuation of GE 167, emphasizes the ways in which humans interact with processes operating on and within the Earth. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their related hazards, surface movements, and long and short-term climatic changes. A particular emphasis will be on risk assessment and on demographic patterns or construction practices that impact on our relationship to the natural environment.

*Judith Hepburn*

**GE 170 Rivers and the Environment (Spring: 3)**

**Satisfies the Natural Science Core Requirement**

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect and restore these systems.

*Noah P. Snyder*

**GE 172 Weather, Climate, and the Environment (Fall: 4)**

*Corequisite:* GE 173

**Satisfies the Natural Science Core Requirement**

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El Nino, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects are explored.

*John E. Ebel*

**GE 173 Weather, Climate and the Environment Lab (Fall: 0)**

*Corequisite:* GE 172

*John E. Ebel*

**GE 174 Climate Change and Society (Spring: 4)**

*Corequisite:* GE 175

**Satisfies the Natural Science Core Requirement**

Human activity rivals nature as an agent of change in the global climate system. We explore the meaning of our recently-acquired influence over the environment from scientific, socioeconomic, and moral perspectives. We investigate how Earth's climate system works, how natural changes affected people on timescales ranging from years to hundreds of thousands of years, and how modern society is altering climate by

adding greenhouse gases to the atmosphere. We investigate current and potential impacts of climate change on developed and developing societies anticipated in the twenty-first century.

*Amy Frappier*

### **GE 175 Climate Change and Society Lab (Spring: 0)**

*Corequisite:* GE 174

**Satisfies the Natural Science Core Requirement**

*Amy Frappier*

### **GE 177 Cosmos (Spring: 3)**

**Satisfies the Natural Science Core Requirement**

**Open to all students.**

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space programs, including Apollo (moon), Viking and Pathfinder (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune), Magellan (Venus) and Galileo (Jupiter) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the solar system. The question of life on other planets will be discussed.

*J. Christopher Hepburn*

### **GE 180 The Living Earth I (Fall: 3)**

*Corequisite:* GE 181

**Satisfies the Natural Science Core Requirement**

The course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system.

*Michael Barnett*

### **GE 181 The Living Earth I Lab (Fall: 1)**

*Corequisite:* GE 180

*Michael Barnett*

### **GE 182 The Living Earth II (Spring: 3)**

*Corequisite:* GE 183

**Satisfies the Natural Science Core Requirement**

This is the second semester of GE 180. This course may be taken independently of GE 180.

*Michael Barnett*

### **GE 183 The Living Earth II Lab (Spring: 0)**

*Corequisite:* GE 182

*Michael Barnett*

### **GE 187 Geoscience and Public Policy (Spring: 3)**

**Satisfies the Natural Science Core Requirement**

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

*The Department*

### **GE 192 Earth Under Siege (Fall: 3)**

*Prerequisite:* High school chemistry

**Satisfies the Natural Science Core Requirement**

**Offered Biennially**

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

*Rudolph Hon*

### **GE 220 Earth Materials (Fall: 4)**

*Prerequisite:* GE 132

*Corequisite:* GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary and metamorphic processes are investigated to develop the classifications of these groups of rocks.

*J. Christopher Hepburn*

### **GE 221 Earth Materials Lab (Fall: 0)**

*Corequisite:* GE 220

*J. Christopher Hepburn*

### **GE 230 Introduction to Geochemistry (Fall: 4)**

*Prerequisites:* CH 109-110 or permission of the instructor

*Corequisite:* GE 231

**Offered Biennially**

This course addresses applications and principles of chemistry to problems in the Earth Sciences, with the theme of "how to build a habitable planet." Topics will include origin and distribution of elements and isotopes in different Earth materials, including the deep earth, crustal rocks and minerals, natural waters, and the atmosphere, biogeochemical cycles, pH and redox in natural environments, and the carbonate system. We will discuss geochemical applications in geology, hydrology, oceanography, paleoclimatology, paleobiology, medical geology, and Earth System Science.

*Amy Frappier*

### **GE 231 Introduction to Geochemistry Lab (Fall: 0)**

*Corequisite:* GE 230

**Offered Biennially**

*Amy Frappier*

### **GE 250 Environmental Geology (Spring: 4)**

*Prerequisite:* GE 132

*Corequisite:* GE 251

The surficial environment and the geological processes of the earth will be examined in some detail. Man's influence on and alteration of these processes and environment will be emphasized. Specifically pollution as it affected the surface water, ground water, the ocean, and atmosphere will be studied. The problems of waste disposal as well as mineral and energy development will be analyzed.

*Rudolph Hon*

**GE 251 Environmental Geology Lab (Spring: 0)***Corequisite:* GE 250*Rudolph Hon***GE 264 Stratigraphy and Sedimentation (Spring: 4)***Prerequisite:* GE 132*Corequisite:* GE 265**Offered Biennially**

This course deals with the systematics of stratified sedimentary rocks and the processes that form individual layers. Lectures will cover the processes that produce sediment (weathering, erosion); transportation of particulate sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. Using fossils, radiometric techniques, and paleomagnetism, time correlations can be made over very large distances; even on a global scale. A 3-hour lab is required.

*The Department***GE 265 Stratigraphy and Sedimentation Lab (Spring: 0)***Corequisite:* GE 264**Offered Biennially***The Department***GE 285 Introduction to Structural Geology (Fall: 4)***Prerequisite:* GE 134*Corequisite:* GE 286**Offered Biennially**

The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. Structures such as folds, faults, foliations, lineations and shear zones will be considered at various scales, as visible in the field or in thin section. I will also discuss some inter- and intra-granular deformation mechanism. The 3-hour laboratory consists of in-class problems and some field-based problems.

*Yvette Kuiper***GE 286 Introduction to Structural Geology Lab (Fall: 0)***Corequisite:* GE 285**Offered Biennially***Yvette Kuiper***GE 288 Geological Field Mapping Methods (Spring: 4)***Prerequisites:* GE 220 and GE 285 or permission of the instructor**Offered Biennially**

The goals of this course are to learn basic geologic mapping skills. The weekly meetings will focus on reading and constructing geological maps and cross sections, interpretation of field data, basic structural data processing and regional geology of the field area. The field component will be a 2-week excursion after final exams, where skills learned throughout the term will be brought into practice in the field through mapping exercises and field trips.

*Yvette Kuiper***GE 297 Environmental Hydrology (Fall: 3)***Prerequisite:* GE 132

An introduction to hydrological processes on and near the Earth's surface. Ground-water hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed.

*Dale Weiss***GE 596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.

*The Department***GE 597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.

*The Department***GE 598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.

*The Department***GE 599 Advanced Independent Research (Fall/Spring: 6)***Prerequisite:* Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

*The Department****Undergraduate and Graduate Course Offerings*****GE 330 Paleontology (Fall: 4)***Prerequisites:* GE 132-GE 134, or BI 200-BI 202, or permission of the instructor*Corequisite:* GE 331**Offered Biennially**

Paleontology studies fossils as a record of the evolution of life through geologic time. The course starts with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphasizes paleobiology and environmental evolution; laboratory emphasizes direct observation of fossils including basic morphology and phylogeny of common fossil types. The class normally includes an extended weekend fieldtrip to Nova Scotia to visit several classic fossil localities.

*Paul K. Strother***GE 331 Paleontology Lab (Fall: 0)***Corequisite:* GE 330**Offered Biennially***Paul K. Strother*

**GE 335 Topics in Geobiology (Spring: 3)**

*Prerequisite:* Two years of college work or permission of the instructor  
**Offered Biennially**

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's 4-billion-year rock record. These long term interactions between the biosphere and the lithosphere that have resulted in irreversible changes in the Earth's surface environment. Course contents begins with a review of Earth systems science and biogeochemical cycles along with the organisms that produce those cycles. Next, we examine the role played by the environment in biological evolution—biogeography, speciation, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.

*Paul K. Strother*

**GE 360 Paleoclimatology (Fall: 4)**

*Prerequisite:* Two years of College Course work or permission of the instructor  
**Offered Biennially**

Paleoclimatology, the study of ancient climate, investigates present and past changes in the climate system using records of environmental changes preserved in natural archives (e.g. tree rings, glacial ice, lake/ocean sediments, corals, cave formations). A long-term perspective is expressed in computer global circulation models. The course emphasizes climate system processes, tools of paleoclimatology, the history of past climate changes, current trends and projected future conditions.

*Amy Frappier*

**GE 372 Petrology I (Fall: 4)**

*Prerequisite:* GE 220

*Corequisite:* GE 373

**Offered Biennially**

This course has 2 parts: The first part is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part of the course covers the basic principles of polarized light microscopy (PLM) and its application to mineral identification using a polarizing light microscope. Students will learn the techniques of the polarizing microscopy to identify minerals in thin sections.

*Rudolph Hon*

**GE 373 Petrology I Lab (Fall: 0)**

*Corequisite:* GE 372

**Offered Biennially**

Students will learn symmetry elements on models of minerals, practice a use of the polarizing light microscope (PLM), mineral identification using PLM, and basic rock forming mineralogy.

*Rudolph Hon*

**GE 374 Petrology II (Spring: 4)**

*Prerequisite:* GE 372

*Corequisite:* GE 375

**Offered Biennially**

This course, a continuation of GE 372, is devoted to an understanding of the petrology and petrography of igneous and metamorphic rocks. Lectures on the petrology of how rocks form will be integrated with the laboratory (GE375) where students will use the petrographic microscope to identify the textures and mineral phases that make up these rocks. Phase diagrams will also be used to help better constrain to origin of igneous and metamorphic rocks.

*J. Christopher Hepburn*

**GE 375 Petrology II Lab (Spring: 0)**

*Corequisite:* GE 374

**Offered Biennially**

Students use the petrographic polarizing microscope to identify and describe igneous and metamorphic rocks.

*J. Christopher Hepburn*

**GE 380 Environmental Oceanography (Spring: 3)**

*Prerequisite:* GE 132 or GE 157

**Offered Biennially**

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail C. Kineke*

**GE 391 Introduction to Geophysics (Fall: 3)**

*Prerequisites:* GE 134, MT 102-MT 103, PH 211-PH 212, or permission of instructor

**Offered Periodically**

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.

*Alan Kafka*

**GE 398 Statistical Analysis of Scientific Data (Fall/Spring: 3)**

**Offered Biennially**

The scientific process involves the collection of data for the testing and development of scientific models. This course covers the statistical methods commonly used to acquire, analyze and interpret many different types of scientific data.

*The Department*

**GE 400 Watershed Geomorphology (Fall: 4)**

*Prerequisite:*s GE 132, calculus and physics are recommended

*Corequisite:* GE 401

**Offered Biennially**

This course focuses on the physical processes that shape the landscape. Understanding the flow of water, sediment, nutrients, and contaminants throughout watersheds is vital to earth scientists and land managers. In this course, emphasis is placed on interactions of geomorphic processes with external factors such as land use, climate change, and tectonics. Topics include: sediment creation by chemical and physical weathering; hillslope hydrology and transport; mass-wasting processes; steam erosion, transport and deposition; and glacial landform development.

*Noah P. Snyder*

**GE 401 Watershed Geomorphology Lab (Fall: 0)**

*Corequisite:* GE 400

**Offered Periodically**

*Noah P. Snyder*

**GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall/Spring: 3)***Prerequisite:* GE 132, MT 102-MT 103**Offered Periodically**

A survey of the techniques currently available for environmental assessment of contaminated sites will be presented. First the characterization of contaminated sites according to the extent and type of contamination will be defined and quantified. The remediation techniques currently in use for cleaning up contaminated soils and bedrock will be discussed. Technologies currently in use for remediation will be evaluated for their technical soundness and cost effectiveness. In many cases, valid techniques for cleanup exist but are cost prohibitive. Long term monitoring of remediated sites will be discussed. Criteria for assessing the completeness of remediation will be presented.

*Randolph Martin, III***GE 418 Hydrogeology (Spring: 3)***Prerequisite:* GE 132*Corequisite:* GE 419**Offered Periodically**

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization.

*Alfredo Urzua***GE 424 Environmental Geophysics (Spring: 4)***Prerequisites:* MT 102-MT 103, PH 211-PH 212, or permission of instructor*Corequisite:* GE 425**Offered Periodically**

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection. In this course students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methodology, instrumentation, theory, and interpretation.

*John E. Ebel***GE 440 Global Biochemical Cycles (Fall: 3)***Amy Frappier***GE 455 Exploration Seismology (Spring: 4)***Prerequisites:* MT 102-103, PH 211-212*Corequisite:* GE 456**Offered Periodically**

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing and presentation of seismic refraction and reflection data.

*John E. Ebel***GE 456 Exploration Seismology Laboratory (Spring: 00)***Corequisite:* GE 455**Offered Periodically***John E. Ebel***GE 457 Environmental Contaminants (Fall: 3)***Prerequisites:* CH 109-CH 110, GE 250**Offered Periodically**

Contaminants and pollutants in the environment pose a significant threat to human health, ecological balance, and quality of life in our societies. The course will cover common environmental contaminants in the atmosphere, water, and soils, and their potential impact on human health such as mercury, arsenic, radon, and various organic compounds. Additional topics will include discussions of toxicities and deficiencies, natural and anthropogenic contaminant types, and strategies how to mitigate contaminated areas in the environment.

*Rudolph Hon***GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)***Corequisite:* GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical assignments in the two-hour lab will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields.

*Rudolph Hon***GE 481 Applications of GIS Lab (Spring: 0)***Corequisite:* GE 480*Rudolph Hon***GE 484 Aqueous Geochemistry (Fall: 3)***Prerequisites:* CH 109-110, MT 102-103**Offered Biennially**

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

*Rudolph Hon***GE 484.01 Aqueous Environmental Geochemistry (Fall: 3)***Prerequisite:* College level introductory chemistry and calculus

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

*Rudolph Hon***GE 485 Advanced Structural Geology (Fall: 4)***Prerequisite:* GE 285*Corequisite:* GE 486**Offered Biennially**

Advanced Structural Geology (GE 485-486) builds on Introduction to Structural Geology (GE 285-286). Structures such as

folds, faults, foliations, lineations and shear zones will be considered in much more detail than in GE 285-286. We will focus more on microstructures, complex geometries and multiple generations of deformation. The 3-hour laboratory (GE 486) consists of microscopy, in-class problems, and some field-based problems.

*Yvette Kuiper*

**GE 486 Advanced Structural Geology Lab (Fall: 0)**

*Corequisite:* GE 485

**Offered Biennially**

*Yvette Kuiper*

**GE 490 Remote Sensing and Image Interpretation (Spring: 3)**

*Prerequisite:* GE 132

**Offered Biennially**

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of “images” from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area represented. Projects based on spatial data in paper or digital format including topographic or bathymetric maps, digital elevation models, aerial photographs, satellite images, subsurface images, scenes from the seafloor and other planets. Methods of digital image processing and enhancement are discussed. May include one or two fieldtrips.

*Noah P. Snyder*

**GE 512 Isotope Applications in Earth Science (Spring: 4)**

*Prerequisites:* MT 102-MT 103, CH 109-CH 110 or GE 230

*Corequisite:* GE 513

**Offered Biennially**

This course introduces the various isotopic methods that are used in the Earth Sciences. Topics will include: (1) radiogenic isotope systems in geochronology and petrogenesis, such as U-Th-Pb, K-Ar, Rb-Sr, Sm-Nd, Re-Os, (2) cosmogenic isotope systems, in geochronology, geomorphology, and oceanography such as <sup>14</sup>C, <sup>10</sup>Be, <sup>16</sup>A1, (3) light stable isotope systems in hydrology, paleothermometry, paleoecology, and geology, such as H, O, C, N, S. We emphasize both applications and analytical methods for mass spectrometry.

*Yvette D. Kuiper*

*Amy Frappier*

**GE 513 Isotope Applications in Earth Science Lab (Spring: 0)**

*Corequisite:* GE 512

**Offered Biennially**

*Yvette D. Kuiper*

*Amy Frappier*

**GE 518 Estuarine Studies (Fall: 3)**

*Prerequisite:* calculus and physics are recommended

**Offered Periodically**

This course is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. The course is geared toward junior-level science majors but is also appropriate for beginning graduate students. The course has a significant field component for individual projects that can be continued for thesis work (undergraduate or graduate). Class meetings through the semester are used for discussion or readings from the scientific literature, definition of research problems as a team, and introduction to data analysis and interpretation using results from field experiments and the numerical processing package MATLAB. Three hours per week plus extended field experiment.

*Gail C. Kineke*

**GE 530 Marine Geology (Spring: 3)**

*Prerequisites:* GE 134, calculus and physics are recommended.

**Offered Periodically**

Recent geological and geophysical information on the ocean basins is examined concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation including sediment transport, pleistocene sedimentation and global climate change. Sedimentological and geophysical investigation techniques are emphasized.

*Gail C. Kineke*

**GE 535 Coastal Processes (Fall: 3)**

*Prerequisites:* Calculus and physics are recommended.

**Offered Biennially**

This course is a study of the physical and geological processes responsible for the formation and evolution of coastal environments. The course takes a morphodynamic approach by studying the coupled suite of hydrodynamic processes, seafloor morphologies, and sequences of change. Topics to be covered include: classification of coasts, sea level change, shallow water physical oceanography and sediment transport, and coastal environments (barrier islands and beaches, deltas, estuaries).

*Gail C. Kineke*

**GE 543 Plate Tectonics and Mountain Belts (Spring: 3)**

*Prerequisites:* GE 220, GE 285

**Offered Biennially**

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research and debate. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed, as will current ideas for the analysis of exotic terrains.

*J. Christopher Hepburn*

**GE 572 Geophysical Data Processing (Spring: 3)**

*Prerequisites:* MT 201 or 202, PH 211-PH 212

**Offered Biennially**

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

*John E. Ebel*

**GE 580 Environmental Seminar (Spring: 3)**

*Prerequisite:* Permission of the Director of Environmental Studies or the instructor

*Corequisite:* GE 581

This seminar is for Seniors with an Environmental Studies Minor. Contemporary and future environmental issues will be investigated from scientific, historic, economic, and cultural perspectives. Researchers, environmentalists, and other experts will occasionally attend and participate in specific seminars associated with their areas of concentration. As a senior seminar, the course will be driven by student

interest and expertise. The overall goal of the course is for each student to make use of the skills, knowledge and background they bring to the seminar at this time in their academic career.

*Gail C. Kineke*

*Amy Frappier*

**GE 581 Environmental Seminar: Discussion (Spring: 0)**

*Corequisite:* GE 580

*Gail C. Kineke*

*Amy Frappier*

**GE 660 Introduction to Seismology (Fall: 3)**

*Prerequisite:* MT 103 (can be taken concurrently)

**Offered Biennially**

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.

*John E. Ebel*

**Graduate Course Offerings**

**GE 475 Geotechnology (Fall: 3)**

*Prerequisites:* GE 418, MT 202 and Microcomputer use or permission of the instructor. It is expected that the students have familiarity with the use of an IBM-PC or compatible microcomputer.

**Offered Periodically**

This course is designed to introduce students to the field of Geotechnical Engineering. The lectures focus on the following aspects of soil mechanics: stress distribution, 1-D Settlement Analysis, 1-D Time Rate Settlement (Consolidation theory), Bearing Capacity of Shallow Foundations and Slope Stability Analysis. For each one of these subjects, analytical basis and assumptions are presented and example problems are described.

*Alfredo Urzua*

**GE 692 Earth Systems Seminar (Fall: 3)**

*Prerequisite:* Upper level undergraduates may enroll by permission of the instructors

This is a graduate level multidisciplinary course offered annually by the Department on a variety of topics related to research interests of the faculty. The Earth Systems Seminar is primarily intended for beginning graduate students, but upper level undergraduate students may enroll by permission of the instructors.

*Noah P. Snyder*

*Gail C. Kineke*

**GE 796 Seminar in Geology (Spring: 3)**

**By arrangement only.**

*The Department*

**GE 798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.

*The Department*

**GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.

*The Department*

**GE 801 Thesis Seminar (Fall/Spring: 3)**

Thesis research under the guidance of a faculty member.

*The Department*

**GE 888 Interim Study (Fall/Spring: 0)**

**By arrangement only.**

Thesis research under the guidance of a faculty member.

*The Department*

**German Studies**

**Faculty**

**Christoph W. Eykman**, *Professor*; Ph.D., Rhein. Friedr. Wilhelm Universität, Bonn

**Michael Resler**, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

**Rachel Freudenburg**, *Associate Professor*; B.A., Wayne State University; M.A., Washington University; Ph.D., Harvard University

**Contacts**

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu
- Website: <http://www.bc.edu/german/>

**Undergraduate Program Description**

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

**Major Requirements**

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

**Notes for majors with transfer credits:**

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad to be counted toward the German Studies major must be conducted in German.

**Information for First Year Majors**

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten 1-semester courses in German numbered 100 and above are required to complete the major.

**Information for Study Abroad**

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad, provided they are conducted in German, will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses which constitute the major, a minimum of four courses beyond Composition

and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Dresden, Berlin, Heidelberg, Tübingen, Freiburg, and Munich are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

### **Graduate Program Description**

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

#### **GM 061 Intensive Reading in German (Summer:1)**

**No previous knowledge of German required.**

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test, and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **GM 001 German A (Elementary I) (Fall: 3)**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with on-line videos and audio programs, and an on-line workbook. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background. True beginners should also sign up for GM 003 Elementary German Practicum I. Graduate students must either take this course for credit or register as auditors.

*Rachel Freudenburg*

*Ursula Mangoubi*

*Ruth Sondermann*

#### **GM 002 German A (Elementary II) (Spring: 3)**

*Prerequisite:* GM 001

This course is a continuation of GM 001 (Elementary German I). Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with on-line videos and audio-programs, and an on-line workbook. Intended for those with one semester of college-level German or at least three years of high school German. Students who need additional review and reinforcement should enroll in GM 004, Elementary German Practicum II, concurrently. Graduate students must either take this course for credit or register as auditors.

*The Department*

#### **GM 003 Elementary German Practicum I (Fall: 1)**

*Corequisite:* Students should be signed up for GM 001.

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 001 through review and recycling of material. This class is an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

#### **GM 004 Elementary German Practicum II (Spring: 1)**

*Corequisite:* Students should be signed up for GM 002.

This intensive 1-hour supplementary course gives students extra help mastering concepts presented in GM 002 through review and recycling of material. This class is an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

#### **GM 050 Intermediate German I (Fall: 3)**

*Prerequisites:* GM 001-GM 002 or equivalent.

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly*

*Christoph Eykman*

*Michael Resler*

#### **GM 051 Intermediate German II (Spring: 3)**

*Prerequisites:* GM 050 or admission by placement test

**Satisfies Foreign Language Proficiency Core Requirement**

**Conducted primarily in German. Counts toward German minor.**

This course is a continuation of GM 050 (Intermediate German I) and provides further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society; grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly*

*Christoph Eykman*

*Michael Resler*

#### **GM 063 Triumphs and Failings of Modern Man (Fall: 3)**

**Cross Listed with EN 084**

**Satisfies Literature Core Requirement**

**Offered Biennially**

**Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.**

This course focuses on a number of themes which characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scientist in the modern world. Twentieth century German, Swiss and Austrian writers will be discussed. The following works will be discussed in class: Thomas Mann, *The Magic Mountain* (novel); Sigmund Freud, *An Outline of Psychoanalysis* (essay); Erich Maria Remarque, *All Quiet on the Western Front* (novel); Wolfgang Borchert, *The Man Outside* (play and stories); Heinrich Boll, *Stories*; Friedrich Dürrenmatt, *The Physicists* (play).

*Christoph Eykman*

#### **GM 066 The Quest for Justice: Kafka and Kleist (Fall: 3)**

**Cross Listed with EN 084**

**Satisfies Literature Core Requirement**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

The term poetic justice implies that when we are wronged, literature can put it right, even if our environment cannot. In this course, we read two of Germany's most enigmatic authors: Heinrich von Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a

diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

*Rachel Freudenburg*

**GM 067 The Romantic Experience (Spring: 3)**

Cross Listed with EN 084

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English.

This course traces a number of themes which were first expressed in the writings of European Romantics during the early nineteenth century and which shaped European and American intellectual history throughout the twentieth century. Such themes are, for example: love, emotion, nature, spirit, solitude, the miraculous, the sublime, and mental insanity. Texts (three novels, an autobiographical memoir, a short story, an essay, poems, letters, and fairy tales) include works by Rousseau, Goethe, Jane Austen, the Grimm brothers, E.T.A. Hoffmann, Ralph Waldo Emerson, and Jack Kerouac.

*Christoph Eykman*

**GM 068 The Quest for Justice Practicum (Fall: 1)**

Corequisite: GM 066

Offered Biennially

Conducted in German.

This is an optional German language discussion group for students in GM 066. These students are encouraged to read the assigned dual language readings in German rather than in English.

*The Department*

**GM 133 Kleine Uebung: Geist und Gnade (Fall: 2)**

Prerequisite: GM 051 or equivalent

Offered Periodically

Conducted in German.

*Michael J. Connolly*

**GM 175 Business German (Spring: 3)**

Prerequisite: GM 051 or the equivalent

Satisfies Foreign Language Proficiency Core Requirement

Conducted in German. Counts toward German major, German minor, and German Studies minor.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

*Ruth Sondermann*

**GM 201 German Composition and Conversation I (Fall: 3)**

Prerequisites: GM 050-GM 051 or their equivalent

Satisfies Foreign Language Proficiency Core Requirement

Auditors must register.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including

German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading.

*Christoph Eykman*

**GM 202 German Composition and Conversation II (Spring: 3)**

Prerequisite: GM 201 or its equivalent

Satisfies Foreign Language Proficiency Core Requirement

Auditors must register.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. This is not so much a course in which the student progresses from phase to phase, as one in which continuous practice and frequent intensive exposure to the foreign language will lead to progress in overall proficiency.

*Christoph Eykman*

**GM 210 History of German Literature I (Fall: 3)**

Prerequisite: GM 050-GM 051 (with a B- or better) or the equivalent

Satisfies Foreign Language Proficiency Core Requirement

Offered Biennially

Conducted in German.

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust*. Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments and oral reports help students improve their overall proficiency in German.

*Rachel Freudenburg*

**GM 211 History of German Literature II (Spring: 3)**

Prerequisite: GM 050-GM 051 (with a B- or better) or the equivalent

Satisfies Foreign Language Proficiency Core Requirement

Offered Biennially

Conducted in German.

An introduction to the study of German literature. Selected texts from 1800 through the twentieth century will be analyzed against the background of historical events, European literary movements, philosophy, music, film, art and architecture. Includes field trips as well as special units on the Holocaust and "minority" authors. This course incorporates activities to boost students' German proficiency. Although German 210 is not a prerequisite, this course is a continuation of GM 210.

*Rachel Freudenburg*

**GM 214 The Poetic Mind of Germany (Spring: 3)**

Prerequisite: GM 051 or equivalent

Satisfies Foreign Language Proficiency Core Requirement

Offered Biennially

Conducted in German. Counts toward German major, German minor, and German Studies minor.

This course will analyze and discuss selected German poems from the age of the Baroque (seventeenth century) to the present. The poems will be read in the context of German political, social, and cultural/intellectual history. The course will cover literary movements

such as the Enlightenment (eighteenth century), Classicism (Goethe and Schiller), Romanticism, Realism, and Expressionism (early twentieth century). Modern and contemporary poets such as Rilke, George, von Hofmannsthal, Brecht, Benn, and others will be included.

*Christoph Eykman*

**GM 218 German Feature Film: A Survey (Spring: 3)**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Biennially**

**Conducted in German. Counts toward German major, German minor, and German Studies minor.**

An introduction to feature films from Germany and Austria from the 1920s to the present. Questions of personal, cultural, gendered, sexual, religious, and national identity give the course thematic cohesion. Films to be discussed are: *Das blaue Licht* (The Blue Light), *M, Die Mörder sind unter uns* (The Murderers Are Among Us), *Sissi, Das Boot* (The Boat), *Deutschland bleibe Mutter* (Germany Pale Mother), *Memphisto, Taking Sides, Hitlerjunge Salomon* (Europa, Europa), *Männer* (Men), *Lola rennt* (Run Lola Run), *Ich bin meine eigene Frau* (I am my own woman), *Aimee und Jaguar, Nirgendwo in Afrika* (Nowhere in Africa), *Goodbye Lenin*.

*Rachel Freudenburg*

**GM 220 Goethe und Schiller (Fall: 3)**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Biennially**

**Conducted in German. Counts toward German major, German minor, and German Studies minor.**

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, Kant) and musical (Haydn, Mozart, Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries. This course is for students (not necessarily German majors) with a good knowledge of German (at least 3rd year level).

*Michael Resler*

**GM 222 Music and Word: The German Musical Heritage (Fall: 3)**  
*Prerequisites:* GM 050-GM 051 or the equivalent  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Biennially**

**Conducted in German. No formal knowledge of music required. Counts toward German major, German minor and German Studies minor.**

Beginning in the Middle Ages and running through to the middle of the twentieth century, this course will examine the fusion of German-language texts with musical expression in the context of their social and cultural environment. A central focus of the course will be the great age of German music during the eighteenth and nineteenth centuries—including among others the works of Bach, Haydn, Mozart and Beethoven.

*Michael Resler*

**GM 239 Knights, Castles, and Dragons (Spring: 3)**  
**Cross Listed with EN 282**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

**No knowledge of German is required.**

A study of the masterpieces of the first great blossoming in German literature including *The Nibelungenlied*, *Tristan*, and Hartmann von Aue's *Erec*. Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

*Michael Resler*

**GM 240 King Arthur in German Literature (Spring: 3)**  
**Cross Listed with EN 304**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.

*Michael Resler*

**GM 242 Germany Divided and Reunited (Fall: 3)**  
**Cross Listed with HS 160**

**Offered Biennially**

**Conducted in English.**

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization, will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

*Christoph Eykman*

**GM 290 Advanced Reading in German (Spring: 3)**  
*Prerequisite:* GM 050-GM 051 or the equivalent  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Conducted in German.**

**Counts toward German major and German Studies minor.**

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, as well as modern media. The course will facilitate vocabulary development and

offer an insight into the German *Geist*. It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language. Auditors must register.

*Notburga Connolly*

**GM 299 Reading and Research (Fall/Spring: 3)**

May be taken only with permission of the Chairperson.

By arrangement only.

The course includes supervised readings within specific areas, for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

*Christoph Eykman*

*Rachel Freudenburg*

*Michael Resler*

**GM 501 German Studies Internship (Fall/Spring/Summer: 1)**

*Prerequisite:* GM 051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn first hand about daily life and business practices. Students must commit to at least eight weeks of work and secure the approval of the internship supervisor.

*Agnes Farkas*

**GM 601 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.

**GM 699 Honors Thesis (Fall/Spring: 3)**

May be taken only with permission of the Chairperson.

By arrangement only.

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project that will lead to an honors thesis.

*Christoph Eykman*

*Rachel Freudenburg*

*Michael Resler*

**Graduate Course Offerings**

**GM 061 Intensive Reading in German (Summer: 3)**

No previous knowledge of German is required. This is a 3-credit hour course, but students enrolled in a graduate program at Boston College are charged tuition for only 1-credit hour.

Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

*Christoph Eykman*

*Ursula Mangoubi*

**History**

**Faculty**

**Radu R. Florescu**, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

**Thomas H. O'Connor**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

**James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

**Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

**Thomas Hachey**, *Professor*; Ph.D., St. John's University

**Marilynn S. Johnson**, *Professor*; Chairperson of the Department; B.A., Stanford University; M.A., Ph.D., New York University

**Kevin Kenny**, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

**Roberta Manning**, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

**David A. Northrup**, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**James O'Toole**, *Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

**Alan Reinerman**, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

**Alan Rogers**, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

**Peter H. Weiler**, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

**Davarian Baldwin**, *Associate Professor*; B.A., Marquette; M.A., Ph.D., New York University

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Paul Breines**, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

**Mark I. Gelfand**, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

**Seth Jacobs**, *Associate Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

**William P. Leahy, S.J.**, *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

**Deborah Levenson-Estrada**, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

**Cynthia Lyerly**, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

**Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

**Prasannan Parthasarathi**, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**Devin Pendas**, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

**David Quigley**, *Associate Professor*; B.A., Amherst College; M.A., Ph.D., New York University

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

**Stephen Schloesser, S.J.**, *Associate Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

**Franziska Seraphim**, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

**Sergio Serulnikov**, *Associate Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

**Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Frank Fonda Taylor**, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

**Rebecca Nedostup**, *Assistant Professor*; B.A., Harvard University; M.A., M.Phil., Ph.D., Columbia University

### Contacts

- Administrative Assistant: Colleen O'Reilly, 21 Campanella Way, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Undergraduate Program Assistant: Karen Potterton, 21 Campanella Way, 412D, 617-552-2265, karen.potterton@bc.edu
- Graduate Program Assistant: Kristen Adrien, 21 Campanella Way, 412F, 617-552-3781, adrien@bc.edu
- Website: <http://www.bc.edu/history/>

### *Undergraduate Program Description*

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

### Major Requirements

In addition to the 2-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a 2-semester sequence in U.S. History (HS 181-182, formerly titled American Civilization). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and HS 181-182 in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European history fulfills the 2-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the 2-semester U.S. History requirement.

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including the following: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives, including two of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at <http://www.bc.edu/schools/cas/history/home.html>.

Students may take a maximum of four foreign-study courses, no more than two of which may be upper-division courses, among the ten required major courses beyond the University Core. Likewise a

maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses, must be taken at Boston College during the regular academic year. (Students should also note that the College of Arts and Sciences accepts summer courses for credit only to make up deficiencies so that even a course accepted to fulfill a History major or minor requirement will not reduce the 38 courses required for the degree.)

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor. No more than two courses completed in this fashion will count toward the History major requirements. Majors with strong academic records are encouraged to consider the department's Honors Program, which centers around an honors thesis done in the senior year.

### Minor Requirements

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the Department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor requirements, but students who have fulfilled the History Core through advanced placement may substitute two electives in order to complete the required six courses. A maximum of two independent study courses (HS 699 Readings and Research) can count toward minor requirements.

### Information for First Year Majors and Non-Majors

The University Core requirement is a 2-semester sequence in modern history from late medieval times to the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement. Each student must take one first-half and one second-half of a sequence. Although students are expected to take both halves in the same sequence, switching to a different sequence at midyear is permitted. History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past.

Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

For further information about the History Core, please contact the department's Core Moderator, whose name can be found on the Department's website.

### Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses abroad for major credit (and a maximum of two

courses for upper-division credit), although six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. History minors may take as many as two courses abroad for minor credit (including one upper-division course).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the U.S. History requirement (HS 181-182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in email contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit [http://www.bc.edu/schools/cas/history/undergrad/major/foreign\\_study.html](http://www.bc.edu/schools/cas/history/undergrad/major/foreign_study.html).

For more information on the application of these guidelines to the history minor, please visit <http://www.bc.edu/schools/cas/history/undergrad/minor.html>.

If you have further questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by email at [paul.spagnoli@bc.edu](mailto:paul.spagnoli@bc.edu).

### **Graduate Program Description**

The M.A. and Ph.D. degrees are offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers course work in three comparative areas: Atlantic World, Empires and Legacies, and Religious History. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

#### **Doctor of Philosophy in History**

The Ph.D. degree in History is offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers coursework in three comparative areas: Atlantic World, Empires and Legacies, and Religious History.

During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

*Course and Residency Requirements:* Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

*Plan of Study:* By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may offer, as one of the two minor areas, a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

*Fields of Study:* United States history: U.S. to 1877; U.S. since 1860; Intellectual and Cultural; Social, Economic, and Labor; Southern; Urban; Race and Ethnicity; Religion; Diplomatic; Gender and Women; African American; Legal and Constitutional.

Medieval: Social and Economic; Religious and Cultural; Anglo-Saxon and Anglo-Norman; Early Medieval France and Flanders; Byzantine.

Early Modern European: Religious, Intellectual and Cultural, Social and Economic, Gender and Women, Early Modern Britain, Early Modern France.

Modern European: Europe, 1789-1914; Modern Europe, 1870-1945; Contemporary Europe; Intellectual and Cultural; Social, Economic, and Labor; Diplomatic; Religious; Imperialism; Modern Britain; Modern France; Modern Germany; Modern Ireland.

Russian and Eastern European: Pre-Revolutionary Russia, Soviet.  
Latin American: Colonial Latin America, Modern Latin America, Central America/Caribbean.

Asian: China; India and South Asia; Japan.

African and Middle Eastern: Africa; Empires and Legacies; Middle East; Religion; Slavery and the Slave Trade.

Comparative Concentrations: Atlantic World; Empires and Legacies; Religious History.

*Language Requirement:* Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of

particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

*The Comprehensive Exam:* The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members—two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

*The Dissertation:* Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It may also be defended at a public oral defense.

### Master of Arts Programs

The M.A. degree in History is offered with concentrations in Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history. The department also offers coursework in African, Middle Eastern and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at 617-552-4214.

*Requirements:* The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

*Plan of Study:* All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 hours) can be taken in the major field. Major fields for the

M.A. are Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history; or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

*Language Requirement:* Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

*Exam and Thesis:* Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member—from the minor area.

Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

### Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

### Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is January 15. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a

personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

#### Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467, or email: [adrien@bc.edu](mailto:adrien@bc.edu)

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### HS 005 Asia in the World I (Fall: 3)

*Corequisite:* HS 007

**Satisfies History Core Requirement**

**Offered Periodically**

**Followed in spring semester by HS 006**

This Core course surveys the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global colonial context of the Industrial Revolution in the eighteenth century. We will challenge common geographical (mis)conceptions (e.g. "East" vs. "West") in historical narratives, uncover their origins and how they have changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of the historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, empires, wars, ideologies, and the constraints of a shared ecological environment.

*The Department*

#### HS 006 Asia in the World II (Spring: 3)

*Corequisite:* HS 008

**Satisfies History Core Requirement**

This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first as a "Pacific Century." It investigates the definition(s) of Asia as a world region, explores transnational interactions and emphasizes Asians as historical actors via written, visual and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, the birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media and consumption, etc.

*Rebecca Nedostup*

#### HS 011 Atlantic Worlds I (Fall: 3)

*Corequisite:* HS 013

**Satisfies History Core Requirement**

**Followed in spring semester by HS 012**

This course surveys the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and

the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals, notions of equality, and the emergence of a global system of trade.

Adam Chill

*The Department*

#### HS 012 Atlantic Worlds II (Spring: 3)

*Corequisite:* HS 014

**Satisfies History Core Requirement**

**Offered Periodically**

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society, politics and ecology. The readings and lectures will explore the dilemmas which industrial civilization created and the various responses to these problems. Our goal is to gain a better understanding of how these forces transformed "traditional" society into our "modern" world.

*The Department*

#### HS 019 Democracy, Rights, and Empire I (Fall: 3)

*Corequisite:* HS 021

**Satisfies History Core Requirement**

**Offered Periodically**

**Followed in spring semester by HS 020**

The course is an inquiry into the origins of modernity (c. 1350-1800) by considering European capitalism, early colonialism, New World slavery, religious warfare, political revolutions (e.g., the French and Haitian revolutions), the Scientific Revolution and Enlightenment. Looked at another way, the course is chiefly about the first global economy and European greed, racism, exploitation, and fanaticism, out of which, in the 18th century, emerged the struggle for toleration and human rights. The seemingly inherent contradictions in the development of western society during these centuries are what the professor attempts to resolve.

*John Rosser*

#### HS 020 Democracy, Rights, and Empire II (Spring: 3)

*Corequisite:* HS 022

**Satisfies History Core Requirement**

This course traces the development of western society in the nineteenth and 20th centuries. Special emphasis will be placed on the question of rights. Who has them? Who does not? What rights do they have? How does this change over time? What tactics have been used to win and/or deny rights? Topics include European revolutions, industrialization, women's history, nationalism, imperialism, war, genocide, decolonization and reconstruction after WW II.

*Devin Pendas*

#### HS 027 Modern History I: Political and Cultural History of Modernism (Fall: 3)

*Corequisite:* HS 029

**Satisfies History Core Requirement**

**Followed in spring semester by HS 028**

This is the first of two courses that survey the historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to

understanding the modern world as a whole. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. The first semester will cover the period from the Renaissance through the French Revolution.

*Alan Reinerman*

**HS 028 Modern History II: Political and Cultural History of Modern Europe (Spring: 3)**

*Corequisite:* HS 030

**Satisfies History Core Requirement**

This is the second of two courses that survey the historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. This semester will cover the period from the fall of Napoleon to the present.

*Alan Reinerman*

**HS 031 Europe and the Modern World I (Fall: 3)**

*Corequisite:* HS 033

**Satisfies History Core Requirement**

**Followed in spring semester by HS 032**

HS 031- HS 032 examines the making of the modern world. Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. First semester topics include the Renaissance and Reformation movements; state building and constitutional conflicts in England and France; European empires in North America and the Atlantic slave trade; the Enlightenment and the French Revolution.

*Virginia Reinburg*

**HS 032 Europe and the Modern World II (Spring: 3)**

*Corequisite:* HS 034

**Satisfies History Core Requirement**

**Offered Periodically**

The continuation of HS 031. Topics covered in the second semester include the development of industrial capitalism and its impact on Western and non-Western societies, the ascendant bourgeoisie and its critics, the growth of democracy, the crisis of liberalism and capitalism in the twentieth century, and the interaction of Europe with the rest of the world. In both semesters, we examine these aspects of the West's development with particular emphasis on the significance of gender, race, class, and other forms of difference.

*Peter Weiler*

**HS 035 Europe and the Modern World I (Fall: 3)**

*Corequisite:* HS 037

**Offered Periodically**

**Satisfies History Core Requirement**

This course surveys European history from the Renaissance through the French Revolution, emphasizing economic, political, and social developments. The course pays particular attention to the development of the global economy and the European state system. We will

examine these developments and their impact on the lives of men and women both in Europe and around the globe. As a result, understanding issues of class, gender, and race are crucial to this endeavor. Our goal is to learn about history, not simply for the sake of knowledge, but in order to think critically of our past and present.

*Sarah Ross*

**HS 036 Europe and the Modern World II (Spring: 3)**

*Corequisite:* HS 038

**Offered Periodically**

**Satisfies History Core Requirement**

This course begins with discussion of the “dual revolution”—the French and industrial revolutions—that simultaneously posed the central questions of our era and anticipated the major lines of argument and development. At the center of the course is the European experience, but a primary aim is to assess Europe's place within, and impact upon, the wider world and the way in which the non-European world has reacted to and affected Europe. Inevitably, the United States plays an important part in this story—both as an extension and projection of Europe and as an alternative to it.

*James Cronin*

**HS 041 Europe in the World I (Fall: 3)**

*Corequisite:* HS 043

**Satisfies History Core Requirement**

**Offered Periodically**

This course will examine tensions between peasants and landlords, laypeople and clergy, the state and its subjects, Europeans and those they colonized and enslaved, colonists and their home societies, Catholics and Protestants, and supporters of absolutist monarchy and their critics. Readings include the autobiography of a disgraced university lecturer; the story of a peasant pilgrimage gone wrong; consumerism run amok in the Italian Renaissance; the story of a New England girl kidnapped by Native Americans; and the autobiography of an African who spent part of his life as a slave, and part as the writer of anti-slavery tracts in London.

*Robin Fleming*

**HS 042 Europe in the World II (Spring: 3)**

*Corequisite:* HS 044

**Satisfies History Core Requirement**

**Offered Periodically**

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called “the plagues and pleasures” of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then. The course fulfills the second half of the university core requirement in history.

*Paul Spagnoli*

**HS 055 Globalization I (Fall: 3)**

**Satisfies History Core Requirement**

**Followed in the spring semester with HS 056**

Globalization” is a fairly new term for the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and

political. While recognizing the Western world's expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

*David Northrup*

**HS 056 Globalization II (Spring: 3)**

**Satisfies History Core Requirement**

The continuation of HS 055.

*Davarian Baldwin*

**HS 067-068 Transatlantic I and II (Fall/Spring: 3)**

*Kevin O'Neill*

*Stephen Schloesser*

**HS 077 World History I (Fall: 3)**

*Corequisite:* HS 079

**Offered Periodically**

This course provides an introduction to the history of the interconnected early modern world. It charts the transmission and subsequent impact of political ideologies, religious beliefs, and economic practices, whether by colonizers, missionaries, or traders. As much as it discusses the legacy of powerful leaders, it also stresses the richness of human agency, and by taking a non-Eurocentric viewpoint, it encourages introspective analysis of Western Thought. While its primary theme is the evolution of identity during the progression from rural communitarianism to urban industrialism, sub-themes include states building, foreign policy, agriculture and science.

*Michael Chapman*

**HS 078 World History II (Spring: 3)**

*Corequisite:* HS 070

**Offered Periodically**

This course provides an introduction to the history of the rapidly growing modern world. It charts the impact of the West's industrial and political revolutions, alongside the spread of and reactions to imperialism. As much as it discusses the legacy of national leaders, it also stresses the richness of individual agency, and by taking a non-Eurocentric viewpoint, it encourages introspective analysis of Western ideology. While its primary theme is the struggle with modernity during the progression from nation-states to transnational organizations, sub-themes include foreign policy, war, technology, agriculture, health and environment.

*Michael Chapman*

**HS 081-082 Modern History I and II (Fall/Spring: 3)**

**Satisfies History Core Requirement**

This course is taught by an advanced doctoral student in a small section that combines lectures and discussions. It covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department*

**HS 093-094 Modern History I and II (Fall/Spring: 3)**

**Satisfies History Core Requirement**

*The Department*

**HS 100 Major Political Rivalries in American History (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Beginning with the contest between Alexander Hamilton and Thomas Jefferson for control of national policy in the first years of the new republic, conflicting ambitions and beliefs among major political figures have both shaped and reflected major developments in the history of the United States. This course will examine several of these rivalries, including the Hamilton-Jefferson clash; Andrew Jackson versus John C. Calhoun, Henry Clay and Daniel Webster; Stephen Douglas and Abraham Lincoln; Theodore Roosevelt versus Woodrow Wilson; Franklin Roosevelt and Huey Long; and John Kennedy and Richard Nixon.

*Mark Gelfand*

**HS 104 American Presidency (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.

*Mark Gelfand*

**HS 107 Internship (Fall/Spring/Summer: 1)**

*Prerequisites:* Any two semesters of HS 001 through HS 093

**Pass/Fail.**

*The Department*

**HS 111 America's War in Vietnam (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the origins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.

*Seth Jacobs*

**HS 120 Introduction to African Diaspora Studies (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 110**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course introduces students to the methodologies that have been used to study Africa and the African Diaspora. We will consider the origins of the field African Diaspora Studies, and read some of its critical texts. Students will also become familiar with some of the major historical events, important people and contemporary issues that define the field.

*Zachary Morgan*

*Cynthia Young*

## ARTS AND SCIENCES

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### HS 136 Ancient Tyranny (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with CL 190**

**Offered Periodically**

See course description in the Classical Studies Department.

*Meredith Monaghan*

### HS 148 Introduction to Feminisms (Fall/Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with EN 125, PS 125, SC 225**

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

*The Department*

### HS 155 Lesbian/Gay/Bi/Straight (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in France, Germany, England and the United States; second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History (as if sexuality were not involved) as, in part, the history of heterosexuality; and third, to examine some of the features and functions of fears about homosexuality and homosexual people.

*Paul Breines*

### HS 160 Germany Divided and Reunited (Fall: 3)

**Cross Listed with GM 242**

**Offered Biennially**

**Conducted in English.**

See course description in the German Studies Department.

*Christoph Eykman*

### HS 171 Islamic Art and Civilization (Fall: 3)

**Cross Listed with FA 174, TH 174**

**Satisfies Cultural Diversity Core Requirement**

This course introduces students to the rich culture produced in the regions where Islam was the prominent religion during the past 1400 years, from its rise in seventh-century Arabia to its position as the world's fastest-growing religion in the twenty-first century. It will cover the tenets of the faith and popular practice as reflected in the diverse and varied cultural expressions of Muslim peoples in the worlds of Islam from China to Morocco.

*Jonathon Bloom*

*James Morris*

*Dana Sajdi*

### HS 172 Post-Slavery History of the Caribbean (Spring: 3)

**Offered Periodically**

**Fulfills Non-Western Requirement for History Majors**

*Frank Taylor*

### HS 174 Modern Latin America (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

*Zachary Morgan*

### HS 181-182 U.S. History I and II (Fall/Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

*The Department*

### HS 189-190 African American History I and II (Fall/Spring: 3)

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 104-105**

**Satisfies Cultural Diversity Core Requirement**

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller*

### HS 192 Black Education Movements (Spring: 3)

**Cross Listed with BK 222**

**Offered Periodically**

This course will cover the history of Black education movements, including freedman schools, citizenship education, court ordered school desegregation, war on poverty's education programs, community control of schools, revolutionary political education, liberation schools, affirmative action, and the twenty-first century issue of resegregation.

*Lyda Peters*

### HS 207 Islamic Civilization in the Middle East (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

Islam has been a dominant element in the Middle East since Muhammad first preached at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries. What have been the major achievements of the religio-centric culture at the strategic crossroads of Asia, Africa, and Europe? This course explores the relation of

Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.

*Jonathan Bloom*

*James Morris*

*Dana Sajdi*

**HS 208 Middle East in the Twentieth Century (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

*Benjamin Braude*

**HS 214 Modern Southern Africa (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 214**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

Conflicts between Africans and European settlers in southern Africa have deep historical roots. Beginning with the first encounters between European and African societies, the course examines the expansion of European dominance, the politics and economics of racial inequality, and the resulting African protest movements and guerrilla warfare. The course covers South Africa, Angola, Mozambique, and Zimbabwe with an emphasis on the nineteenth and twentieth centuries.

*David Northrup*

**HS 220 Abortion: Centuries, Societies, Cultures (Fall: 3)**

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

A study of abortion in various centuries, societies, and cultures. The course will be taught by a number of participating faculty members with expertise in various time periods and cultures. Realizing that it is impossible to provide some kind of comprehensive overview, the objective is more modest: by situating the practices and meanings of abortions in various locales, times, and cultures, students will see that this highly-charged present-day topic (often caricatured in easy oppositions) has in fact had very different meanings.

*Stephen Schloesser, S.J.*

**HS 227 The Late Roman Empire (Spring: 3)**

*John Rosser*

**HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with UN 532**

See course description under UN 352.

*J. Joseph Burns*

**HS 242 Capstone: History and Memory (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with UN 549**

**Offered Periodically**

This is a Capstone course and it will help you reflect on your life/work for the past four years, and point toward life after Boston College. The topic of the course is history and memory. Individuals remember but communities and societies also remember. Memory pre-

serves the past whether a personal past or a collective one and makes it available for present or future use. In this course we will read, think about, and discuss memory.

*Virginia Reinburg*

**HS 255 Afro Latin America Since Abolition (Spring: 3)**

**Cross Listed with BK 255**

**Offered Periodically**

The study of race in Latin America has been too closely linked to the study of slavery. While slavery is central to the development of the culture and economy of the Americas, it is too easy to overlook the role of free blacks in the development of the independent nations of Latin America. We will examine the role of the Afro-Latin American community throughout the Americas as it struggled with issues of manumission, abolition, national independence, and industrialization. The newly independent states of Latin America struggled with ideas of race and modernity, and those struggles continue until today.

*Zachary Morgan*

**HS 280 History of Black Nationalism (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 512**

**Offered Periodically**

**Students must have taken one African-American History course.**

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalist strategies, including emigrationist, separatist, cultural, and accommodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African-American history.

*Karen Miller*

**HS 282 Cultural Studies/History (Spring: 3)**

**Cross Listed with BK 282**

**Offered Periodically**

This course engages culture as a method, a tool by which to engage, analyze and critique history and historical narratives. But what is culture? In this course, street life, riots, parades and clothing are engaged in as arenas of social interaction, acts of personal pleasure, and sites of struggle. We will also explore what happens when a diversity of forces converge at the intersection of commerce and culture. Present day notions of popular culture, and common topics of authenticity, and selling out will be interrogated both socially and historically.

*Davarian Baldwin*

**HS 285 African American Life Stories (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 226**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

### HS 292 The Witch, the Church, and the Law (Spring: 3)

*Virginia Reinburg*

### HS 300 Study and Writing of History (Fall/Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

**Each section offers a different topic. Required for history majors.**

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.

*The Department*

### HS 300.02 Study and Writing of History: Tony Blair and New Labor (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will involve research and analysis into the career of Tony Blair and his role in the rebirth of the Labour Party whose leadership he inherited in 1994. The Labour Party, which did so much to create the welfare state just after the Second World War, had by the late 1970's entered an era of deep and fundamental crisis. Its history during the 1980's and early 1990's was marked by fierce, internal battles, contests for power and repeated electoral defeats. From this experience of defeat emerged a very different party crafted by Blair and his allies.

*James Cronin*

### HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before, they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 400 A.D. is explored along with questions about what it meant to be a Christian (e.g., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans. Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called "the strange triumph of Christianity."

*John Rosser*

### HS 300.30 Study and Writing of History: Women of the Renaissance (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Did women have a renaissance during "the Renaissance?" How did contemporary gender categories function? This course explores these and related questions about the women who lived in Italy and Northern Europe between 1350 and 1650. We will read dialogues, treatises and letters written by women from diverse backgrounds, from the published writings of Christine de Pizan to the domestic correspondence of Alessandra Strozzi, in conjunction with works by their male contemporaries (Castiglione, Erasmus and others) and recent scholarship in this field.

*Sarah Ross*

### HS 300.33 Study and Writing of History: Booker T. Washington, Gospel and Greed (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course examines the life, times, and legacy of Booker T. Washington, 1856-1915. A complex and often polarizing historical figure, Washington's public and private statements on race relations, entrepreneurship, immigration, education and other pressing issues during the latter half of the nineteenth century alienated almost as many as he influenced. From a Virginia slave to the "Wizard of Tuskegee," Booker T. Washington's own work as well as that he inspired will serve as the bases for classroom analysis as well as individual research projects.

*Karen Miller*

### HS 300.35 Study and Writing of History: American Religion and the Courts (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

The United States is the most religiously diverse country in the world, a reality the framers of the Constitution recognized by prohibiting the government from establishing a religion and by protecting the "free exercise" of religion. Historically, the Supreme Court, which is given the responsibility of interpreting the extent of protection afforded by the First Amendment, has adopted quite different judicial positions toward the relations between the state and religion. This course will ask each student to formulate a specific research problem that explores the contentious intersection of religion, law and politics.

*Alan Rogers*

### HS 300.36 Study and Writing of History: Race and Identity (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course seeks to involve aspiring history majors in the process of reading, analyzing, researching, and writing history, with particular emphasis on the issue of race and identity. The course readings reflect a variety of approaches to questions of racial identity and "American-ness" over time. They have been selected to illustrate both historical and literary treatments of "race" and "identity" within the context of the United States. How do individuals become conscious of themselves as "racial" beings and as national citizens? How do racial identities comport with other identities? How does racial identity influence or color one's sense of self and relations with others outside of one's race? How ultimately, does race impact the study and writing of history over time?

*Karen Miller*

### HS 300.37 Study and Writing of History: Women of the Renaissance (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course explores questions about the women who lived in Italy and Northern Europe between 1350 and 1650. We will read dialogues, treatises and letters written by women from diverse backgrounds, from the published writing of Christine de Pizan to the domestic correspondence of Alessandra Strozzi, in conjunction with works by their male contemporaries (Castiglione, Erasmus and others) and recent scholarship in this field.

*Sarah Ross*

**HS 300.41 Study and Writing of History: The Easter Rising, Dublin 1916 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will examine whether or not Irish history should recall The Easter Rising of 1916 as the catalyst which expiated political independence, or if its legacy was a futile blood sacrifice which introduced the gun into Irish political life while doing nothing to promote the national sovereignty which the evolving British empire would have yielded in a short time anyway. Employing archival, as well as published sources, students will learn first hand the methods of historical research and writing.

*Thomas Hachey*

**HS 300.42 Study and Writing of History: Irish Revolution, 1918-1923 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

*The Department*

**HS 300.58 Study and Writing of History: The French Revolution (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course will explore the study and writing of history through an examination of the French Revolution. Students will read and discuss historians' writings on this topic and complete a major research paper based on historical documents from the period: laws, parliamentary debates, pamphlets, memoirs, letters, speeches, petitions, newspaper articles, and diplomatic correspondence.

*Paul Spagnoli*

**HS 300.65 Study and Writing of History: Travel and Espionage in the Middle East (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

The literature of travel has played an important role in writing history ever since its beginning. The so-called father of history, Herodotus, drew upon his travels to Egypt for his work that has foundational for European historiography. In recent centuries, travels to and from the Islamic world have been the occasion for espionage as well as literature. This course will assess the value of travel literature as a source for cross-cultural historical (mis)understanding. Topics to be considered will be drawn from sources such as Lawrence of Arabia, Richard Burton, and the lesser known W.G. Palgrave, Muhammad al-Saffar and Ibn Batuta.

*Benjamin Braude*

**HS 300.66 Study and Writing of History: The Arabian Nights (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This seminar will examine the history of the famous Arabic popular oral romance, *A Thousand and One Nights*, from its earliest Indian roots to its passage in Iran, to its incubation in medieval Baghdad, Damascus, and Cairo to its "discovery" by Victorian gentlemen, its adaptation to music and dance, to its latest reincarnation in the animated film "Aladdin", to its invocation by contemporary Arab poets and novelists. Underlying the movement of the "Arabian Nights" from a regional Arabic popular romance to world literature is the colonial project. Thus, the history of the Arabian Nights from Baghdad to

Hollywood touches on a wide range of important issues, including oral and written culture, literary transitions to modernity, gender and sexuality, Orientalism, the colonial encounter, and post-colonial condition. Students will learn how to treat different media of representation as sources for history and to discover in these cultural products clues, myths, and testaments relating to politics, society, and economy.

*Dana Sajdi*

**HS 300.73 Study and Writing of History: Public and Private in the Age of Revolution (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

During these years Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, and the Act of Union. Traditional historiography has explored these events through the personalities of the major political leaders involved. More recent historical work has focused on political ideologies and social dynamics that underlie these developments. This course will take a different perspective by exploring Irish society through the experiences of a small rural community.

*Kevin O'Neill*

**HS 300.81 Study and Writing of History: Witchcraft, Heresy, and Magic (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

The purpose of the course is to introduce students to the practice of history through intensive reading and writing about witchcraft, magic, and heresy in sixteenth- and seventeenth-century Europe. Over this two hundred year period thousands of trials were conducted in church and secular courts for practices labeled sorcery, superstition, and heresy. At the same time hundreds of published works on demonology by theologians, lawyers, and rulers portrayed in detail the many offenses against God and humanity committed by Satan and his human collaborators, the witches.

*Virginia Reinburg*

**HS 300.93 Study and Writing of History: Britain and the Second World War (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

This course examines the impact of the Second World War on British society. The war profoundly affected the lives of everyone who lived in Britain. Among other things, millions of women were recruited into the factories or the armed forces. Thousands of children were evacuated to avoid the bombing that devastated the cities. The government had to develop new forms of propaganda in order to sustain civilian morale, which often sagged. And the war moved the political spectrum to the left, opening the post-war creation of the welfare state.

*Peter Weiler*

**HS 300.97 Study and Writing of History: Shanghai in Myth and History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, history major status

Like the greatest of world cities, Shanghai has managed both to fascinate and repulse locals and visitors alike since its rise to prominence in the nineteenth century. This does not mean that it has always been well understood. More often than not it has served as a symbol for colonialists,

adventurers, nationalists, revolutionaries and entrepreneurs, obscuring the lives of the laborers, refugees, shopkeepers, factory girls and rickshaw pullers that made the city hum. Yet the existence of the mythic city alongside these other Shanghais makes this place—with its polyglot, colonial, and cosmopolitan history—a researcher's dream.

*Rebecca Nedostup*

### HS 303 Late Imperial China (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

In the course of the three centuries between 1600 and 1900, the Chinese empire soared to new heights of expansion and power, and sank to fatal depths of disunity and revolt. By 1912, the last imperial dynasty had been overthrown in the name of nationalism, democracy and revolution. This course traces the complex history of this time by examining how the empire was constructed and deconstructed—culturally, socially and politically. Class assignments will help uncover a variety of Chinese voices, both as mediated by scholars, filmmakers and others, and as expressed more directly in primary sources in translation.

*Rebecca Nedostup*

### HS 356 Alternate Globalizations (Fall: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 356**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

Third World radicalism has offered alternate hopes for worldwide liberation with some of the most universal and international ideas and visions that surpass the facile solutions to inequality based on colorblindness, property ownership, and class-consciousness. Surveying radical visions from Harlem to Havana, Paris to Port au Prince, Birmingham to Bahia, we hope to reclaim radical possibilities from the past to devise blueprints for an adversarial and more inclusive globalization for the future.

*Davarian Baldwin*

*Deborah Levenson-Estrada*

### HS 493 Spanish Civil War (Spring: 3)

**Offered Periodically**

In this course we will study the causes, the progress and consequences of one of the twentieth century's most pivotal and poignant events. In addition to providing detailed analysis of the conflict in Spain, the instructor will survey the political ideologies and social systems of the time, place the war in its international context, and include plenty of the war's rich imagery, film, and literature. There will be special focus on the Great Debate in America over the arms embargo to Spain, and both the Loyalist and Nationalist sides will receive equal coverage.

*Michael Chapman*

### HS 693 Honors Seminar (Fall: 3)

*Prerequisite:* Approval through Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

*The Department*

### HS 694 Honors Thesis (Spring: 3)

*Prerequisite:* Approval through Honors Committee

Students who have the approval will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.

*The Department*

### HS 695 Advanced Independent Research (Fall: 3)

*Prerequisite:* Approval through Honors Committee

**Formerly known as Scholar of the College.**

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

*The Department*

### HS 696 Advanced Independent Research (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

See course description under HS 695.

*The Department*

### HS 699 Readings and Research: Independent Study (Fall/Spring: 3)

*Prerequisites:* Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

## *Undergraduate and Graduate Course Offerings*

### HS 161 Biographies of Power in Latin America (Spring: 3)

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with RL 609**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**This course is taught in Spanish.**

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the twentieth century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.

*Sergio Serulnikov*

### HS 164 Historical Archeology (Spring: 3)

*Prerequisite:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 224**

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

*John Rosser*

**HS 173 Colonial Latin America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This class is a survey of three centuries, from the initial Caribbean encounter of Iberian, African, and indigenous cultures and races, to the birth of Latin America's independent culturally and racially-mixed nations. The processes of colonial rule, the nature of interaction between social groups (including the relationship between race and class), and the cultural impact of the colonial experience upon all Colonial Latin America's peoples are emphasized. Attention is given to the institutions, cultures, attitudes, and fortunes of Spaniards and Portuguese; Aztecs, Mayas, and Incas; and African slaves.

*Sergio Serulnikov*

**HS 230 The Age of the Renaissance (Fall: 3)**

*Prerequisites:* Any two semesters of HS 01 through HS 094

**Offered Periodically**

During the late fourteenth century, Europe was attacked by the Four Horsemen of the apocalypse: Disease, War, Famine, and Death. In the face of widespread catastrophe, men and women began to seek stability and truth in new ways, within and beyond the confines of "state" and "church." The sum of the many solutions they found is what we call the Renaissance (1350-1650). This course introduces students to cultural and intellectual developments in Italy and Northern Europe, as well as European encounters with the "New" World.

*Sarah Ross*

**HS 304 Greater China in the Modern Age, 1895-Present (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

The history of modern China is a tale of fierce struggles over imperialism, nationalism, revolution and radical cultural change. But it is also the story of a large and widely diverse country with many local cultures, social structures and historical experiences. This course will approach the recent history of "greater China"—including Taiwan and Hong Kong as well as the mainland—in terms of both these aspects. Primary sources such as memoirs, films, fiction and political broadsides will illuminate the lives of international revolutionaries, Shanghai flappers, colonial subjects, peasant soldiers and rebellious youth as well as political leaders.

*Rebecca Nedostup*

**HS 311 African Slave Trade (Spring: 3)**

**Cross Listed with BK 213**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world.

*David Northrup*

**HS 314 Religion and Politics in Twentieth-Century India (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Fulfills Non-Western Requirement for History Majors**

**Offered Periodically**

**Not open to students who have taken HS 23**

In this course we will explore the factors which gave rise to religious animosities in twentieth-century India and the grave consequences of these animosities. Topics will include British colonial attitudes to religious differences, the histories of Muslim and Hindu political parties, the communal riot as conflict over the public space, the partition of the sub-continent into India and Pakistan, gender and religious politics, and the revival of Hindu nationalism in post-colonial India.

*Prasanna Parthasarathi*

**HS 320 Modern Brazil (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Fulfills Non-Western Requirement for History Majors**

**Offered Periodically**

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.

*Zachary Morgan*

**HS 323 Social Justice in Meso-America (Spring: 3)**

**Cross Listed with SC 323**

**Offered Periodically**

See course description in the Sociology Department.

*Deborah Levenson*

*Michael Malec*

**HS 325 Revolutionary Cuba: History and Politics (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 325**

**Satisfies Cultural Diversity Core Requirement**

**Fulfills Non-Western Requirement for History Majors**

**Offered Periodically**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

*Frank Taylor*

**HS 326 History of Modern Iran (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Fulfills Non-Western Requirement for History Majors**

**Offered Periodically**

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the

latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

*Ali Banuazizi*

**HS 329 Caribbean During the Cold War (Spring: 3)**

*Frank Taylor*

**HS 330 Religion in Latin American History: From the Sun to Christ the Worker (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This upper level course looks at the various ways in which religious thought and practice have been inseparable from the course of Latin American and Caribbean history from the Pre-Conquest period to the present era. Emphasis is placed on the spiritual praxis of the pre-Conquest Andes, and the subsequent consequences of the Christian conquest, debates about Christianity and Conquest on Hispaniola in the 1500s, Islam and slave rebellion, Vodun in the Haitian history, the Church and the Mexican Revolution, and Theology of Liberation.

*Deborah Levenson*

**HS 343 Rise and Fall of the Ottoman Empire (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins, they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

*Benjamin Braude*

**HS 344 History and Historiography of Arab Israeli Conflict (Spring: 3)**

**Offered Periodically**

This course introduces students to the history of the Arab-Israeli conduct from the inception of the Zionist movement in the nineteenth century until the end of the twentieth century. Given that history itself is a site of contestation in this conflict, the course will focus equally on the various and conflicting historical narratives, and will explore fundamental issues in the relationship between history writing and ideology, especially the use of history as a tool for the shaping of collective identities, and for legitimizing and justifying nationalist claims.

*Dana Sajdi*

**HS 353 Africa, Islam, and Europe (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 353**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course examines the patterns of relations of the people of sub-Saharan Africa with the Islamic world and Europe from the tenth century to the present. Using a comparative perspective, it examines

trading relations (including European and Islamic slave trades), religion and culture (including education and literacy), political and military formation, and changing social and gender relations. This course concludes with the examination of recent conflicts and cooperation among African Muslims and Christians.

*David Northrup*

**HS 358 The Death Penalty: United States and European Union (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Why is the United States the only western country and one of a handful of nations world wide to legally execute convicted murderers? We will explore the social-political-legal history of the death penalty and the several unsuccessful attempts to abolish capital punishment throughout the United States and track Great Britain and Europe's path to abolition.

*Alan Rogers*

**HS 360 History of Racism (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 360**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A broad chronological survey of a topic of major social significance. Themes are drawn from different cultures in order to establish what is distinctive to racism in the modern Euro-American world. Moving beyond white-black polarities in the United States, this course will complicate our understanding of race and racism, categories which themselves must not be taken for granted, but instead must first be analyzed before the phenomena they supposedly define can be studied.

*Benjamin Braude*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 373**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills Non-Western Requirement for History Majors**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

*Frank Taylor*

**HS 378 Representations of Twentieth Century Ireland: Film and Fiction (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will examine how film and fiction have portrayed the social, cultural, and political history of Ireland in the twentieth century. Students will consider feature films and documentaries produced in Ireland, Britain and the U.S. The works of writers ranging from James Joyce to Roddy Doyle will be explored.

*Robert Savage*

**HS 385 Introduction to Modern South Asia (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement**

**Fulfills Non-Western Requirement for History Majors**

**Offered Periodically**

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.

*Prasanna Parthasarathi*

**HS 400 Romans and Barbarians (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 261**

One of the chief objectives of this course is to understand Rome's metamorphosis in the West, after the empire's fall, and to come to grips with changing notions of Romanitas—"Romaness"—from the second through the eighth centuries. The other objective is to understand the construction of power during this period: who had it, who lost it, how it was flaunted and used. We will discuss new sources of power invented in the period: relics, asceticism, military brotherhoods, elaborate burial, and ethnogenesis.

*Robin Fleming*

**HS 433 The Great Hunger (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The Great Irish Famine of 1845-1851 was the pivotal event in modern history, and influenced the course of events throughout the English speaking world. This course will place "The Great Hunger" in its social, economic and political context. We will explore both the ecology and sociology of famine in Ireland and attempt to place Irish experience in a wider comparative perspective. Particular subjects of inquiry will include the relationship between globalization and food security, trans-Atlantic ecological exchange, demographic and political interactions and the Irish diaspora.

*Kevin O'Neill*

**HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

*Robert Savage*

**HS 438 Ireland Since the Famine (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 099

**Offered Periodically**

This course will explore the complex political, cultural, and social history of Ireland since the Great Famine. Topics considered will include the Irish Famine, the emergence of the Irish Republican Brotherhood,

Parnell and the Land War, Unionism, and the Crisis of Home Rule. We will also address the Gaelic and literary revival, woman's suffrage, the struggle for independence, civil war and the partition of the island, economic development, 'the troubles' and the emergence of the 'Celtic tiger' that has transformed Ireland over the past decade.

*Robert Savage*

**HS 444 End of History and After (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

*James Cronin*

**HS 448 Eastern and East Central Europe During Short Twentieth Century (Fall: 3)**

*Balazs Szelenyi*

**HS 452 War and Genocide (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through 0094

**Offered Periodically**

Genocide has been one of the most tragic and disturbing global phenomena of the twentieth century. It has been truly global in scope, striking Asia, Africa, the Americas and Europe. In this course, we will explore the history of genocide and its relationship to war in global perspective, from the colonial genocides of the nineteenth century, the Armenian genocide in WWI, the Holocaust in WWII and the post-colonial genocides since 1945. We will also ask what might be done on an international level to combat genocide—either through military intervention or through legal prosecution.

*Devin Pendas*

**HS 454 Twentieth Century Russia (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Whither Russia? What does the future hold for the world's largest nation, which has long surprised, horrified and astonished outside observers? Does Russia's turbulent past hold any clues for its future? We will seek to answer this question by surveying the course of twentieth-century Russian history from Tsar Nicholas II to President Putin, with an emphasis on the Soviet period. Topics covered include the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, World War II, the Cold War, Perestroika, the fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and recovery under Putin.

*Roberta Manning*

**HS 460 Hitler, Churches, and the Holocaust (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with TH 482, HP 259**

**Offered Periodically**

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze

the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

*Donald Dietrich*

### **HS 466 Europe 1871-1914 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will explore the development of Europe from the end of the Franco-Prussian War to the outbreak of World War I. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity; and the rise of European domination of the world.

*Alan Reinerman*

### **HS 469 Intellectual History of Modern Europe, 1870-1933 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course focuses on the role of homosexual desire and its gender implications in the work of three of the 1870-1933 period's most famous dead, white, European male products and shapers: Friedrich Nietzsche, Sigmund Freud, and Adolf Hitler. The decades we examine are the ones in which homosexual desire and its gender implications first appear and begin to agitate European thought, culture, and society—the very term, homosexual, is coined in Germany in 1867.

*Paul Breines*

### **HS 473 Catholicism Confronts Modernity (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Beginning with the French Revolution, Roman Catholicism came to be imagined by others, and constructed by itself, as radically incompatible with modernity. The nineteenth century widened the gap: positivism, democratic institutions, laicist nation-states, and ever-increasing urbanization all posed threats to Catholic traditionalism. This course in intellectual-cultural history will survey numerous topics: development of doctrine; Syllabus of Errors; rationalism v. fideism; Thomistic revival; Marx, Darwin, and bourgeois culture; the “Modernist Crisis”; anti-semitism; Vatican II. Particular attention will be paid to the Church's evolving moral teachings in areas of specific modernist concerns: economics, politics and society, and gender.

*Stephen Schloesser, S.J.*

### **HS 480 History, Literature, and Art of Early Modern Rome (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with FA 480, RL 370**

**Offered Periodically**

**Not open to students who have taken HS 232.**

See course description in the Romance Languages and Literatures Department.

*Stephanie Leone*

*Franco Mormando*

*Sarah Ross*

### **HS 489 France in the Nineteenth Century (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71.

*Paul Spagnoli*

### **HS 505 New York City, 1776-Present (Spring: 3)**

**Cross Listed with BK 505**

**Offered Periodically**

*David Quigley*

### **HS 506 History of the American West (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the Western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.

*Marilynn Johnson*

### **HS 510 Black Modernity (Fall: 3)**

**Cross Listed with BK 508**

**Offered Periodically**

See course description in the African and African Diaspora Studies Department.

*Davarian Baldwin*

### **HS 514 The American Civil War and Reconstruction (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will study the Civil War and the Age of Reconstruction, paying special attention to the transformation of American politics in the second half of the nineteenth century. We will examine the conflict between North and South from a number of perspectives: military, social, and cultural. In addition, the course will consider the struggles of Reconstruction and the legacies of emancipation.

*David Quigley*

### **HS 517 U.S. Constitutional History I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course focuses on U.S. Constitutional history from the birth of the republic to the Civil War.

*Alan Rogers*

### **HS 518 U.S. Constitutional History II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course focuses on the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.

*Alan Rogers*

**HS 530 Race and Urban Space (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with BK 430**

**Offered Periodically**

See course description in the African and African Diaspora Studies Department.

*Davarian Baldwin*

**HS 531 History of American Religion (Fall: 3)**

**Offered Periodically**

**Not open to students who have taken HS 244**

This course will explore the varieties of religious experience in America from the establishment of European colonies in the seventeenth century to the present. What have been the major religious movements in the United States, which has been described as “a nation with the soul of a church?” Surveying the major denominations and groups, especially within Christianity and Judaism, we will examine what Americans have believed about fundamental religious questions. We will also examine what religious people have done on the basis of their beliefs.

*James O’Toole*

**HS 532 American Catholic History (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 235**

This course will examine the history of the Roman Catholic church in America from 1492 to the present. Though the territory which became the United States was first settled by Europeans, Catholicism has existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of education as a charitable institution.

*James O’Toole*

**HS 538 Gender in American History (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men’s and women’s experiences in America.

*Cynthia Lyerly*

**HS 552 U.S. Since 1960 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs; foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

*Mark Gelfand*

**HS 555 Slavery, Race, and Abolition (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Not open to students who have taken HS 690**

This course will explore the central moral conflict in early America through the lens of cultural, religious, intellectual, and social history. We will examine the rise of abolition and the change in anti-slavery ideology and tactics over time, the proslavery argument, the way debates over slavery influence American culture and society, racism and efforts to combat it, and the widening moral and cultural rifts between North and South over slavery. We will explore these issues by reading both the original pamphlets, newspapers, and books of the era and the pivotal interpretive works by historians.

*Cynthia Lyerly*

**HS 571 U.S. Foreign Relations I (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America’s role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.

*Seth Jacobs*

**HS 572 U.S. Foreign Relations II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

The continuation of HS 571.

*Seth Jacobs*

**HS 609 Cairo: City of 1001 Nights (Fall: 3)**

**Cross Listed with HS 609**

*Jonathan Bloom*

**HS 610 Protest and the City in Pre-Modern Middle East and Europe (Spring: 3)**

*Prerequisites:* any two semesters of HS 001 through HS 094

**Offered Periodically**

*Dana Sajdi*

**HS 633 Imperial Legacies in Africa (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**Permission of instructor**

What long-term impacts did colonial rule have on Africa? Relying heavily on biographies and some historical fiction, this course examines the sweeping transformation that took place in African culture, politics, and economic life during and after the period of European rule. A pervasive theme is how Africans south of the Sahara struggled to turn the changes introduced during colonial rule into mechanisms for liberation and fulfillment. Less positive legacies are also included.

*David Northrup*

**HS 651 Global Cold War (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

The Cold War, viewed from the perspectives of the main parties to this 50-year long conflict—the U.S., U.S.S.R. and the anti-colonial revolutionaries of the Third World, who did most of the fighting and

dying in the grand confrontation between capitalism and Communism that created the globalized but conflict-ridden world of the twenty-first century. Students will be introduced to new scholarly works on the Cold War and to the amazing-and rapidly growing-array of online archives and resources that allow us to look over the shoulders of Cold War leaders and participants on all sides.

*Roberta Manning*

**HS 654 Irish Women Emigrants: The Irish and American Context (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will be an examination of Irish women and emigration beginning with study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America. Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America.

*Ruth-Ann Harris*

**HS 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094, permission of instructor

**Cross Listed with EN 603, SC 664**

See course description in the English Department.

*The Department*

**HS 670 Museum of Art: History, Philosophy, and the Practice of Organizing an Exhibition of Italian Renaissance and Baroque Art (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with FA 370**

**Offered Periodically**

See course description in the Fine Arts Department.

*Stephanie Leone*

*Nancy Netzer*

**HS 675 American Studies Seminar: New England (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Offered Periodically**

**American Studies senior seminar**

This interdisciplinary seminar will explore both the persistence and the evolution of regionalism in American culture through a semester-long study of New England. Course readings will incorporate some historical material but the primary interest will be the varieties of contemporary New England life. Among the themes examined will be the transformation of maritime communities; post-industrialism in the region's small cities; the complexities of environmentalism; and the meanings of popular sport. Forms to be considered include contemporary non-fiction.

*David Quigley*

**Graduate Course Offerings**

**HS 799 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of Instructor, Graduate Student Status

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.

*The Department*

**HS 802 Colloquium: Introduction to Doctoral Studies (Fall: 3)**

*Prerequisite:* Graduate Student Standing

This graduate colloquium is required for and limited to first-year doctoral students in history. The course will explore a range of theoretical and methodological approaches to the study of the past. Exemplary works from a range of regional historiographies will constitute a significant portion of the course reading. The course aims to introduce entering students to central traditions and debates in the discipline.

*David Quigley*

**HS 804 Colloquium: Methods in Cultural History (Fall: 3)**

*Prerequisite:* Graduate student standing

**Offered Periodically**

In the last thirty years, scholars have either celebrated or bemoaned what has been described as the "cultural turn" in historical scholarship. This course is designed to familiarize graduate students with some of the major questions, approaches and applications within the field of cultural history. We will cover overlapping debates within (neo)marxist, anthropological, literary, feminist, post-structuralist and cultural studies approaches to historical analysis. Though the course will focus on the twentieth century U.S. and its imperial entanglements, the tools and methods discussed in the course can be applied to studies outside of this temporal and spatial location.

*Davarian Baldwin*

**HS 817 Graduate Colloquium: Ritual and Space (Spring: 3)**

*Rebecca Nedostup*

**HS 821 New Colloquium: Comparative Studies (Fall: 3)**

*Prerequisite:* Graduate level standing

**Offered Periodically**

*Deborah Levenson*

**HS 825 Colloquium: Topics in Modern British History (Fall: 3)**

*Prerequisite:* Graduate level standing

**Offered Periodically**

This course provides an introduction to some of the major events, themes, and interpretations in the the history of Britain from the late 18th century to the present. Although necessarily selective in its coverage, it aims to provide an entry point into a wide variety of issues and approaches to the study of modern Britain.

*Peter Weiler*

**HS 831 Seminar: British Empire (Spring: 3)**

*Prerequisite:* Graduate student standing

**Offered Periodically**

This course will introduce graduate students to some of the central debates in the history of the British Empire, ca. 1750 - ca. 1970. Topics will include the expansion and contraction of the empire, economic costs and benefits, colonial armies, imperialism and British politics, as well as British national identity.

*Prasanna Parthasarathi*

**HS 835 Graduate Colloquium: Race and Nation in Atlantic World (Spring 3)**

*Prerequisite:* Graduate level standing

**Offered Periodically**

This course will examine Black Atlantic World history focusing beyond the United States, beginning with the Atlantic slave trade and continuing into the modern period. Too often the study of race and identity in the Atlantic World is framed by scholarship focusing on the United States in isolated comparison with various regions of the Black Atlantic. Instead, the course is designed to examine critical time periods, institutions and movements in an integrated study of Africa, the Caribbean and Latin America that includes the United States, but is not centered around it.

*Zachary Morgan*

**HS 842 Graduate Colloquium: Ireland Before 1850 (Spring: 3)****Offered Periodically**

This colloquium will explore some of the major issues in Irish history before 1850. The focus will be upon the development of a new post-revisionist Irish historiography. Reading will concentrate on works published in the last decade.

*Kevin O'Neill*

**HS 865 Colloquium: Religion in America (Fall: 3)**

*Prerequisite:* Graduate student status

**Offered Periodically**

This course will review the historical literature on religion in America. After examining overview texts, we will explore the historiography of selected topics, including: Native American religion and European contact; the Great Awakenings and the origins and development of evangelical religion; indigenous religious movements in America; and the interplay of race, ethnicity, and religion.

*James O'Toole*

**HS 872 Colloquium: U.S. History Since 1860 (Spring: 3)**

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction.

*Seth Jacobs*

**HS 888 Interim Study (Fall/Spring: 0)**

*The Department*

**HS 897 Core Colloquium: Modern European History II (Fall: 3)****Required for all incoming Ph.D. students**

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

*James Cronin*

**HS 921 Seminar: Medieval History (Fall: 3)**

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar

*Robin Fleming*

**HS 937 Seminar: European History (Fall: 3)**

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiogra-

phy. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

*Devin Pendas*

**HS 944 Seminar: Irish History (Fall: 3)**

*Prerequisite:* Graduate student standing

*The Department*

**HS 971 Seminar: Nineteenth-Century America (Spring: 3)****Offered Periodically**

This seminar will explore selected topics in nineteenth-century American history. We will examine issues surrounding the identification, criticism, and use of primary sources, conventions of scholarly usage, and forms of historical argumentation.

*Kevin Kenny*

**HS 992 Seminar: Dissertation Seminar (Spring: 3)**

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization.

*Marilyn Johnson*

**HS 997 Dissertation Workshop (Fall/Spring: 1)**

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

*The Department*

**HS 998 Doctoral Comprehensives (Fall/Spring: 1)**

*The Department*

**HS 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

**The Honors Program****Contacts**

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, [oconnoma@bc.edu](mailto:oconnoma@bc.edu)
- Administrative Secretary: Pat Dolan, 617-552-3315, [patricia.dolan@bc.edu](mailto:patricia.dolan@bc.edu)
- Website: <http://www.bc.edu/schools/cas/honors/>

**The Structure of the Honors Program**

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete most of this Core in a 4-year sequence of courses and academic challenges that offers an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary minors available to all students in the College

The program offers small classes (no larger than fifteen students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development—in first and second years an overview of the whole Western cultural tradition, in third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room and a large library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts, and social gatherings for faculty and students.

### Freshman and Sophomore Year

In their first two years, students take a course called The Western Cultural Tradition. This is a 4-semester, 6-credit course, equal to two of the five courses BC students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and medieval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

### Junior Year

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This 2-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

### Senior Year

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a senior thesis, which is ordinarily a 6-credit enterprise, spread over two semesters. This may be an extended research or analytic paper or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the

political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in integrative seminars where they will re-read certain key texts that they may have studied years earlier (Plato's Republic, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

### Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or two of the senior integrative seminars, and have maintained a minimum 3.4 GPA.

### Information for Study Abroad

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year Twentieth Century and Tradition sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still important requirements left in the major) it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer Honors Program students in fashioning their 4-year curriculum.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### HP 001 Western Cultural Tradition I (Fall: 3)

*Corequisite:* HP 002

#### Satisfies Writing Core Requirement

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department*

#### HP 002 Western Cultural Tradition II (Fall: 3)

*Corequisite:* HP 001

#### Satisfies Philosophy Core Requirement

#### Satisfies Writing Core Requirement

See course description under HP 001.

*The Department*

**HP 003 Western Cultural Tradition III (Spring: 3)***Corequisite:* HP 004**Satisfies Literature Core Requirement****Satisfies Theology Core Requirement**

Students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

*The Department***HP 004 Western Cultural Tradition IV (Spring: 3)***Corequisite:* HP 003**Satisfies Philosophy Core Requirement****Satisfies Theology Core Requirement**

See course description under HP 001.

*The Department***HP 031 Western Cultural Tradition V (Fall: 3)***Corequisite:* HP 032**Satisfies Social Sciences Core Requirement**

See course description under HP 001.

*The Department***HP 032 Western Cultural Tradition VI (Fall: 3)***Corequisite:* HP 031

See course description under HP 001.

*The Department***HP 033 Western Cultural Tradition VII (Spring: 3)***Corequisite:* HP 034**Satisfies Social Sciences Core Requirement**

See course description under HP 001.

*The Department***HP 034 Western Cultural Tradition VIII (Spring: 3)***Corequisite:* HP 033

See course description under HP 001.

*The Department***HP 133 Twentieth Century and the Tradition I (Fall: 3)**

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view.

*Marty Cohen**Christopher Constas**Thomas Epstein**Mary Joe Hughes**Michael Martin**Susan Mattis**John Michalczyk**Kevin Newmark**Vanessa Rumble***HP 134 Twentieth Century and the Tradition II (Spring: 3)**

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

*Marty Cohen**Christopher Constas**Mary Joe Hughes**Alan Lawson**Michael Martin**Susan Mattis**Kevin Newmark***HP 199 Readings and Research (Fall/Spring: 3)***The Department***HP 252 Advanced Seminar: Odysseus Themes (Spring: 3)**

HP 252 applies electronic technology to the study of texts from the Honors Program humanities curriculum. This is done while revisiting Homer and other authors. Students should expect to leave the seminar with writing and thinking skills enhanced by the ability to incorporate hypertextual techniques and modes of thinking into their research, compositions, and other presentations. This advanced seminar is for juniors developing their ability to research and execute an honors thesis, seniors completing the requirements of the program with an original research project, and others merely interested in Odysseus *polytropos*, Prospero and "Poldy."

*Timothy Duket***HP 254 Advanced Seminar: Law, Medicine, and Public Policy (Fall: 3)**

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. Class discussion is used to achieve this goal.

*John J. Paris, S.J.***HP 258 The Language of Liturgy (Spring: 3)****Cross Listed with SL 221, TH 198****Offered Periodically**

See course description listed in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly***HP 259 Hitler, the Churches, and the Holocaust (Fall: 3)****Cross Listed with HS 460, TH 482**

See course description listed in the History Department.

*Donald Dietrich***HP 260 Advanced Seminar: Democracy and Art (Fall: 3)**

Through a wide range of readings, films, and other media, this course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is

taste? On what basis do we judge a work (a film, novel, song, painting, video game, poem) good or bad? Are some arts more democratic than others? How does American popular culture compare with the ideologically-based “people’s art” of twentieth-century totalitarian regimes?

*Martha Bayles*

### HP 299 Senior Honors Thesis (Fall/Spring: 3)

*The Department*

### HP 399 Advanced Independent Research (Fall/Spring: 6)

*The Department*

## International Studies

### Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, 21 Campanella Way, Room 485, 617-552-3688, [murphyro@bc.edu](mailto:murphyro@bc.edu)
- Academic Advisor/Program Administrator: Linda Gray MacKay, Carney 212, 617-552-0740, [mackayli@bc.edu](mailto:mackayli@bc.edu)
- Website: <http://www.bc.edu/isp/>

### Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

### Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately forty students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), strength of the faculty letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of the student’s personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is early October. Applications and further details about the program are available online at <http://www.bc.edu/isp/>.

### Major Requirements

#### International Studies Core: Seven courses

- IN 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- Comparative Politics Course—one course from approved list
- TH 863 Ethics, Religion and International Politics
- History, Culture and Society—two courses from the following list: HS 005-006 Asia in the World, HS 055-056 Globalization, HS 059-060 Islam and Global Modernities, HS 063-064 Latin America in the World, HS 571 U.S. Foreign Policy, SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest: Comparative Perspectives,

TH 386 Ethics in a Comparative Perspective, TH 507 Introduction to Comparative Theology, or other courses approved by the International Studies Program.

#### Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- **Economics Base:** EC 201 or EC 203 Microeconomic Theory, EC 202 or EC 204 Macroeconomic Theory, EC 151 or EC 157 Statistics, EC 228 Econometrics or EC 308 Game Theory in Economics, Two electives chosen from: EC 271 International Economic Relations, EC 371 International Trade, EC 372 International Finance, EC 375 Economic Development, EC 377 The World Economy: From the Gold Standard to Globalization
- **Political Science Base:** PO 041-042 Fundamentals I and II, One methods course, Three electives in International Politics or Comparative Politics from an approved list
- **History, Culture and Society Base:** Choose either the Ethics and International Social Justice or the Global Cultural Studies option.
- **Ethics and International Social Justice Base:** Foundational courses—one in each of the following two areas: *Foundations in Moral Philosophy, Religious Ethics, or Political Theory:* Choose one of the following: PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524 Ethics: An Introduction, PL 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures *Foundations in the Social Sciences (providing an introduction to this approach):* Choose one of the following: HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), PO 415 Models of Politics, IN 540 Research Methods in International Studies, PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 276 The Political Economy of Developing Nations, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory Electives—Select electives according to one of the following options: *Normative Option.* Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs *Thematic Option.* Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, the pursuit of economic justice, racial justice, or gender justice *Area Option.* Four electives focusing on the study of questions of social justice in one geographic region

### Global Cultural Studies

#### Foundational Courses

*Theoretical Perspectives on Culture and/or the Arts*—One course in each of the following two areas. Choose one of the following: EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Change, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II (only available to students enrolled in the Honors Program)

*Research Strategies and Methods for the Study of Culture*

Choose one of the following: HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), SC 210 Research Methods, SC 509 Feminist Approaches to Theory and Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity, IN 540 Research Methods in International Studies

- Electives—Select according to one of the following options:

*Global Culture and the Humanities Option.*

Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts.

*Global Culture, History, and the Social Sciences Option.*

Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context.

*Area Option.* Four electives focusing on the study of culture in one geographic region.

**Senior Year Requirements: One course****Senior Seminar: One Course**

- Senior Seminar IN 530
- Students may also choose to pursue additional options in the senior year:

*Thesis:*

- \* Fall: Senior Honors Research: IN 497
- \* Spring: Senior Honors Research: IN 498

*Independent Study:*

- \* Independent Study: IN 299
- \* Internship (one credit): IN 199

**Minor Requirements**

The International Studies Minor consists of six courses. Students enrolling in the Minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict
- International Political Economy
- Development Studies
- Ethics and International Social Justice
- Global Cultural Studies

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization is required of all minors.
- Foundation Course II: Students select one course from the list of courses approved for the student's chosen Thematic Concentration.
- Thematic Concentration Electives: Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration. In selecting electives, students must bear in mind the university's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program. For a list of courses, visit the International Studies website at <http://www.bc.edu/isp/>.

University regulations permit one course taken for the student's academic major or the University Core to be counted also toward the requirements of the Minor.

Advanced study of a foreign language and Principles of Economics (EC 101-102) are strongly recommended for all students pursuing the Minor in International Studies.

Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at <http://www.bc.edu/isp/>.

**Information for First Year Students**

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 005-006 Asia in the World, HS 055-056 Globalization, HS 067-068 Islam and Global Modernities, or HS 063-064 Latin America in the World.

**Information for Study Abroad**

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad.

Students who are contemplating writing a senior honors thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by email with their thesis adviser.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at [mackayli@bc.edu](mailto:mackayli@bc.edu) or 617-552-0740.

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**IN 299 Independent Study (Fall/Spring: 3)**

**IN 497 Senior Honors Research (Fall: 3)**

**IN 498 Senior Honors Thesis (Spring: 3)**

**IN 500 Introduction to International Studies (Spring: 3)**

**Cross Listed with PO 500**

**Satisfies Cultural Diversity Core Requirement**

*Hiroshi Nakazato*

**IN 510 Globalization (Fall: 3)**

**Cross Listed with PO 510**

**Satisfies Cultural Diversity Core Requirement**

See course description in the Political Science Department.

*Paul Christensen*

## ARTS AND SCIENCES

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IN 521 International Law (Fall: 3)

*Hiroshi Nakazato*

IN 530 International Studies Senior Seminar (Fall/Spring: 3)

Cross Listed with SC 530

Open only to seniors majoring in International Studies

See course description in the Sociology Department.

*Paul Christensen*

*Paul Gray*

*Laurie Shepard*

IN 540 Research Methods in International Studies (Fall: 3)

*Hiroshi Nakazato*

IN 601 Advanced Independent Research (Fall/Spring: 6)

### *Undergraduate and Graduate Course Offerings*

IN 504 Seminar: Ethics in International Studies (Fall: 3)

Cross Listed with TH 504

Open to Seniors in International Studies and others with the permission of the instructor

See course description in the Theology Department.

*Donald J. Dietrich*

IN 600 Ethics, Religion and International Politics (Fall/Spring: 3)

Cross Listed with TH 563

See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

See course description in the Theology Department.

*Erik Owens*

### Islamic Civilization and Societies

#### Contacts

- Coordinator of the Middle Eastern and Islamic Studies Program: Kathleen Bailey, Adjunct Associate Professor, Political Science, McGuinn 528, 617-552-4170, kathleen.bailey.1@bc.edu
- Assistant Coordinator for the Middle Eastern and Islamic Studies Program: Caleb Keen, Department of Political Science (Doctoral Candidate/Research Assistant), 616-510-1792, keenc@bc.edu
- Website: <http://www.bc.edu/ics/>

#### *Undergraduate Program Description*

The interdisciplinary major in Islamic Civilization and Societies encompasses faculty and courses from across the university. The program prepares students for careers in diplomacy, journalism, business, government, social service, as well as graduate academic or professional study. Students who complete the major will attain proficiency in Arabic or another language related to the region, along with valuable skills and broader horizons that only an interdisciplinary major can provide.

#### *Major Requirements*

The major consists of ten required courses plus language proficiency (four semesters of a relevant language or native speaking ability).

#### Islamic Civilization and Societies Core: One Course

Team-taught, integrative, and multidisciplinary, this course is designed as an introduction to the field, taught by faculty drawn from a number of departments. The course is offered in the fall semester, is open to non-majors, and fulfills the Cultural Diversity Core requirement.

#### Disciplinary Base: Four Courses

Choose a Disciplinary Base in History, Political Science, Theology, Fine Arts, or Slavic and Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. See the department website (<http://www.bc.edu/meis/>) for the list of approved courses.

#### Departmental Foundation Courses: Two courses

Political Science: PO 041/042 Fundamentals of Politics I & II

Fine Arts: FA 101/102 Art from Prehistoric Times to High

Middle Ages/Art: Renaissance to Modern Times

History: Two courses from the HS 001-094 sequence: HS 059

Islam and Global Modernities preferred

Theology: Any of the two-semester University Core

requirements: Religious Quest preferred

Slavic and Eastern Languages and Literatures: Any two of the

following: SL 147 Language and Identity in the Middle East,

SL 150 States and Minorities in the Middle East, SL 148

Modern Middle Eastern and Arabic Literature, SL 291

Near Eastern Civilization

#### Base Discipline Electives: Two Courses

##### *Political Science:*

PO 403 Rise and Rule of Islamic States

PO 414 Politics and Society in Central Eurasia

PO 450 France and the Muslim World

PO 518 Liberalism, Nation Building, and American

*Foreign Policy:*

PO 638 Islamic Political Philosophy

PO 806 Political Cultures of the Middle East

PO 812 State-Church Relations in Modern Europe

PO/IN 475 Kuwait: Politics and Oil in the Gulf

##### *History:*

HS 207 Islamic Civilization in the Middle East

HS 208 Middle East in the Twentieth Century

HS 300.66 The Study and Writing of History: The Arabian Nights

HS 315 Islam in South Asia

HS 326 Modern Iran

HS 339 Byzantium and Islam

HS 343 Rise and Fall of the Ottoman Empire

HS 353 Africa, Islam, and Europe

HS/TH 315 Islam in South Asia

HS 385 Modern South Asia

HS 667 Jews and Islamic Civilization

##### *Theology:*

TH 325 Lebanon: Focal Point of a Crisis

TH 351 Faith Elements in Conflict

TH 352 Israelis and Palestinians

TH 566 Mystical Poetry in the Islamic Humanities

TH 544 Prophetic Tradition and Inspiration: Exploring the Hadith

TH 576 Pathways to God: Islamic Theologies in Context

TH 554 Encountering the Qur'an: Contexts and Approaches

TH 557 Introduction to Islamic Philosophical Traditions

TH Exploring the Religious Worlds of Istanbul and Anatolia

##### *Fine Arts:*

FA 174 Islamic Civilization

FA 176 Jerusalem

FA 203 Great Cities of the Islamic Lands

FA 213 Introduction to Islamic Architecture  
 FA 214 The Art of the Silk Road  
 FA 234 Mosques, Minarets and Madrasas  
 FA 235 The Arts of Persia  
 FA 276 Islamic Art  
 FA 280 Masterpieces of Islamic Art  
 FA 350 The Art of the Object/ Islamic Art  
 FA 409 The Art of the Islamic Book  
 FA 410 Orientalism  
 FM 314 Cinema of the Greater Middle East  
*Slavic and Eastern Languages and Literatures:*  
 SL 037/038 Modern Hebrew I and II  
 SL 091/TH 582 Biblical Hebrew  
 SL 107 Turkish Language Workshop  
 SL 232 Literature of the Other Europe in Translation  
 SL 250 Conversion, Islam, and Politics in the Balkans  
 SL 251/252 Advanced Arabic  
 SL 398 Advanced Tutorial Arabic  
 SL 272 War and Peace in Yugoslavia  
 SL/SC 280 Society/National Identity in Balkans  
 SL 286/EN 252 Exile and Literature  
 SL 249 Gender and War in Eastern Europe  
 SL 291 Near Eastern Civilizations  
 SL Old Persian and Avestan  
 SL 359 The Structure of Biblical Hebrew

#### Electives: Three Courses

Majors choose three elective courses from an approved list (<http://www.bc.edu/meis/>). Electives must be distributed among at least two other departments in addition to the disciplinary base.

#### Capstone Seminar and Senior Research Project/Honors Thesis:

##### Two Courses

All majors will be required to enroll in a capstone seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

##### Language Requirement: Four Courses

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Uzbek, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers three years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Yemen, Cairo, and at SOAS during the regular academic year and in the summer. Our students have also studied during

the summer months at Middlebury, Harvard and Columbia to accelerate their language skills, and several have won U.S. State Department Critical Language Scholarships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, B.U., Brandies, and Tufts in particular, offer additional languages such as Persian, Turkish and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

## Mathematics

### Faculty

**Stanley J. Bezuska, S.J.**, *Professor Emeritus and Director of the Mathematics Institute*; A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University  
**Gerald G. Bilodeau**, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University  
**John F. Caulfield, S.J.**, *Assistant Professor Emeritus*; A.B., M.A., Boston College; S.T.L., Weston College  
**Joseph F. Krebs**, *Assistant Professor Emeritus*, A.B., M.A., Boston College  
**Joseph A. Sullivan**, *Professor Emeritus*; A.B., Boston College; S.M., Massachusetts Institute of Technology; Ph.D., Indiana University  
**Paul R. Thie**, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame  
**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University  
**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University  
**Solomon Friedberg**, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago  
**Margaret J. Kenney**, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University  
**G. Robert Meyerhoff**, *Professor*; Graduate Vice Chair; A.B., Brown University; Ph.D., Princeton University  
**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University  
**Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University  
**Martin J. Bridgeman**, *Associate Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University  
**Daniel W. Chambers**, *Associate Professor*; Undergraduate Vice Chair; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland  
**C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley  
**Robert H. Gross**, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology  
**Benjamin Howard**, *Associate Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University  
**Richard A. Jensen**, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle  
**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame  
**Charles Landraitis**, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College  
**Tao Li**, *Associate Professor*; B.S., Peking University; Ph.D., California Institute of Technology  
**Rennie Mirollo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

**Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

**Ned I. Rosen**, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

**Marie Clote**, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

**Robert C. Reed**, *Adjunct Assistant Professor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

**Howard D. Troughton**, *Lecturer*; B.A., Concordia University; M.Sc., University of Toronto; M.E.Des., University of Calgary

### Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- Website: <http://www.bc.edu/math/>

### Undergraduate Program Description

The Mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

### Major Requirements

The Mathematics major requires completion of 11 courses, depending upon the student's preparation in Calculus prior to entering Boston College:

- Required courses (five courses)
    - MT 202 Multivariable Calculus\*
    - MT 210 Linear Algebra
    - MT 216 Introduction to Abstract Mathematics
    - MT 310 Introduction to Abstract Algebra
    - MT 320 Introduction to Analysis
  - Six elective courses
    - Chosen from MT electives numbered 400 and/or above 800
  - A GPA of at least 1.67 in the MT courses used to fulfill the major
- Some students may need to complete (or will benefit from completing) MT 102 Calculus I (Math/Science Majors) and Calculus II (Math/Science Majors, numbered MT 105 in the Fall and MT 103 in the Spring) to prepare for the major. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at <http://www.bc.edu/mathadvise/>.

Each student should discuss directly with the Undergraduate Vice Chair or a Mathematics Advisor at Orientation what is an appropriate and recommended Calculus choice for their situation.

### Departmental Honors

The Department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for Departmental Honors normally include completion of the mathematics major, as listed above, together with or including these additional components:

- Completion of MT 695 Honors Seminar (offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course
  - Completion of two graduate level classes (numbered MT 800 or above)
  - A minimum of 13 courses
  - A GPA of at least 3.0 in MT courses numbered 300 or above
- Each student's honors program must be approved individually by the Undergraduate Vice Chair of the Department.

### Minor in Mathematics

The Mathematics minor requires completion of six courses, as follows: Three required courses: Calculus II (MT 101, MT 103, or MT 105), MT 202 Multivariable Calculus, MT 210 Linear Algebra, Three elective courses, chosen from among the following: MT 216 Algebraic Structures, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, Any MT major course numbered 400 or higher

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are required to substitute other elective courses for each course omitted. A minimum of six courses is required to complete the minor in all cases.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

- **Biology and Chemistry**
  - MT 226 Probability for Bioinformatics
  - MT 410 Differential Equations
  - MT 412 Partial Differential Equations
  - MT 426 Mathematical Probability
  - MT 427 Mathematical Statistics
  - MT 470 Mathematical Modeling
- **Computer Science**
  - Either MT 245 Discrete Mathematics or CS 245 Discrete Mathematics or MT 445 Applied Combinatorics
  - MT 226 Probability for Bioinformatics
  - MT 414 Numerical Analysis
  - MT 426 Mathematical Probability
  - MT 427 Mathematical Statistics
  - MT 430 Number Theory
  - MT 435 Mathematical Programming I
  - MT 470 Mathematical Modeling
- **Economics**
  - MT 410 Differential Equations
  - MT 412 Partial Differential Equations
  - MT 414 Numerical Analysis
  - MT 426 Mathematical Probability
  - MT 427 Mathematical Statistics
  - MT 435 Mathematical Programming I
  - MT 470 Mathematical Modeling
- **Physics**
  - MT 410 Differential Equations
  - MT 412 Partial Differential Equations
  - MT 414 Numerical Analysis
  - MT 426 Mathematical Probability
  - MT 427 Mathematical Statistics
  - MT 440 Dynamical Systems

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 460 Complex Variables
- MT 470 Mathematical Modeling

### Information for Study Abroad

Normally, Mathematics majors should have completed all required Calculus courses, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Students may take no more than two mathematics courses for credit towards the mathematics major while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact the Undergraduate Vice Chair.

### Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

#### Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202, especially if they have received a score of 5 on the Calculus BC AP exam.

#### Majors in Biology or Computer Science, and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly

well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 10, MT 105, MT 202 sequence mentioned above.

#### Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

#### Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 180 Principles of Statistics for the Health Sciences (Nursing students)
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at <http://www.bc.edu/mathadvise/>.

### Graduate Program Description

#### Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department in the College of Arts and Sciences, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (ten courses) in the Department and participation in a 3-credit seminar (MT 903). Under special circumstances, with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses (nine courses) and a thesis (six credit hours).

Among the ten courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Number Theory, MT 435-436 Mathematical Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modelling, and Computer Science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

### Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a 2-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II, which should be completed in the first year. The other three must be MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

### Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (18 credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all 24 credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MT 004 Finite Probability and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

**Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).**

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

#### MT 007 Ideas in Mathematics (Spring: 3)

Satisfies Mathematics Core Requirement

**Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).**

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

#### MT 100 Calculus I (Fall/Spring: 4)

*Prerequisite:* Trigonometry

*Corequisites:* Calculus I Discussion section (one of MT 121-MT 139, depending on section of MT 100 taken).

Satisfies Mathematics Core Requirement

**MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in**

Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in MT 102 Calculus I for Mathematics and Science Majors, rather than MT 100.

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

**MT 101 Calculus II (Fall/Spring: 4)**

*Prerequisite:* MT 100

*Corequisites:* Calculus II Discussion section (one of MT 141-MT 145, depending on section of MT 101 taken).

**Satisfies Mathematics Core Requirement**

**MT 101 is not open to students who have completed MT 103 or MT 105. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in either MT 103 Calculus II for Mathematics and Science Majors (Spring) or MT 105 Calculus II-AP for Mathematics and Science Majors (Fall), rather than MT 101.**

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

**MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)**

*Prerequisite:* Trigonometry

**Satisfies Mathematics Core Requirement**

**Not open to students who have completed a calculus course at the college level.**

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

**MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)**

*Prerequisite:* MT 102

**Satisfies Mathematics Core Requirement**

**Not open to a student who has completed MT 105.**

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

**MT 105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)**

**Not open to students who have completed MT 103.**

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration.

**MT 180 Principles of Statistics for the Health Sciences (Spring: 3)**

*Prerequisite:* Connell School of Nursing students only

**Satisfies Mathematics Core Requirement**

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy and other areas of application.

**MT 190 Fundamentals of Mathematics I (Fall/Spring: 3)**

**Satisfies Mathematics Core Requirement**

**Restricted to LSOE students**

This course is designed for those who plan to teach mathematics in grades K-8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K-8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.

**MT 191 Fundamentals of Mathematics II (Spring: 3)**

*Prerequisite:* MT 190

**Satisfies Mathematics Core Requirement**

**Restricted to LSOE students**

As in MT 190, the course emphasizes building conceptual understanding of the mathematics present in the emerging K-8 curriculum and on deepening the content knowledge. Topics drawn from geometry and measurement, data analysis, statistics, and probability will be developed. Problem solving and reasoning, applications, and making connections will be featured.

**MT 202 Multivariable Calculus (Fall/Spring: 4)**

*Prerequisite:* MT 101 or MT 103 or MT 105 or permission of instructor

**Satisfies Mathematics Core Requirement**

**This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.**

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

**MT 210 Linear Algebra (Fall/Spring: 3)**

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

**MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)**

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

**MT 235 Mathematics for Management Science (Fall/Spring: 3)**

*Prerequisites:* MT 100 or equivalent, CS 021 (formerly MC 021), and EC 151 (EC 151 may be taken concurrently).

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

**MT 290 Number Theory for Teachers (Fall: 3)**

*Prerequisites:* MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

**MT 291 Geometry for Teachers (Spring: 3)**

*Prerequisites:* MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

**MT 305 Advanced Calculus (Science Majors) (Spring: 4)**

*Prerequisite:* MT 202. Cannot be used for major credit

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.

**MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)**

*Prerequisites:* MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

**MT 320 Introduction to Analysis (Fall/Spring: 3)**

*Prerequisites:* MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

**MT 450 Advanced Linear Algebra (Spring: 3)**

*Prerequisites:* MT 210 and MT 310

This proof-based course presents a more rigorous approach to Linear Algebra and covers many topics beyond those in MT 210. Topics will include Abstract Vector Spaces and Linear Maps over any field, Modules, Canonical Forms and the Geometry of Bilinear Forms. Additional topics, if time permits, could include the basic theorems of Galois Theory, Matrix Factorization, and applications such as Coding Theory, Factor Analysis and Linear Difference Equations.

**MT 453 Euclid's Elements (Spring: 3)**

**Offered Periodically**

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.

*Mark Reeder*

**MT 460 Complex Variables (Spring: 3)**

*Prerequisites:* MT 202 and MT 210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

**MT 499 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Undergraduate Vice Chair.

**MT 695 Honors Seminar (Spring: 3)**

*Prerequisite:* Department permission is required.

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

***Undergraduate and Graduate Course Offerings*****MT 410 Differential Equations (Fall/Spring: 3)**

*Prerequisites:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

**MT 414 Numerical Analysis (Fall: 3)**

*Prerequisites:* MT 202, MT 210, and familiarity with using a computer

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

**MT 426 Probability (Fall/Spring: 3)**

*Prerequisite:* MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

**MT 427 Mathematical Statistics (Spring: 3)**

*Prerequisite:* MT 426 and familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

**MT 430 Introduction to Number Theory (Fall: 3)**

*Prerequisite:* MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

**MT 435 Mathematical Programming I (Fall: 3)**

*Prerequisite:* MT 210

The MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

**MT 440 Dynamical Systems (Spring: 3)**

*Prerequisites:* MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

**MT 451 Euclidean and Non-Euclidean Geometry (Fall: 3)**

*Prerequisite:* MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

**MT 455 Mathematical Problem Solving (Spring: 3)**

*Prerequisites:* MT 202, MT 210, MT 216 (or equivalent mathematical background)

*Corequisite:* Permission of the instructor required for students outside the LSOE.

**Offered Periodically**

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic

geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight.

**MT 470 Mathematical Modeling (Spring: 3)**

*Prerequisites:* MT 202, MT 210, and familiarity with using a computer

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

**MT 475 History of Mathematics (Fall: 3)**

*Prerequisites:* MT 310 and MT 320, one of which may be taken concurrently.

**Offered Biennially**

**Students must be familiar with abstract algebra (groups, rings, fields) and rigorous analysis (differentiation and integration of real valued functions, sequences and series of functions)**

This course studies the development of mathematical thought, from ancient times to the twentieth century. Naturally, the subject is much too large for a single semester, so we will concentrate on the major themes and on the contributions of the greatest mathematicians. The emphasis in the course will be on the mathematics. Students will follow the historical arguments and work with the tools and techniques of the period being studied.

**MT 480 Topics in Mathematics (Spring: 3)**

*Prerequisites:* MT 310 Introduction to Abstract Algebra (or MT 816 Introduction to Modern Algebra)

**Offered Periodically**

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

**MT 804-805 Analysis I and II (Fall/Spring: 3)**

*Prerequisite:* MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

**MT 814-815 Theory of Functions of a Complex Variable I and II (Fall/Spring: 3)**

*Prerequisite:* MT 320 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

### MT 816 Modern Algebra I (Fall: 3)

*Prerequisite:* MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

### MT 830 Representation Theory (Fall: 3)

*Prerequisites:* MT 816 and MT 817

#### Offered Periodically

An introduction to the linear representation theory of compact groups, especially finite groups and compact Lie groups, interacting with geometry, topology, harmonic analysis and other areas of mathematics.

### Graduate Course Offerings

#### MT 801 Thesis Seminar (Fall: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

#### MT 805 Analysis II (Spring: 3)

*Prerequisite:* MT 804

This course is a continuation of MT 804.

#### MT 817 Modern Algebra II (Spring: 3)

*Prerequisite:* MT 816

This course is a continuation of MT 816.

#### MT 899 Readings and Research (Fall/Spring: 3)

*Prerequisite:* Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

#### MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

## Music

### Faculty

**T. Frank Kennedy, S.J.**, *Professor*; Chairperson of the Department; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

**Thomas Oboe Lee**, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

**Jeremiah W. McGrann**, *Adjunct Associate Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

**Michael Noone**, *Adjunct Associate Professor*; B.A., M.A., University of Sydney; Ph.D., University of Cambridge

**Ann Morrison Spinney**, *Assistant Professor*; B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University

**John Finney**, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

### Contacts

- Administrative Secretary: Pattie Longbottom, 617-552-8720, [patricia.longbottom@bc.edu](mailto:patricia.longbottom@bc.edu)
- Website: <http://www.bc.edu/music/>

## Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Orchestration, and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 301 Introduction to Musics of the World and MU 305 Native North American Song satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

### Credit for Performance

Students may bundle performance credits into one and only one 3-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (MU 099 Vocal/Instrumental Instruction) and, at the end of their third semester of instruction, performing before a jury of the performance faculty. (2) Students may receive three credits equivalent to a full course who have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish Music Ensembles **and** who, at sometime during their four years at Boston

College have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music or MU 331 Introduction to Celtic Musics (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

### Major Requirements

#### (Minimum of twelve courses)

- *Optional Introductory Course* (depending on previous knowledge of music theory): MU 070 Fundamentals of Music Theory (may be substituted for one of the electives, with the approval of the Chairperson).
- *Theory, Analysis, and Composition Courses*: (four courses total)  
*Prerequisite*: MU 070 Fundamentals of Music Theory or equivalent  
*Required of all majors*: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course*: MU 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *Historical Courses*: (three courses total)  
*Required of all majors*: MU 209 Twentieth Century Music  
*Choice of any two*: \*MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era  
\*With permission of the chairperson, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses*: (two courses total)  
Required of all majors, a choice of one from each of the following two groups:  
*Group I—Non-Western tradition*  
MU 301 Introduction to World Music\*  
MU 305 Native North American Song\*  
MU 350 Topics in Ethnomusicology  
\*MU 301 and MU 305 also satisfy the Core Cultural Diversity requirement  
*Group II—Western tradition*  
MU 320 Music and America  
MU 321 Rhythm and Blues in American Music  
MU 322 Jazz in America  
MU 330 Introduction to Irish Folk Music  
MU 331 Introduction to Celtic Musics  
MU 340 The Ballad Tradition
- Required Senior Seminar: (one semester)  
The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives*: (two courses)  
The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance

emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be bundled into a full course only upon completion of the jury at the end of the third semester of lessons (see Credit for Performance).

- *Performance Ensemble Experience*: (minimum of two semesters)  
Each major must have two semester of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Voices of Imani, Liturgy Arts Group, or student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal students groups (by consultation with the chairperson), or through private lessons.
- *Cumulative Listening Competency*  
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing*  
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, is designed and recommended as an aid to passing this test.

### Minor Requirements

#### (Minimum of six courses)

The Music Department has designed a minor in music as an alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Rock and Roll and Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.
- Two additional music theory courses: MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives: One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a 3-credit course (see above).

### Honors

In order to graduate with departmental honors, a student must maintain a GPA of 3.5 in the major and 3.3 in the university, pass the Ear-Training and Listening Repertoire requirements with a high score,

and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 400 Readings and Research but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

### Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 033 History of Rock and Roll and Popular Musics in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study*. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music and MU 305 Native North American Song as options for the Cultural Diversity requirement of the Core.

### Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as twelve credits fulfilled abroad.

Students should contact Jeremiah W. McGrann, the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

### Recommended Course of Study

#### Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts Core requirement with a music course should take MU 066 Introduction to Music, a general introduction to the field and its

various methodologies. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

#### Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

#### Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

#### Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

#### Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring: 3)

##### Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music, acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical "texts" as well as autonomous works of art.

*The Department*

**MU 051 Irish Fiddle/Beginner (Fall: 1)****Performance course**

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students. Classes are taught by Laurel Martin, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small portable recorder is required.

*Laurel Martin*

**MU 052 Irish Fiddle/Experienced Beginner (Fall/Spring: 1)**

*Prerequisite:* MU 051

For students who have taken a full semester of Beginner Irish Fiddle (MU 051) or who have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required.

*Seamus Connolly*

**MU 053 Irish Fiddle/Intermediate (Fall/Spring: 1)**

*Prerequisite:* MU 051

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MU 052) and whom the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-times Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

*Seamus Connolly*

**MU 066 Introduction to Music (Fall/Spring: 3)****Satisfies Arts Core Requirement**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

*Jeremiah W. McGrann*

*Michael Noone*

**MU 070 Fundamentals of Music Theory (Fall/Spring: 3)****Satisfies Arts Core Requirement**

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and

harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

*Michael Burgo*

*Sandra Hebert*

**MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)****Performance Course.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Meghan Allen*

**MU 072 Irish Dancing/Advanced (Fall/Spring: 1)****Performance Course.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Meghan Allen*

**MU 073 Irish Dancing/Beginner (Fall/Spring: 1)****Performance Course. No prior experience necessary.**

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

*Meghan Allen*

**MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)**

*Prerequisite:* Audition required

**Performance Course**

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have included Brahms' *Academic Festival Overture*, Saint-Saens' *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. Membership is by audition only.

*John Finney*

**MU 077 Chamber Music Ensembles (Fall/Spring: 0)****Performance Course.**

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

*Sandra Hebert*

**MU 079 Popular Styles Ensemble (Fall/Spring: 0)****Performance Course.**

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

*Erik Kniffen*

### MU 080 Keyboard Skills (Fall: 0)

Keyboard skills is a co-requisite for the following theory courses: MU 070 Fundamentals of Music Theory, MU 110 Harmony, MU 211 Chromatic Harmony. Times to be determined in class.

*Department*

### MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)

**For music majors.**

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation.

*Michael Burgo*

### MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1) Performance Course

A continuation of MU 081.

*Michael Burgo*

### MU 083 Introduction to Improvisation (Fall/Spring: 1)

**Performance Course. This course may be repeated for credit.**

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing.

*Erik Kniffen*

### MU 084 Intermediate Improvisation (Fall/Spring: 1)

*Prerequisites:* MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

**Performance Course. This course may be repeated for credit.**

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

*Erik Kniffen*

### MU 085 The Boston College Flute Choir (Fall/Spring: 0)

**Performance Course.**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

*Judith Grant-Duce*

### MU 086 Advanced Improvisation (Fall/Spring: 1)

*Prerequisites:* MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

**Performance Course. This course may be repeated for credit.**

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

*Erik Kniffen*

### MU 087 Tin Whistle/Beginner (Fall/Spring: 1)

*Prerequisites:* Continued course. Students must sign up in the fall in order to register for spring.

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required.

*Jimmy Noonan*

### MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)

*Prerequisite:* MU 087

**Performance course. No Fee. Experienced to Intermediate**

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.

*Jimmy Noonan*

### MU 091 University Wind Ensemble (Fall/Spring: 0)

**Performance Course. Audition required**

The University Wind Ensemble is a select ensemble of 46 woodwind, brass and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.

*Sebastian Bonaiuto, Conductor*

### MU 092 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)

**Performance Course. Audition required**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

*Sebastian Bonaiuto, Conductor*

*JoJo David, Vocal Director*

### MU 095 Symphonic Band (Fall/Spring: 0)

**Offered Periodically**

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.

*David Healey, Conductor*

**MU 096 Gospel Workshop (Fall: 1)**

Cross Listed with BK 290

**Performance Course.** No experience is required for membership, but a voice placement test is given to each student.

See course description in Slavic and Eastern Languages and Literatures Department.

*Hubert Walters***MU 098 Introduction to Voice Performance (Fall/Spring: 1)**

**Performance Course. Tutorial fee required**

This is a group class in vocal performance techniques for beginners or those with some previous formal training.

*Hanni Myers***MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)**

**Performance Course. Tutorial fee required**

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

*Sandra Hebert***MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)**

**Performance Course. Tutorial fee required depending on the length of the lesson.**

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 101 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)***Sandra Hebert***MU 102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)***Sandra Hebert***MU 110 Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 070 or permission of Department

*Corequisite:* (for Music Majors) MU 081

**Theory Course**

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

*Sandra Hebert**The Department***MU 175 Music in the Holocaust and the Third Reich (Spring: 3)**

**Offered Biennially**

This course surveys the inspiring legacy of music by composers persecuted by the Nazis. We will study jazz, classical music and cabaret from 1900-1944 targeted by the Nazi regime. Special focus will be placed on the art and music created in Nazi concentration camps. Students will have the opportunity to experience live performances, meet Holocaust survivors and view archival materials. Themes explored: socio-political impact on the arts in climates of intolerance and persecution; music and art as resistance; connections to contemporary forms of music such as rock, rap, reggae, etc.

*Mark Ludwig***MU 201 Medieval/Renaissance (Spring: 3)**

**Offered Periodically**

**Historical Period**

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. A study of the instruments and instrumental literature will also be included.

*Michael Noone***MU 203 Music of the Baroque (Fall: 3)**

**Offered Periodically**

**Historical Period**

*T. Frank Kennedy***MU 206 Opera (Fall: 3)**

**Offered Periodically**

**Genre Course**

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the seventeenth through nineteenth centuries. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.

*Jeremiah McGrann***MU 207 Music of the Romantic Era (Spring: 3)**

**Historical Course**

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

*Jeremiah W. McGrann***MU 209 Music of the Twentieth Century (Fall: 3)**

**Historical Period**

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music.

*The Department***MU 211 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 110

**Theory Course**

This course will cover the basic principles of chromatic progression. We will revisit the proper use of secondary dominants, diminished seventh chords and augmented triads. We will then study in depth the harmonization of Bach chorales. The concept of modulation using modal exchange will be introduced, which will be followed by the introduction of Neapolitan sixth and augmented sixth chords. We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

*Thomas Oboe Lee**The Department*

**MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)**

*Prerequisite:* MU 211

**Theory Course**

**Students should have basic keyboard skills, but it is not essential.**

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements, ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin, rhythm changes, and the blues.

*Thomas Oboe Lee*

**MU 226 Masterworks of Choral Music (Fall: 3)**

A chronological examination of acknowledged masterpieces and lesser known works of the Western choral repertory in such genres as: the Mass, motet, madrigal, oratorio, chorale, cantata, choral symphony, part songs, villancico, modern acapella music and spirituals among others. In addition to studying examples of each genre, we will look at the historical, social and cultural contexts of this music and its performance.

*Michael Noone*

**MU 227 Keyboard Music (Spring: 3)****Genre Course**

This course will show how composer/performers have explored and exploited the expressive possibilities inherent in three keyboard instruments (harpsichord, clavichord and piano music for organ is not included). Students should come away with an understanding of the main differences in the construction and sonic possibilities of these three instruments, the change of musical styles and forms over a four hundred year period (from the Baroque through today), and specific knowledge of the masterpieces of keyboard music by some of the great keyboard composer/performers. Some previous acquaintance with the keyboard is recommended but not required.

*Sandra Hebert*

**MU 270 Beethoven (Spring: 3)****Composers**

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

*Jeremiah W. McGrann*

**MU 301 Introduction to World Music (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Cultural Diversity**

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles

from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; West, Central and Southern African; Arabic, Persian, Hindusthani, Karnatak, Javanese, and Japanese musics. Musical training and background are not required, and are not presumed.

*Ann Morrison Spinney*

**MU 305 Native North American Song (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Biennially**

This course surveys the song and dance traditions of Native North Americans, including traditional repertoires and inter-Tribal musics of the last two centuries. The cultural contexts of songs and dances is our focus. Case studies include native oral traditions, seventeenth century European descriptions, classic ethnographies, and consideration of contemporary powwows and Native American popular musics. No musical experience is assumed.

*Ann Morrison Spinney*

**MU 306 African Music (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course surveys the musical styles and genres of selected African cultures, emphasizing traditions of the sub-Saharan region. Using case studies, we will explore the thesis of J. H. Kwabena Nketia that musical styles are created to suit specific cultural needs. Historical traditions and modern musics are included with attention to issues of colonialism, nationalism, ethnicity, hybridity, diaspora and globalization.

*The Department*

**MU 315 Seminar in Composition (Spring: 3)**

*Prerequisites:* MU 211 and MU 312

**Theory Course**

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale, music software, created by Coda Music Technology, Mac or PC version, is required for this course.

*The Department*

**MU 316 Tonal Composition (Spring: 3)**

*Prerequisites:* MU 211 and MU 312

**Offered Biennially**

**Theory Course**

Students enrolled in this course will complete two composition projects—a Prelude and Fugue and a Classical four-movement cycle. We will examine and analyze several works from the Well-Tempered Clavier by J.S. Bach. Students will use these as models for their own Prelude and Fugue composition. Looking at four-movement cycles from symphonies, string quartets and sonatas from the Classic (Haydn and Mozart) and Romantic periods (Schubert and Brahms), students will compose a four-movement work: 1. an Allegro movement in sonata form; 2. An Adagio in binary form; 3. A Minuet-Trio or Scherzo-Trio; a Presto finale in rondo form.

*Thomas Oboe Lee*

**MU 320 Music and America (Fall: 3)****Offered Biennially****Cross-Cultural Course**

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic.

*Jeremiah W. McGrann***MU 321 Rhythm and Blues in American Music (Fall: 3)****Cross Listed with BK 266**

See course description in the African and African Diaspora Studies Department.

*Hubert Walters***MU 322 Jazz in America (Spring: 3)****Cross Listed with BK 285**

See course description in the African and African Diaspora Studies Department.

*Hubert Walters***MU 323 Musical Identities (Fall: 3)****Offered Periodically****No previous study of music is necessary.**

What is your musical identity? In this course we will explore how musical styles signal identity to composer, performers and audiences. Case studies from diverse cultures, historical periods, and genres are grouped into topics, such as: music and place; music and gender; music and ethnicity. The concepts of subculture, nation, and race will be examined as they are expressed in music. Extensive consideration will be given to contemporary hybrid identities.

*Ann Morrison Spinney***MU 326 History of Jazz (Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Biennially**

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots, its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age, its transformation into bebop, cool, third stream, funk, avant-garde trends, and the return to traditionalism.

*The Department***MU 330 Introduction to Irish Folk Music (Fall: 3)****Cross-Cultural Course**

An introduction to Irish music including: a historical examination of the music and its indigenous instruments, and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

*Ann Morrison Spinney***MU 340 The Ballad Tradition (Spring: 3)****Fulfills study abroad prerequisite in Ireland. Open to graduate students for credit.**

This course surveys the English-language ballad traditions of England, Wales, Scotland, Ireland, North America, and Australia. Beginning with the medieval Continental roots of the form, we will

consider how the ballad became a popular medium for news, politics, protest, and memorialization. Case studies include Child Ballads, Jacobite songs, emigration and famine songs, Union songs, the Folk Revival, and Celtic Rock. No musical experience is assumed.

*Ann Morrison Spinney***MU 400 Readings and Research (Fall/Spring: 3)***Thomas Oboe Lee**Jeremiah W. McGrann**Ann Morrison Spinney***MU 401 Senior Recital Preparation (Spring: 3)***The Department***MU 403 Honors Thesis Preparation (Fall/Spring: 3)***Thomas Oboe Lee**Jeremiah W. McGrann***MU 404 Music Internship (Fall: 1)****Department permission required.***Jeremiah W. McGrann***MU 405 Senior Seminar (Fall: 3)**

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance).

*Michael Noone***Philosophy****Faculty**

**Richard Murphy**, *Professor Emeritus*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

**William J. Richardson, S.J.**, *Professor Emeritus*; Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain

**Jacques M. Taminiaux**, *Professor Emeritus*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

**Norman J. Wells**, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

**James Bernauer, S.J.**, *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Universite Laval; Ph.L., College St. Albert de Louvain

**Patrick Byrne**, *Professor*; Chairperson of the Department; B.S., A.M., Boston College; Ph.D., New York State University

**John J. Cleary**, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

**Richard Cobb-Stevens**, *Professor*; A.B., A.M., Boston College; Ph.D., University of Paris

**Joseph F. X. Flanagan, S.J.**, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

**Jorge Garcia**, *Professor*; B.A., Fordham University; Ph.D., Yale University

**Richard Kearney**, *Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

**Peter J. Kreeft**, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

**Arthur R. Madigan, S.J.**, *Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**Thomas J. Owens**, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**David M. Rasmussen**, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

**John Sallis**, *Adelmann Professor*; M.A., Ph.D., Tulane University

**Jeffrey Bloechl**, *Associate Professor*; B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

**Gary Gurtler, S.J.**, *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

**Stuart B. Martin**, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

**Vanessa P. Rumble**, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

**Jean-Luc Solere**, *Associate Professor*; M.A. University of Paris-Sorbonne; Ph.D., University of Poitiers

**Francis Soo**, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

**Eileen C. Sweeney**, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Marina B. McCoy**, *Assistant Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

**Gerard C. O'Brien, S.J.**, *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

**Brian J. Braman**, *Adjunct Associate Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**David McMenamain**, *Adjunct Associate Professor*; Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

**Gretchen M. Gusich**, *Adjunct Assistant Professor*; B.A., University of Notre Dame; Ph.D., The Catholic University of America

**Jeffrey A. Hanson**, *Adjunct Assistant Professor*; B.A., University of Dallas; M.A., Ph.D., Fordham University

**Michael R. Kelly**, *Adjunct Assistant Professor*; B.A., Ph.D., Fordham University

**Paul McNellis, S.J.**, *Adjunct Assistant Professor*; B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College

**Thomas P. Miles**, *Adjunct Assistant Professor*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

**Mary Troxell**, *Adjunct Assistant Professor*; B.A. Amherst College; Ph.D., Boston University

### Contacts

- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, [rosemarie.deleo.1@bc.edu](mailto:rosemarie.deleo.1@bc.edu)
- Department Secretary: Bonnie Waldron, 617-552-3845, [bonnie.waldron.1@bc.edu](mailto:bonnie.waldron.1@bc.edu)
- Website: <http://www.bc.edu/philosophy/>

### Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. The department offers a program of courses allowing for concentration in the following specialized areas of philosophy: ancient, medieval, modern, contemporary American, contemporary continental, and the philosophies of religion and science. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

### Major Requirements

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

### History of Philosophy (Electives)

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, a student will have the opportunity to develop a critical appreciation for the complexity of their thought: the influences which have shaped their ethics, metaphysics, and epistemology, and the rich legacy of insight to which they have contributed. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

### Philosophy Minor

The Philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The Department offers in each of these areas a sequence of courses that build on the foundation of our Core courses. Each student will design his or her own minor in consultation with a faculty advisor.

Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

#### Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's 2-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

#### Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)  
This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence  
This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.

#### Perspectives Program I-IV

The Perspectives Program at Boston College is a 4-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshmen. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

#### Perspectives I

##### PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For Freshmen Only

#### Perspectives II

##### UN 104-105/UN 106-107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

#### Perspectives III

##### UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

#### Perspectives IV

##### UN 119-120/UN 121-122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

#### PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore basic questions in philosophy, theology, and other disciplines. In addition to class meetings and small discussion groups, all PULSE courses require a ten to twelve hour per week commitment to community service in one of over fifty carefully selected social service organizations throughout greater Boston. The combination of academic reflection and community service encourages students to integrate theory and practice. The PULSE Program aims to expose students to urban environments and the realities of urban life. Students should therefore expect to serve in an urban location.

Using classic and contemporary texts, PULSE students address topics such as the relationship of self and society, the nature of community and moral responsibility, the problem of suffering and the practical difficulties of developing a just society. PULSE students are challenged to connect course readings to their service work and reflect on the personal relevance of both.

By working in field placements in youth work, the corrections system, emergency shelters, health services, legal and community advocacy and literacy and education programs, students forge a critical and compassionate perspective on both society and themselves. PULSE placement organizations aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. Most students travel to their placements on public transportation.

Most PULSE students are enrolled in the course Person and Social Responsibility, which fulfills the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Telling Truths: Writing for the Cause of Justice, and Telling Truths: Depth Writing as Service.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. On-site supervisors meet regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in smaller discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is a student coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant Directors consult and advise students, placement supervisors, and faculty.

##### PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a 2-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

#### Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take

place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

### **Graduate Program Description**

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at <http://www.bc.edu/philosophy/>.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

#### **M.A. Program Requirements**

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

#### **Ph.D. Program Requirements**

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation

- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with six courses (eighteen credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

#### **Institute of Medieval Philosophy and Theology**

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website at <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html>.

#### **The Lonergan Institute**

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of the catalog, or to the website <http://www.bc.edu/lonergan/>.

#### **Electives**

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

#### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)**  
**Satisfies Philosophy Core Requirement**  
**2-semester, 6-credit course (PL 070-071).**

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

*The Department*

**PL 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)***Corequisites:* TH 088-089**Satisfies Philosophy Core Requirement****Satisfies Theology Core Requirement****Satisfies Philosophy and Theology Core requirements. Enrollment limited to freshmen, sophomores, and juniors**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

*The Department***PL 090-091 Perspectives on Western Culture I/Perspectives I and II (Fall/Spring: 6)***Corequisites:* TH 090-091**Satisfies Philosophy Core Requirement****Satisfies Theology Core Requirement****Satisfies Philosophy and Theology Core requirements****Freshmen only.**

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department***PL 116 Medieval Religions and Thought (Fall: 3)****Cross Listed with TH 116**

Course description is listed under Theology Department.

*Stephen F. Brown***PL 160 The Challenge of Justice (Fall/Spring: 3)****Cross Listed with TH 160****Satisfies Philosophy Core Requirement**

See course description in the Theology Department.

*Kelly Brotzman**Shawn M. Copeland**Matthew Mullane***PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall/Spring: 3)****Satisfies Cultural Diversity Core Requirement**

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

*Francis Y. Soo***PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

*David Manzo***PL 233 Values in Social Services and Health Care (Fall: 3)**

Through readings, lectures, discussions, field placements and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homeless, mental illness, innovating nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

*David Manzo***PL 254 After Death and Dying (Spring: 3)***Peter J. Kreeft***PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)****Cross Listed with SC 250, TH 327**

See course description in the Theology Department.

*Matthew Mullane***PL 261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)**

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms - fiction, poetry, creative non-fiction, and journalism - to tell the "truth" as they experience it in their own direct encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of literary strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

*Kathleen Hirsch***PL 262 Telling Truths II: Depth Writing as Service (Spring: 3)**

Students may expand on an issue that has effected them personally, or one which they have observed in their service work while at Boston College. Enrollment in PL 261 is not required.

This PULSE elective will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop. Students early on will identify an issue they wish to pursue in-depth through the course of the semester. At the same time, they will want to develop and to work in: non-fiction, fiction, journalism or poetry.

*Kathleen Hirsch***PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department*

**PL 268 The History and Development of Racism (Fall/Spring: 3)**  
Cross Listed with BK 268, SC 268  
Satisfies Cultural Diversity Core Requirement

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Latinos, and native indigenous peoples.

*Paul Marcus*

**PL 291-292 Philosophy of Community I and II (Fall/Spring: 3)**  
*Prerequisite:* Limited to Members of the PULSE Council  
Offered Biennially

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

*Joseph Flanagan, S.J.*

*David McMenamin*

**PL 299 Readings and Research (Fall/Spring: 3)**

By Arrangement

*The Department*

**PL 333 Philosophy of J.R.R. Tolkien (Fall: 3)**  
Offered Biennially

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (sehnsucht) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.

*Peter J. Kreeft*

**PL 338-339 The Heidegger Project I and II (Fall/Spring: 3)**

Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful but is not required.

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's.

*Thomas J. Owens*

**PL 343 Introduction to Black Philosophy (Fall: 3)**  
Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.

*Jorge Garcia*

**PL 350 Philosophy As Way of Life in Late Antiquity (Fall: 3)**

This course examines the major philosophies of life after Aristotle, Stoics, Epicureans, Cynics and Neoplatonists with a stress on the texts of the philosophers themselves, studied in translation, and their conclusions as to the best way to live.

*Gerard C. O'Brien, S.J.*

**PL 396 Perspectives Seminar (Fall: 3)**

*Joseph Flanagan*

*Thomas Kohler*

**PL 397 Perspectives Thesis (Spring: 3)**

By arrangement only.

*The Department*

**PL 398 Senior Thesis (Fall/Spring: 3)**

By arrangement only.

*The Department*

**PL 405 Greek Philosophy (Fall: 3)**

This course will explore Greek philosophy from the sixth to second centuries BC, by discussing the major thinkers and schools within that formative period which shaped the subsequent history of Western philosophy. Our approach will be both historical and thematic, combining a survey of the leading ideas of these thinkers with detailed analysis of some perennial philosophical problems.

*John J. Cleary*

**PL 406 History of Modern Philosophy (Fall: 3)**

This course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the rise of the modern mind, the development of scientific knowledge, the transformations of Western societies: a period in which conquering rationality asserted its autonomy and led to the idea of Enlightenment, but at the same time reflected on its own limits. This comprehensive survey will cover metaphysics, epistemology, ethics and political thought.

*Jean-Luc Solere*

**PL 407 Medieval Philosophy (Spring: 3)**

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Maimonides, Avicenna, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the path and end of the good life, the relationship of faith and reason, the relationship between theology, philosophy, science, and poetry.

*Jean-Luc Solere*

**PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)**

This course will begin with an examination of revolutionary themes from nineteenth century philosophy: Hegel's reason in history, Kierkegaard's paradox of subjectivity, Nietzsche's critique of modernity as nihilism, and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.

*Richard Cobb-Stevens*

**PL 412 Confessions (Spring: 3)**

This course will study the varied experiences of and literature in which confessions are enunciated.

*James W. Bernauer, S.J.*

**PL 423 Spanish American Philosophy (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**

This course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theater and struggle. Octavio Paz, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask, of the Mexican quest for identity at the end of the present century.

*Gary M. Gurtler, S.J.*

**PL 429 Freud and Philosophy (Fall: 3)**

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine Freud's work on hysteria, his groundbreaking work in dream interpretation, his attempt to apply the notion of unconscious mechanisms to cultural anthropology, and the implications of his ongoing revisions in classification of the instincts. In the second half of the semester, we survey the developments which have taken place in psychoanalytic theory and practice since Freud's day.

*Vanessa P. Rumble*

**PL 434 Capstone: Ethics in the Professions (Fall/Spring: 3)**

**Cross Listed with UN 502**

See course description under UN 502.

*Richard Spinello*

**PL 442 Romanticism and Idealism (Spring: 3)**

**Offered Biennially**

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience. We begin examining Kant's attempt, in *The Critique of Judgment*, to bridge the moral and natural realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticism.

*Vanessa P. Rumble*

**PL 447 Fascisms (Fall: 3)**

We shall investigate the birth and development of fascism as political cultures.

*James W. Bernauer, S.J.*

**PL 452 Science and Religion (Fall: 3)**

Conflicts between scientific and religious claims have been a perennial source of tension. This course will look at these conflicts and show how they can be overcome. We will critically examine the nature of both religion and scientific knowledge. We will look carefully at Galileo's trial and the ongoing controversies between Darwinian evolution and religious accounts of creation, as well as several other episodes. We will examine the works of several writers across a spectrum, from those who see science as refuting religion, religion as condemning science, and those who see some forms of reconciliation.

*Patrick H. Byrne*

**PL 453 Gandhi, Satyagraha, and Society (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the

effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.

*Pramod Thaker*

**PL 455 Kierkegaard and Nietzsche (Fall: 3)**

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

*Stuart B. Martin*

**PL 456 The Holocaust: A Moral History (Spring: 3)**

**Offered Periodically**

The tragic event that ruptured modern western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

*James W. Bernauer, S.J.*

**PL 470 Philosophy of World Religions (Fall: 3)**

*Prerequisite:* Philosophy core fulfilled.

**Satisfies Cultural Diversity Core Requirement**

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature of core of religion if possible.

*Peter J. Kreeft*

**PL 474 A Philosophy of Laughter, Humor and Satire (Spring: 3)**

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire, and what humor and satire tell us about ourselves as wondering, rational, risible animals. The views of well known and less well known philosophers such as Kant, Bergson, and Chesterton will be discussed in some detail.

*Gerard C. O'Brien, S.J.*

**PL 497 Parmenides and the Buddha (Spring: 3)**

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

*Stuart B. Martin*

**PL 624 Race, Racism and Racial Identity (Spring: 3)**

Cross Listed with BK 624

Offered Periodically

*Jorge Garcia****Undergraduate and Graduate Course Offerings*****PL 505 The Aristotelian Ethics (Spring: 3)***Prerequisite:* Philosophy Core

This course includes a reading of Aristotle's *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

*Arthur R. Madigan, S.J.***PL 508 Dante's *Divine Comedy* (Fall: 3)**

Cross Listed with EN 696, RL 526, TH 559

See course description in the Romance Languages and Literatures Department.

*Franco A. Mormando***PL 512 Philosophy of Existence (Spring: 3)**

Offered Biennially

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety, and the search for the absolute.

*Richard M. Kearney***PL 515 Love and Friendship in the Ancient World (Fall: 3)**

Offered Periodically

In this course we will explore the ideas of a variety of ancient authors on love and friendship. Readings will include the Epic of Gilgamesh; lyric poets such as Sappho; Homer; Plato; Aristotle; the Song of Songs; the Stoics; Roman poets; Augustine; and a few medieval figures. We will explore romantic love, friendship, marital love, love of self, and love of God. The course will be focused around the question 'what is love?', the nature of human desire, and its objects.

*Marina B. McCoy***PL 518 Philosophy of Imagination (Fall: 3)**

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.

*Richard M. Kearney***PL 524 Ethics: An Introduction (Fall: 3)***Prerequisite:* Philosophy Core

Offered Periodically

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy.

*Arthur R. Madigan, S.J.***PL 526 Introduction to Feminist Philosophies (Spring: 3)**

This course will explore several major approaches to feminist thinking. We will begin with liberal feminist thought and then examine some Marxist/socialist, radical, multicultural, as well as "conservative" critiques of liberal feminism. Throughout the course, the aim will be both to examine specific claims about gender and society as well as the ways in which these feminist philosophies are either explicitly or implicitly connected to larger claims about human nature and the good.

*Marina B. McCoy***PL 532 Philosophy of Religion in Human Subjectivity (Spring: 3)***Prerequisite:* Two courses in philosophy completed.

Blondel sought to reinstate a positive philosophy of religion into a French philosophical establishment that was repudiating the very idea of a philosophy of religion at the end of the nineteenth century. To do this he took philosophy into an existential turn to human action and subjectivity, 60 years prior to the better known atheistic existentialism of Sartre after WWII. In this course we shall study how Blondel engineered this existential turn to Action as a philosopher and how he used it phenomenologically to show the necessity of some supernatural religion at the heart of human subjectivity.

*Oliva Blanchette***PL 540 Philosophy of Liberation (Fall: 3)***Prerequisite:* Five courses in philosophy completed.

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Philosophy of Liberation is the philosophy of a new humanism emerging from the consciousness of being oppressed in the third world. It is a revolutionary philosophy that is resolutely post-modern and post-colonial, making its way into the first-world consciousness of the oppressor and the colonizer. In this course we study the most important teachers of this philosophy, beginning in Latin America and Africa and then returning to the U.S. amid the Latin American and African Diaspora, in an effort to raise our own consciousness to the level of this spirited philosophy of liberation.

*Oliva Blanchette***PL 541 Philosophy of Health Science: East and West (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.

*Pramod Thaker***PL 543 Normative Conflict (Fall: 3)**

The course critically examines recent theoretical proposals for resolving apparent practical conflicts among or within moral norms or values. Readings will be drawn from works by recent Anglo-American moral theorists including P. Foot, J. Bennett, J.J. Thomson, S. Scheffler, T. Nagel, R. Nozick, W. Quinn, F.M. Kamm, S. Kagan, H. Richardson, and M. Zimmerman.

*Jorge Garcia*

**PL 544 Introduction to Phenomenology (Spring: 3)**  
**No prior experience with phenomenology assumed.**

Inaugurated by Edmund Husserl at the turn of the twentieth Century, the phenomenological movement presents an alternative to the problems created by modern philosophy and psychology. Progressing chronologically, the course examines Husserl's phenomenology as a response to the problems of relativism, psychologism, and dualism (in its Cartesian and Kantian modes). We will also examine the challenges brought to Husserl's attempt to escape Descartes' shadow as articulated in Heidegger, Sartre, Merleau-Ponty and Levinas. Some important themes include intentionality, the phenomenological reduction, the noesis-noema correlation, evidence, time-consciousness, kinaesthesia, immanence and transcendence, inter-subjectivity and self-responsibility.

*Michael R. Kelly*

**PL 550 Capstone: Building a Life (Fall: 3)**

*David J. McMennamin*

**PL 554 Philosophy of Poetry and Music (Spring: 3)**

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

*Joseph F. Flanagan, S.J.*

**PL 555 The Quest for Authenticity (Spring: 3)**

The purpose of this course will be to first render a philosophical understanding of what it means to be authentic. For this we will read Martin Heidegger, Charles Taylor, and Bernard Lonergan. Second, we will then explore how this quest for authenticity, properly understood, gets expressed through contemporary film.

*Brian J. Braman*

**PL 577 Symbolic Logic: Theory and Practices (Fall/Spring: 3)**

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.

*The Department*

**PL 583 Philosophy of Biology (Spring: 3)**

*The Department*

**PL 593 Philosophy of Science (Fall: 3)**

The intent of this course is to provide an introduction to the central themes of twentieth century history and philosophy of science and to contemporary studies of science that explore the influence of factors such as the cultural and institutional context and experimental practices in the formation of scientific knowledge. The contributions of the sociological studies of understanding scientific knowledge will be

explored. An underlying theme of the course will be the systematic issue of how scientific theories may be taken to provide us with knowledge of the structure of the world.

*The Department*

**PL 595 Kant's Critique (Fall: 3)**

*Prerequisites:* PL 070-01 or equivalent.

**Offered Biennially**

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

*Mary Troxell*

**PL 609 Aesthetics As Phenomenology (Fall: 3)**

Art has been a theme of philosophy from its very beginning. In the establishing of philosophy as such, the critique of poetry and myth in favor of conceptual rationality played an essential role. But the old dispute between poets and philosophers has never been brought definitively to an end. In modern philosophy, poetry or art in general is often regarded as complementary or even as superior to philosophical thinking. In this course I will take up this problem by elucidating the rational character of art itself.

*Gunter Figal*

**PL 611 Global Justice and Human Rights (Fall: 3)**

This course will study the history of the idea of global justice from its early inception in Stoic law; to its formulation in social contract theory in Hobbes and Locke; through Kant's idea of cosmopolitan justice; to its contemporary reconstruction in John Rawls, David Held, Jürgen Habermas and Thomas Pogge. In the context of examining the status of global justice we will consider the problem of world poverty and how human rights can be defended in a global context with ever increasing problems associated with homelessness on a world scale.

*David M. Rasmussen*

**PL 622 Philosophy and Music (Fall: 3)**

This course will explore the way in which various philosophers from Plato to Heidegger have understood the nature of music, its relation to the other arts, and its significance outside the aesthetic sphere, especially for political life. Attention will also be given to the way in which music and reflections on music have, in such cases as Nietzsche, played a major role in shaping philosophical thought.

*John Sallis*

**PL 625 The Problem of Self-Knowledge (Fall: 3)**

The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing, and loving.

*Joseph F. Flanagan, S.J.*

**PL 670 Technology and Culture (Fall: 3)**

**Cross Listed with MC 670, SC 670**

See course description in the Computer Science Department.

*William Griffith*

**PL 693 Oedipus and Philosophy (Spring: 3)**

*Prerequisites:* Familiarity with Greek tragedy and/or Freudian psychoanalysis.

The figure of Oedipus has become a fixture of European consciousness due to the work of Sophocles and Freud. Guided by their works, this course focuses on the problem of the Law as a theme for tragedy, psychoanalysis and finally—being neither of these two—philosophy.

*Jeffrey Bloechl*

**PL 794 Philosophy and the Church Fathers (Spring: 3)**

**Cross Listed with TH 794**

See course description in the Theology Department.

*Margaret Schatkin*

**Graduate Course Offerings****PL 702 Hermeneutics of Religion (Spring: 3)**

This seminar explores recent debates in continental philosophy of religion about the “God who comes after metaphysics.” Beginning with the phenomenological approach of Husserl, Heidegger, and Levinas, the course will proceed to a discussion of more recent retrievals of the God question in hermeneutics and deconstruction.

*Richard M. Kearney*

**PL 706 Advanced Topics in Medieval Philosophy (Fall: 3)**

This class will offer the opportunity to study central issues of philosophy in the Middle Ages. The course is especially designed for giving graduate students a strong and in-depth presentation of an essential moment of the development of Western thought.

*Jean-Luc Solere*

**PL 709 Aristotle and Science (Spring: 3)**

*William Wians*

**PL 743 Hermeneutics of Fiction (Fall: 3)**

A close reading of Paul Ricœur’s second volume of *Time and Narrative*, devoted to the hermeneutic analysis of fiction. This model of “configuration” will inform a number of readings of modern novels by Joyce, Wolfe, Proust, and Mann. The seminar will also examine the critical relationship between hermeneutical and deconstructive readings.

*Richard M. Kearney*

**PL 746 Rawls’ Political Philosophy (Fall: 3)**

*Prerequisite:* Familiarity with the Works of John Rawls

**Offered Periodically**

Now that most of Rawls’ work is available, I plan to teach a seminar which covers his work from *A Theory of Justice* to *The Law of Peoples*.

*David M. Rasmussen*

**PL 761 Hegel’s Phenomenology of the Spirit (Fall: 3)**

**Offered Biennially**

This seminar will consist of a careful reading of Hegel’s *Phenomenology*, with special insistence on its method as a science of experience or of the spirit in its appearing. We shall touch on the key points of transition in the first part, going from Consciousness to Self-Consciousness, and on to Reason, in order to spend more time in the culminating chapters on Spirit and Religion.

*Oliva Blanchette*

**PL 768 Insight (Spring: 3)**

This course explores the basic themes and method of Lonergan’s *Insight* through a close textual reading.

*Patrick H. Byrne*

**PL 791 Aristotle and Plotinus: On the Soul (Spring: 3)**

**Offered Periodically**

This course focuses on the theories of sensation and knowledge that can be found in the writings of Aristotle and Plotinus. Understanding Aristotle’s position necessitates some familiarity with the material in the *Parva Naturalia* to supplement the more restricted discussion of the *De Anima*. Plotinus, on the other hand, assumes a Platonic soul, but that being said, he imports Aristotle’s analysis, as well as material from the Stoics and others such as Galen, to give for the first time in the Western tradition a full theory of consciousness. Plotinus’ achievement reworks his predecessors in a remarkably fruitful way.

*Gary M. Gurtler, S.J.*

**PL 799 Readings and Research (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**PL 801 Master’s Thesis (Fall/Spring: 3)**

**By arrangement only.**

*Richard Kearney*

**PL 827 Advanced Topics in Modern Philosophy: Pleasure and Ethics (Spring: 3)**

This class is especially designed for providing graduate students with an in-depth presentation of different aspects of early modern thought. This semester, we will study the controversies about the role of pleasure in moral life, from Descartes to Kant: neo-epicurism versus rigorism, classical rationalism versus eighteenth century hedonism and utilitarianism, pure love versus Augustinianism, self-interest versus esthetic and altruistic pleasures, etc.

*Jean-Luc Solere*

**PL 828 German-Jewish Thinkers (Fall: 3)**

**Cross Listed with TH 828**

The brilliance and tragedy of German(+Austrian)-Jewish Culture is decisive for interpreting twentieth century experience. This graduate seminar will examine writings of some of its major thinkers including Arendt, Buber, Freud, Kafka, Rosenzweig, and Strauss.

*James W. Bernauer, S.J.*

**PL 829 Derrida: Early and Late (Fall: 3)**

*Prerequisite:* Good background in Twentieth Century European Philosophy.

Reading and discussion of key texts ranging from Derrida’s engagement with Husserl through his study of language and metaphor to his theory of religion. Some attention will be given to interlocutors such as Ricoeur and Marion. Topics will include difference, the logic of supplementarity, messianism, and forgiveness.

*Jeffrey Bloechl*

**PL 831 Plato’s Theaetetus (Fall: 3)**

This course will consist in a close reading of the *Theaetetus*. The bearing of the dialogue on such themes as nature, speech, and wonder will be explored. Special attention will be given to the dramatic features of the dialogue and to the interplay between these features and the more explicitly theoretical discourses.

*John Sallis*

**PL 832 Philosophy and Theology in Aquinas (Spring: 3)**

**Offered Biennially**

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation

manifest. Special attention will be given to methodological discussions at the beginning of the *Summa Theologiae* as well as the order of both theological and philosophical investigation as he understood them. An attempt will also be made to show how his commentaries on Boethius and Aristotle, in which he proceeds most properly as a philosopher, are also an essential part of the way he has to proceed as a theologian.

*Oliva Blanchette*

**PL 839 Hegel (Spring: 3)**

**Open only to graduate students (except with permission).**

This course will provide the general introduction to Hegel's philosophy followed by a more detailed discussion of selected texts from the logic and/or the philosophy of right.

*John Sallis*

**PL 841 Being and Space (Fall: 3)**

Everything that is, is somewhere; nothing can be without being in a place, that is, in space. Nevertheless, the philosophical concept of being has, for the most part, been elaborated without extensive consideration being given to space. In ontological thinking space and place remain largely implicit, though they are nonetheless tacitly operative in this thinking. The leading questions of this course will be: How is this tacit involvement to be understood; and, how is ontology to be reconsidered once its spatial character has been made explicit?

*Gunter Figal*

**PL 855-856 Seminar: Heidegger I and II (Fall/Spring: 3)**

This course is a close textual analysis of Being and Time, focusing on Heidegger's epochal insights on man, world, time, and being.

*Thomas J. Owens*

**PL 866 Latin Paleography (Fall: 3)**

**Cross Listed with TH 867, CL 311**

**A competence in Latin is required and participants will be expected to prepare a transcription of a Latin text as an exercise.**

See course description in the Theology Department.

*Stephen F. Brown*

**PL 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PL 900 Husserl's Logical Investigations (Fall: 3)**

**Offered Biennially**

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence.

*Richard Cobb-Stevens*

**PL 901 Husserl's Later Works (Spring: 3)**

**Offered Biennially**

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology* and *Formal and Transcendental Logic*.

*Richard Cobb-Stevens*

**PL 990 Teaching Seminar (Fall/Spring: 3)**

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

*Richard Cobb-Stevens*

**PL 998 Doctoral Comprehensives (Fall/Spring: 1)**

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

*The Department*

**PL 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Physics**

*Faculty*

**George J. Goldsmith**, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

**Pradip M. Bakshi**, *Distinguished Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

**Kevin Bedell**, *John. H. Rourke Professor and Vice Provost for Research*; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stony Brook

**David A. Broido**, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

**Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

**Hong Ding**, *Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

**Michael J. Graf**, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Gabor Kalman**, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

**Krzysztof Kempa**, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

**Michael J. Naughton**, *Professor*; Chairperson of the Department; B.S., Saint John Fisher College; Ph.D., Boston University

**Zhifeng Ren**, *Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

**Ziqiang Wang**, *Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

**Jan Engelbrecht**, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Vidya Madhavan**, *Assistant Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

**Cyril P. Opeil, S.J.**, *Assistant Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

**Willie Padilla**, *Assistant Professor*; B.S., California State University San Diego; M.S., Ph.D., University of California San Diego

### Contacts

- Graduate Program Director, Rein Uritam, 617-552-8471, [uritam@bc.edu](mailto:uritam@bc.edu)
- Undergraduate Program Director, Michael Graf, 617-552-4128, [grafm@bc.edu](mailto:grafm@bc.edu)
- Director of Administration: Joyce Light, 617-552-3576, [joyce.light@bc.edu](mailto:joyce.light@bc.edu)
- Department Faculty Support Assistant: Nancy Chevy, 617-552-3575, [chevy@bc.edu](mailto:chevy@bc.edu)
- Research Administrative Assistant: Erin McElveen, 617-552-3575, [erin.mcelveen@bc.edu](mailto:erin.mcelveen@bc.edu)
- Website: <http://www.physics.bc.edu/>
- Fax: 617-552-8478

### Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

### Major Requirements

The minimum requirements for the B.S. program include eleven lecture courses. Of the eleven, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a Physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 480, PH 515, PH 525, PH 540, and PH 545. At least two elective courses will be offered each year.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics (along with the associated laboratory), normally CH 109-110 General Chemistry.

### Minor Requirements

The minimum requirements for a minor in Physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204; two semesters of Calculus (MT 102 and MT 103) is a corequisite.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above). Many of these

courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.

- **Substitutions:** PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- **Corequisites:** MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for many of the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

### Departmental Honors Program

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the Physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

### Information for First Year Majors and Non-Majors

Physics majors, and other science or mathematics majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for Physics majors, as well as Mathematics, Chemistry, Geology, and Geophysics majors, is MT 102. MT 100 is intended for Biology and Premedical students.

### Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the corequisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students who are interested in studying abroad are encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Dr. Andrzej Herczynski ([andrzej@bc.edu](mailto:andrzej@bc.edu)). Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

### Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites

and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology, Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

### **Graduate Program Description**

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

#### **Master's Program**

Each candidate for a terminal Master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

#### **M.S. With Thesis**

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

#### **M.S. Without Thesis**

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

#### **M.S.T.**

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's

programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

#### **Doctoral Program**

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

#### **Requirements**

Required courses for the doctorate are the following: PH 722, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

#### **Comprehensive Examination**

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

#### **Research and Thesis**

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this

examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

### **Admission Information**

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

### **General Information**

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

### **Research Information**

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal, and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website at <http://www.physics.bc.edu/>.

### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **PH 115-116 Structure of the Universe I and II (Fall/Spring: 3) Satisfies the Natural Science Core Requirement**

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

*Jan Engelbrecht*

#### **PH 183-184 Foundations of Physics I and II (Fall/Spring: 3) Satisfies the Natural Science Core Requirement Recommended Laboratory (optional): PH 101-102**

First semester of a two-semester algebra-based introductory physics course sequence, primarily for non-science majors, that covers the basic principles of physics. Emphasis is placed on problem-solving to demonstrate the implications of these principles, and to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation.

*Rein Uritam*

#### **PH 199 Special Projects (Fall/Spring: 3) Credits and requirements by arrangement with the approval of the Chairperson.**

Individual programs of study and research under the direction of physics faculty members.

*The Department*

#### **PH 209-210 Introductory Physics I and II (Calculus) (Fall/Spring: 4) Prerequisite: MT 102-103 (May be taken concurrently) Satisfies the Natural Science Core Requirement**

#### **PH 211-212 Introduction to Physics I and II (Calculus) (Fall/Spring: 4)**

*Prerequisite:* MT 100-101 (May be taken concurrently)

*Corequisite:* PH 213-214

#### **Satisfies the Natural Science Core Requirement PH 203-204 is the laboratory course to supplement the lecture course material.**

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

*The Department*

#### **PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)**

Recitation section, corequisite to PH 211. Problem solving and discussion of topics in a small-class setting. One hour per week.

*The Department*

**PH 301 Vibrations and Waves (Fall: 4)**

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.

*The Department*

**PH 303 Introduction to Modern Physics (Spring: 4)**

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

*David Broido*

**PH 399 Advanced Independent Research (Fall/Spring: 6)**

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

*The Department*

**PH 401 Classical Mechanics (Fall: 4)**

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.

*Ziqiang Wang*

**PH 402 Electricity and Magnetism (Spring: 3)**

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g. energy and momentum conservation, Plane waves, reflection and refraction.

*The Department*

**PH 407 Quantum Physics I (Fall: 3)**

First of a 2-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

*Krzysztof Kempa*

**PH 408 Quantum Physics II (Spring: 3)**

Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

*Vidya Madhavan*

**PH 409 Contemporary Electronics Laboratory (Fall: 2)**

Lab fee required.

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors, operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.

*Cyril Opeil*

**PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)**

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac Statistic.

*The Department*

**PH 425 Condensed Matter Physics (Fall: 3)**

Condensed matter physics concerns all aspects of the physics of "condensed" materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called "soft condensed matter".

*The Department*

**PH 430 Numerical Methods and Scientific Computing (Spring: 4)**

*Prerequisites:* MT 202, CS 127/EC 314, and permission of instructor

**Cross Listed with EC 215**

**This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.**

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed.

*Krzysztof Kempa*

**PH 441 Optics (Fall: 3)**

**This course is addressed to advanced undergraduate physics students.**

The purpose of this course is to present to advanced undergraduate students a treatment of the basic principles of Optics. The course will deal at length with physical optics, namely, propagation and nature of

light, coherence, interference and diffraction. A treatment of geometrical optics, including lenses and optical instruments, will follow. Finally, the course will deal with the theory of optical amplification and lasers.

*Baldassare Di Bartolo*

**PH 510 Stellar Astrophysics (Spring: 3)**

**Offered Periodically**

This class provides an overview of stellar astrophysics, including the structure of stars, their formation and evolution, unstable stars, and the physics of white dwarfs, neutron stars, and black holes.

*Chris Engelbrecht*

**PH 532 Senior Thesis (Fall/Spring: 3)**

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination.

*The Department*

**PH 535 Experiments in Physics I (Spring: 3)**

**Lab fee required.**

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

*Zhifeng Ren*

**PH 599 Readings and Research in Physics (Fall/Spring: 3)**

**Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member

*The Department*

**PH 625 Electron Microscopy I (Fall: 3)**

**Cross Listed with PH 985 and PH 985**

This course deals with the use of electron microscopy in materials analysis. Students will become familiar with various techniques, including transmission electron microscopy (TEM), scanning electron microscopy (SEM), scanning tunneling microscopy (STM) and atomic force microscopy (AFM).

*The Department*

***Undergraduate and Graduate Course Offerings***

**PH 708 Physics Graduate Seminar II (Spring: 1)**

A discussion of topics in physics from the current literature.

*Hong Ding*

**PH 975 Many Body Physics (Fall: 3)**

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems, and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods.

*Jan Engelbrecht*

***Graduate Course Offerings***

**PH 700 Physics Colloquium (Fall/Spring: 0)**

This is a weekly discussion of current topics in physics.

*The Department*

**PH 707 Physics Graduate Seminar I (Fall: 1)**

A discussion of topics in physics from the current literature.

*The Department*

**PH 711 Classical Mechanics (Fall: 3)**

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, relativistic mechanics.

*Pradip Bakshi*

**PH 721 Statistical Physics I (Spring: 3)**

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

*Gabor Kalman*

**PH 722 Statistical Physics II (Fall: 3)**

Fluctuation-dissipation theorem, Kubo formalism, electron gas, of phase transitions and critical phenomena, Landau theory of phase transitions, critical exponents, scaling and an introduction to renormalization group methods.

*Gabor Kalman*

**PH 732 Electromagnetic Theory I (Spring: 3)**

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propagation, waveguides, radiating systems, scattering, diffraction, metamaterials and photonic crystals.

*The Department*

**PH 736 Techniques of Experimental Physics II (Spring: 3)**

This is a laboratory course that introduces several important modern experimental techniques in physics, which may include x-ray diffraction, scanning electron microscopy, scanning tunneling microscopy, angle-resolved photoemission, optical reflectivity, neutron scattering and other techniques.

*Hong Ding*

**PH 741 Quantum Mechanics I (Fall: 3)**

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular momentum, hydrogen atom and an introduction to spin.

*Vidya Madhavan*

**PH 742 Quantum Mechanics II (Spring: 3)**

Equations of motion for operators, perturbation theory, interaction of radiation with matter, identical particles, scattering theory, second quantization, relativistic equations.

*Pradip Bakshi*

**PH 761 Solid State Physics I (Spring: 3)**

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

*Willie Padilla*

**PH 762 Solid State Physics II (Fall: 3)**

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

*Hong Ding*

**PH 799 Readings and Research in Physics (Fall/Spring: 0)**

Credits by arrangement

By arrangement only.

*The Department*

**PH 801 Physics Thesis Research (Fall: 3)**

A research problem of an original and investigative nature.

*The Department*

**PH 835 Mathematical Physics I (Fall: 3)**

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

*David Broido*

**PH 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department*

**PH 910 Seminar: Topics in Physics (Spring: 3)**

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

*The Department*

**PH 950 Group Theory (Spring: 3)**

By arrangement only.

*Baldassare Di Bartolo*

**PH 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**PH 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Political Science****Faculty**

**David Lowenthal**, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

**Marvin C. Rintala**, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

**Robert Scigliano**, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

**Ali Banuazizi**, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Christopher J. Bruell**, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

**Robert K. Faulkner**, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Donald L. Hafner**, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

**Christopher J. Kelly**, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**R. Shep Melnick**, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

**Robert S. Ross**, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

**Kay L. Schlozman**, *Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

**Susan M. Shell**, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

**Alan Wolfe**, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

**Nasser Behnegar**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**David A. Deese**, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**Gerald Easter**, *Associate Professor*; B.A., Boston College; Ph.D., Columbia University

**Dennis Hale**, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**Ken I. Kersch**, *Associate Professor*; B.A. Williams College; J.D. Northwestern University; M.A., Ph.D. Cornell University

**David R. Manwaring**, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

**Kathleen Bailey Carlisle**, *Adjunct Associate Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

**Paul Christensen**, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

**Timothy W. Crawford**, *Assistant Professor*; A.B., San Diego State University; M.A., University of San Diego;

Ph.D. Columbia University

**Jonathan Laurence**, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

**Jennifer Steen**, *Assistant Professor*; A.B., M.A., Ph.D., University of California, Berkeley

**Pierre Manent**, *Visiting Professor*; Ancien élève de l'École Normale Supérieure, France; Agrégé de Philosophie, France

**Contacts**

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- Department Phone: 617-552-4160
- Department Fax: 617-552-2435
- Website: <http://www.bc.edu/politicalscience/>

### *Undergraduate Program Description*

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

#### **Political Science Majors**

The Political Science major at Boston College consists of ten courses: two introductory courses, four subfield courses, and four electives. The normal introductory sequence is a 2-semester course entitled Fundamentals of Politics (I and II). Following this sequence, students are required to take eight more courses, with at least one course in each of the four subfields of political science (American politics, comparative politics, international politics, and political theory). The Fundamentals sequence is not like the introductory courses in other majors, such as economics or the natural sciences. That is, it does not present a single curriculum which all students are expected to know before moving on to higher level courses. Rather, the Fundamentals course is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches Fundamentals has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, is devoted principally to a study of some of the classic texts in political theory, while Fundamentals II, usually taught in the spring, takes as its focus an understanding of the modern state and modern politics, using the United States as a central example, but teaching American politics from a comparative perspective. Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class (e.g., Plato and Aristotle, but also more modern authors, such as Tocqueville), and by the manageable size of the classes. We try to limit enrollment in the Fundamentals courses to no more than 35 students. That is small enough to foster not only conversation, but close associations among students and with faculty that often endure. The Fundamentals courses are taught by regular, full-time faculty and not by graduate assistants.

#### **Beyond Fundamentals**

Students go directly from Fundamentals into upper-level electives. The courses taken beyond Fundamentals do not have to be taken in any particular order, and the course numbers (PO 300-399 for American politics, PO 400-499 for Comparative Politics, and so forth) do not indicate a preferred sequence or level of difficulty. There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and teaches four or five of these

each year. There are approximately 100 courses open to undergraduates over a 4-year period. Many of these courses are seminars—some of them open to graduate students as well as to advanced undergraduates. The seminars meet for two hours once a week, and are usually limited to 15 members, so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

#### **Degree Requirements**

##### **Fields and Electives**

- The two introductory courses Fundamentals I and II (PO 041 and PO 042). In some circumstances, and with approval from the Department, certain other introductory courses (those with course numbers beginning in zero) may be accepted as substitutes.
- At least one course in each of the four subfields of Political Science: American Politics (PO 300-399), Comparative Politics (PO 400-499), International Politics (PO 500-599), and Political Theory (PO 600-699)
- Four electives, from among any courses offered by the department.

Note: Courses designated as PO 200-299 count as electives toward the major but do not fulfill the four subfield distributional requirements; courses numbered PO 700 and above are graduate courses.

##### **Qualifications, Exceptions, and Special Rules**

- PO 041 and 042 need not be taken in the numerical sequence, although it is generally wise to do so. We recognize that some students coming late to the major will need to take PO 042 prior to PO 041.
- Students who have already taken one or more Political Science elective courses before deciding on the major may be able to substitute one of those for one of the Fundamentals courses. Approval from the Department is necessary to do so, however.
- There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). WCAS courses may be used to fulfill elective requirements only. Students should consult in advance with the Department's Director of Undergraduate Studies, if they intend to use a WCAS course to fulfill a major requirement.
- Students may transfer up to four courses (12 credits) from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements. Students should consult the Department's website for other limits and regulations that apply to transfer credits and Study Abroad credits.

##### **Honors Program**

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed their sophomore year are invited to join the Honors program.

Selection is based on their academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes and our students.

The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. Members of the Honors program must take at least two Honors Seminars during their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least twelve Political Science courses in all.

*Honors Seminar:* One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. With the permission of the Department's director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars.

*Honors Thesis:* As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year, and in recent years almost all seniors in the Honors program have done so. An Honors Thesis is generally a 2-semester project, for which students earn credit for two elective courses in the major. Although the challenges of a senior thesis can seem daunting at the outset, the rewards upon completion are satisfying and enduring.

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least twelve courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who have achieved particular distinction within the major are eligible to graduate with High or Highest Honors. In awarding High or Highest Honors, the Department takes into consideration such additional signs of academic merit as the completion of an Honors Thesis.

For further information on the Political Science Honors Program, contact the Department's director of the Honors program.

### Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the Department's study abroad adviser. The purpose

of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Office of International Programs in Hovey House.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing. If a student believes he or she should be exempted from this rule, he or she may discuss it with the Department's study abroad adviser. However, exemptions from this rule are rare.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad adviser can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad adviser before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses.

The Department will accept no more than two courses per semester (6 credits) from an institution abroad, or four courses for an entire year. These courses will count as major electives only. The four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Final approval of courses taken abroad requires the signature of the Department's study abroad adviser on the Approval Forms available from the Office of International Programs in Hovey House.

### Special Programs

#### *Advanced Independent Research*

Advanced Independent Research is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative GPA of A- or better. For more information, consult the website for the Advanced Independent Research program.

#### *Undergraduate Research Fellowships Program*

The Undergraduate Research Fellowships program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope

and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates are eligible. Fellowships are available for the Fall, Spring, and Summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire with faculty directly to express your interest in being involved in their research.

### Awards and Fellowships

#### *National Fellowships Competitions*

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations: Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships, are among the major grants available. Some of these are available to Juniors and Seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is Professor Donald L. Hafner. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, visit <http://www.bc.edu/offices/ufel/> for the University Fellowships Committee.

### *Graduate Program Description*

The department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

#### Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

#### Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

### Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

Completed applications should be submitted to the department by January 15.

### Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards Thomas P. O'Neill Fellowships to two incoming students in American politics in honor of the late Speaker of the House.

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### PO 041-042 Fundamental Concepts of Politics I and II (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

#### For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics.

*Kathleen Bailey*

*Alice Behengar*

*Nasser Behmegar*

*Dennis Hale*

*Kenji Hayao*

*Candace Hetzner*

*Kenneth Kersch*

*Marc Landy*

#### PO 081 Introduction to International Politics (Fall: 3)

Satisfies Social Sciences Core Requirement

Not open to students who have taken PO 500 or PO 507.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

*Hiroshi Nakazato*

**PO 202 Environmental Policy (Spring: 3)**

This course is an introduction to emerging issues in environmental management and politics. The course also will provide an introduction to the central institutional actors in environmental governance at the local, state and federal levels. The course will examine the intersection between science, policy and the law in current critical environmental issues and conflicts such as the management of public land, urbanization and sprawl, global climate change, natural resource management and public health.

*Charles Lord*

**PO 220 Political Leadership (Spring: 3)**

*William Bulger*

**PO 270 Environmental Law and Policy (Spring: 3)**

If your chosen section is closed, please register for an alternate section, and email [plater@bc.edu](mailto:plater@bc.edu) to be put on a hard-copy wait-list in case a spot in your chosen section opens up

Introduces students to the legal system, environmental law. Covers virtually all the legal system, common law, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, ethics and policy issues.

*Zygmunt Plater*

**PO 281-282 Individual Research in Political Science (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

These are a 1-semester research course directed by a Department member that culminates in a long paper or some equivalent.

*The Department*

**PO 283-284 Thesis I and II (Fall/Spring: 3)**

*The Department*

**PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)**

*The Department*

**PO 295 Honors Seminar: Politics of Martyrdom (Fall: 3)**

This seminar explores the different, though closely related, conceptions of martyrdom in the sacred traditions of major world religions, including Judaism, Christianity, and Islam. We shall then examine the social, cultural, and political dynamics through which martyrdom acquires its symbolic power and analyze some of the ways in which its powerful symbolism has been used to advance this-worldly, political objectives. As an extreme example of such politically exploitative uses of martyrdom, we will consider the phenomenon of "suicide attacks" by Muslim extremists and other groups since the early 1980s and explore its roots, justifications, "strategic logic," and ethical implications.

*Ali Banuazizi*

**PO 301 Policy and Politics in the U.S. (Fall: 3)**

**Offered Periodically**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.

*R. Shep Melnick*

**PO 304 Political Regulation (Fall: 3)**

This course considers political regulation and reform issues from both empirical and normative perspectives. Topics include campaign finance reform, lobbying regulations, bribery, voting franchise restrictions, redistricting, term limitations, direct democracy, political fairness, and the design of electoral institutions.

*Jennifer Steen*

**PO 305 American Federalism (Fall: 3)**

This course will examine the constitutional foundation, the historical development and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance, as well as a factor in contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

*Marc Landy*

**PO 306 Parties and Elections in America (Fall: 3)**

A general survey of American political parties and elections. Investigation of such topics as minor parties, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. We will follow the progress of the 2008 election as it unfolds.

*Kay Schlozman*

**PO 308 Public Administration (Spring: 3)**

This course examines the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. The topics covered are theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. The major themes are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

*Dennis Hale*

**PO 309 The U.S. Congress (Fall: 3)**

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.

*Jennifer Steen*

**PO 317 The American Presidency (Spring: 3)**

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy*

**PO 321 American Constitutional Law (Fall: 3)**

A survey of the development of American constitutionalism, considered historically as the product of legal, political and intellectual currents and crises. Coverage includes the Founding, the Marshall and Taney eras,

the slavery crisis, the rise of corporate capitalism, the emergence of the modern state, the New Deal crisis, and new forms of rights and liberties. Topics include the growth of Supreme Court power, the Court's relation to the states and the other federal branches, and the influence on constitutional understandings of economic developments, reform movements, wars, party competition, and legal and political thought.

*Ken I. Kersch*

**PO 341 American Political Thought I (Fall: 3)**

This course surveys American political thought from the seventeenth century through the modern period, with an emphasis on the moments of special importance for the formation of American political ideas and institutions (e.g., the Founding era, the Civil War, the Progressive Era). The course relies almost entirely on primary material—speeches, political essays, court decisions, and letters, among others—in an effort to understand America through the words of its most important statesmen.

*Dennis Hale*

**PO 342 American Political Thought II (Spring: 3)**

This course surveys the history of American political thought since the Civil War, with an emphasis on both recurring themes, such as liberal individualism and religiosity, and resurgent conflicts, such as over the scope of government power, and the meaning of democracy and political equality. Topics Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society liberalism, civil rights, the Beat Generation, Black Power, and student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.

*Ken I. Kersch*

**PO 345 Groups in American Politics (Spring: 3)**

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

*Jennifer Steen*

**PO 351 Seminar: Religion and Politics (Fall: 3)**

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public sphere.

*Alan Wolfe*

**PO 358 Seminar: American Culture War (Spring: 3)**

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.

*Alan Wolfe*

**PO 360 Seminar: Rights in Conflict (Spring: 3)**

This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

*Kay Schlozman*

*The Department*

**PO 386 Civil Liberties (Spring: 3)**

A consideration of modern constitutional doctrine concerning individual liberties as formulated by the U.S. Supreme Court. Topics include the freedom of speech, press, and association, religious liberty and non-Establishment, criminal punishment, and claims on behalf of economic freedom, and sexual and bodily autonomy.

*Ken I. Kersch*

**PO 399 Advanced Independent Research (Fall/Spring: 6)**

*The Department*

**PO 400 Comparative Politics (Fall: 3)**

This course is open to sophomore political science majors only.

This course is an introduction to the field of comparative politics. This course starts with an intensive study of a number of country case studies. It then proceeds to a comparative analysis of important topics in political science, such as state power, democratization, and government institutions.

*Kenji Hayao*

**PO 402 Comparative Revolutions (Spring: 3)**

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case studies of revolutions from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

*Paul Christensen*

**PO 403 Rise and Rule of Islamic States (Fall: 3)**

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.

*Kathleen Bailey*

**PO 414 Politics and Society in Central Eurasia (Spring: 3)**

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war. Reform strategies and models will be discussed.

*Kathleen Bailey*

**PO 415 Models of Politics (Spring: 3)**

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

*Kenji Hayao*

**PO 420 Modern Iran (Fall: 3)**

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

*Ali Banuazizi*

**PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)**

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the "Troubles," 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.

*Robert K. O'Neill*

**PO 424 Reform, Revolution, and the Communist Collapse (Fall: 3)**

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.

*Gerald Easter*

**PO 432 Postcommunist Transitions (Spring: 3)**

The course examines the multi-dimensional reforms underway transitions in Eastern Europe, Russia and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.

*Gerald Easter*

**PO 434 Post-Soviet Politics (Fall: 3)**

This course explores the political, economic, and social changes that have taken place in the post-Soviet countries. We will examine the evolution of political institutions, the effects economic transition, the development of civil society, and regional political relations. The course is designed to familiarize students with the political and socioeconomic realities of post-communist countries; to encourage students to think critically, using these countries as case-studies, about the meaning of democracy, democratization, economic change, and social empowerment and justice; and to evaluate competing arguments about the trajectory of the post-communist states and their place in the world.

*Paul Christensen*

**PO 447 The Modern State (Spring: 3)**

The class explores the rise of the modern state as the dominant form of political organization in world politics. It traces the development from premodern stateless societies, medieval states, and finally the modern nation-state. The class also examines the contemporary processes of globalization and their effect on the survival of the modern state.

*Gerald Easter*

**PO 469 The Politics of Japan and the Republic of Korea (Fall: 3)**

This course provides an overview to the politics of contemporary Japan and the Republic of Korea (South Korea). While most of the focus will mostly be on domestic politics, it will include some discussion of their respective foreign policies. The course begins with a brief historical account, and it then proceeds to discussions of culture and society, electoral politics, decision-making structures and processes, and public policy issues.

*Kenji Hayao*

**PO 502 U.S.-Iran Relations since World War II (Spring: 3)**

This course examines the domestic, regional, ideological, and strategic dynamics of the troubled relationship between the United States and Iran through the following phases: the aftermath of World War II and the onset of the Cold War; Iran's oil nationalization crisis and the 1953 CIA-sponsored coup against the country's popular government; United States' unconditional support for Iran's rise to the position of the regional superpower in the Persian Gulf under the last Pahlavi Shah; the Islamic Revolution of 1979 and the subsequent hostage crisis; and the present state of mutual distrust, tension, and potential confrontation.

*Ali Banuazizi*

**PO 503 Chinese Foreign Policy (Fall: 3)**

*Prerequisites:* PO 081 or PO 500 or PO 507

The rise of China will shape the twenty-first century. It presents the United States, and indeed the world, with challenges in areas of security, business, and ideology. To understand these and how they have changed over time, this course will examine the origins and conduct of Chinese foreign policy. The course is structured chronologically, but emphasizes the post-1978 reform period. Chinese foreign policy in every sphere—military, political, and economic—will be studied through attention to ideational, systemic, and domestic causes.

*Robert Ross*

**PO 510 Globalization (Fall: 3)**

**Cross Listed with IN 510**

**Satisfies Cultural Diversity Core Requirement**

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

*Paul Christensen*

**PO 514 East Asian Security (Fall: 3)**

*Prerequisites:* PO 081 or PO 500 or PO 507

**Satisfies Cultural Diversity Core Requirement**

The class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's primary great power relationship, U.S., China Relations, and the implications for the

conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of stability and instability and the prospects for peace.

*Robert S. Ross*

**PO 518 Liberalism, Nation Building, and American Foreign Policy (Spring: 3)**

**Not open to students who have taken PO 517.**

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might US policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?

*David A. Deese*

**PO 521 International Law (Fall: 3)**

*Hiroshi Nakazato*

**PO 522 International Institutions—Public and Private (Spring: 3)**

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political-economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.

*David A. Deese*

**PO 523 Intelligence and International Security (Spring: 3)**

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure, in times of war and peace. Finally, we will explore intelligence's role in today's most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.

*Timothy Crawford*

**PO 525 Politics and Institutions of International Economics (Fall: 3)**

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

*David A. Deese*

**PO 620 Introduction to Classical Political Philosophy (Fall: 3)**

This course is both an introduction to the moral and political questions that animate classical political philosophy and to classical political philosophy's approach to the resolution of these questions.

*Nasser Behnegar*

**PO 623 Politics, Virtue and Philosophy (Spring: 3)**

**Offered Periodically**

The question of what makes a good human being has been the focus of political philosophy since Socrates established it over two thousand years ago. Does the human good consist in enjoying individual pleasure, participation in family life, fulfilling the duties of citizenship, or pursuing wisdom? Does human virtue lead to happiness? To what extent is obedience to law an essential element of virtue? We will use the works of political philosophers to gain insight into the most important question for us all: how should one live?

*Amy Nendza*

**PO 626 Shakespeare's Politics (Spring: 3)**

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays.

*Nasser Behnegar*

**PO 641 Enlightenment Political Thought (Fall: 3)**

This course will focus on a variety of themes debated during the Enlightenment such as the relation between religion and politics, the significance of the differences between communities, and the role of intellectual life in society.

*Christopher J. Kelly*

**PO 655 The Question of Justice (Fall: 3)**

**This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.**

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

*Christopher J. Kelly*

*The Department*

**PO 687 Philosophy of Technological Society (Fall: 3)**

A consideration of the first plans for scientific-technological society (especially Francis Bacon's) and some earlier alternatives and later critiques (such as Heidegger's)

*Robert K. Faulker*

**Graduate Course Offerings**

**PO 719 Introduction to Political Science Research (Spring: 3)**

**Open to undergraduates with permission of the instructor.**

This course will introduce the basics of social science research to graduate students. We will begin by considering the role of theory, concepts and hypotheses in political science. We will then consider hypothesis-testing, specifically research design and the various threats to the validity of scientific inferences. We will critique articles that use both quantitative (large N) and qualitative (small N) methods.

*Jennifer A. Steen*

**PO 726 Democracy in America (Fall: 3)**

*Prerequisite:* Permission of instructor

This seminar will use Alexis de Tocqueville's *Democracy in America* to examine fundamental issues in the study of American politics. Readings from *Democracy in America* will be coupled with contemporary political science works. What are Tocqueville's central

insights? Was his description of American politics accurate? How has the U.S. changed since he wrote? These are among the questions we will address in the course.

*R. Shep Melnick*

**PO 729 American Political Development II (Fall: 3)**

This seminar looks at the course of American history from the Progressive Era through to the present day. Its axiom is that contemporary politics cannot be adequately understood without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred. Readings consist of original documents and secondary works by historians and political scientists.

*Marc Landy*

**PO 732 Constitutional Design (Fall: 3)**

*Michael Greve*

**PO 799 Readings and Research (Fall/Spring: 3)**

**By arrangement**

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

*The Department*

**PO 801 Masters Thesis Seminar (Fall/Spring: 3)**

A research course under the guidance of a faculty member for those writing a Master's Thesis.

*Nasser Behnegar*

**PO 806 Political Cultures of the Middle East (Spring: 3)**

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. The political spheres to be explored include: conceptions of political leadership and legitimacy; different responses—from embrace to adaptation to outright rejection—to the West, modernity, and secularism; Islamic revival and rise of fundamentalism; relationship between the individual and the political community with special reference to notions of rights vs. obligations, citizenship, and human rights; role of women in private and public life; and patterns of associational life, civil society, and the prospects for democratic governance.

*Ali Banuazizi*

**PO 809 Modern State (Fall: 3)**

This seminar examines the modern state in comparative historical perspective. The focus is on the relationship between war, the state and society. The course considers how modern warfare contributed to the rise of the modern state as the principal form of organization in world politics. In addition, it seeks to demonstrate how the state gives shape to modern society. Finally, the course addresses the issue of the decline of the modern state in response to post-modern military and economic challenges.

*Gerald Easter*

**PO 825 Security Studies (Spring: 3)**

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism.

*Timothy Crawford*

**PO 863 Institutions in International Politics (Fall: 3)**

**Not open to students who have taken PO 861. Open to undergraduates with permission of instructor.**

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

*David A. Deese*

**PO 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*Nasser Behnegar*

**PO 914 Plato's *Symposium* (Fall: 3)**

*Christopher Bruell*

**PO 927 Hobbes and Spinoza (Spring: 3)**

Readings to include Hobbes's *Leviathan* and Spinoza's *Ethics*.

*Susan Shell*

**PO 931 Bacon and Descartes on Science and Politics (Fall: 3)**

A comparison of key texts on modern science—and on its role in the project of progress. Some comparison with Aristotle's *Physics*.

*Robert K. Faulkner*

**PO 936 On Classical Philosophy (Fall: 3)**

The chief text for the seminar will be Plato's *Sophist*.

*Christopher Bruell*

**PO 950 Rousseau's *Julie* (Spring: 3)**

This course will consist of a close reading of Rousseau's novel. The course will address the question of why a political philosopher would write a novel.

*Christopher J. Kelly*

**PO 978 Political Philosophy of Nietzsche (Spring: 3)**

This course examines Nietzsche's critique of traditional political philosophy and his attempt to establish political philosophy on a new basis.

*Nasser Behnegar*

**PO 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**PO 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

### Psychology

#### Faculty

**Ali Banuazizi**, *Research Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

**Lisa Feldman Barrett**, *Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

**Hiram H. Brownell**, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

**Randolph Easton**, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

**Peter Gray**, *Research Professor*; A.B., Columbia University; Ph.D., Rockefeller University

**G. Ramsay Liem**, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

**Michael Numan**, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

**James A. Russell**, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

**M. Jeanne Sholl**, *Professor*; B.S., Bucknell University; M.S., Idaho State University; M.A., Ph.D., Johns Hopkins University

**Michael Smyer**, *Professor*; B.A., Yale; Ph.D., Duke University

**Ellen Winner**, *Professor*; B.A., Radcliffe College; Ph.D., Harvard University

**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

**Jon Horvitz**, *Associate Professor*; B.A., Haverford College; Ph.D., University of California, Santa Barbara

**Michael Moore**, *Associate Professor*; Chairperson of the Department; A.B., A.M., Ph.D., Harvard University

**Gilda A. Morelli**, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

**Elizabeth A. Kensinger**, *Assistant Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**Gorica D. Petrovich**, *Assistant Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

**Scott D. Slotnick**, *Assistant Professor*; M.S., Ph.D., University of California, Berkeley

**Maya Tamir**, *Assistant Professor*; B.A., Tel-Aviv University; Ph.D., University of Illinois at Urbana-Champaign

#### Contacts

- Department Administrator: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate Program Assistant: Maureen Burke, 617-552-4100, maureen.burke.1@bc.edu
- Program Assistant: Michael Ring, 617-552-4100, michael.ring.1@bc.edu
- Website: <http://www.bc.edu/psychology/>

#### Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and enjoyment, and a deeper understanding

of the human condition. The psychology major also provides the breadth, depth, knowledge, and tools necessary for students to prepare for graduate training.

#### Requirements for Psychology Majors

Students must take a minimum of ten courses in the Department, including the following required courses:

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters: Biological (PS 285 or PS 287), Cognitive (PS 271, PS 272, or PS 274), Developmental and Clinical (PS 260 or PS 264), Social, Personality, and Cultural (PS 241, PS 242, or PS 254)
- Three additional courses in psychology, at least two of which must be at the 300-level or higher and the third course at the 200-level or higher.

In addition, Psychology majors from the graduating classes of 2006 through 2009 must take the following corequisites outside the Department: two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (CS 021 or CS 074) for one of the two required mathematics courses. A.P. Mathematics, which has been accepted for credit by Boston College, will satisfy one semester of the Psychology major's 2-semester mathematics corequisite. Starting with the class of 2010, Psychology majors are not required to take any additional courses in mathematics beyond that which is required for their University Core Requirement.

A score of four or five on the A.P. Psychology examination may be substituted for either PS 110 or PS 111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

#### The Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 490 and/or PS 491 Senior Thesis in either or both semesters. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

#### The Biopsychology Concentration

The Biopsychology concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the biological bases of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: evolution and genetics of behavior; neural, neurochemical, and physiological

control of behavior; the biology of behavioral development; and molecular neurobiology of behavior; and neural basis of higher cognitive and emotional processes in humans. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology, but will also be valuable to premedical students or those interested in the health-related professions. The requirements for the concentration are listed at <http://www.bc.edu/schools/cas/psych/undergrad/opportunities/biopsych.html>. Students should see one of the advisers for additional advice, if necessary.

Faculty Advisors: Jon Horvitz, Michael Numan, and Gorica Petrovich.

### The Honors Program

The Psychology Honors Program offers students an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point the student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the Department's ten-course requirement for all Psychology majors. The second semester of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the ten courses required for the major. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the ten-course requirement.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the A&S Honors and Psychology

Honors Programs, and what to do if you are planning to study abroad, view the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

### Information for Study Abroad

Departmental decisions about international study are made on a student-by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirements. Approval should be obtained before the start of the study abroad program.

### Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

Faculty Advisor (Psychology): Michael Moore

### Faculty Advisement

Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

### Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Please note that PS 110 and PS 111 do not fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement by virtue of completing the psychology major requirements.

### Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

#### *Guide to Psychology Course Numbering*

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 100-PS 199:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.

- **PS 400-PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

### *Graduate Program Description*

The Psychology Department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A./M.A. program. Completion of the doctoral program typically requires four to five years of training after the B.A. Completion of the master's program requires two years of training after the B.A. Completion of the B.A./M.A. program requires one consecutive year beyond the B.A.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our three areas of concentration, described below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A./M.A. program is designed to allow selected students to earn both a B.A. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department offers graduate training in three areas:  
**Cognitive, Affective, and Behavioral Neuroscience**

Faculty and students in the Cognitive, Affective, and Behavioral Neuroscience (CABN) Concentration study the neural and cognitive processes that underlie motivation, learning, memory, emotion, language, and perception. Investigators in this area ask questions such as: What are the neurobiological substrates of motivation (Numan), learning (Horvitz), affect and emotion (Barrett)? How do motivation, learning and stress affect food intake (Petrovich)? How does activity in multiple brain regions give rise to a unified visual memory (Slotnick)? How does the emotional content of information affect memory (Kensinger)? How does injury to particular brain regions affect cognitive and linguistic ability (Brownell)? What fundamental processes underlie spatial representation, imagery, and navigation (Easton/Sholl)? What are the relations among different sensory/perceptual systems (Easton)?

### **Social-Personality Psychology**

Faculty and students in the Social-Personality Psychology (SP) concentration explore human psychological processes and behavior at different levels of analysis, ranging from the intra- and interpersonal to the group, intergroup, and societal levels. Areas of investigation include the study of emotion; how nonverbal behavior and discourse reflect and influence human social relations; the study of social-cognitive mechanisms in emotion regulation; the study of individual differences

in affect, motivation, and performance; social-cognitive processes at the individual level and as shared "cultural models"; ways in which such social categories as gender, class, and ethnicity, frame and constrain social behavior; cultural construction of the self and social identities. Inquiry into these areas of study require different methodological approaches, and students are expected to develop competence in a variety of research methods, including experimentation, surveys and psychophysiological recordings.

Affiliated Faculty: Lisa Feldman Barrett, Donnah Canavan, Ramsay Liem, James A. Russell, and Maya Tamir.

### **Developmental Psychology**

Faculty and students in the Developmental Psychology concentration are studying social, emotional, and cognitive development across the life span. Areas of study include attachment relationships; sibling and peer relationships; children's understanding of emotions; cultural aspects of young children's development; ethnic identity development; the role policies and programs play in the lives of children, adolescents, older adults, and families; the development of artistic abilities in normal and gifted populations; the acquisition of a theory of mind; the relationship between theory of mind and communication skills. Children from both western and non-western communities are studied. In addition to the resources in the department, students can also take advantage of the courses and faculty in the Lynch School of Education.

Affiliated Faculty: Michael Moore, Gilda Morelli, Karen Rosen, James A. Russell, Michael Smyer, and Ellen Winner.

### **General Information**

The research interests of individual faculty members can be found on the department website. The requirements for completing the Ph.D. program can be found in the Graduate Program Handbook, also available on the website. Details about the requirements for completing the M.A. program can be found on our website as well. Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. The Psychology Department website is <http://www.bc.edu/psychology/>. For application materials or further information, direct inquiries to, Graduate School of Arts and Sciences, Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467 Application materials may also be obtained through our website at <http://www.bc.edu/psychology/>.

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

Applicants to the B.A./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is January 2 of the student's junior year.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**PS 005 Application of Learning Theory (Fall/Spring: 3)**

*Prerequisite:* Consent of Learning to Learn Program

**This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.**

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

*Daniel Bunch*

*Rossana Contreras*

*Dacia Gentilella*

**PS 009 Apprenticeship in Teaching (Fall/Spring: 3)**

*The Department*

**PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Does not provide credit toward completion of the Psychology Major.**

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.

*Joseph Tecce*

**PS 032 Emotion (Spring: 3)**

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include such questions as: "Can you read emotions in the faces of other people" (emotional expressions)? "How is emotion expressed in the body" (autonomic physiology)? "Where do emotions live in the brain" (affective neuroscience)? "Is emotion a source of wisdom or the enemy of rationality" (emotion and reasoning)? "Does emotion help or hurt your relationships with other people" (emotion and social behavior)? "Can you control your emotions or do they control you" (emotion regulation)?

*Lisa Feldman Barrett*

**PS 045 Fundamentals of Humanistic Psychology (Fall: 3)**

**Satisfies the Social Science Core requirement**

**Does not provide credit toward completion of the Psychology major.**

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

*David Smith*

**PS 110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)**

**This course does not satisfy the Social Science Core.**

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

*Gene Heyman*

**PS 111 Introduction to Psychology as a Social Science (Fall/Spring: 3)**

**This course does not satisfy the Social Science Core.**

This course is one of two introductory courses required for Psychology majors, along with PS 110. PS 110 and PS 111 can be taken in any order. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

*Michael Moore*

**PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)**

This course is the first in a 2-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression. The course includes web-based modules that are accessed over the Internet.

*Hiram Brownell*

**PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)**

*Prerequisite:* PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course includes web-based modules that are accessed over the Internet.

*Hiram Brownell*

**PS 125 Introduction to Feminisms (Fall/Spring: 3)**

**Cross Listed with EN 125, HS 148, SC 225**

See course description in the History Department.

*Connie Griffen*

**PS 206 Independent Study (Fall/Spring: 3)**

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

*The Department*

**PS 241 Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course examines how people act and react to other people and how they think about and respond to their social experience.

Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

*Kevin McIntyre*

### **PS 242 Personality Theories (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*Donnah Canavan*

### **PS 260 Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

*Ramsay Liem*

*Sherri Widen*

### **PS 264 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

*Judith Dempewolf*

*Ramsay Liem*

### **PS 271 Sensory Psychology (Fall: 3)**

*Prerequisite:* PS 110

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics.

*Randolph Easton*

### **PS 272 Cognitive Psychology (Fall: 3)**

*Prerequisite:* PS 110

This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cognitive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.

*Jeanne Sholl*

### **PS 285 Behavioral Neuroscience (Fall/Spring: 3)**

*Prerequisites:* PS 110, or BI 100-102, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

*Michael Numan*

### **PS 287 Learning and Motivation (Fall/Spring: 3)**

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. Finally, we will discuss recent findings regarding the brain mechanisms underlying simple learning.

*Jon Horvitz*

### **PS 339 Affective Neuroscience (Fall: 3)**

*Elizabeth Kensinger*

### **PS 344 Psychology of Gender (Fall/Spring: 3)**

*Prerequisite:* PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

*Judy Dempewolf*

### **PS 348 Psychology of Belief (Fall: 3)**

*Kevin McIntyre*

### **PS 349 Self and Identity (Spring: 3)**

*Prerequisite:* PS 111 and PS241

The last 20 years have seen nearly exponential growth in research on the self within social psychology. This is, perhaps, not surprising considering the central role that the self plays in determining how individuals interpret and respond to the social world. This course will cover the major theoretical and empirical advances in the literature on the self and will focus on the following subtopics: self-esteem (forms and functions), self-regulation (functions and failures), self-knowledge (sources and structure), and self-evaluation (biases and motivations).

*Kevin McIntyre*

### **PS 354 Culture, Identity, and Asian American Experience (Fall: 3)**

*Prerequisite:* PS 254 or permission of the instructor.

**Satisfies Cultural Diversity Core Requirement  
Required for the Asian American Studies Concentration.**

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities.

*Ramsay Liem*

### **PS 360 Clinical Psychology (Fall: 3)**

*Prerequisite:* PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

*Karen Rosen*

**PS 361 Developmental Psychopathology (Spring: 3)***Prerequisite:* PS 260

This course will provide an introduction to the field of developmental psychopathology. This is an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual, and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

*Amy Tishelman***PS 363 Early Cognitive Development (Fall/Spring: 3)***Prerequisite:* PS 260 or permission of the instructor

In this course we explore the astonishing cognitive capacities of infants and young children, plus some of their strange misconceptions and cognitive limitations. Questions we address include: Do they believe that objects continue to exist when they are no longer visible? Do they have an inborn capacity to do simple arithmetic? Can they tell the difference between a picture of an object and the real thing? What do their first words mean? Do they realize that other people have minds? We will look at Piaget's answers to such questions, as well as at what more contemporary researchers have found.

*Thalia Goldstein**Ellen Winner***PS 364 Interpersonal Violence (Fall: 3)***Prerequisite:* PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse.

*Amy Tishelman***PS 366 Social and Emotional Development (Spring: 3)***Karen Rosen***PS 369 Development of Giftedness and Creativity (Spring: 3)***Prerequisite:* PS 260

This course will consider the development of children who are considered gifted. Giftedness is defined broadly as any kind of precocious development. Thus, we will consider not only academic (IQ) giftedness, but artistic, musical, and athletic giftedness. Topics to be explored include: the biological basis of giftedness; the role of the family and the school in nurturing (and potentially destroying) giftedness; social and emotional dimensions of giftedness; cognitive components of giftedness, the relationship between gifted children and autistic savants; and the link between childhood giftedness and adult genius.

*Ellen Winner***PS 371 Cognitive Neuroscience: Exploring Mind and Brain (Spring: 3)**

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes including perception, attention, memory, action, and language (identified using techniques such as functional MRI,

event-related potentials, and lesion studies). Other mind-brain topics that will be considered include hemispheric specialization, neural plasticity, frontal lobe function, and consciousness.

*Scott Slotnick***PS 373 Spatial Cognition (Fall: 3)**

In this course, we will explore the mind/brain systems that support human (and where appropriate non-human animal) interactions with different scales of space—figural (or object), vista (room-sized) and environmental. Topics will be reviewed from cognitive, neuroscientific, psychometric, and developmental perspectives, and will include: spatial working memory, sex-related differences in spatial ability, sense of direction, cognitive maps, spatial reference systems, spatial navigation.

*Jeanne Sholl***PS 375 Human Memory (Spring: 3)***Prerequisite:* PS 110

The field of memory research studies how people organize, maintain, and access experiences they have had, and knowledge and information they have encountered. This course introduces the theories, methodologies, and findings in current memory research. Topics, among others, include memory structures, processes, the flow of information, implicit and explicit memory, working memory, short- and long-term memory as they are currently defined, metacognitive processes, memory and aging, and the neuroscience of memory.

*Elizabeth Kensinger***PS 384 Neurobiology of Sensory and Motor Systems (Spring: 3)***Prerequisite:* Behavioral Neuroscience, Introductory Neuroscience, or Sensory Psychology

This advanced neuroscience course focuses on the anatomy, physiology, molecular biology, and to some extent the psychophysics of four sensory systems as well as the anatomy and physiology of the motor system (spinal, supraspinal, muscle, and nerve). Various pathologies associated with defects in the anatomy or physiology of sensory and motor systems are used to illustrate the critical importance of certain aspects of these systems.

*Marilee Ogren***PS 385 Neurobiology of Social Behaviors (Spring: 3)***Prerequisites:* An undergraduate neuroscience course, such as PS 285

Molecular, developmental, and neural circuitry perspectives on basic social behaviors will be presented. We will begin with an examination of fundamental neural processes that undergird social behavior: Neuroendocrinology and hormone action; brainstem-to-forebrain arousal systems; synaptic mechanisms of neural plasticity (the strengthening and weakening of synapses). This background will be followed by: (1) developmental neurobiology and the sexual differentiation of brain and behavior; (2) neural and hormonal basis of parental behavior in mammals; (3) neurobiological mechanisms underlying the formation of social attachments; (4) the mechanisms through which early life experiences interact with genetic factors to influence the development of social behavior.

*Michael Numan***PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall: 3)***Prerequisite:* PS 264, PS 285, or PS 287

This course explores Psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry associated with

a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

*Tamara Bond*

**PS 387 Developmental Psychobiology (Fall: 3)**

*Prerequisite:* PS 285 or PS 286

**Cross Listed with BI 387**

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

*Marilee P. Ogren-Balkema*

**PS 388 Neurobiology of Eating and Eating Disorders (Fall: 3)**

*Prerequisites:* PS 285, or PS 287, or Introduction to Neuroscience, or PS 572, or PS 573

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory. The course will explore the current neuroscience findings from animal models, and human studies relevant to appetite, regulation of eating, and eating disorders.

*Gorica Petrovitch*

**PS 392 Visual Perception in Art and Science (Fall: 3)**

**Cross Listed with CS 092, FA 294**

**Satisfies the Fine Arts Core Requirement**

See course description in the Computer Science Department.

*Michael Mulhern*

*Stella X. Yu*

**PS 399 Advanced Independent Research (Fall/Spring: 6)**

*Ellen Winner*

**PS 439 Seminar in Affective Neuroscience (Spring: 3)**

*Lisa Barrett*

**PS 440 Seminar in Positive Psychology (Spring: 3)**

*Prerequisites:* PS 121, and either PS 241 or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love and gratitude. Growth, healing, relatedness and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11. Readings will be drawn from the current theoretical and empirical literature.

*Kevin McIntyre*

**PS 446 Social Cognition (Spring: 3)**

*Prerequisite:* PS 241

This course reviews research that examines how individuals construct their subjective reality. Topics include cognitive processes that

guide our interpretation of the world (e.g., perception, attention, memory), conscious and unconscious influences on behavior, automaticity, attitudes and stereotypes, emotion and motivation. The course will review methods in social cognition (e.g., subliminal priming) as well as the implications of social cognitive research for daily life.

*Kevin McIntyre*

**PS 447 Individual Differences and Social Behavior (Fall: 3)**

*Prerequisites:* PS 111, PS 120/121, PS 241, or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

*Donnah Canavan*

**PS 460 Clinical Fieldwork in Psychology (Fall/Spring: 3)**

*Prerequisites:* PS 360 or PS 363 and permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.

*Karen Rosen*

**PS 464 The Psychology of Trauma (Spring: 3)**

*Prerequisites:* Developmental Psychology, Abnormal Psychology, or Cognitive Psychology or permission of instructor

This course examines trauma and its pernicious effects on the psychological and physiological functioning of the victim survivor. Students will learn diagnostic criteria characterizing acute stress, post-traumatic reaction, and dissociative disorders. Topics include sexual and physical abuse in childhood, domestic and community violence, rape, war, natural disaster, and terrorist activity as well as vicarious trauma experienced by professional and lay caregivers. Clinical case studies will illustrate best models of treatment in current practice.

*David Smith*

**PS 466 Current Issues in Developmental Psychology (Spring: 3)**

*Prerequisite:* PS 260

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.

*Michael Moore*

**PS 467 Stress and Behavior (Fall/Spring: 3)**

*Prerequisite:* PS 264

This course provides a description and evaluation of theory, methodology, and research in the field of stress as it relates to behavior. Discussions include psychological, social and biological determinants and effects of stress as well as methods of stress control, particularly behavioral strategies.

*Joseph Tecce*

**PS 472 Research Practicum in Memory (Fall: 3)****Offered Periodically**

This course will guide students through the process of conducting their own research project in the area of cognitive psychology. To meet this goal, the course will focus on three elements. First, the students will gain greater insight into a particular research area that falls within the cognitive domain. Second, the students will have the opportunity to put into practice some of the knowledge of psychological science that they have gained in previous courses while learning new methods and techniques. Finally, students will learn the mechanics of writing a publishable manuscript based on the project they conduct.

*Ryan Kenny*

**PS 480 Addiction and Choice (Spring: 3)**

*Prerequisites:* A 200 level Psychology course from either the Biological or Cognitive track or permission of the instructor.

This course provides a research-based introduction to key issues in addiction. The central question in this field is “why do people persist in self-destructive drug use?” To help answer this question the class will (1) read and discuss studies of the biological, behavioral, and epidemiological aspects of drug use, (2) read and discuss a few key papers on the psychology of choice, and (3) discuss biological and behavioral economic explanations of addiction.

*Gene Heyman*

**PS 490-491 Senior Thesis I and II (Fall/Spring: 3)**

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PS 490 and PS 491.

*The Department*

**PS 495-496 Senior Honors Thesis I and II (Fall/Spring: 3)**

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation “Graduated with Departmental Honors” will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

*The Department*

**PS 499 Honors Seminar (Spring: 1)**

*The Department*

**Undergraduate and Graduate Course Offerings****PS 377 Psycholinguistics (Fall: 3)**

*Prerequisites:* PS 272, PS 254

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the

innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

**PS 390 Psychology in Law (Fall: 3)**

*Prerequisite:* Either PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines.

*Marie D. Natoli*

**PS 530 Theories of Human Emotion (Fall: 3)**

*Prerequisite:* At least a 300-level course in psychology and permission of instructor

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

*James Russell*

**PS 531 Social Psychology of Human Emotion (Spring: 3)**

*Prerequisite:* At least a 300-level course in psychology and permission of instructor

This seminar examines human emotion from a social psychological perspective. Topics include the role of social context in the perception of emotion in self and others, the role of cognitive and attentional processes in the elicitation of emotion (including Schachter and Singer’s 2-factor theory), theories of emotional consciousness, and psychophysiological indicators of emotion.

*Maya Tamir*

**PS 540 Advanced Topics in Social Psychology (Spring: 3)**

*Prerequisites:* Undergraduate students, PS 241, graduate students, permission of instructor

**Offered Periodically****For majors only**

This course explores classic and contemporary issues in social psychology. Topics include social cognition, self-regulation, automaticity, motivation and goals, attitudes, social relations, the self, and culture.

*Maya Tamir*

**PS 549 Special Topics in Social Psychology (Fall: 3)**

*Prerequisite:* Department Permission

**Offered Periodically**

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to field.

*Kevin McIntyre*

**PS 560 Advanced Topics in Developmental Psychology (Fall: 3)****Offered Periodically**

*Ellen Winner*

**PS 569 Special Topics in Developmental Psychology (Spring: 3)****Offered Periodically**

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to the field.

*Peter Gray*

**PS 570 Advanced Topics in Cognitive Neuroscience (Spring: 3)**

Cognitive Neuroscience is the study of how human mental processing relates to activity in specific brain regions. In this course, current controversies in Cognitive Neuroscience will be critically examined by evaluating key articles relating to the following questions. Are there category specific processing regions in the brain (e.g., a face processing region)? Can visual images be pictorial? Does short-term memory related activity in prefrontal cortex mirror more posterior perception related activity patterns? Do recollection and familiarity, two types of long-term memory, depend on different sub-regions of the medial temporal lobe? Does attention modulate activity in primary visual cortex?

*Jeanne Sholl*

**PS 579 Special Topics: Cognitive, Affective and Behavioral Neuroscience (Fall: 3)**

*Prerequisite:* Graduate student or with permission of instructor

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to the field.

*Scott Slotnick*

**PS 582 Advanced Topics in Behavioral Neuroscience: Learning and Memory (Fall/Spring: 3)**

*Prerequisites:* PS 285 or PS 286, for graduate students, permission of the instructor

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course examines how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity.

*Jon Horvitz*

**PS 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with SC 378, SW 600**

See course description in the Sociology Department.

*The Department*

**PS 608 Multivariate Statistics (Spring: 3)**

*Prerequisite:* PS606

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, hierarchical linear model.

*Ehri Ryu*

**PS 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross Listed with SW 721**

See course description in the Graduate School of Social Work.

*The Department*

**Graduate Course Offerings****PS 606 Experimental Design and Statistics (Fall: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

*Randolph D. Easton*

**PS 625 Graduate Independent Study (Fall/Spring: 3)**

*Norman H. Berkowitz*

**PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Norman Berkowitz*

*Donnah Canavan*

**PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and the self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Lisa Feldman Barrett*

**PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Ali Banuazizi*

*Ramsay Liem*

*Gilda Morelli*

**PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Gilda Morelli*

*Karen Rosen*

*Ellen Winner*

**PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Hiram Brownell*

*Randolph Easton*

*Jeanne Sholl*

**PS 686-687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

*Stephen Heinrichs*

*Jon Horvitz*

*Michael Numan*

**PS 691-692 Professional Development Workshop I and II (Fall/Spring: 1)**

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Lisa Feldman Barrett*

*Ellen Winner*

**PS 888 Interim Study (Fall/Spring: 1)**

**By arrangement only.**

*Ellen Winner*

**PS 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

*The Department*

**Romance Languages and Literatures****Faculty**

**Vera Lee**, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

**J. Enrique Ojeda**, *Professor Emeritus*; M.A., Ph.D., Harvard University

**Maria L. Simonelli**, *Professor Emerita*; Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence

**Rebecca Valette**, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

**Robert L. Sheehan**, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

**Matilda T. Bruckner**, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

**Dwayne Eugène Carpenter**, *Professor*; Chairperson of the Department; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

**Jeff Flagg**, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Norman Araujo**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

**Rena A. Lamparska**, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

**Ernesto Livon-Grosman**, *Associate Professor*; Director of Graduate Studies; B.A., Empire State College; M.A., Ph.D., New York University

**Irene Mizrahi**, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

**Franco Mormando**, *Associate Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University

**Ourida Mostefai**, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

**Kevin Newmark**, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Associate Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

**Harry L. Rosser**, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Sarah H. Beckjord**, *Assistant Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

**Joseph Breines**, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Kathy Lee**, *Adjunct Assistant Professor*; B.A. Pennsylvania State University; Ph.D., Yale University

**Brian O'Connor**, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Catherine Wood Lange**, *Adjunct Assistant Professor*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

**Christopher R. Wood**, *Adjunct Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Yale University

**Andrea Javel**, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

**Debbie Rusch**, *Senior Lecturer*; B.S., M.S., University of Wisconsin-Madison

**Contacts**

- Administrative Assistant: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- Graduate and Undergraduate Records Secretary: 617-552-3820
- Website: <http://www.bc.edu/rll/>
- Email: [rll@bc.edu](mailto:rll@bc.edu)

**Undergraduate Program Description**

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

**Major in French**

Requirements: Ten 3-credit courses

- Four courses to be chosen from among the following:
  - RL 305 Introduction to Drama and Poetry
  - RL 306 Introduction to Narrative Forms
  - RL 307 Masterpieces of French Literature
  - RL 308 Advanced Language Studies in French
  - RL 309 Topics in French Culture and Civilization

**Note:** Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses in French language, literature, or culture at the 400 level or above
  - Two electives to be chosen among the following:
    - RL 210 French Composition, Conversation, and Reading II (when taken as the first course for the major)
    - Additional courses at the 300 or 400 level
    - RL 572 Comparative Development of the Romance Languages
    - RL 597 (ED 303) Foreign Language Pedagogy
- Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

**Minor in French**

Requirements: Six 3-credit courses

- Two foundation courses to be chosen from among the following:
    - RL 305 Introduction to Drama and Poetry
    - RL 306 Introduction to Narrative Forms
    - RL 307 Masterpieces of French Literature
    - RL 308 Advanced Language Studies in French
    - RL 309 Topics in French Culture and Civilization
  - One advanced course at the 400 or 700 level.
  - Three electives to be chosen among the following:
    - RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)
    - Additional courses at the 300 or 400 level
- Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

**Major in Hispanic Studies**

Requirements: Ten 3-credit courses that must include the following:

- RL 395 Contextos
- Four 600-level advanced courses in literature and culture, which

must include one course in each of the following categories:

Pre-1800 Peninsular literature and culture

Pre-1800 Latin American literature and culture

Post-1800 Peninsular literature and culture

Post-1800 Latin American literature and culture

- Five electives, which can be chosen from among the following:  
RL 216 Spanish Conversation, Composition and Reading II  
Any 300 level course  
Any 600 level course  
Related courses allowed by departmental permission  
Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

*Note the following conditions:*

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: 15 credits (five courses) for one year of study; nine credits (three courses) for one semester of study. If three or more courses for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

### Minor in Hispanic Studies

Requirements: Six 3-credit courses that must include RL 395 *Contextos* and at least two courses at the 600-level.

*Note the following conditions:*

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition and Reading II.

Maximum transfer credit from study abroad: Nine credits (three courses) for one year of study; six credits (two courses) for one semester of study.

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

### Major in Italian

Requirements: Ten 3-credit courses

- Six advanced courses in Italian literature or culture (RL 500 or above)
- Four electives to be chosen from the following:  
Additional Courses at the 300, 500, or 800 level  
RL 213 and RL 214 (Italian Conversation, Composition, and Reading I and II)  
Related courses allowed by departmental permission

### Minor in Italian

Requirements: Six 3-credit courses

- Two foundation courses: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II
- Two advanced courses in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives to be chosen among the following: RL 114 Intermediate Italian II or RL 151 Italianissimo (as entry-level course only for students graduating prior to 2011), RL 300 (or above) courses in culture, or approved courses taken abroad

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

For further information or to declare a major or minor, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

### General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Office of International Programs. Upon approval from the department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. Minors may earn credit for two courses in a single semester and three courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in at least one advanced course their senior year.

### Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

### Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

**Literature Core**

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2008-2009 academic year.

**Cultural Diversity Core**

In addition to their focus on the languages, literatures and cultures of western Europe, the course offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

**Honors Program**

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program in April of their junior year. To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a GPA of 3.4 or higher. No more than nine credits must remain for completion of the major in their senior year. Candidates must also have exhibited the maturity and self-discipline that long-term independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. The final decision about acceptance into the program will be made during the first week of registration.

For complete details, please read the RLL Honors Program Guidelines. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program. For any further questions, contact the RLL Honors Program Coordinator.

**Information for Study Abroad****Applying For Study Abroad**

RLL majors and minors wishing to study abroad will meet with the RLL International Study Advisor to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific Program Advisor with whom they will select their courses. Courses will be approved based on the recommendation from the Program Advisor. To schedule appointments with the RLL International Study Advisor, contact the Departmental Administrator in Lyons 304B.

**Study Abroad Policies**

Ideally, students expecting to transfer credits into an RLL major will have completed the equivalent of a third-year university-level language class or more. Minimally, students should have completed at least the second semester of the intermediate course. Italian majors and minors who have only completed Elementary Italian II are eligible for the Fall or full-year program in Parma only. Students majoring or minoring in Hispanic Studies should consult the Hispanic Studies Guidelines for Study Abroad.

During their senior year all RLL majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. Students who are nominated to the RLL Honors program are encouraged to line up a thesis topic before going abroad.

**Transfer Credit for Study Abroad**

RLL minors earn credit for up to two courses (six credits) toward their minor in a single semester of study abroad, and credit for up to three course (nine credits) in a year-long program.

**Restrictions**

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

Programs not listed in the "Partner Programs" section will be evaluated on case-by-case basis. Students majoring or minoring in Hispanic Studies should consult the Hispanic Studies Guidelines for Study Abroad.

**Residency Requirement**

All RLL majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. All RLL minors must enroll in one advanced course during their senior year, regardless of whether they have completed the six-course requirement for the minor.

**BC Programs Abroad****French**

Paris IV-Sorbonne; Paris VII-Denis Diderot; Institut Catholique de Paris; Centre Sèvres-Facultés J suites de Paris; Institut des Sciences politiques (Paris); Universit  de Strasbourg, Marc Bloch (USHS); Institut d'Etudes Politiques (IEP Strasbourg); Institut d'Etudes Commerciales Sup rieures (IECS Strasbourg)

Contact: Professor Kevin Newmark

**Hispanic Studies**

Universidad Aut noma de Madrid (Spain); Universidad Complutense de Madrid (Spain); Universidad Carlos III (Madrid, Spain); Universitat Pompeu Fabre, Barcelona (Spain); Universidad de Deusto, Bilbao (Spain); Universidad de Granada (Spain); Universidad San Francisco de Quito (Ecuador); Universidad Iberoamericana (Puebla, Mexico)

Spain programs: Consult Hispanic Studies Guidelines for Study Abroad  
Barcelona and Bilbao: contact Professor Rhodes, rhodese@bc

All other Spain programs contact Professor Mizrahi, irene.mizrahi.1@bc.edu.

Quito and Puebla: Consult Hispanic Studies Guidelines Study Abroad: contact Professor Rosser, [rosserh@bc.edu](mailto:rosserh@bc.edu).

### Italian

Università di Parma

Contact Professor O'Connor, [brian.oconnor.1@bc.edu](mailto:brian.oconnor.1@bc.edu).

### Approved External Programs

Prior to applying to any study abroad program that is not affiliated with Boston College, you must contact the following people:

French: Professor Norman Araujo, [araujo@bc.edu](mailto:araujo@bc.edu)

Italian: Professor Rene Lamparska, [lamparsk@bc.edu](mailto:lamparsk@bc.edu)

Spanish: consult Hispanic Studies Guidelines Study Abroad and contact Professor Sarah Beckjord, [sarah.beckjord.1@bc.edu](mailto:sarah.beckjord.1@bc.edu)

### Graduate Program Description

#### M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures. The Ph.D. in Medieval Romance Literature is unique in the Boston area and one of the special strengths of the Department.

The Master of Arts is available in Hispanic Studies, French, and Italian. The Master of Arts is designed to develop and strengthen teachers at the secondary school level and to prepare teachers/scholars who may continue on to a Ph.D. program. The department accepts masters' candidates from Boston College into its Ph.D. program.

#### Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is January 15. Those not requesting departmental financial aid should apply by May 15. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the online Graduate Handbook of the Department of Romance Languages and Literatures.

#### Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

##### Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and varied analytic methodologies pertinent to their field.

##### Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

##### Plan I: Ph.D. in Hispanic or French Literature and Culture

*Broad Chronological Coverage:* In consultation with their advisors, students select courses to develop broad coverage of their major litera-

ture from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

*Related Graduate Courses:* With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, philosophy, etc.

##### Plan II: Ph.D. in Romance Literatures

*Lateral Coverage:* Early in the program, the student should formulate a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

*Medieval Studies:* Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A. Boston College has a rich array of medieval offerings in the Theology, Philosophy, History, Fine Arts, Literature, and Political Science Departments.

*Language Competence:* For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

#### Admission to the Ph.D. Programs

*Students with a Master's Degree:* Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

*Students with a Bachelor's Degree:* Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D. For some students who are entering the program with a B.A., coursework required for the Ph.D. will be reduced. This determination will be made by the faculty when the student has completed the M.A.

#### Ph.D. Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780/RL 945 Readings in Theory.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill

the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.

- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal.
- The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, or a scholarly edition of a text with full critical apparatus. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

#### Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

##### M.A. Course Requirements

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, Eighteenth Century, Nineteenth Century, Twentieth Century). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and

RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.

- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program the semester before actually enrolling.

##### Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

##### Further Information

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found on the Department's online Graduate Handbook.

##### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

##### RL 003-004 Elementary Italian I and II (Fall/Spring: 3) Conducted in Italian.

The purpose of these courses is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. The approach is communicative, and while memorization and mechanical practice is required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.

*Brian O'Connor (Coordinator)*  
*The Department*

##### RL 009-010 Elementary French I and II (Fall/Spring: 3) Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience and those who have studied French before and have placed into this level. (True beginners should also sign up for RL 011, the Elementary French I Practicum.) Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France. Elementary French I is a film-based course and is supplemented with web-based assignments, as well as an online language lab.

*Andrea Javel (Coordinator)*  
*The Department*

**RL 011-012 Elementary French Practicum I and II (Fall/Spring: 1)**  
Required of students enrolled in RL 009 with no prior experience in French. Open to other students of RL 009 only by permission of the coordinator. Only open to students concurrently enrolled in RL 009.

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French. All concepts presented in this course review those covered in RL 009.

*Andrea Javel (Coordinator)*

*The Department*

**RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.

**Classes are conducted in Spanish. May be taken concurrently with RL 017.**

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world.

*Debbie Rusch (Coordinator)*

*The Department*

**RL 017-018 Elementary Spanish Practicum I and II (Fall/Spring: 1)**  
Required of students enrolled in RL 015 with no prior experience in Spanish. Open to other students of RL 015 only by permission of the coordinator. Only open to students concurrently enrolled in RL 015.

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015.

*Debbie Rusch (Coordinator)*

*The Department*

**RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)**  
Classes are conducted in Spanish. Open to students with no prior experience in Spanish. The course meets five days per week.

The aim of this 6-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course’s materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities.

*The Department*

**RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)**  
Conducted in French.

**Open to students with no prior experience in French.**

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.

*Margaret Flagg*

**RL 043 Intensive Elementary Italian (Spring: 6)**

Conducted in Italian.

This course is for beginners. Students with prior Italian experience admitted only by placement test.

**Meets five times per week.**

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.

*Brian O'Connor*

**RL 109 Intermediate French I (Fall: 3)**

*Prerequisites:* RL 010 or RL 042 or admission by placement test

**Conducted in French.**

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight.

*Andrea Javel (Coordinator)*

*The Department*

**RL 110 Intermediate French II (Spring: 3)**

*Prerequisite:* RL 109 or admission by placement test

**Satisfies Foreign Language Proficiency Core Requirement**

**Conducted in French.**

This course is a continuation of RL 109 (Intermediate French I) and is also open to students who have placed into this course. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture will be explored through literary excerpts by authors from France, Africa and the Caribbean.

*Andrea Javel (Coordinator)*

*The Department*

**RL 113 Intermediate Italian I (Fall: 3)**

Conducted in Italian.

**Admitted by placement test, consent of instructor, or completion of RL 004.**

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

*Brian O'Connor (Coordinator)*

*The Department*

**RL 114 Intermediate Italian II (Spring: 3)**

Satisfies Foreign Language Proficiency Core Requirement  
Conducted in Italian.

Elective for the Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

*Brian O'Connor (Coordinator)*

*The Department*

**RL 115 Intermediate Spanish I (Fall: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

Conducted in Spanish.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet, and other multimedia.

*Catherine Wood Lange (Coordinator)*

*The Department*

**RL 116 Intermediate Spanish II (Spring: 3)**

*Prerequisite:* RL 115 or admission by placement test

Satisfies Foreign Language Proficiency Core Requirement  
Conducted in Spanish.

This course is a continuation of RL 115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet, and other multimedia.

*Catherine Wood Lange (Coordinator)*

*The Department*

**RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)**

Satisfies Foreign Language Proficiency Core Requirement  
Conducted in Italian.

Elective for Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian. Readings include current newspaper and magazine articles and literary texts: short stories, poems, and two short novels. Particular attention will be given to the development of consistency in grammatical accuracy, and to creating more complex and expressive speech.

*Brian O'Connor*

**RL 153 Adelante I (Fall: 3)**

*Prerequisite:* RL 016 or RL 041 or admission by placement test

Conducted in Spanish.

Adelante I can be taken in lieu of Intermediate Spanish I. It is especially targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia.

*The Department*

**RL 154 Adelante II (Spring: 3)**

Satisfies Foreign Language Proficiency Core Requirement  
Conducted in Spanish.

Adelante II is a continuation of RL 153 and can be taken in lieu of Intermediate Spanish II to fulfill the language requirement. It is targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Students will expand their vocabulary and develop written and oral fluency. Short literary and cultural readings will provide authentic insight into the Hispanic world.

*The Department*

**RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 016 or RL 041 or permission of instructor

Conducted in Spanish. The course meets five days per week.

The aim of this 6-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice helps students develop greater accuracy in self-expression.

*The Department*

**RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)**

*Prerequisite:* RL 010 or RL 042 or permission of the instructor

Conducted in French.

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills.

*Margaret Flagg*

**RL 209 French Conversation, Composition, and Reading I (Fall: 3)**

*Prerequisite:* RL 110 or RL 182 or admission by placement test

Satisfies Foreign Language Proficiency Core Requirement  
Conducted in French.

An elective towards the French minor when taken as first course in sequence.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is espe-

cially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg (Coordinator)*

*The Department*

**RL 210 French Conversation, Composition, and Reading II (Spring: 3)**

*Prerequisite:* RL 110 or RL 182 or admission by placement test

**Satisfies Foreign Language Proficiency Core Requirement Conducted in French.**

**Counts as an elective towards the French major or minor when taken as first course in sequence.**

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg (Coordinator)*

*The Department*

**RL 213 Italian Conversation, Composition, and Reading I (Fall: 3)**

*Prerequisite:* Admitted by placement exam, consent of instructor, or completion of RL 114 or RL 151

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Italian.**

**Elective for major and minor in Italian.**

The course topic, "Italian through Fiction and Films", allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment.

*Cecilia Mattii*

**RL 214 Italian Conversation, Composition, and Reading II (Spring: 3)**

*Prerequisite:* Consent of instructor or completion of RL 213

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Italian.**

**Elective for Italian major or minor.**

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments and oral presentations.

*Cecilia Mattii*

**RL 215 Spanish Conversation, Composition, and Reading I (Fall/Spring: 3)**

*Prerequisites:* RL 116, admission by placement test, or appropriate score on SAT II or AP Exam

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Spanish.**

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions.

*Kathy Lee*

*Christopher Wood (Coordinators)*

*The Department*

**RL 216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)**

*Prerequisites:* RL 215, admission by placement test, or appropriate score on SAT II or AP Exam

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Spanish.**

**Hispanic Studies major or minor elective.**

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Mexico, will form the basis for classroom discussions and compositions.

*Kathy Lee*

*Christopher Wood (Coordinators)*

*The Department*

**RL 292 Modern Middle Eastern and Arabic Literature (Fall: 3)**

**Cross Listed with EN 348, SL 148**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**All works are read in English translation.**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Franck Salameh*

**RL 300 The French and the Peoples of America (Fall: 3)**

*Prerequisites:* Four years of high school French or RL 210

**Cross Listed with EN 084**

**Satisfies Literature Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

**Conducted in French.**

**Elective for French major or minor.**

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers.

*Jeff Flagg*

**RL 304 Boston et ses rencontres françaises (Spring: 3)**

*Prerequisites:* Four years of high school French or RL 209

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French. Counts as an elective for the French major.**

In this course, we will examine French documents bearing witness to encounters between Bostonians and peoples from France and the Francophone world from the colonial period to the present. We will explore evidences of the impact of these encounters on Boston's political, literary and artistic life.

*Jeff Flagg*

**RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)**

*Prerequisites:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core Requirement**

**Conducted in French.**

**Fulfills one of the 300 level requirements for the French major.**

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills

through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre.

*Norman Araujo (Spring)*

*Stephen Bold (Fall)*

**RL 306 Introduction to Narrative Forms (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core Requirement  
Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

*Norman Araujo (Fall)*

*Matilda Bruckner (Spring)*

**RL 307 Masterpieces of French Literature (Fall/Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core Requirement  
Conducted in French.**

**Fulfills one of the 300-level requirements for the French major.**

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

*Owida Mostefai*

**RL 308 Advanced Language Studies in French (Fall/Spring: 3)**

*Stephen Bold*

*Joseph Breines*

**RL 309 Topics in French Culture and Civilization (Fall/Spring: 3)**

*Prerequisites:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core Requirement  
Conducted in French. Fulfills one of the 300-level requirements for the French major.**

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in culture and civilization.

*Joseph Breines (Spring)*

*Anne Bernard Kearney (Fall)*

**RL 320 Le Français des Affaires (Spring: 3)**

*Prerequisites:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core Requirement  
Conducted in French.**

**Elective for French major or minor.**

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

*Nelly Rosenberg*

**RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)**

Offered in conjunction with RL courses beyond the 300-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

*The Department*

**RL 335 Fronteras (Fall: 3)**

*Prerequisite:* CCR I or equivalent proficiency with the permission of instructor

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Satisfies Perspectives on Spanish American inter-disciplinary major.**

**Counts as an elective toward the Hispanic Studies major and minor.**

**This course can be taken simultaneously with CCR or Naturalmente.**

Borders are geographical, linguistic, cultural, moral and imaginative. This course will explore what happens on all of these frontiers where the U.S. meets Latin America. This course will include historical, political and literary readings. In order to improve linguistic comprehension elements of comparative linguistics will be introduced.

*Kathy Lee*

**RL 339 La España estereotipada: Imaginary Spain (Spring: 3)**

*Prerequisite:* CCR I or equivalent proficiency with permission of instructor

**Satisfies Foreign Language Proficiency Core Requirement**

**Counts as an elective toward the Hispanic Studies major and minor.**

**This course can be taken simultaneously with CCR or Naturalmente.**

Bullfighting, flamenco, gypsies, devout old ladies. This course will examine the truth and the distortions of the images which have fixed Spain in the world's imagination and explore the ambivalence with which Spaniards understand these stereotypes as they move toward greater integration with the new European community.

*Christopher Wood*

**RL 357 Memory and Literature (Fall: 3)**

**Cross Listed with EN 084.02**

**Offered Periodically**

**Conducted in English.**

**Fulfills one of the 300-level requirements for the French major or minor.**

This course explores the dynamic interaction between literature and memory across time and genre. Readings include extracts from Genesis (Joseph's story), Augustine's *Confessions* (Book 10), essays by

Montaigne (eg. I, 9 on liars; II, 6 on practicing to die), the opening movement of Proust's great novel *In Remembrance of Time Past*, Sebald's *Austerlitz*, and Manea's *The Hooligan's Return, a Memoir*. Secondary readings from Freud and recent scientific research on memory and the brain, as well as the film *Memento*, will support our literary excursions.  
*Matilda Bruckner*

**RL 360 Littérature et Culture Francophones (Fall: 3)**  
**Satisfies Cultural Diversity Core Requirement**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Periodically**  
**Conducted in French.**  
**Elective for French major or minor.**

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups, and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France. The writers whose works will be discussed are the following: Tahar Ben Jelloun, Assia Djebar, Leïla Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall and Anne Hébert.  
*Nelly Rosenberg*

**RL 370 History, Literature, and Art of Early Modern Rome (Spring: 3)**  
**Cross Listed with FA 480, HS 480**  
**Offered Periodically**  
**Conducted in English.**  
**Not open to students who have already taken HS 232.**  
**Elective for Italian major and minor.**

This course focuses on early modern Rome from the interdisciplinary perspectives of history, art, architecture, and literature. Jointly taught by professors from the history, fine arts department, and Romance Languages departments, the course will consider the connections between society and culture in the Renaissance and the Baroque. Rome will be discussed as an urban environment, as the artistic capital of Europe, and as a center of Italian culture. The city will also be explored as the world center of Roman Catholicism, with attention to the importance of historical, literary, and artistic developments for the shaping of culture and piety.

*Stephanie Leone*  
*Franco Mormando*  
*Sarah Ross*

**RL 373 Love, Sexuality, and Gender in the European Literary Tradition (Spring: 3)**  
**Cross Listed with EN 084.02**  
**Satisfies Literature Core Requirement**  
**Offered Periodically**  
**Conducted entirely in English. Elective for Italian major and minor.**

This course explores the modern conception of "romantic love" by examining its birth and development in prominent literary works (by men and women) of the Middle Ages and Renaissance. We will also investigate allied notions of sexuality, gender, and marriage, in both a heterosexual and same-sex ("homosexual") context. For contrast and comparison, the course begins with a study of the Bible and ancient Greek and Roman texts and ends with a look at the depiction of our themes in contemporary cinema as well as a discussion of the current debate in American society over the nature and purpose of marriage.

*Franco Mormando*

**RL 376 Conversational Approach to Contemporary France (Spring: 3)**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Conducted in French.**  
**Counts as an elective towards the French major or minor.**

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers, and magazines), we will discuss current events and socio-political issues.

*The Department*

**RL 384 Heritage Speakers (Spring: 3)**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Periodically**  
**Conducted in Spanish.**  
**Open to undergraduates with permission of instructor.**  
**Elective for Hispanic Studies major or minor.**

This course is for the heritage Spanish who is comfortable speaking but is looking for formal grammar study. The course will emphasize writing skills, vocabulary development and comparisons between English and Spanish grammar.

*Kathy Lee*

**RL 389 Italian for Business and Commerce (Fall: 3)**  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Periodically**  
**Conducted in Italian.**  
**Elective for Italian major or minor.**  
**Admitted by placement test, consent of instructor, or completion of RL 214**

Italy and the U.S. are closely linked by extensive commercial ties. This course is designed to help those contemplating a career involving the Italian business world to develop the necessary language skills and cultural-political-economic background. Classes will feature multimedia interaction with current materials drawn from various sectors of Italian economic and social life. The course will also be useful to students seeking further ways to improve their command of spoken and written Italian and to acquaint themselves better with the daily life of contemporary Italy.

*Franco Mormando*

**RL 390 Reading, Writing, and Telling (Fall: 3)**  
*Prerequisites:* RL 213 and RL 214 or by permission of the instructor  
**Satisfies Foreign Language Proficiency Core Requirement**  
**Offered Periodically**  
**Conducted in Italian.**  
**Strongly recommended for Italian majors and minors. May be taken concurrently with 500-level courses.**

In this course, designed as a bridge between RL 213, 214 and the 500-level courses, we will read a small number of stories by Italian contemporary authors. Our purpose is twofold: to examine and analyze the theme, structure, and syntax and style of the text, and subsequently have the students write, through guided activities, original short stories modeled on the stories they have studied.

*Cecilia Mattii*

**RL 391 Naturalmente I (Fall/Spring: 3)**

*Prerequisites:* RL 216 or, with the permission of instructor, the equivalent level of proficiency

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Spanish. Counts as elective for Perspectives on Spanish America (LSOE). Counts as elective for Hispanic Studies major and/or minor.**

This is an intensive course in advanced Spanish proficiency. The proficiency goals for this course are the accurate and spontaneous control of the communicative functions associated with narration of the past. Films, videos, and selected cultural and literary readings, all centering on Hispanic immigration in the United States.

*Kathy Lee*

*Christopher Wood (Coordinators)*

*The Department*

**RL 392 Naturalmente II: Spanish Proficiency for Advanced Speakers (Fall/Spring: 3)**

*Prerequisites:* RL 391 Naturalmente I, or with permission of the instructor, the equivalent level of proficiency

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Spanish.**

This is an intensive course in advanced Spanish proficiency. Enrollment is limited and the course is designed to allow for small group work, debates and other interactive activities. The goals for this course are the accurate and spontaneous control of the communicative functions associated with the subjunctive.

*Kathy Lee*

*Christopher Wood (Coordinators)*

*The Department*

**RL 393 Life/Stories (Spring: 3)**

**Cross Listed with EN 084.01**

**Satisfies Literature Core Requirement Satisfies Foreign Language Proficiency Core Requirement Offered Periodically Elective for the French major**

In this course we will read stories of self-discovery and self-fashioning from the courtly cultures of France, Persia, Japan, Germany, and Italy. Texts will include court memoirs as well as fictional romances such as *The Tale of Genji* by Murasaki Shikibu, *Tristan and Isolde* by Gottfried von Strassburg, *The Haft Paykar* by Nizami Ganjavi, *Yvain: the Knight of the Lion* by Chrétien de Troyes, and *La Princesse de Clèves* by Madame de Lafayette.

*Anne Bernard Kearney*

**RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

**Conducted in Spanish. Required for Hispanic Studies majors and minors and priority for enrollment is given to them.**

**Fulfills Literature Core Requirement.**

Contextos is an introduction to critical reading and writing. The course includes a range of authors who represent different periods and genres, and introduces students to basic research skills.

*Kathy Lee*

*Christopher Wood (Coordinators)*

*The Department*

**RL 397 El español de los negocios (Spring: 3)**

*Prerequisites:* RL 391 or RL 392 or equivalent

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Spanish.**

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored. An overview of Hispanic geography, politics, and current economic standing is also presented.

*Catherine Wood Lange*

**RL 399 Readings and Research (Fall/Spring: 3)**

**By arrangement**

*The Department*

**RL 410 Monsters in the French Imagination (Fall: 3)**

**Satisfies Foreign Language Proficiency Core Requirement Offered Periodically Conducted in French.**

This is a seminar for undergraduates only, designed to explore the play between the monstrous and the fantastic as represented in French literature. These stories ask us to explore the nature of the human and the inhuman, the threshold of credibility and the real, our fear of the unknown, the allure as well as the dangers of the hybrid. A variety of texts chosen from the medieval to the modern period will include tales of werewolves, the story of Melusine (woman and serpent), Hugo's *Hunchback of Notre-Dame*, and Tournier's twentieth century ogre, *le Roi des Aulnes*.

*Matilda Bruckner*

**RL 507 Impossible Love in Italian Literature (Fall: 3)**

**Satisfies Foreign Language Proficiency Core Requirement Conducted in Italian.**

**Required for Major**

Through the analysis of "impossible love" in selected works by Foscolo, Leopardi, Verga, D'Annunzio, Tozzi e Gozzano, the cultural and intellectual forces underlying the protagonists' drama will be examined. We will also examine literary genres and the modes of expression chosen by the authors in order to understand better their originality and the literary trends within which they worked. The shifting dynamic of adverse forces in love relationships as presented in the texts analyzed in class, will also be discussed in comparison with selected video-stories situated in diverse cultural periods.

*Rena A. Lamparska*

**RL 563 Italian Theatre on Stage (Spring: 3)**

**Satisfies Foreign Language Proficiency Core Requirement Offered Periodically**

**This course fulfills the requirement for Italian Major and Minor Discussion and presentations in Italian and/or English**

This course combines the study of drama as a literary genre and as a text for stage performance. We will study four works by selected Italian playwrights to analyze their structure, discourse, meaning and to identify the implications therein for performance. We will discuss the dramatic conventions of the author's time, as well as a variety of views regarding the relation between the written and performed word.

*Rena A. Lamparska*

**RL 570 Immigrant Voices in Contemporary Italy (Spring: 3)**  
Satisfies Foreign Language Proficiency Core Requirement  
Offered Periodically  
Conducted in Italian.

The class will examine the new reality of Italy as a nation with a significant population of immigrants. Focusing on the evolving meaning cultural identity in Italy today, we will read short works by four immigrant Italian writers of Italian: Amara Lakhous, originally from Algeria, Laila Wadia from India, Gabriella Ghermandi from Ethiopia, and Igiaba Scego from Madagascar. The class is also designed to improve the oral and written linguistic competency of all students. This course serves as an elective for the Italian major or minor.

*Laurie Shepard*

**RL 611 Medieval Spain—Crossroads of the World (Fall: 3)**  
*Prerequisite:* Contextos or permission of instructor  
Satisfies Foreign Language Proficiency Core Requirement  
Conducted in Spanish.

**Fulfills Peninsular pre-1800 major requirement.**

This course is devoted to Spanish literature composed between the twelfth and fifteenth centuries. We will examine the main literary genres of the period, including lyric and epic poetry, exemplary tales, and the origins of the novel. Special attention will be given to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. Each work will be studied within its socio-historical context.

*Dwayne E. Carpenter*

**RL 615 Latin American Writers of the Twentieth Century (Spring: 3)**  
*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor  
Satisfies Cultural Diversity Core Requirement  
Satisfies Foreign Language Proficiency Core Requirement  
Offered Periodically  
Conducted in Spanish.

**Fulfills Latin American post-1800 major requirement.**

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.

*Harry L. Rosser*

**RL 627 Passion at Play (Spring: 3)**  
*Prerequisite:* Contextos or equivalent  
Conducted in Spanish.

**Fulfills the pre-1800 Peninsular requirement for majors.**

In this course, students interrogate the relationship between love and passion, using early modern theater and love poetry as tools. The themes uniting the dramas examined will be love, honor, and death, with particular attention paid to those works in which violence is represented. What would lead a society to sanction such violent behavior in the name of love? To what extent is that definition still engrained in Hispanic Culture today? And in our own?

*Elizabeth Rhodes*

**RL 637 Spanish-American Short Story (Fall: 3)**  
*Prerequisite:* Contextos, or permission of Instructor  
Satisfies Foreign Language Proficiency Core Requirement  
Offered Periodically

**Conducted in Spanish.**

**Fulfills post-1800 requirement in Latin American literature for Hispanic Studies Majors.**

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, among them Darío, Quiroga, Bombal, Borges, Cortázar, Rulfo, Donoso, García Márquez, Allende, and Ferré.

*Harry L. Rosser*

**RL 647 Spanish Short Stories since Clarín (Fall: 3)**  
*Corequisite:* Contextos or permission of instructor  
Satisfies Foreign Language Proficiency Core Requirement  
Offered Periodically

**Fulfills post-1800 requirement in Peninsular Literature for Hispanic Studies majors.**

A panoramic study of Spanish short fiction since Leopoldo Alas (Clarín). We will study this genre, which achieves its most mature expression in the twentieth century. During the semester, we will analyze a representative sample of writers of both sexes, paying particular attention to modern and postmodern contributions.

*Irene Mizrahi*

**RL 648 Literature of Cultural Migration in the Americas (Fall: 3)**  
*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor  
Offered Periodically

**Conducted in Spanish.**

**Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies majors.**

Ever since Columbus, the culture and literature of the Americas has been forged by the conflictive and yet rich mixing of peoples and cultures. In this course we will focus on three regions: the Caribbean, the Andes, and Latinos in the United States, basing our inquiry on major literary texts spanning the colonial to modern periods, as well as sources in music and film, as we seek to grapple with questions of coloniality and modernity, transculturation and assimilation, in an increasingly global world.

*The Department*

**RL 660 Literature of the Hispanic Caribbean (Fall: 3)**  
*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor  
Cross Listed with BK 660  
Satisfies Cultural Diversity Core Requirement

Offered Periodically

Conducted in Spanish

**Fulfills the pre-1800 requirement for Hispanic Studies Majors.**

**Elective for Latin American Studies Minors.**

This course will examine the literature of the Spanish-speaking Caribbean, from the colonial period to the twentieth century. Particular attention will be given to the ways in which writers seek to represent the social concerns related to issues of race, gender, criollo culture, and emerging nationalism in the context of aesthetic and political debates.

Course materials will explore the phenomenon of transculturation in literature (essay, short story, autobiography, novel, poetry), as well as in film, music, and the visual arts.

*Sarah Beckjord*

**RL 661 Contemporary Spanish Theater (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor.

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in Spanish.**

**Fulfills Peninsular post-1800 major requirement.**

An intense examination of post-Civil War Spanish drama. We will discuss the dramatic structure, stagecraft and thematic content of ten plays written by exemplary figures such as Buero Vallejo, Sastre, Arrabal, Olmo, Gala, Pedrero, and Manuela Reina. Special attention will be given to the national context, including the experience of dictatorship, transition and democracy.

*Irene Mizrahi*

**RL 678 Gendered Voices—Early Spanish American Women Writers (Fall: 3)**

**Offered Periodically**

**Conducted in Spanish.**

**Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies Majors.**

A close study of the intellectual and literary productions of women writers from the colonial period and nineteenth century, with special attention to Sor Juana Inés de la Cruz. Readings will be drawn from different genres and will also include works by Catalina de Erauso, la Madre Castillo, Juana Manuela Gorriti, Clorinda Matto de Turner, and Gertrudis Gómez de Avellaneda.

*Sarah H. Beckjord*

**RL 698 Honors Research Seminar (Fall/Spring: 3)**

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

*The Department*

**RL 699 Honors Thesis Seminar (Fall/Spring: 3)**

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director, and to meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

*The Department*

*Undergraduate and Graduate Course Offerings*

**RL 406 Versailles: A Cinematic Look at French Culture of the 'Grand siècle' (Spring: 3)**

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This course will focus on the cultural moment when modern France was born: the age of Louis XIV and his palace at Versailles. We will study the grandeur and the conflict that define this summit of

French history through a variety of documents, including a number of recent films that reconstruct the period, and contemporary masterpieces of painting, architecture and music. We will also read a variety of literary, historical, and eyewitness texts that portray the age as it was or wanted to be.

*Stephen Bold*

**RL 411 Growing Up and Growing Old in Medieval French Literature (Spring: 3)**

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This mini-survey of Old French literature includes works from the twelfth through the fifteenth centuries, which introduce students to some of the major types of medieval story telling: epic, romance, lyric and narrative poetry, fabliaux and short stories.

*Matilda Bruckner*

**RL 436 Molière (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This course will offer an in-depth survey of all aspects of Molière's work, from his farces to the "grandes comédies" and the "comédies ballets."

*Stephen Bold*

**RL 441 Literature and Culture of the French Enlightenment (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This course seeks to examine the idea of "Lumières" in eighteenth-century France through the reading of the major texts of the period. We will analyze the concepts central to the French Enlightenment: tolerance, progress, nature, and culture, as they are formulated both in the fiction (tales and novels) and in the major theoretical texts of Montesquieu, Voltaire, Diderot, Rousseau, and the Encyclopedists.

*Ourida Mostefai*

**RL 446 Eighteenth-Century French Novel (Spring: 3)**

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This course examines the development of the novel as a genre in eighteenth-century France. We will read some of the major novels of the period (by Prévost, Marivaux, Crébillon, Rousseau, Laclot and Diderot), focusing in particular on the questions of class, gender, and education.

*Ourida Mostefai*

**RL 451 Romanticism in French Literature (Spring: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

This course will offer a study of Romantic currents in French poetry, drama, and narrative literature with detailed analysis of the mas-

terpieces. The poets featured will be Lamartine, Musset, Vigny, and Hugo. Plays by Musset and Vigny will also be included. Narrative literature will be represented by the novelists Stendhal and Balzac and the short-story writer Mérimée. There will be a systematic attempt throughout to show in what major respects the Romantic movement reflected a conscious reaction against the canons of Classicism in the name of modernity.

*Norman Araujo*

### **RL 459 Nineteenth-Century French Poetry (Fall: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in French.**

The literary doctrine, themes, and artistic virtuosity of the Romantic and Symbolist poets as they appear in the most significant works of Hugo, Vigny, Nerval, Baudelaire, Rimbaud, and Mallarmé. Against the backdrop of a shifting conception of the character and use of the symbol, this course will chronicle the gradual transformation, in the evolution of nineteenth-century French poetry, of the poet's view of his place and role in the universe, his relationship to his fellow human beings and to nature, and his response to the challenges posed by the problematics of lingual expression.

*Norman Araujo*

### **RL 463 Mallarmé and the Question of Poetry (Spring: 3)**

*Prerequisites:* Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

This course will examine in detail some of the major texts in prose and poetry of Stéphane Mallarmé. Special attention will be accorded to Mallarmé's pivotal status within the French tradition as both a unique practitioner and theoretician of poetic language. The course will also consider the ongoing critical importance played by the reception of Mallarmé in the twentieth century by a number of important writers.

*Kevin Newmark*

### **RL 526 Dante's *Divine Comedy* in Translation (Fall: 3)**

**Cross Listed with PL 508, TH 559, EN 696**

**Satisfies Foreign Language Proficiency Core Requirement**

**Offered Periodically**

**Conducted in English. Elective for Italian major or minor.**

The *Comedy* may be read from many perspectives: it offers an almost encyclopedic presentation of medieval ethics, philosophy and theology, a strong political vision, and some of the most imaginative, stirring and beautiful poetry ever written. The poem redefined literature and language in Italy and throughout Europe. In addition to studying the poem, we will ask why we should read this fourteenth-century masterpiece almost 700 years after Dante set quill to parchment, and how the *Comedy* continues to teach and engage us both intellectually and spiritually.

*Franco Mormando*

### **RL 572 The Comparative Development of the Romance Languages (Fall: 3)**

*Prerequisite:* Knowledge of one Romance language or Latin

**Conducted in English. Fulfills a requirement for Ph.D. in French when RL 705 is not offered.**

Why do the French say "pied," the Italians "piede," and the Spanish "pie"? The class, an introduction to Romance Philology, explores the com-

mon and distinctive linguistic features of Spanish, French and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.

*Laurie A. Shepard*

### **RL 597 Foreign Language Pedagogy (Fall: 3)**

**Cross Listed with ED 303**

**Conducted in English. This course can count as an elective for the French, Italian, or Hispanic Studies majors, but not for the minors.**

This course introduces students to research in second-language acquisition and assessment while providing ample opportunity to put into practice what is taught. Emphasis is placed on developing classroom techniques and lesson plans for teaching to meet the five standards of communication, culture, connections, comparison, and community. Students are introduced to professional organizations, observe actual classes, and evaluate materials (electronic, audio, video, and print). Students will learn about the Massachusetts State Frameworks for foreign language education. This course is particularly recommended for students who plan to teach a foreign language and fulfills the Massachusetts licensure requirement methods in foreign language education.

*Debbie Rusch*

### **RL 680 A Contrastive Analysis of Spanish and English (Spring: 3)**

**Offered Periodically**

**Conducted in Spanish. Open to undergraduates with permission of instructor. Elective for Hispanic Studies majors and minors. Especially appropriate for LSOE students.**

This course is a rigorous introduction to Spanish linguistics; especially, phonology and second language acquisition. Emphasis will be placed on a contrastive study of Spanish and English. This course is required of students seeking certification to teach Spanish in Massachusetts.

*Kathy Lee*

## *Graduate Course Offerings*

### **RL 065 Intensive Reading in French (Summer: 1)**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

*Stephen Bold*

*Ouida Mostefai*

### **RL 499 College Teaching of Foreign Languages (Fall: 1)**

**Conducted in English.**

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction. Students will also learn about groups at BC that provide assistance to students.

*Debbie Rusch*

**RL 799 Readings and Research (Fall/Spring: 3)**

By arrangement only.

*The Department***RL 806 Il romanzo e la saggistica di Italo Calvino (Fall: 3)**

Conducted in Italian.

*Rena A. Lamparsk***RL 820 La Trieste letteraria nei tempi di Svevo e di Joyce (Spring: 3)**

Offered Periodically

Conducted in Italian.

Il rapporto reciproco (di selezione ed esclusione o di accoglienza e rispetto) tra le culture nazionali, la loro specificità, l'identità e dall'altra il carattere "mondiale" della letteratura, assumono oggi una valenza particolare all'interno delle discussioni sull'identità e unitarietà della cultura europea. La situazione culturale-letteraria di Trieste dei tempi di Svevo e di Joyce, città multi-etnica e multiculturale, offre un eloquente esempio di tale tematica. Il seminario si propone di discuterla in base alle opere di Svevo e in particolare al suo rapporto con Joyce. L'apparato storico e critico sarà fornito da scritti scelti (E. Montale, C. Magris, e al.)

*Rena Lamparska***RL 826 Fifteenth-Century Florence: The Humanists (Fall: 3)**

Offered Periodically

Conducted in Italian.

The seminar will examine the arc of fifteenth-century Florentine Humanism, from its expansive opening with Salutati and Bruni, to its introverted close with the lessons of Savonarola. Readings will also include texts by Bracciolini, Alberti, Landino, Ficino, Lorenzo, Valla, della Mirandola, and Poliziano. Humanism transformed the way in which texts are read and our relationship with the past, and it became the impetus for renewal in almost every field of human endeavor. We will explore Humanism's impact, and ask how such intellectual creativity was nurtured in a century of civil strife, periodic famine and plague, warfare and ecclesiastical turmoil.

*Laurie Shepard***RL 843 Renaissance Habits of Highly Effective People (Spring: 3)**

Offered Periodically

Conducted in Italian.

Centuries before Covey's 1989 classic, *The Seven Habits of Highly Effective People*, Castiglione's *Il libro del Cortegiano* became an international and perennial best seller. Castiglione offers a prolonged and often poignant conversation about taste, manners, masculinity and femininity, influence, and power in a court. It inspired a raft of guides to good conduct for people of all classes, both male and female. The meaning and success of such texts, past and present, will be explored as a reflection of the psyche of the early-modern period and today.

*Laurie Shepard***RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)**

For Ph.D. students only.

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress and further develop the variety of skills necessary for conducting effective academic research and bringing to successful completion the writing of their dissertation.

*The Department***RL 888 Interim Study (Fall/Spring: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

*The Department***RL 899 The Art and Craft of Literary Translation (Spring: 3)**

*Prerequisite:* Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.

Cross Listed with SL 427, EN 675

Offered Periodically

Permission of instructor required in the cases of Hebrew, Yiddish, and other languages.

See course description in the Slavic and Eastern Languages and Literatures Department.

*Maxim D. Shrayer***RL 901 Advanced Textual Analysis in Spanish (Fall: 3)**

Conducted in Spanish.

Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms.

*Irene Mizrahi***RL 913 Medieval Spanish Literature (Spring: 3)**

Conducted in Spanish.

Chronologically broad, politically chaotic, and religiously charged, the Spanish Middle Ages is also a literary cornucopia, abounding in epic poetry, oriental folktales, gaming treatises, ballads, erotic poetry, and novelistic stirrings. While gaining an overview of the entire literary spectrum, students will pay particular attention to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. The works' social, artistic, and historical context will be considered in detail.

*Dwayne E. Carpenter***RL 914 Heroic Paradigms of Early Modern Spain (Spring: 3)**

Offered Periodically

Conducted in Spanish.

This course takes a historicist approach to the changing figure of the hero across Spain's imperial age (1492-1650), examining texts of multiple genres. An introduction to the period, it examines the role of the imagination in the production of and representation of history. Parallels with twentieth-century American imperial icons are encouraged: Amadis de Gaula with Luke Skywalker, the literary shepherds with the hippies; the pícaros (and pícaras) with sports heroes, saints with rock stars, baroque poets with inhabitants of the Matrix.

*Elizabeth Rhodes***RL 931 Cervantes and the Foundation of Hispanic Narrative (Fall: 3)**

Conducted in Spanish.

This seminar studies *Don Quijote* as the master script of Hispanic narrative, focusing on the innovative narrative strategies of Cervantes which were most useful to future authors. Works by other authors, such as Galdós and García Márquez, will be included. Students are encouraged to have read *Don Quijote* before the seminar if possible.

*The Department*

**RL 952 Spanish Romanticism (Spring: 3)**

In this course we will study the major works (prose, poetry and theater) of nineteenth-century Spanish Romanticism. We will consider romantic irony, as well as the relations of gender differences to literature, and read essays in criticism, feminist history, theory, and interpretation.  
*Irene Mizrahi*

**RL 958 Writings of the Colonial Period: Origins of the Spanish American Literary Tradition (Spring: 3)**

Offered Periodically

Conducted in Spanish.

A close study of key texts of the Spanish American colonial period. Readings and class discussions will focus both on the rhetorical conventions and precepts that informed the writing of these texts as well as on important critical debates and approaches of our times.  
*Sarah H. Beckjord*

**RL 961 The Dynamics of Dissent in Contemporary Spanish-American Novels (Fall: 3)**

Offered Periodically

Conducted in Spanish.

A study of the ideological formation and stylistic development of major Spanish American novelists of the twentieth-century, with special attention to the “Boom” and “post-Boom” periods. Works by such writers as Carpentier, Fuentes, Vargas Llosa, Allende, García Márquez, Poniatowska, Mastretta, and Ferré, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to an understanding of the directions that genre has taken in recent decades.  
*Harry L. Rosser*

**RL 998 Doctoral Comprehensive (Fall/Spring: 1)**

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**RL 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Slavic and Eastern Languages and Literatures**

**Faculty**

**Lawrence G. Jones**, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

**Maxim D. Shrayner**, *Professor*; Chairperson of the Department; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

**Cynthia Simmons**, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

**Margaret Thomas**, *Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

**Michael J. Connolly**, *Associate Professor*; A.B., Boston College; Ph.D., Harvard University

**Sing-chen Lydia Chiang**, *Assistant Professor*; *Coordinator, East Asian Languages*; B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

**Franck Salameh**, *Assistant Professor*; *Coordinator, Arabic and Hebrew*; BA, University of Central Florida; MA, Boston University; Ph.D., Brandeis University

**Contacts**

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- Website: <http://fmwww.bc.edu/SL/SL.html>

**Undergraduate Program Description**

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic (departmental), Chinese (departmental), Linguistics (departmental), Russian (departmental), East European Studies (interdisciplinary). The Department co-administers the interdisciplinary minor in Jewish Studies. Students also participate in the Minor in Asian Studies (interdisciplinary). Departmental honors require successful completion of honors requirements. For information, contact the department at <http://fmwww.bc.edu/SL/SL.html>.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

**Major in Linguistics (ten courses)**

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- SL 311 General Linguistics
- SL 344 Syntax and Semantics
- SL 367 Language and Language Types
- Two courses of a philological nature on the detailed structure of a language
- Five additional courses drawn from departmental offerings, supplemented by approved language-related courses in other departments.

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages and Literatures Department).

**Minor in Linguistics (departmental)**

This departmental minor requires a minimum of six approved 1-semester courses:

- One course SL 311 General Linguistics
- One course SL 344 Syntax and Semantics

- Two courses on philological topics
- Two courses on general linguistic topics.

#### Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

#### Track 1. Russian Language and Literature (ten 1-semester courses)

- Three courses in Russian grammar, composition, and stylistics beyond the intermediate level
- Three courses in Russian literature, including two survey courses for classical and modern Russian literature (usually SL 222 and SL 223)
- One course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three electives in Russian literature or advanced Russian linguistics (list of approved courses available).

#### Track 2. Russian Culture and Civilization (ten 1-semester courses)

- One course in Russian Civilization (usually SL 285 Russian Civilization and Culture)
- Two courses in Russian language beyond the intermediate level
- Two survey courses for classical and modern Russian literature (usually SL 222 and SL 223)
- Five electives from Russian and Slavic offerings, of which at least three must be in Russian literature or culture. The Department also recommends at least two courses from related areas in other departments, e.g., in Russian and Soviet history, art, political science, economics, philosophy, or theology.

#### Minor in Russian (departmental)

- Two courses in Russian at or above the intermediate level
- Two courses in Russian literature; one pre-twentieth century and one post-nineteenth century
- Two courses in Russian literature, culture, or linguistics.

#### Major in Slavic Studies (ten courses)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former USSR. The normal program for this major requires the following:

- Two courses in a Slavic language at or above the intermediate level
- One course in Slavic civilizations (usually SL 213 Slavic Civilizations)
- Two courses in a Slavic literature
- Two courses in Slavic history or social sciences
- Three electives in general Slavic studies (list of approved courses available).

#### Minor in Arabic Studies (departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of six approved 1-semester courses:

- Two courses in Modern Standard Arabic above the intermediate level;
- Four courses in Middle Eastern languages, cultures, literatures and civilizations, which may include a language course in Modern (Israeli) Hebrew, courses taught in translation, and “Near Eastern Civilizations.”

#### Minor in Chinese (departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of 6 approved 1-semester courses:

- Two courses in modern Mandarin Chinese above the intermediate level;
- Four courses in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and “Introduction to Far Eastern Civilizations.”

#### Minor in Asian Studies (interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Prasanna Parthasarathi, at [prasanna.parthasarathi@bc.edu](mailto:prasanna.parthasarathi@bc.edu) or 617-552-1579.

#### Minor in East European Studies (interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of six approved 1-semester courses, distributed as follows:

- One introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One additional course in Russian or East European history or politics
- Two courses in Russian or another East European language at or above the intermediate level
- Two approved elective courses from related areas such as: art history, economics, film studies, literature or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, [cynthia.simmons@bc.edu](mailto:cynthia.simmons@bc.edu).

#### Minor in Jewish Studies (interdisciplinary)

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the program's webpage, <http://bc.edu/schools/cas/jewish/> or contact Professor Dwayne E. Carpenter (Department of Romance Languages and Literatures), Co-Director, Jewish Studies Program, [dwayne.carpenter@bc.edu](mailto:dwayne.carpenter@bc.edu)

#### Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors should obtain department course approval before going abroad. For the St. Petersburg program, students should meet

with Professor Cynthia Simmons. In other cases, students should consult with the relevant faculty members, depending on their language and area of expertise (e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

### St. Petersburg/Dostoevsky Museum (Russia)

The Department of Slavic and Eastern Languages and Literatures conducts several St. Petersburg/Dostoevsky Museum Programs, including a summer language program for all levels of Russian, a graduate-level Dostoevsky summer seminar, and full academic semester programs for undergraduates or graduates with knowledge of Russian. For information about the study in St. Petersburg, visit: <http://fmwww.bc.edu/SL/KP-Pbg.html> or contact Professor Cynthia Simmons, [cynthia.simmons@bc.edu](mailto:cynthia.simmons@bc.edu).

### Veliko Turnovo (Bulgaria)

Boston College students participate in the International Summer Seminar for Bulgarian Studies in Veliko Turnovo where they study Bulgarian language and culture to supplement our own courses. For information about the study in Bulgaria, visit: <http://fmwww.bc.edu/SL/KP-Pbg.html> or contact Professor Mariela Dakova, [mariela.dakova@bc.edu](mailto:mariela.dakova@bc.edu).

### Office of International Programs

Students taking classes in the Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit <http://www.bc.edu/offices/international/>.

### Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

## Graduate Program Description

### Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees. Every semester and summer the Department offers a program of high-level graduate courses in St. Petersburg, administered through the Dostoevsky Museum. Details on this BCL study/research program are available from the Department or at <http://fmwww.bc.edu/SL/>. A B.A./M.A. option is available for undergraduate students.

### Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars. Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

### Degree Requirements

All M.A. programs require:

- A minimum of ten 1-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

### Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

*Elena Lapitsky*

#### SL 009-110 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work required.

*The Department*

#### SL 017-018 Elementary Arabic I and II (Fall/Spring: 4)

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional conversation practice and language laboratory work required.

*Atef Ghobrial*

#### SL 019-020 Elementary Chinese for Heritage Speakers I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) for heritage speakers who have a degree of comprehension

and conversation ability. Emphasis on mastering pronunciation and grammar and on development of reading, writing, and speaking skills. Additional conversation practice and language laboratory work required.

*Xu Guo Chan*

**SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)**

An introduction to the study of modern Japanese. The course is designed to develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression.

*Mari Takahashi Shiveley*

**SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)**

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available.

*Hyang-sook Yoon*

**SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)**

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages.

*Mariela Dakova*

**SL 037-038 Introduction to Modern Hebrew I and II (Fall/Spring: 3)**

**Cross Listed with TH 037, TH 038**

A course for beginners in Hebrew, with attention to both modern Israeli and Biblical Hebrew. The course is intended to develop the ability to read the Hebrew Bible and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. No previous knowledge of Hebrew is assumed.

*Gil Chalamish*

**SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)**

*Prerequisite:* SL 036 or equivalent

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.

*Mariela Dakova*

**SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)**

*Prerequisite:* SL 004 or equivalent

*Corequisite:* SL 055

**Completion of this course satisfies the undergraduate language proficiency requirement**

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts. Additional conversation practice required.

*Elena Lapitsky*

**SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 010 or equivalent

**Completion of this course satisfies the undergraduate language proficiency requirement**

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

*Ying Wang*

**SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)**

*Prerequisite:* SL 024 or equivalent

**Completion of this course satisfies the undergraduate language proficiency requirement**

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

*Kazuko Oliver*

**SL 075-076 Continuing Korean I and II (Fall/Spring: 3)**

*Prerequisite:* SL 032 or equivalent

**Conducted mostly in Korean.**

**Completion of this course satisfies the undergraduate language proficiency requirement**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

*Hyang-sook Yoon*

**SL 081-082 Continuing Modern Hebrew I and II (Fall/Spring: 3)**

*Prerequisite:* SL 037

**Cross Listed with TH 081-082**

**Offered Biennially**

A study of the Hebrew language. The Hebrew alphabet, printed and script, and the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts

*Gil Chalamish*

**SL 085-086 Intermediate Chinese for Heritage Speakers I and II (Fall/Spring: 4)**

*Prerequisites:* SL 009 and SL 010 Elementary Chinese I and II, or SL 019 and SL 020 Elementary Chinese for Heritage Speakers I and II

**Satisfies Foreign Language Proficiency Core Requirement**

This course focuses on the acquisition of intermediate level of fluency in modern Mandarin for students who grew up in a Chinese-speaking environment. Emphasis will be on reading, writing, and oral communication.

*Xu Guo Chan*

**SL 089-090 Intermediate Arabic I and II (Fall/Spring: 4)**

*Prerequisite:* SL 018 or equivalent

**Conducted mostly in Arabic**

Continuation of course work in reading and writing literary Arabic with coextensive conversation practice.

*Atef Ghobrial*

**SL 091-092 Biblical Hebrew I and II (Fall/Spring: 3)**

**Cross Listed with TH 582-583**

See course description in the Theology Department.

*Avi Winitzer*

**SL 137 An Introduction to Language (Spring: 3)**

**Offered Periodically**

*Claire Foley*

**SL 148 Modern Middle Eastern and Arabic Literature (Fall: 3)**

**Cross Listed with EN 348, RL 292**

**Satisfies Cultural Diversity Core Requirement**

**All works are read in English translation**

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will

read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects, we will survey the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.  
*Franck Salameh*

**SL 150 States and Minorities in the Middle East (Spring: 3)**

**Cross Listed with SC 150**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

*Franck Salameh*

**SL 157-158 Third-Year Russian I and II (Fall/Spring: 3)**

*Prerequisite:* SL 052 or equivalent

**Conducted in Russia.**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement**

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

*Elena Lapitsky*

**SL 165-166 Third-Year Chinese I and II (Fall/Spring: 3)**

*Prerequisite:* SL 062 or equivalent

**Conducted in Chinese.**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement**

The development of active skills in modern Mandarin to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases and sentence patterns.

*Xu Guo Chan*

*Sing-Chen Lydia Chiang*

**SL 167-168 Third-Year Japanese I and II (Fall/Spring: 3)**

*Prerequisite:* SL 064 or equivalent

**Conducted in Japanese.**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement**

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases and sentence patterns.

*Kazuko Oliver*

**SL 171-172 Third-Year Arabic I and II (Fall/Spring: 3)**

*Prerequisite:* SL 090 or equivalent

**Conducted in Arabic.**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement**

The development of active skills in modern standard Arabic to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on broadcast and print materials.

*The Department*

**SL 205 Tolstoy and Dostoevsky (in translation) (Spring: 3)**

**Cross Listed with EN 303**

**Offered Periodically**

**All readings in English translation.**

**Conducted entirely in English.**

**For a Russian-language version of this course see SL 308, when it is offered.**

See course description in the English Department.

*The Department*

**SL 208-208 Advanced Russian I and II (Fall/Spring: 3)**

*Prerequisites:* SL 158, SL 208, or equivalent

**Conducted in Russian.**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement**

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on composition, syntax and style, and through careful translation of advanced texts.

*Elena Lapitsky*

**SL 221 The Language of Liturgy (Spring: 3)**

**Cross Listed with TH 198, HP 258**

**Offered Periodically**

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments, and appointments). Principal focus on Roman, Anglican, and Eastern Orthodox liturgies.

*M.J. Connolly*

**SL 222 Classics of Russian Literature (in translation) (Fall: 3)**

**Cross Listed with EN 227**

**Offered Periodically**

**All readings and discussions are in English**

A survey of selected major works, authors, genres and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shrayner*

*Cynthia Simmons*

**SL 223 Twentieth-Century Russian Literature (in translation)**

**(Spring: 3)**

**Cross Listed with EN 228**

**Offered Periodically**

**Conducted entirely in English.**

**All readings are in English.**

Study of major landmarks of Russian literature, in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

*Maxim D. Shrayner*

*Cynthia Simmons*

**SL 231 Slavic Civilizations (Fall: 3)**

**Offered Periodically**

*Mariela Dakova*

**SL 232 Literature of the Other Europe (in translation) (Fall: 3)**

Cross Listed with EN 229

Offered Periodically

All readings in English translation.

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and South Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia) and Emilian Stanev (Bulgaria).

*The Department***SL 245-246 Advanced Chinese I and II (Fall/Spring: 3)***Prerequisites:* SL 166, SL 245, or equivalent

Offered Periodically

Conducted in Chinese.

Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.

*Fang Lu***SL 249 Gender and War in Eastern Europe (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

Offered Periodically

A study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I, women confronted their duties to the nation against the backdrop of an on-going struggle for equality. In World War II, women in communist Eastern Europe were liberated by their nations' ideology to fight, on all fronts, against tradition. More recently in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.

*Cynthia Simmons***SL 251-252 Advanced Arabic I and II (Fall/Spring: 3)***Prerequisites:* SL 172, SL 251, or equivalent

Conducted in Arabic.

Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax and style, and careful translation of advanced texts.

*Franck Salameh***SL 257-258 Advanced Japanese I and II (Fall/Spring: 3)***Prerequisites:* SL 168, SL 257, or equivalent

Conducted in Japanese.

Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.

*Mari Takahashi Shiveley***SL 263 Far Eastern Civilizations (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

Required for Asian Studies minors.

All readings in English translation.

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from language and literature, history and politics, social structures and economy, philosophy and religion, and to some extent, art and archaeology.

*Sing-chen Lydia Chiang***SL 279 Language and Ethnicity (Spring: 3)**

Cross Listed with EN 123, SC 275

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy; and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas***SL 280 Society and National Identity in the Balkans (Spring: 3)**

Cross Listed with SC 280

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies ). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

*Mariela Dakova***SL 388 Senior Honors Project (Fall/Spring: 3)**

May be repeated for credit

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.

*The Department***SL 390 Advanced Tutorial: Russian Language (Fall/Spring: 1)**

Offered Periodically

May be repeated for credit

A course of directed study on Russian grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.

*The Department***SL 393 Advanced Tutorial: Chinese (Fall/Spring: 3)**

Offered Periodically

May be repeated for credit

A course of directed study Chinese language and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Sing-Chen Lydia Chiang*

**SL 398 Advanced Tutorial: Arabic (Fall/Spring: 3)****Offered Periodically****May be repeated for credit.**

A course of directed study on Arabic grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*Franck Salameh***Undergraduate and Graduate Course Offerings****SL 311 General Linguistics (Fall: 3)****Cross Listed with EN 527**

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly***SL 323 The Linguistic Structure of English (Fall: 3)****Cross Listed with EN 121, ED 589****Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.

*Claire Foley***SL 327 Sanskrit (Spring: 3)***Prerequisite:* Familiarity with an inflected language highly recommended**Cross Listed with CL 332**

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

*M.J. Connolly***SL 329 Early Slavic Linguistics and Texts (Fall: 3)***Prerequisite:* Prior study of a Slavic language or of a classical language**Offered Periodically**

The phonological and grammatical properties of Early Slavic exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.

*M.J. Connolly***SL 344 Syntax and Semantics (Spring: 3)****Cross Listed with EN 392****Offered Biennially**

See course description in the English Department.

*Margaret Thomas***SL 352 Russian Literary Humor and Satire (Fall: 3)****Cross Listed with EN 271****Conducted entirely in English**

A survey of the particularly significant role that satire and comedy have played in Russian literature throughout its history and of its various manifestations in canonical works in the genre, from such acknowledged masters as Gogol, Saltykov-Shchedrin, Zoshchenko, Ilf and Petrov, and Voinovich.

*The Department***SL 361 Psycholinguistics (Fall: 3)***Prerequisite:* Some background in Linguistics or Psychology recommended**Offered Biennially**

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.

*Margaret Thomas***SL 365 Readings in Chinese Literature and Philosophy (Spring: 3)***Prerequisite:* SL 062 or equivalent**Conducted in Chinese.**

Selected readings in fundamental Confucian and Taoist texts and in the *Yi-jing* (Book of Changes); selected readings of representative major works of Chinese poetry, prose, fiction, and drama, including the *Shi-jing* (Book of Songs) and *Chu-ci* (Songs of the Chu); an examination of the influence of philosophical ideas in the development of Chinese literature.

*Sing-Chen Lydia Chiang***SL 376 Studies in Words (Spring: 3)****Cross Listed with CL 386, EN 476****Offered Periodically**

The ways of words in the life of language as seen through the linguistic techniques of morphology, lexicography, semantics, pragmatics and etymology. Aspects examined include: word formation, word origins, nests of words, winged words, words at play, words and material culture, writing systems, the semantic representations of words, bytes and words, the creative word, the Word made flesh, awkward words, dirty words, dialect vocabulary, salty words, fighting words, words at prayer, new words, and the Great Eskimo vocabulary hoax.

*M.J. Connolly***SL 384 Christian Latin (Fall: 3)***Prerequisite:* Rudiments of Latin grammar**Cross Listed with CL 384, TH 384****Offered Periodically**

See course description in the Romance Languages and Literatures Department.

*M.J. Connolly***SL 427 The Art and Craft of Literary Translation: A Seminar (Spring: 3)***Prerequisite:* Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.**Cross Listed with EN 675, RL 899****Offered Periodically****Permission of instructor required in the cases of Hebrew, Yiddish, and other languages.**

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop. Instructor's permission required for undergraduates and for other languages.

*Maxim D. Shroyer*

**SL 472 Comparative Development of the Romance Languages (Fall: 3)**

*Prerequisite:* Knowledge of one Romance language or Latin

**Cross Listed with RL 572**

**Offered Periodically**

**Conducted in English.**

Why do the French say “pied,” the Italians “piede,” and the Spanish “pie”? The class, an introduction to Romance Philology, explores the common and distinctive linguistic features of Spanish, French and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.

*Laurie A. Shepard*

**Graduate Course Offerings****SL 522 Seminar: Klassischeskaja russkaja literatura**

(Fall: 3)

**By arrangement only.**

*Maxim D. Shrayar*

**SL 523 Seminar: Russkaja Literatura XX-Go Veka**

(Spring: 3)

**By arrangement only.**

*Cynthia Simmons*

**SL 888 Interim Study (Fall/Spring: 0)**

*The Department*

**Sociology****Faculty**

**Severyn T. Bruyn**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

**John D. Donovan**, *Professor Emeritus*; Ph.D., Harvard University

**Charles Derber**, *Professor*; A.B., Yale University; Ph.D., University of Chicago

**Lisa Dodson**, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Jeanne Guillemin**, *Research Professor*, A.B., Harvard University; Ph.D., Brandeis University

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Lynda Lytle Holmstrom**, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**David A. Karp**, *Professor*; A.B., Harvard College; Ph.D., New York University

**Ritchie Lowry**, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**Catherine Kohler Riessman**, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

**Paul G. Schervish**, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

**Juliet Schor**, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., University of Massachusetts

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

**Sarah Babb**, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**Eva Marie Garroutte**, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

**Paul S. Gray**, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

**Zine Magubane**, *Associate Professor*; B.A., Princeton University, M.A., Ph.D., Harvard University

**Michael A. Malec**, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

**Charlotte Ryan**, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

**Leslie Salzinger**, *Associate Professor*; B.A., Harvard University; Ph.D., University of California, Berkeley

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

**Shawn McGuffey**, *Assistant Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

**Natasha Sarkisian**, *Assistant Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

**Contacts**

- Administrative Staff: 617-552-4130, sociology@bc.edu
- Website: <http://www.bc.edu/sociology/>
- Department email: sociology@bc.edu

**Undergraduate Program Description**

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

**Information about Core Courses**

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Note that any Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

**Major Requirements**

Sociology majors are required to take a minimum of ten Sociology courses for a total of 30 credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Note: If a sociological statistics course is to be taken outside of the College of Arts

and Sciences, department permission is required. Only a course with a computer component will be considered. For details consult Professor Michael A. Malec.

- Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three must be upper level courses (SC 299 or higher).

### Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.5 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, designing an original project, and, in the last semester of senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

### Minor Requirements

Sociology minors are required to take a minimum of six Sociology courses for a total of eighteen credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Note: If a sociological statistics course is to be taken outside of the College of Arts and Sciences, department permission is required. Only a course with a computer component will be considered. For details consult Professor Michael A. Malec.
- Any of the required courses above may be taken concurrently with one required elective numbered SC 299 or above and one additional elective at any level.

### Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, and Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the department recommends not more than three Sociology courses in any one semester or five Sociology courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

### Internship

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Most take positions in government or non-profit organizations, but some get placements in various

business settings. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

### Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

#### B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is January 15. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.5 with at least a 3.5 GPA in Sociology courses. For details, consult Professor David Karp.

#### B.A./M.S.W. Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Paul Gray.

### Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Graduate Handbook under <http://www.bc.edu/schools/cas/sociology/grad/>.

#### Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

*Admissions:* Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Personal interviews, when practical, are desirable. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

*Master's Degree Requirements:* Among the ten courses (30 credit hours) needed for completion of the M.A. degree, five courses are required. These include: A 2-semester sequence in sociological theory (SC 715, SC 716), a 1-semester course, Survey of Research Methods (SC 710), and a 2-semester sequence in statistics (SC 702, SC 703). An MA paper or thesis and oral defense are also required.

#### Doctoral Program

*Admissions:* The Ph.D. program is organized around the theme, Social Economy and Social Justice: Gender, Race, and Class in a Global Context. The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in business, the

public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

*Ph.D. Degree Requirements:* The Doctoral degree is fulfilled by completing all MA requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

**Ph.D./M.B.A. Program (M.A./M.B.A. also offered)**

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at [gray@bc.edu](mailto:gray@bc.edu) for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at <http://www.bc.edu/schools/gsas/admission/> and the Carroll Graduate School of Management at <http://www.bc.edu/schools/csom/mba/>.

**Financial Assistance**

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

The Sociology Department's email address is [sociology@bc.edu](mailto:sociology@bc.edu).

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**SC 001 Introductory Sociology (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations.

*David Karp*

*Ritchie Lowry*

*The Department*

**SC 003 Introductory Anthropology (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

This course introduces students to the main themes, methods and intellectual traditions of cultural anthropology. We will explore concepts of culture, human origins, food procurement, marriage and the family, gender, political organization, social stratification and globalization.

*James Hamm*

*The Department*

**SC 005 Planet in Peril: Environmental Issues and Society**

**(Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

Sociology points us beyond scientific issues to the social roots of contemporary ecological problems, as well as to the justice questions this circumstance entails. This course provides the foundation for an informed, critical approach to contemporary environmental issues in society. We cover the distinctive dimensions of modern ecological challenges, the role of economic systems, the history of the U.S. environmental movement, environmental justice, the role of culture and religion in shaping a society's environmental ethic, environmental issues abroad and in the global context, and the relationship between democracy and ecology.

*Michael Agliardo*

**SC 008 Marriage and the Family (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.

*Lynda Lytle Holmstrom*

*Natasha Sarkisian*

**SC 020 Poverty in America (Fall: 3)**

*Autumn Green*

**SC 024 Gender and Society (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**This can be taken as part of the Women's Studies minor.**

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

*Abigail Brooks*

**SC 028 Love, Intimacy, and Human Sexuality (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

*The Department*

**SC 030 Deviance and Social Control (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies Minor.**

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between

dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

*Stephen J. Pfohl*

**SC 038 Race, Class, and Gender (Fall: 3)**

**Cross Listed with BK 138**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

*Shawn McGuffey*

**SC 039 African World Perspectives (Spring: 3)**

**Cross Listed with BK 139**

**Satisfies Social Sciences Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units". Each unit deals with a major area of debate in the field of African studies.

*Zine Magubane*

**SC 040 Global Sociology (Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course introduces a variety of sociological theories and themes through examining the processes of globalization, social change, and the formation of the modern world. Topics covered include colonialism and the rise of the West, economic development, global inequality, race and gender, and social movements. Although we will examine a variety of national experiences, the course focuses particularly on the United States, Latin America and the Caribbean.

*Sarah Babb*

**SC 041 Race Relations (Fall/Spring: 3)**

**Cross Listed with BK 151**

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Science Core Requirement**

This course examines U.S. racial politics in order to understand and address the persistence of racial tensions, overt and covert racism, prejudice and discrimination. We explore histories of racial formation, racist ideologies and trends in racial politics, especially systemic and institutionalized inequalities. We then examine the complexities of how race is lived through its articulation with other forms of dominance (such as gender and class) and along both the binary and the hyphen

of the schematic black-white axis. Finally, we explore responses to the persistence of racial antagonisms to understand how we can enact more universally humanizing futures.

*Chiwen Bao*

*The Department*

**SC 046 Technology and Society (Fall/Spring: 3)**

**Cross Listed with CS 266**

**Satisfies Social Sciences Core Requirement**

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives.

*Ted Gaiser*

*The Department*

**SC 072 Inequality in America (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**May be taken as part of the Women's Studies minor.**

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

*Eva Garrouette*

*Eve Spangler*

**SC 076 Sociology of Popular Culture (Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

This course is dedicated to investigating popular culture and its role in American society and abroad. We'll be looking at a variety of sociological perspectives to examine the role of media and popular culture in everyday life, with a particular emphasis on mass media, the relationship between cultural consumption and social status, and the social significance of leisure activities from sports to shopping. We will explore definitions of "popular culture," as well as those who create it and consume it. We'll look at gender, race and ethnicity as they are expressed in mainstream popular culture and subculture.

*Johanna Pabst*

*The Department*

**SC 077 Sociology of HIV/AIDS: Global and U.S. Experiences of Epidemic (Spring: 3)**

**Offered Periodically**

This course explores the social dimensions of global and U.S. experiences of HIV/AIDS. We examine the social forces that impact and determine the course and experience of the epidemic as we also explore the impact that the epidemic has had on communities and cultures worldwide. The course surveys 1) the history and epidemiology of the epidemic; 2) the social construction of the disease; 3) the impact upon and response from particularly affected communities and social

groups; 4) social issues in testing, treatment and prevention; and 5) the politics of governmental, non-governmental and grassroots responses to the disease.

*Aimee Van Wagenen*

**SC 079 Social Psychology (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

Social psychology is the study of how individuals' values, attitudes, and behaviors are shaped by social interaction. This core course introduces students to the methods, theories, and key findings of the field as it has been approached by both psychologists and sociologists. We will explore such topics as: perception and social construction, self-understanding, aggression and inter-group violence, attitude formation and change, prejudice and stereotyping, conformity, obedience to authority, persuasion, group dynamics, and altruism. We will discuss empirical findings in light of real-world events such as the holocaust, the Jonestown mass suicide, Columbine, and 9/11.

*Darcy Leach*

*The Department*

**SC 084 Mass Media in American Society (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, and how and why media products take the form that they do. It focuses on the production of news, advertising and entertainment. The course illustrates two more general sociological approaches—social construction and political economy.

*The Department*

**SC 087 Social Movements (Spring: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

America has been shaped and is being remade by a politically diverse array of social movements: the civil rights movement, the women's movement, the fundamentalist movement, and the environmentalist movement, to name just a few. This course examines the influence of social movements on government and culture. It provides both an introduction to the theoretical literature on social movements and to the specifics of a number of modern American social movements.

*Matt Williams*

*The Department*

**SC 089 Women and the Body (Fall: 3)**

**Satisfies Social Sciences Core Requirement**

**Offered Periodically**

This course covers Western cultural pressures on women be slender. We consider a range of biological, sociological, and feminist perspectives with regard to issues of beauty, and body image. Is women's anatomy her destiny? In what way do biological perspectives illuminate as well as cloud understanding of women's relationship to their bodies? We explore mass-mediated pressures on women's bodies through films *Fat Like Me*, *Slim Hopes* and *Bridget Jones' Diary*, as well as reality TV shows such as *The Swan*, and *Extreme Makeover*. We examine plastic surgery trends toward "designer bodies."

*Sharlene Hesse-Biber*

**SC 092 Peace or War (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars, including the Gulf War and humanitarian interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the United Nations, social activism among students, and other routes to peace.

*Charles Derber*

**SC 093 Comparative Social Change (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Satisfies Social Science Core Requirement**

This course is an introductory level examination of social change, viewed from a theoretical, historical, and contemporary perspective. Significant trends in the United States are analyzed within a world wide context. These issues include the following: the decline of community, the impact of technology, the globalization of the economy, the persistence of inequality, the rise of new social movements, and the end of the Cold War. A critical examination of one's role as worker, consumer, family member, and citizen is encouraged.

*Paul S. Gray*

**SC 094 Social Conflict (Fall/Spring: 3)**

**Offered Periodically**

The end of the Cold War has not put an end to either war or violent conflicts within society. Not only do problems of large scale, violent conflicts remain central in the modern world, but the probability of nuclear proliferation and the possible use of chemical weapons make such conflicts even scarier. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and on how they can be resolved non-violently. A highlight around which much of the course is built will be "SIMSOC" a game simulation of a society.

*Michelle Gawerc*

**SC 097 Death and Dying (Fall/Spring: 3)**

**Satisfies Social Sciences Core Requirement**

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, hospice, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth-telling and the terminal patient, suicide, suicide bombers, genocide, homicide, the death penalty, near-death experiences, and social immortality.

*John B. Williamson*

**SC 144 Legal and Illegal Violence Against Women (Fall: 3)**

**May be taken as part of the Women's Studies minor.**

This course will analyze the use of violence and the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics.

*Lynda Lytle Holmstrom*

**SC 150 States and Minorities in the Middle East (Spring: 3)****Cross Listed with SL 150****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Franck Salameh***SC 156 Sports in American Society (Fall/Spring: 3)****Offered Periodically**

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.

*Michael Malec***SC 200 Statistics (Fall/Spring: 3)****Required for the Sociology major**

This course is an introduction to statistics, with some emphasis is on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

*Michael Malec**The Department***SC 210 Research Methods (Fall/Spring: 3)****Required for the Sociology major**

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

*Paul S. Gray**David A. Karp**Deb Piatelli**The Department***SC 215 Social Theory (Fall/Spring: 3)****Required for the Sociology major**

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.

*Jared Del Rosso**Paul Gray**Eve Spangler**The Department***SC 225 Introduction to Feminisms (Fall/Spring: 3)****Cross Listed with HS 148, EN 125, PS 125**

This course is taught by Women's Studies faculty and undergraduate student teams under faculty direction to acquaint students with a large range of academic and life experience topics that have been affected by Women's Studies scholarship.

*Ellen Friedman**Connie Griffin**Sharlene Hesse-Biber***SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)****Cross Listed with PL 259, TH 327**

See course description in the Theology Department.

*Matthew Mullane***SC 268 The History and Development of Racism (Fall/Spring: 3)****Cross Listed with BK 268, PL 268****Satisfies Cultural Diversity Core Requirement**

See course description in the Philosophy Department.

*Horace Seldon***SC 275 Language and Ethnicity (Spring: 3)****Cross Listed with SL 279, EN 123****Satisfies Cultural Diversity Core Requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Margaret Thomas***SC 280 Social and National Identity in the Balkans (Spring: 3)****Cross Listed with SL 280****Satisfies Cultural Diversity Core Requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Mariela Dakova***SC 299 Reading and Research (Fall/Spring: 3)***Prerequisite:* Permission of instructor

**No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.**

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

*The Department***SC 304 Race, Ethnicity, and Popular Culture (Spring: 3)****Cross Listed with BK 301****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

*Zine Magubane***SC 305 Capstone: Doing Well and Doing Good (Spring: 3)****Cross Listed with UN 539**

Are you prepared to balance doing well in life and doing good in the world? I will argue that to answer life's challenges, you need good questions - those that reveal the intersection of biography and history, showing how personal choices are shaped by and mold societal forces. Good questions, in turn are connected to good answers: ones that allow you to act productively while respecting the fact that most knowledge is incomplete, ambiguous and, often, contested. In this course, we will use tools for individual self-assessment, group dynamics, and organizational impact to help build an effective life .

*Eve Spangler*

**SC 308 Race, Representations, and Myth of Colorblindness (Spring: 3)**

Cross Listed with BK 308  
Offered Periodically

In the post-civil rights era, colorblindness is hailed as the new state of the American mind. How then do we account for the persistence of overt and covert forms of racial inequality and injustices? This course will examine how representations of race have burnished indelible legacies in American psyches that enable the paradox of ideological colorblindness and persistent color-consciousness. We will explore theoretical frameworks that provide tools for analyzing racial representations and ideologies. We will then critically engage with rhetoric and representation(s), like that of mainstream hip hop, commercialized and commodified “blackness,” and “underground” forms of resistance.

*Chiwen Bao*

**SC 310 Studies in Crime and Social Justice (Fall/Spring: 3)**  
Offered Periodically

The course is offered in fall. If the fall enrollment is high enough, it will be offered again in spring.

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to: analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a “power reflexive” framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

*Jessica Hedges*

**SC 313 Sociology of Disability and Chronic Illness (Fall/Spring: 3)**  
Offered Periodically

This course will provide an introduction to the major themes of sociology of disability and chronic illness. It will explore the contrast between the traditional view of people with disabilities as medically “broken” with the emerging view of what has become known as ‘disability theory’, which has argued that people with accredited or perceived impairments are disabled by society’s blatant failure to accommodate their needs. We will not ignore or deny the significance of any particular impairment in people’s lives. We will simply concentrate on noticing and analyzing those social barriers which are constructed ‘on top of’ impairments.

*Dana Cervenakova*

**SC 323 Social Justice in Meso-America (Spring: 3)**  
Cross Listed with HS 323

Offered Periodically

This course looks at the histories of struggles for social change and justice in Central America and Southern Mexico. In addition to studying the large movements of the rural and urban poor from the perspective of class, ethnicity and gender, it considers the important intervention of Christians in them. This latter topic includes a discussion of, and readings about, the theory and practice of service work. It should be of special interest to those students involved in service trips.

*Deborah Levenson*  
*Michael Malec*

**SC 335 Theorizing Torture (Fall: 3)**

*Jared Del Rosso*

**SC 344 Religion at the Crossroads: Social Perspective Past and Present (Fall: 3)**

Offered Periodically

The first part of this course reviews the development of Western social science perspectives on religion. We consider theories which arose in the wake of the Enlightenment critique of religion, anthropological reflections occasioned by nineteenth century European contact with other cultures, contributions reflecting the American experience, the sociological classics, and several mid-twentieth century syntheses. These ideas are placed in historical context. Then we consider religious developments in America since the 1960s and the theoretical work which has raced to keep up with them. Topics include secularization, cultural disestablishment, pluralism, religion in the public sphere, and religion in today’s “postmodern” context.

*Michael Agliardo*

**SC 349 Environmental Studies: Selected Topics (Spring: 3)**  
Offered Periodically

This course explores how ecology, technology, politics, economics, and culture intersect. By analyzing key contemporary environmental debates, students develop skills necessary for investigating any sophisticated social issue. Topics we cover: the environmental movement (is it effective?); the sustainable development debate (the tension between environmental protection and the plight of developing nations); capitalism and technology (friends or foes of the environment?); global warming (where science, economics, and politics collide).

*Michael Agliardo*

**SC 352 Political Sociology (Spring: 3)**  
Offered Periodically

This seminar introduces the major themes and debates in political sociology. Political sociologists traditionally study the relationship between the state and other societal actors (i.e. interest groups, political parties, corporations, and social movements), how these relationships have developed historically, and how they vary across political-economic systems. After reviewing central concepts in the field (power, legitimacy, the state, civil society, democracy, and revolution), we will use Hurricane Katrina and the ‘War on Terror’ as case studies to discuss contentious issues such as the political power of corporations, religion and politics, neo-liberalism, military intervention, and the tension between security and civil/human rights.

*Darcy Leach*

*The Department*

**SC 355 Social Movement Theory and Practice (Spring: 3)**  
Offered Periodically

In some historical contexts, social movements have been considered legitimate political actors; in others, treacherous and subversive. Always they constitute a potential threat to those in power. Drawing on articles, movement documents and videos, and activist accounts, this seminar examines the theory and practice of social movements against the historical backdrop of several important American and European movements over the last half century, including the civil rights, women’s, environmental, and peace movements, and the current international movement against corporate globalization.

*Darcy Leach*

*The Department*

**SC 356 Theory and Practice of the U.S. Left (Spring: 3)****Offered Periodically**

What is the American Left? Is it the uproar of the Sixties, with the student movement for racial justice and peace in the world? Is it the massive sit-down strikes of the 1930s for the right to unionize? Civil Rights, Vietnam, women and gay rights are all keywords of the era of the New Left. Labor organizing and the America Communist Party define the Old Left. Now what is left of the U.S. Left today? Are the Seattle protests of 1999 and the movement against the war in Iraq resurgences of the American Left?

*Ambre Ivoll***SC 357 Social Change in Action (Fall/Spring: 3)****Offered Periodically**

It is easy to feel overwhelmed by the problems of our times. What can ordinary people do to bring about social change? How can they organize themselves effectively without sacrificing the very values for which they are fighting? This course combines: 1) reading, discussion, and writing about strategies for social change; 2) workshops on practical organizing skills like participatory decision-making, publicity and outreach, campaign research, nonviolent tactics, alliance-building, etc.; and 3) a collective action project which the class will research, design, and carry out together. Students should have either prior coursework in social issues/social movements or activist experience.

*Darcy Leach***SC 359 Sports in American Society (Spring: 3)****Offered Periodically****Prerequisite: Any SC core course (SC 001-SC 099)**

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.

*Michael Malec***SC 367 Social Justice in Israel/Palestine (Fall: 3)****Offered Periodically**

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g. Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.

*Eve Spangler***SC 371 Gender, Environmental Health and New Technologies****(Spring: 3)****Offered Periodically**

This course explores the different ways that new technologies influence, and interact with, contemporary understandings of health and gender in American society. Finally, the reciprocal relationship between new technologies, bodily health, and ecological health will be investigated. Modern agri-business practices, genetically modified foods, and plastics are among several of the technology industries that will be examined through this multi-lensed, sociological perspective.

*Abigail Brooks***SC 374 The Political Economy of Food (Fall: 3)***Amory Starr***SC 375 American Economic Crisis and Social Change (Spring: 3)****Offered Periodically**

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.

*Charles Derber***SC 377 Sociology of Revolutions (Fall: 3)****Offered Periodically**

The word “revolution” is often used metaphorically to emphasize the dramatic nature of certain events, as in “the Reagan revolution,” or “the Industrial revolution.” However, this course will focus on “revolutions” in the literal sense of the term—that is to say, rapid, fundamental, and violent change in a society’s political institutions, social structure, leadership, and government policies. The first two-thirds of the class will be devoted to the causes and consequences of revolutions; the final third will be devoted to in-depth case studies of the Cuban and Mexican revolutions, including the legacies of the Cuban and Mexican revolutions today.

*Sarah Babb***SC 387 The Sixties Through Film (Fall: 3)****Offered Periodically**

This anthropology course covers the period from the end of WWII to 1973 with the fall of Richard Nixon. This was a time of tremendous change - Vietnam, civil rights, the deaths of President John Kennedy, Robert Kennedy and Martin Luther King, the Great Society, Watergate, Sputnik, a man on the Moon, the rise of Rock and Roll, America in revolution. We will cover these topics plus more, bringing out what is anthropologically interesting. The films will be a mix of feature films and documentaries.

*James Hamm***SC 388 Culture Through Film (Fall/Spring: 3)***James Hamm***SC 389 Middle East on Film: Anthropological Perspectives (Fall: 3)****Offered Periodically**

This course expands the student’s understanding of the Middle East, its peoples and cultures through national (indigenous) and international (Hollywood, European, other) filmmaking traditions. Critical examination of a number fiction and non-fiction films from Egypt, Palestine, Israel, Syria, Turkey, Iran, as well as from Europe and North America allows the students to develop a more fine grained understanding of Middle Easterner’s view of self and society. Topics considered include: colonialism, nationalism, occidentalism, question of women, secularism, modernity, religious resurgence, conflict, democracy, human right, as well as portrayal of Islam and Middle Eastern peoples and cultures in Western media and cinema.

*Fereydoon Safizadeh*

**SC 393 Young and Old: Social Conflicts of Aging (Fall: 3)****Offered Periodically**

Population aging has affected social, economic, and political aspects of individuals' lives in the U.S. and other industrial societies. This course explores and examines conflicts and inequalities between generations, young and old, as they emerge in a variety of social institutions such as work, retirement, health care, family structure, and politics. Particular emphasis will be given to social conditions affecting societal views of old age, our experiences over the life course, and social policies that enhance or diminish the quality of life in old age.

*Masa Higo*

**SC 399 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Permission of instructor

Enrollment limited to candidates for Scholar of The College.

This is not a classroom course.

*The Department*

**SC 530 International Studies Senior Seminar (Fall: 3)**

**Cross Listed with IN 530**

**Offered Periodically**

See course description in the International Studies Program.

*Paul Gray*

**Undergraduate and Graduate Course Offerings****SC 378 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with PS 600, SW 600**

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SC 422 Internships in Criminology I (Spring: 3)**

*Prerequisite:* Permission of instructor

**Offered Periodically**

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in courts, probation offices, correctional facilities, social service agencies dealing with criminal justice issues, and other legal settings where practical exposure and involvement are provided.

**SC 423 Internships in Criminology II (Spring: 3)**

**By arrangement only.**

*Jessica Heges*

**SC 504 Teaching Assistantship: History and Development of Racism (Fall/Spring: 3)****Offered Periodically**

Teaching assistant for SC 268 History and Development of Racism.

*Paul Marcus*

**SC 505 Beauty Fictions: Women and Body Image/American Society (Fall/Spring: 3)****Offered Periodically**

We focus on gender, race and the body. We begin by focusing our lens on how women's bodies are gendered in popular culture

specifically focusing on women's relationship to food and eating disorders. We explore the intersections of race, class and gender in defining the bodies of women of color.

*Sharlene Hesse-Biber*

**SC 507 Sociology of Mental Health and Illness (Fall: 3)**

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness. The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness.

*David Karp*

**SC 514 Workshop in Historical Sociology (Spring: 3)****Offered Periodically**

Historical sociology is a broad subfield encompassing the study of events in the past, from the recent past to hundreds of years ago, and a variety of methods. This course emphasizes qualitative approaches to historical sociology, such as archival research, content analysis, and comparative and historical methods. We will examine how these methods can be applied to a wide array of topics, including social movements, race, sexuality, and economic development. S

*Sarah Babb*

**SC 515 Qualitative Questions: Political and Practical/Qualitative Research (Fall: 3)****Offered Periodically**

This seminar equips students with the skills to conduct, theorize, and question qualitative research. We first identify the connections between theory and methodology, as well as examine the strengths and weaknesses of various interactive methods (e.g., ethnography, interviewing). We will also discuss the ethical, political, and practical implications that arise when doing research. The course will be highly attuned to issues of power and the dynamics of race, class, and gender during the research process.

*Shawn McGuffey*

**SC 520 Gender and Society (Fall: 3)****Offered Periodically**

Although biological and psychological approaches will be considered, this reading and participation intensive course will examine gender primarily as a social and structural construct. The course will begin with central debates in gender studies (e.g., the merits of biological explanations of gender) and how feminisms - mainstream, Black, and others - have shaped theoretical and empirical studies of gender.

*Shawn McGuffey*

**SC 522 Theories of Sexual Identity: Queer Theory and Beyond (Spring: 3)****Offered Periodically**

This seminar explores both "the classics" in the interdisciplinary field of queer theory and "the beyond" in theories of sexual identity. We cover important classic texts from thinkers such as Michel Foucault, Judith Butler and Eve Sedgwick. We consider central themes in queer theory: the performativity of the sexual subject; the incoherence and inconsistency of sex, desire, and gender; the challenge to sexual essentialism; and celebration of marginal and non-normative sexual practice. As we move through the course, we move beyond "the classics" to explore developments and variety in sociological understandings of queer theory.

*Aimee Van Wagenen*

### SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)

*Prerequisite:* Permission of instructor

These internship programs are designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting, however, both the instructor and the BC Internship Program Office in the Career Center can be of help.

*John B. Williamson*

### SC 550 Important Readings in Sociology (Spring: 3)

*Prerequisite:* Permission of the department

**This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.**

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

*David A. Karp*

### SC 555 Senior Honors Seminar (Fall: 3)

*Prerequisite:* Permission of the department

**Only students who have been accepted into the Sociology Honors Program should enroll.**

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

*Paul Gray*

### SC 556 Senior Honors Thesis (Spring: 3)

*Prerequisite:* Permission of the department

After having completed their research proposal in SC 555, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SC 556.01 students complete their thesis research under the direction of their faculty advisor. Although SC 556.01 is normally a 6-credit course, students may opt to complete their thesis using only 3 credits. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

*Paul Gray*

*David Karp*

### SC 557 Sociology of Development (Spring: 3)

**Offered Periodically**

**Not open to students who have taken SC 491.**

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of

dependency and modernization. Post-modern approaches are also presented. Detailed case studies are drawn from Rwanda, Afghanistan, and South Korea.

*Paul Gray*

### SC 558 Qualitative Methods (Spring: 3)

This is an upper level research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs.

*Sharlene J. Hesse-Biber*

### SC 563 Trauma, Culture, and Coping (Spring: 3)

*Clifton McGuffey*

### SC 568 Sociology of Education (Fall: 3)

**Cross Listed with ED 349**

**Offered Periodically**

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

*Ted Youn*

### SC 576 Philanthropy in Moral Biography and Civil Society (Spring: 3)

**Offered Periodically**

This course examines the origins, current features, and horizons of philanthropy as a component of one's moral biography, and with an emphasis on charitable giving by wealth holders. Topics include a brief history of today's philanthropy, philosophical and sociological underpinnings, current and emerging patterns, motivations, implications for fundraising, the actual practice of philanthropy, and how research methodology affects the findings. Assignments include required reading, papers, a small research project, planning and distributing \$5000 in charitable gifts, and involvement in a survey of over 400 wealthy households in order to learn the rationale, methods, execution, and analysis of research on philanthropy.

*Paul Scherivish*

### SC 578 Corporate Social Responsibility (Spring: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

*Ritchie P. Lowry*

### SC 583 Postmodernity and Social Theory (Spring: 3)

**Offered Periodically**

This seminar will examine recent theoretical and historical claims concerning the emergence of postmodern social formations. It will also

explore the implications of postmodernity for the practice of sociological theory and methods. Of central concern will be critical theoretical attempts to understand shifting configurations of economic, gendered and racialized forms of power within a global context of information-driven capital.

*Stephen J. Pfohl*

**SC 591 From Poor Law to Working Poor: Low-Income America (Fall: 3)**

From warning off paupers to getting welfare mothers to work, this course provides an overview of social attitudes, national debates and public policies toward low-income families and their communities. Readings examine relationships between poverty and race, gender, families with children and the low-wage job market. We will consider images and language describing the poor and how these may influence public opinion and social investment.

**SC 596 Black Families and Society (Fall/Spring: 3)**

Cross Listed with BK 596

Offered Periodically

This course will examine Black families within the United States. This reading and participation intensive seminar will analyze family dynamics from a race, class, and gender perspective and will not assume a uniform Black family experience. Although we will pay careful attention to the historical foundations for many of the contemporary issues now facing families of African descent, we will primarily focus on modern day dynamics and debates within and outside of Black families.

*Shawn McGuffey*

**SC 597 Contemporary Race Theory (Fall: 3)**

Cross Listed with BK 597

Offered Periodically

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane*

**SC 664 Colloquium: Teaching Women's Studies (Fall: 3)**

Cross Listed with HS 665, EN 603

See course description in the English Department.

*Connie Griffin*

**SC 670 Technology and Culture (Fall: 3)**

Cross Listed with CS 267, PL 670

See course description in the Computer Science Department.

*William Griffith*

**Graduate Course Offerings**

**SC 701 Ethnography Practicum (Fall: 3)**

Offered Periodically

Open to advanced undergraduates with permission of the instructor.

This is a hands-on practicum. Class participants engage in ethnographic research projects of their own choosing. During the semester, students read and comment on each other's field notes and analyses, as do I. By the end of the semester, everyone produces a research paper based on their ethnographic work. Many of these projects become masters papers or parts of dissertations. During class sessions, we discuss theory and data, fieldwork and writing, emotions and analysis, as required by the specific project at hand.

*Leslie Salzinger*

**SC 702 Introduction to Statistics and Data Analysis (Fall: 3)**

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

*Michael A. Malec*

**SC 703 Multivariate Statistics (Spring: 3)**

Requirement for graduate students

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

*John B. Williamson*

**SC 710 Survey of Research Methods (Fall: 3)**

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

*Paul Gray*

*Sharlene Hesse-Biber*

**SC 712 Ethnographic Method (Spring: 3)**

Offered Periodically

This graduate seminar analyzes the practice, promise and pitfalls of ethnography through a sociological lens. It is substantively focused on ethnography, but is designed for students in all disciplines interested in thinking creatively and critically about how we make meaning from "data," both as readers and practitioners. We will discuss what makes "generalization" possible - or not, issues of ethnographic location and power dynamics between researcher and researched. The course will be structured around reading a series of ethnographies, each of which illustrates particular theoretical and methodological issues, while at the same time acting as an exemplar of the form.

*Leslie Salzinger*

**SC 715 Classical Social Theory (Fall: 3)**

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

*Paul G. Schervish*

*Eve Spangler*

### SC 716 Contemporary Social Theory (Spring: 3)

#### Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

*Stephen J. Pfohl*

*Paul Schervish*

*Eve Spangler*

### SC 718 Theory, Culture, and Film (Spring: 3)

#### Offered Periodically

This cultural anthropology course explores issues of perception and reality, ideology, race, gender, sexual orientation, indigenous rights, marriage, colonialism and postcolonialism, terrorism, protest, and chaos. Each week we will view one or more films that raise questions about the ways we understand these issues. We will develop theoretical perspectives drawing from the work of Althusser, Ashcroft, Beverley, Foucault, Gramsci, Hawkes, Marx and Mills.

*James Hamm*

### SC 735 Research at the Margins (Fall: 3)

#### Offered Periodically

This is a graduate-level, social research course focusing on inquiry into the lives and knowledge of low-income people, immigrants, people of color and all others who experience marginalization. We consider methodological, representational, personal and ethical issues. All students should be (or will be during the term) engaged in field research that, along with readings, will be central to a collaborative learning approach.

*Lisa Dodson*

### SC 738 Narrative Methods of Social Research (Spring: 3)

#### Offered Periodically

A burgeoning interdisciplinary field, we examine how several disciplines and professions theorize narrative. Emphasis is on spoken stories of experience, but we also examine written court cases where events are configured to undercut the adversary's claim. All narrative draws on cultural plots—the storehouse of tales of heroes and victims—thus the approach connects biography and society, lives and politics. Four methods of analysis are presented: textual/thematic, structural/linguistic, interactional/dialogic, and performative, with an introduction to visual narrative.

*Catherine Riessman*

### SC 751 Quest for Social Justice (Fall/Spring: 3)

#### SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (a) diagnosing the opportunities and constraints provided by the system in which they are operating; (b) analyzing the problems of mobilizing potential supporters and maintaining

their continued loyalty and commitment; (c) devising effective strategies for influencing targets of change; and (d) dealing with counter-efforts at social control.

*William A. Gamson*

### SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

**Students should register for the two semester course in the spring term only, and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.**

The writing seminar is intended for second year MA and Ph.D. students working on their MA theses/papers and second-year papers. The 3-credit, 2-semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

*Sarah Babb*

### SC 771 Understanding Consumer Society (Fall: 3)

#### Offered Periodically

This course will examine debates about consumer society and culture, with emphasis on sociological literature. In addition to classic texts (Veblen, Adorno and Horkheimer, Bourdieu, Baudrillard), we will consider more recent contributions (Holt, Bordo, Thompson). We will also consider how consumer culture structures identities, including by class, race, and identity. The latter part of the course will address particular topics such as globalization, the politics of consumption, and ecology.

*Juliet Schor*

### SC 781 Dissertation Seminar (Fall: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

*Natasha Sarkisian*

*Juliet Schor*

*The Department*

### SC 794 Public Sociology (Fall: 3)

#### Offered Periodically

**Beyond the course, we also have a more activist-oriented branch of the group, which will also meet regularly during the semester.**

This course evolved from discussions amongst students and faculty. We have debated the meaning of public sociology; the preliminary 'findings' of those debates led to this course. The class will consist of readings and a research project. We will read about methodology, service learning, activism and academia. We will continue working on our evolving research, which is investigating the effects of BC service trips. One of our research questions is: why do some participants in service learning trips become activists while others do not? We will work on this research during the semester as we continue to investigate public sociology.

*Darcy Leach*

**SC 799 Readings and Research (Fall/Spring: 3)**

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

*The Department*

**SC 801 Thesis Seminar (Fall: 3)**

A research course under the guidance of a faculty member for those writing a master's thesis.

*The Department*

**SC 888 Interim Study (Fall: 0)**

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

*The Department*

**SC 900 Teaching Apprenticeship (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**SC 901 Research Apprenticeship (Fall: 3)**

**By arrangement only.**

*The Department*

**SC 902 Seminar in Teaching Sociology (Fall/Spring: 3)**

**Offered Periodically**

This course examines issues and problems in teaching sociology at the college level. Topics covered include: goals of instruction, classroom presentation, methods of instruction and learning, testing and grading, curriculum development, university teaching resources, issues of the profession, and overcoming student resistance to learning. The course is strongly recommended for all current and prospective Teaching Assistants and Teaching Fellows in Sociology.

*Mike Malec, The Department*

**SC 998 Doctoral Comprehensive (Fall/Spring: 1)**

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

**SC 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

*The Department*

**Theater****Faculty**

**Scott Cummings**, *Associate Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

**Stuart J. Hecht**, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

**John H. Houchin**, *Associate Professor*; Chairperson of the Department; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

**Crystal Tiala**, *Associate Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

**Luke Jorgensen**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

**Patricia Riggin**, *Adjunct Assistant Professor*; B.A. Cornell University; M.F.A. Brandeis University

**Contacts**

- Undergraduate Program Information: Dr. John Houchin, 617-552-4612, john.houchin.1@bc.edu
- Website: <http://www.bc.edu/theatre/>

**Undergraduate Program Description**

The Boston College Theatre Department—faculty and students—is committed to merging scholarship and art. We challenge ourselves to engage the dynamic and evolving experience of theatre—the vast sweep of its history, the diversity of its literature, and the ever changing contours of its criticism. We give these intellectual inquiries flesh and bone presence through an array of productions that are supported by rigorous training in acting, dance, design, playwriting, play direction and theatre technology. As students you will receive a solid foundation of skills and knowledge that prepare you to begin advanced theatre studies or embark upon a career in professional theatre or one of its sister arts.

However, we are not merely a department whose goals are limited to the production of plays. We know that philosophies, economies, religions, and wars are profoundly embodied in the creation, performance, and reception of theatre. By acknowledging the connection between this, our art, and the external forces that shape it, we are thus able to use theatre as a window onto history, a method of analysis and a vehicle for social change.

**Major Requirements**

In order to graduate from Boston College with a Bachelor of Arts in Theatre students must successfully complete twelve 3-credit classes in theatre. In addition they must complete six theatre production labs. Ideally, they should complete the following six classes by the end of their sophomore year. These provide the context and foundation of skills upon which more advanced courses are built.

- CT 062 Dramatic Structure and Theatrical Process (Fall only)  
Students unable to register for this class may substitute CT 060 Introduction to Theatre.
- CT 101 Acting I
- CT 140 Elements of Theatre Production I (Spring only)
- CT 141 Elements of Theatre Production II (Fall only; prerequisite CT 140)
- CT 275 History of Theatre I
- CT 276 History of Theatre II

Students must also complete six courses designed to provide more specialized information and experience. Two courses must be chosen from the upper level Performance and Production category. These courses are numbered CT 300 to CT 359 and CT 400 to CT 459. Two other courses must be selected from the upper level Literature, Criticism, and History category. These courses are numbered CT 360 to CT 379 and CT 460 to CT 479. The remaining two courses are General Electives that students may select based on their interests and needs.

Finally, students must complete six Production Labs that are arranged at the beginning of each semester.

**Mentoring and Advisement**

The Boston College theatre faculty places great emphasis on academic advisement and professional mentoring. We are committed to

working with students to maximize their learning experiences by helping them design an academic program that stimulates their curiosity and supports their interests. Moreover, we support and guide students as they face the challenges of leaving their undergraduate career for graduate school or the professions.

### Internships

The Department of Theatre encourages students to avail themselves of professional internships. As such we have developed programs, both formal and informal, for students to spend their summers working under the tutelage of experienced and successful marketing directors, producers, film and stage directors, stage managers, and casting directors in New York, Boston, and Washington, D.C. Some internships earn academic credit and many offer jobs upon graduation.

### Color-Blind Casting

The Department of Theatre bases its casting choices upon a number of criteria. Chief among these are the effectiveness of the audition, quality of previous performances and class work, dedication, and discipline. Race and ethnicity are not considered when casting decisions are made. As such the Department of Theatre practices color-blind casting.

### Certification in Theater Option for Education Majors

#### Elementary Education

Elementary Education majors may follow a program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Champion 104.

#### Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Champion 104.

For more information, please contact John Houchin, Department Chair.

### Information for Study Abroad

If students want to spend a semester abroad, the Department strongly encourages them to meet with their adviser at least one year in advance of their planned departure. Not all foreign study plans are created equal and the faculty wants to insure that students receive maximum credit for their academic courses while studying abroad. For more information contact John Houchin, Department Chair.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### CT 060 Introduction to Theatre (Fall/Spring: 3)

##### Satisfies Arts Core Requirement

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.

*The Department*

#### CT 062 Dramatic Structure and Theatrical Process (Fall: 3)

##### Satisfies Arts Core Requirement

##### Required for all Theatre majors

This foundational course provides a thorough introduction to theater and drama study. It is geared towards, though not limited to, theater majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.

*Scott T. Cummings*

#### CT 101 Acting I (Fall/Spring: 3)

*Prerequisite:* Instructor's permission

In Acting I students train to acquire the essential skills of an actor. Vocal and physical exercises are taught to free the body and voice, and a personal warm-up is developed by each student by the end of the term. Improvisations and ensemble exercises to release emotional spontaneity, to encourage creativity, and to free one's imagination are also major components of this class. The final project is the crafting and performance of scenes from the modern theatre repertoire.

*Patricia Riffin*

#### CT 110-111 Beginning Ballet I and II (Fall/Spring: 3)

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

*Margot Parsons*

#### CT 140 Elements of Theater Production I (Spring: 3)

*Corequisite:* CT 145

**It is required for theatre majors, but it is also open to interested non-majors by permission.**

Elements I introduces the history, theory, and practice of technical theater production through lectures, discussions, observation and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props, costumes and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theater and theatrical spaces. A number of exercises will expand your visualization and creative skills.

*Jacqueline Dalley*

*Crystal Tiala*

#### CT 141 Elements of Theatre Production II (Fall: 3)

*Prerequisite:* CT 140 or permission of instructor

*Corequisite:* CT 145

The course is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical production work, students will use class projects to begin creating designs for the stage. The final project will focus on professional design processes and collaborative procedures as they apply to scenic, costume,

lighting and sound design. In addition, Elements II in combination with the Theater Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting and make-up for stage productions.

*Jacqueline Dalley*

*Crystal Tiala*

**CT 145 Theater Production Laboratory I (Fall/Spring: 1)**

**Six lab credits are required of Theatre Department majors.**

This one-credit course familiarizes students with the specific equipment and skills needed for Theatre Department productions. Students will work on actual run crews and prep crews and have responsibility for costumes, scenery, props, electrics, sound and publicity.

*Crystal Tiala*

**CT 150 Theatre Production Laboratory II (Fall/Spring: 2)**

*Prerequisite:* Instructor's permission

This is a 2-credit course for advanced students who wish to complete a major stage management project or a costume, scenic, lighting or sound design for a departmental production. Assignments are determined by the faculty through an application process. This course counts as two of the required six lab credits mentioned above and is open to all students.

*Jacqueline Dalley*

*Crystal Tiala*

**CT 201 Acting II: Characterization (Spring: 3)**

*Prerequisite:* CT 101

Acting II focuses on tools and techniques essential for the actor. Using improvisation and character development at its core, the class will challenge actors to encounter both monologues and scene work in a new and different way. Actors will use improvisation and physical work from the commedia to build a more elastic sense of their bodies and voices while analyzing text to find clues for building character. Selections include comic scenes, modern realism and Shakespeare. The course culminates in a final performance.

*Luke Jorgensen*

**CT 202 Acting Techniques I (Fall: 3)**

*Prerequisite:* CT 101

Acting Techniques I will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to advanced ones that challenge the student's imagination and emotional life. During the semester you will apply the skills developed through these exercises to two scenes from the modern theatre repertoire.

*Patricia Riggan*

**CT 205 Elements of Dance (Fall: 3)**

**Satisfies Arts Core Requirement**

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition and performance.

*Robert Ver Eecke, S.J.*

**CT 206 Dance for Musicals I (Fall: 3)**

This class is designed for the beginner to experienced dancer. Each student will study jazz, tap, modern/contemporary dance, ballroom, world dance and more. Emphasis is placed on the individual student's development in dance technique, physical conditioning and artistic expression. Students will begin the study of the most influential choreographers of past and present, including DeMille, Bennett, Fosse, Robbins and others. Each class will consist of a body warm-up, strength and flexibility training and choreographed combinations. Both a written and performance final will be given. Specific dress and footwear will be required.

*Kirsten McKinney*

**CT 209 Ethnic Theatre Studies (Fall: 3)**

**Cross Listed with BK 209**

**Offered Periodically**

In this course you will engage in building a theater piece. Subject matter such as race and gender will be explored while learning to extend abilities in storytelling, acting, and physical and vocal presence. The process-oriented workshop class intends to make a performance piece, though the main objective is to extend possibilities for deconstructing harmful prejudices through theater.

*The Department*

**CT 220 Stage Movement I: The Articulate Body (Fall: 3)**

This course focuses on the performer's instrument. Starting with centering, grounding and breathing exercises, class members will be introduced to approaches for developing a relaxed, free attention. How sense memory, spatial orientation and subtexting enhance performance quality will be explored. Participants will learn the meaning of ROAR, Relaxation, Observation, Awareness and Rhythm. We will consider how to take risks and handle stage fright while creating a powerful impact on the audience. Class time will include basic movement techniques, warm-ups, confidence building, theme exploration and discussion.

*Pamela Newton*

**CT 225 Voice for the Stage (Spring: 3)**

*Prerequisite:* CT 101

**Kristin Linklater's voice work is the basis of this course taught by one of her designated teachers.**

This course develops the student's vocal instrument and vocal/physical awareness through exercises designed to release tension in the body, free the breath, and expand the use of resonators and articulators. The voice work will progress from the rediscovery of sound in the body, to the opening of the vocal channel (jaw, tongue, soft palate), to the exploration of resonance and vocal freedom. Speech and dialect work are also a component of this course as the students explore monologues from the classical theatre and scenes that require dialects.

*Patricia Riggan*

**CT 230 Producing the Performing Arts: Concept to Completion (Fall: 3)**

**Cross Listed with CO 242**

**Offered Biennially**

This course is a lecture/laboratory course with the major emphasis on the practical application for the art and science of production management. Production management is the function of the team that oversees the organization and budgeting of theatrical productions. Course work will include a thorough investigation of the theory and principles of human resources, management, budget planning and

implementation, the basics of graphics design, page layout and technical production. Special emphasis will be placed on the application of theory to actual production management situations.

*Howard Enoch*

### **CT 238 Marketing the Arts (Spring: 3)**

**Cross Listed with CO 238**

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, and economics and the arts.

*Howard Enoch*

### **CT 239 Principles of Theatre Management (Fall: 3)**

**Cross Listed with CO 239**

**Offered Biennially**

This course is designed to address the issues involved in the operations and management of a performing arts center. Areas to be covered in the course are: basic management theory as it relates to arts management, strategic planning and decision making, fundamentals of organizational design, fundamentals of leadership and group dynamics, budgeting and economics in the arts, and financial management.

*Howard Enoch*

### **CT 243 Makeup Design for the Stage (Spring: 3)**

This course introduces students to basic makeup techniques for the stage. Students will study both makeup design principles, and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc) and special-effect makeup.

*Jacqueline Dalley*

### **CT 246 Scene Painting I (Fall: 3)**

*Prerequisite:* CT 153 or permission of instructor

**Offered Biennially**

Scene Painting for the theater is an old and well-established art dating back to the Renaissance. This course will develop skills of observation and painting techniques that provide a student an opportunity to learn the processes of professional scenic artists in theater and the performing arts. Students will learn many techniques of the trade that have been handed down through generations and remain essentially unchanged. Techniques will include faux finishes, textures and murals for large spaces.

*Crystal Tiala*

### **CT 248 Computer Aided Drafting and Design (Fall: 3)**

**Cross Listed with CO 248, FS 248**

**Offered Biennially**

This course will use VectorWorks software to introduce students to 2-dimensional drafting and 3-dimensional modeling for a theatrical stage/architectural design context. Projects will include drafting in orthographic projection, 3-D modeling in wire-frame, quality renderings with realistic textures and dramatic lighting and shadowing, and fully textured and animated presentations including "fly-over" and

"walk through" effects. Computer-aided drafting and design technology is an indispensable design tool for theatrical, architectural, mechanical, industrial and landscape design.

*Crystal Tiala*

### **CT 252 Creative Dramatics I (Fall: 3)**

*Prerequisite:* Instructor's permission

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theater, drama therapy and social justice. This is a hands on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with adolescents. Creative Dramatics is essential for teachers in obtaining additional certification to teach drama. Subjects include improvisation, Viola Spolin, Augusto Boal, Winifred Ward, and children's theatre.

*Luke Jorgensen*

### **CT 262 Creative Dramatics II (Spring: 3)**

*Prerequisite:* CT 252 or instructor's permission

This class investigates builds upon the knowledge acquired in Creative Dramatics I. During this semester; however, students create an original piece of children's theatre that tours to local schools.

*Luke R. Jorgensen*

### **CT 275 History of Theatre I (Fall: 3)**

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*Adrienne Macki*

### **CT 276 History of Theatre II (Spring: 3)**

Continuation of History of Theatre I. It begins in 1642 in England and tracks the simultaneous development of the actor, playwright, architect and director. However, it studies this evolution within the larger cultural and political contexts that implicated every decision from the content of dramas to the seating arrangements within auditoriums. Among the epochs and influences that will be considered are art and decadence in English Restoration comedy, the role of the playhouse in the rise American proletarian culture, the impact of sentimentalism and Victorian morality on playwriting, the advent of psychology and its effect on acting.

*John Houchin*

### **CT 300 Acting Techniques II (Spring: 3)**

*Prerequisites:* CT 101, CT 201, and CT 202 or CT 301 and instructor's permission

This advanced acting course focuses on the complex concerns facing contemporary actors. Students will work on scenes, monologues, and cold reading techniques that will utilize high level acting skills encountered in various professional theatrical arenas. The characteristics and marketing tools of successful actors will be explored as will various acting techniques encountered in the field. By the end of the semester, student actors will have developed a series of effective audition pieces, have mastered scenes that explore their personal artistic challenges, and have developed a marketing plan for working in the theatre.

*Patricia Riggan*

**CT 301 Acting III (Fall: 3)**

*Prerequisites:* CT 101 and CT 201 and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

*John Houchin*

**CT 340 Stage and Media Lighting (Spring: 3)**

*Prerequisites:* CT 140 and CT 141

**Offered Biennially**

The theory of illumination for the arts is explored in its fullest implications. Theater, dance, cinema, video, photography and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation.

*The Department*

**CT 352 Stage Design I (Spring: 3)**

*Prerequisite:* Studio art experience preferred

**Cross Listed with FS 352**

See course description in the Fine Arts Department.

*Crystal Tiala*

**CT 357 Costume Design (Fall: 3)**

**Cross Listed with FS 357**

**Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.**

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.

*Jacqueline Dalley*

**CT 361 Shakespeare on the Stage (Fall: 3)**

**Cross Listed with EN 245**

**Offered Biennially**

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.

*Stuart J. Hech*

**CT 367 American Musical Theatre (Fall: 3)**

This course examines the development and workings of the American musical, from the multiple roots of its inception through to the present. As we trace the evolution of this diverse theatrical form, we

will study its leading creative artists and productions, its use of music, lyrics and book, its ties to American culture and shifting tastes. Through lecture, text and recordings, we explore the musical's value and function beyond issues of entertainment. The course will cover the work of George M. Cohan, Irving Berlin, the Gershwins, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and more.

*Stuart J. Hecht*

**CT 368 Contemporary Theatre and Drama (Spring: 3)**

**Cross Listed with EN 249**

**Offered Biennially**

This upper-level theater studies course surveys important playwrights and developments in American theater and drama over the past four decades. Works by Sam Shepard, Maria Irene Fornes, David Mamet, David Henry Hwang, Tony Kushner, Paula Vogel, Suzan-Lori Parks, and others are studied. Special topics include the off-Off Broadway movement of the 1960s; the resident-regional movement and the decentralization of American theater; the advent of multiculturalism and performance studies; and the rise of solo performance.

*Scott T. Cummings*

**CT 372 African American Turns: The Impact of Black Culture on Mainstream American Entertainment (Spring: 3)**

**Cross Listed with BK 372**

**Satisfies Literature Core Requirement**

**Offered Biennially**

This course will investigate African American performance and its impact on the content, form and direction of theatre in the United States from the mid-nineteenth century until the present day. It will use a multidisciplinary approach that explores theatrical forms, related dramatic literature, film, music and visual art. Members of the class will also attend relevant theatre productions in Boston and have the opportunity to dialogue with African American theatre artists.

*John Houchin*

**CT 384 Playwriting I (Fall: 3)**

**Cross Listed with EN 241**

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene. Exemplary plays by established playwrights will be studied as appropriate

*Scott T. Cummings*

**CT 385 Playwriting II (Spring: 3)**

*Prerequisite:* CT 285, EN 241, and permission of instructor

**Cross Listed with EN 248**

**Offered Biennially**

**Attendance at local productions of new plays is expected.**

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.

*Scott T. Cummings*

### CT 430 Directing I (Fall: 3)

*Prerequisite:* Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

*Stuart J. Hecht*

### CT 431 Directing II (Spring: 3)

*Prerequisite:* Permission of instructor

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

### CT 432 Directing Lab I (Fall: 3)

*Corequisite:* CT 430

This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

*Stuart J. Hecht*

### CT 433 Directing Lab II (Spring: 3)

*Corequisite:* CT 431

This course is a continuation of CT 432 and functions in much the same way though in relation to the material covered in Directing II.

*Stuart J. Hecht*

### CT 450 Teaching Assistantship (Spring: 2)

*Prerequisite:* Senior standing, 12 credit hours in Theatre, and permission of the instructor

**This lab class may not be used toward the six lab credits required to majors.**

This 2-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.

*The Department*

### CT 530 Theatre Practicum in Directing (Fall/Spring: 3)

*Prerequisite:* Permission of sponsoring instructor

This is a senior project in which a limited number of students direct a departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

*Stuart J. Hecht*

### CT 540 Theatre Practicum in Design (Fall/Spring: 3)

*Prerequisite:* Permission of instructor

**Consideration for enrollment will be given to those students who have successfully completed the design sequence of Elements of Theatre Production I and II, the relevant upper level design course in scenic, lighting or costume design, and a student workshop design.**

This is a senior project involving the design of sets, lights, costumes and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and

will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.

*Jacqueline Dalley*

*Crystal Tiala*

### CT 550 Honors Project in Theatre (Fall/Spring: 3)

*Prerequisite:* Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

*Stuart J. Hecht*

### CT 598 Readings and Research in Theatre (Fall/Spring: 3)

*Prerequisite:* Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

*Scott T. Cummings*

*Jacqueline Dalley*

*Stuart J. Hecht*

*John Houchin*

*Luke Jorgensen*

*Patricia Riggan*

*Crystal Tiala*

## Theology

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#### Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians

and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, psychology of religion, and the dialog between Christianity and major religious traditions. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

### Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

### Core Options

*Two-semester sequence.* Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

*Twelve-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture (**for freshmen only**) and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

### Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either The Religious Quest or The Biblical Heritage. (Majors taking the Biblical Heritage option are encouraged to enroll in the enhanced section which is restricted to majors only.) These year-long Core sequences count as two courses each.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental

Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.

- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

### Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

### Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion, with at least a grade of A-, of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis.
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the 30 required to obtain the major in theology.

### Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

#### Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies, while planning their study abroad program.

#### Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. **Please Note:** Application to the program must take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for regular Theology majors, except that all five of their electives in the major must be upperlevel courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses. Interested undergraduate Theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

#### Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at <http://www.bc.edu/lonergan/>.

#### Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph

Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

#### Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College's Department of Theology
- Boston College's School of Theology and Ministry
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs.

#### Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by an ecumenical joint faculty drawn from the Theology Department, Andover Newton Theological School, and Boston College's School of Theology and Ministry, each of which is rooted in and committed to a theological tradition: the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Boston College's School of Theology and Ministry. The creation of this faculty represents a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members

who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

### Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

**Biblical Studies** focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

**The History of Christian Life and Thought** examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

**Systematic Theology** is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the

relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

**Theological Ethics** prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

**Comparative Theology** prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this Area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

### Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in

the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

#### Ph.D. Minors

A student may minor in any one of the areas listed above or in Pastoral Theology.

The minor in Pastoral Theology recognizes that all Christian Theology, ultimately, has the pastoral interest of serving the life of the Church in the world. Pastoral Theology, however, makes this interest in the dynamic reality of the Church its primary focus, allowing it to shape its methodology, themes, and intent. This minor requires completion of a doctoral-level seminar in the themes and methods of Pastoral Theology, three other courses within or approved by the Pastoral area, and a written comprehensive exam.

#### Religious Education, Theology, and Ministry

See separate listing under the School of Theology and Ministry.

#### Institute of Medieval Philosophy and Theology

In conjunction with the Ph.D. Program in Theology, the Department is also linked to Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

*The Department*

#### TH 016-017 Introduction to Christian Theology I and II (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.**

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

*The Department*

#### TH 023-024 Exploring Catholicism: Tradition and Transformation I and II (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.**

This course is a 2-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

*The Department*

#### TH 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)

**Cross Listed with SL 037, SL 038**

The courses are for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills.

*Gil Chalamish*

#### TH 081-082 Continuing Hebrew I and II (Fall/Spring: 3)

**Cross Listed with SL 081, SL 082**

**Offered Biennially**

A study of the Hebrew language. The Hebrew alphabet, printed and script, and the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts.

*Gil Chalamish*

#### TH 088 Person and Social Responsibility (Fall: 3)

*Corequisite:* PL 088

**Satisfies Theology Core Requirement**

**Satisfies Philosophy Core Requirement**

This is a two-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects

will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

*The Department*

**TH 089 Person and Social Responsibility (Spring: 3)**

*Corequisite:* PL 089

**Satisfies Theology Core Requirement**

**Satisfies Philosophy Core Requirement**

This is a two-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

*The Department*

**TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 6)**

*Corequisites:* PL 090, PL 091

**Satisfies Theology Core Requirement**

**Satisfies Philosophy Core Requirement**

**Total of six credits each term. Freshman only.**

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department*

**TH 102 Human Setback: The Unexpected Grace (Fall: 3)**

**Offered Periodically**

This course acknowledges that for many persons the shortest distance between them and spiritual depth lies in traveling—what some call—life's "crooked" line. Disappointments, sickness, and other human setbacks, that cause us to feel lost and diminished at times, can turn out to be serendipitous avenues to new birth and growth when negotiated with faith, ritual, and religious wisdom. Christian themes of Cross, Resurrection, Evil, Forgiveness, Hope, Compassion, Community, and Prayer will be examined.

*Anthony Penna, S.J.*

**TH 107 Religion in Africa (Fall: 3)**

**Cross Listed with BK 120**

**Satisfies Cultural Diversity Core Requirement**

The course is designed to introduce the variety of African religious experiences within the context of world religions. The significance and contents of Africism as the African autochthonal religion will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact

religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

*Aloysius M. Lugira*

**TH 108 Christianity in Africa (Spring: 3)**

**Cross Listed with BK 121**

**Satisfies Cultural Diversity Core Requirement**

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

*Aloysius M. Lugira*

**TH 116 Medieval Religions and Thought (Fall: 3)**

**Cross Listed with PL 116**

The medieval world of philosophy and theology was a multicultural world: Arabian, Jewish and Christian thinkers from the three great religious traditions adopted, adapted and shared the philosophical riches of the classical world and the religious resources of the biblical heritage. This course introduces students to the great Arabian thinkers: Alfarabi, Avicenna, Algazel and Averroes, the respected Jewish authors: Saadiah Gaon, Moses Maimonides and Gersonides, and the famous Christian writers: Anselm, Bonaventure and Thomas Aquinas and the intellectual challenges from the Greek intellectual world that they met and faced in the Middle Ages.

*Stephen F. Brown*

**TH 160 The Challenge of Justice (Fall/Spring: 3)**

**Cross Listed with PL 160**

**This course fulfills the basic Core requirement for students interested in the Faith, Peace, and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome.**

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

*Kelly Brotzman*

*Shawn Copeland*

*Matthew Mullane*

**TH 161-162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)**

**Satisfies Theology Core Requirement**

**Satisfies Cultural Diversity Core Requirement**

**You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions. See specific instructor's section for additional information.**

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities

and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

*Catherine Cornille—Hinduism*

*Natana DeLong-Bas—Islam*

*Audrey Doetzel—Judaism*

*Ruth Langer—Judaism and Catholicism*

*Aloysius Lugira—African Religions, Judaism, Christianity, Islam, and Hinduism*

*John Makransky—Buddhism*

*H. John McDargh—Judaism and Buddhism*

*James Morris—Judaism, Christianity, and Islam*

### TH 164 The Challenge of Peace (Spring: 3)

*Prerequisite:* Department permission. FPJ minors only.

The Poet says peace and peacemaking are hard, hard almost as war. Then those who aspire to peace, need all the advantages they can marshal. Toward this end, the course presents the foundational ethical, theological and religious issues which bear on Peace Studies. These include origins of violence, the use of force, just and unjust war, pacifism, non-violence as well as interdisciplinary issues on the conditions, causes and ways of preventing/resolving conflicts. Particular attention is paid to how Christian discipleship and solidarity with victims makes a distinctive contribution to the analysis of our contemporary crisis of security and terror.

*Stephen Pope*

### TH 174 Islamic Civilization (Fall: 3)

**Cross Listed with FA 174, HS 171**

See course description in the History Department.

*Jonathon Bloom*

*James Morris*

*Dana Sajdi*

### TH 198 The Language of Liturgy (Spring: 3)

**Cross Listed with SL 221, HP 258**

**Offered Periodically**

See course description listed under the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

### TH 206 Relationships: A Way to Know God (Fall/Spring: 3)

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God through those whom we see and know? A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God.

*Joseph Marchese*

### TH 261 Spirituality and Sexuality (Fall: 3)

**An elective course limited to senior and juniors who have already completed their Theology Core requirement.**

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh*

### H 264 Gender Equality in Classical and Christian Perspectives

**(Fall: 3)**

*Lisa Cabill*

### TH 283 Prophets and Peacemakers (Fall: 3)

*Prerequisite:* Completion of core requirements in theology.

**Department permission. FPJ minors only.**

This seminar examines significant twentieth century attempts to relate faith, spirituality, and religious convictions to issues of peace and justice. Special concerns include: human dignity, compassion, evil and "social sin," the preferential option for the poor, human rights, the social mission of the church, religion and politics, peacemaking, and non-violent social transformation. Figures studied include Dietrich Bonhoeffer, Thomas Merton, Dorothy Day, Oscar Romero, and Aung San Suu Kyi.

*Stephen J. Pope*

### TH 285 Voices, Visions, and Values: Exploring Vocation (Spring: 3)

A primary source for Americans to derive meaning and purpose in their lives is work. Career and professional advancements do not seem to be sufficient in creating a life that captures the human spirit and makes a difference in the world. How do we fit the practical activity of our lives together with a sense of character and mission so that our work truly is a vocation? This course will use fictional and nonfictional voices as well as psycho/social analysis, cultural critique and theological/spiritual concepts to help envision a balanced life.

*Joseph Marchese*

### TH 299 Readings and Research (Fall: 3)

*The Department*

### TH 300 Religion and Globalization (Spring: 3)

In this course we will study the effects of globalization on some of the major world religions as well as the attitudes of these religions toward the phenomenon of globalization. While the first part of the course will focus on historical developments within religious traditions as they come to adapt to often new cultural contexts, the second part of the course will compare the resources available in different religions to address the ethical issues raised by globalization.

*Catherine Cornille*

### TH 303 Catholicism and American Culture (Fall: 3)

An examination of the theological, historical, and sociological impulses which have shaped Catholicism in the U.S.

*Mark S. Massa, S.J.*

### TH 310 Mentoring and Leadership Seminar (Fall: 3)

**By arrangement only.**

*Joseph Marchese*

**TH 316 Forgiveness and Reconciliation (Fall: 3)**

In a contemporary world gone Manichaean in its political judgments of good and evil, the Christian imperative is to forgive as our heavenly Father forgives, to leave our gift at the altar and go to be reconciled with those who have something against us. This course will examine these themes in the light of American responses to terrorist and other perceived perils to our security, of the passions aroused by international conflicts on which we feel bound to take responsible positions, and of the punitive culture of legal retribution with its fondness for the death penalty and other drastic punishments.

*Raymond Helmick, S.J.*

**TH 327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross Listed with PL 259, SC 250**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.

*Matthew Mullane*

**TH 330 Theology Majors' Seminar (Fall/Spring: 3)**

*Prerequisite:* Completion of Theology Core

**Theology majors only.**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

*Michael Fabey*

*Roberto Goizueta*

*Francis P. Kilcoyne*

**TH 342 Peaceful and Ethical Methods of Leadership (Fall: 3)**

**Cross Listed with UN 163**

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

*Richard Nielsen*

**TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**

*Raymond Helmick*

**TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)**

*Prerequisite:* Completion of Theology core.

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born

when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

*Rev. Anthony Penna*

**TH 361 Praying Our Stories (Fall/Spring: 3)**

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that might be expected to happen on a retreat in a worship setting. This course will explore how God is present primarily in the ordinary events, conversations, feelings, and relationships of our daily lives. As we think about what it means to pay attention to the story of our lives, we will explore how our own stories—gathered with the stories of others—become the means by which God is revealed in the world.

*Daniel Possetto*

**TH 399 Advanced Independent Research (Fall: 6)**

*The Department*

**TH 401 Senior Thesis (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**TH 482 Hitler, the Churches, and the Holocaust (Spring: 3)**

**Cross Listed with HP 259, HS 460**

**Offered Periodically**

See course description in the History Department.

*Donald J. Dietrich*

**TH 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)**

*Prerequisite:* Must be a senior.

**Cross Listed with UN 523**

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

*H. John McDargh*

***Undergraduate and Graduate Course Offerings*****TH 290 The Problem of Belief in Modernity (Fall: 3)**

The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (esp. regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

*Michael Himes*

**TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make

them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

*Raymond Helmick, S.J.*

**TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)**  
Satisfies Cultural Diversity Core Requirement

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw, and has figured massively in the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

*Raymond Helmick, S.J.*

**TH 384 Christian Latin (Fall: 3)**

Cross Listed with SL 384, CL 384

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**TH 406 War and Peacemaking in Eastern Christianity (Spring: 3)**

Despite its compelling record on pacifism, the Eastern Church had occasionally derailed from this position due to heresies and political pressures. First, a focused literature review of patristic writings, liturgical compositions, Canon Law, etc., will be conducted to identify Church's position on violence. Secondly, phenomena such as evil and dualism will be analyzed in the context of attitudes of demonizing the enemies, while the Just War Theory and Nationalism will be analyzed in the context of instances when the Church sanctioned defensive violence. Thirdly, special peacemaking methods will be explored in light of the tripartite dimension of violence.

*Marian Simion*

**TH 407 Prophets, Visionaries, and the Apocalypse in Biblical Israel (Fall: 3)**

*Prerequisites:* Biblical Heritage I, Introduction to the Old Testament/Hebrew Bible or equivalent. Reading knowledge of Hebrew welcome but not required.

An in-depth introduction to prophecy in ancient Israel with attention to the origins and development of the institution, the role of the prophet in society, and the diverse messages of Isaiah, Jeremiah, Ezekiel, and the Book of the Twelve. Students are introduced to modern exegetical methods in reading prophetic literature.

*David Vanderhooff*

**TH 408 Varieties of Black Religious Experience (Fall: 3)**

Cross Listed with BK 408

This course draws on interdisciplinary methods and content to interrogate religious consciousness, experiences, and expressions emerging from the black lifeworld.

*Shawn Copeland*

**TH 419 Orthodox Christian Spirituality (Spring: 3)**

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

What value do old traditions of mysticism and spirituality have in a modern world? This seminar helps students answer that question by introducing them to the spiritual classics of the Eastern Orthodox

churches. Students trace developments in thought and practice from antiquity to their present appropriation, by reading works from the traditions of Egypt, Byzantium, Greece, and Russia. Topics to be discussed include the progress through the stages of the spiritual life; the nature of the body, soul, mind and heart; the acquisition of virtues and struggle against the vices; and sacraments and prayer as mystical experiences of God.

*Demetrios Katos*

**TH 422 Introduction to Orthodox Christianity (Fall: 3)**

Offered Periodically

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

Eastern Orthodox Christianity is receiving increased media attention because of recent political, cultural, theological shifts. The European Union's eastward expansion, the assimilation of Orthodox churches into the American mainstream, and scholarly interest in Orthodox thinkers have raised awareness and questions about the relationship of Orthodox Christianity to other denominations and modern societies. This course surveys Orthodox Christian history, doctrine, and practices to offer perspectives on contemporary issues and challenges. Topics covered include the ancient church, Byzantium, East-West divisions, the Slavic missions, nationalism, mysticism, the Trinity, Christ, the saints, sacraments, deification, spirituality, prayer, rituals, and art.

*Demetrios Katos*

**TH 426 Fathers of the Church (Fall: 3)**

Theology Majors only.

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

*Margaret A. Schatkin*

**TH 428 Ten Commandments: Biblical and Contemporary Ethics (Spring: 3)**

This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the Ten Commandments in light of biblical, rabbinic, and modern Jewish interpretations of the sages, with specific emphasis on the moral issues of our time requiring difficult choices.

*Rabbi Rifat Sonsino*

**TH 434 Comparative Mysticism (Fall: 3)**

*Prerequisite:* Religious Quest or completion of Theology core.

The area of mysticism or spirituality has been the focus of a heated debate among those who argue for the universality and the particularity of mystical experiences. In this course, we shall engage in this discussion by studying the writings of important mystics from various religious traditions.

*Catherine Cornille*

**TH 436 Heschel's Heavenly Torah (Fall: 3)**

Abraham Joshua Heschel's work, *Heavenly Torah as Refracted Through the Generations*, explores the role of revelation and the interpretation of revelation in Judaism. Because the work is only newly available in English, it is little studied. We will explore it together as a seminar, using it also as an introduction to the rabbinic concepts of Torah on which he draws.

*Ruth Langer*

**TH 438 Spirituality, Career, and Calling (Spring: 3)**  
**Offered Periodically**

This seminar explores Christian spiritualities, traditions, and theologies of work, career, professional life, and calling. We use some relevant contemporary sociology, psychology, and management theory. We also explore practical lives of real individuals, including an opportunity for discernment of the student's own relationship to work, career, and calling

*James Weiss*

**TH 439 Transatlantic Catholicism Since 1750: Responses to Age (Spring: 3)**

*Prerequisites:* Completion of the Theology Core and Modern History Survey.

**Offered Periodically**

Intellectual, social, political, and technological upheavals in America (1776-83), France (1789-1815), Italy (1848-70) and throughout Europe (1919) confronted Catholic communities on a theoretical, organizational and pastoral level. From the Enlightenment through the conflicts of the twenty-first century, the Western Mediterranean and North Atlantic Catholic community contended with issues of rationalism and belief, democracy and statism, imperialism and religious inculturation beyond Europe. It addressed questions of social justice and issues both internal and with its Christian and non-Christian neighbors concerning the very nature of the Church, its development, its intellectual, spiritual and pastoral life, conflicts regarding gender, governance, and dissent.

*Francis P. Kilcoyne*

**TH 440 A Religious History of American Catholicism (Fall: 3)****Offered Periodically**

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic lifestyles.

*Thomas E. Wangler*

**TH 442 Religion in the United States (Fall: 3)**

A historical survey of the institutional and theological developments of the major Protestant, Catholic and Jewish traditions in the United States. A consideration of the literature on an American Civil religion will be included.

*Thomas E. Wangler*

**TH 449 Jewish Liturgy: History and Theology (Spring: 3)****Offered Periodically**

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.

*Ruth Langer*

**TH 454 Sacred Buddhist Texts (Spring: 3)**

*Prerequisite:* Department permission

Readings in early Buddhist and Mahayana scriptures. Attending to developments in Buddhist thought and practice and strategies of legitimation in competition with other traditions of India and Central Asia. Graduate theology and divinity students are encouraged to notice parallel issues in other religious traditions raised by their study of Buddhist scriptures.

*John J. Makransky*

**TH 458 New Orleans: Justice in the City (Spring: 3)**

*Prerequisite:* One course in Theology/Philosophy

This course investigates, analyzes, and grapples with the history, problems, and prospects of New Orleans in the wake of Hurricane Katrina. One of the objectives of the course is to spend Spring Break in New Orleans engaged in some form of service towards its recovery.

*Shawn Copeland*

**TH 466 Introduction to Judaism (Fall: 3)**

**This course is sponsored in part by the Jewish Chautauqua Society.**

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.

*Rabbi Rifat Sonsino*

**TH 477 Biblical Theology: God, Covenant, and Prophecy (Spring: 3)****Offered Periodically**

**This course is sponsored in part by the Jewish Chautauqua Society.**

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on subjects such as God, Covenant and Prophecy. This course will focus on the religious and social factors that contributed to the evolution of these concepts through the years up to the early rabbinic period.

*Rabbi Rifat Sonsino*

**TH 482 Hitler, the Churches, and the Holocaust (Spring: 3)**

*Donald Dietrich*

**TH 486 For God and Country: Thinking about Religion and Citizenship (Fall: 3)**

*Prerequisite:* Previous course in ethics or political theory.

Are patriotism and faith compatible? What's the difference between a good person and a good citizen? (Can we be one but not the other?) What are the limits of religious tolerance in a diverse society? When, if ever, is civil disobedience required? This course explores the religious-ethical dimensions of citizenship, with attention to the points at which religious and political allegiances conflict (or appear to conflict). Drawing upon diverse faith traditions and historical periods, we'll consider the nature of this conflict, attempts to resolve it, and contemporary issues that exemplify it, including patriotism, civic education, tolerance and civil disobedience.

*Erik Owens*

**TH 490 Senior Honors Thesis (Fall/Spring: 3)**

*The Department*

**TH 494 The Eucharist in High Medieval Theology (Spring: 3)**

*Prerequisite:* Completion of theology core.

The Eucharist stands at the heart of western European Christianity in the High Middle Ages. This course will examine the eucharistic theologies from a broad spectrum of high medieval

Christian writers, including Hugh of St. Victor, Peter Lombard, Thomas Aquinas, and various women mystical writers, such as Mechthild of Magdeburg and Catherine of Siena.

*Boyd Taylor Coolman*

**TH 496 The Moral Dimension of the Christian Life (Spring: 2)**

**Offered Periodically**

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision-making.

*Kenneth Himes, OFM*

**TH 498 HIV/Aids and Ethics (Fall: 3)**

Explores the ethical issues emerging from HIV/AIDS: questions of prevention (sexual abstinence and chastity programs, needle exchange, condoms), testing, discrimination, shaming, the vulnerability of women and children to the virus, homophobia, funding, the function of religion in public health, poverty issues, access to pharmaceuticals, drug patenting, human rights, etc.

*James Keenan, S.J.*

**TH 503 Christology I: On the Incarnation (Fall: 3)**

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary questions, especially philosophical questions. It will consider the ontological and psychological constitution of the incarnate Word in light of soteriology, and take up such notions as hypostatic union, kenosis, and beatific vision.

*Charles C. Helfing, Jr.*

**TH 504 Seminar: Ethics and International Studies (Fall: 3)**

**Cross Listed with IN 504**

**Offered Periodically**

**Open to seniors in International Studies and others with the permission of the instructor.**

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

*Donald J. Dietrich*

**TH 505 Buddhist Philosophy and Spirituality (Fall: 3)**

*Prerequisite:* Permission by professor.

Focusing on Mahayana Buddhist philosophy in India with connections between philosophical concepts and spiritual practices. Buddhist theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of ritual, phenomenological investigation, meditation and devotion.

*John J. Makransky*

**TH 509 Black Theology (Fall: 3)**

**Cross Listed with BK 509**

**Offered Periodically**

This is a third level course cross-registered in African and African Diaspora Studies and in Theology. Drawing on film, music and textual study, the course interrogates some of the ways in which religion functions both as an obstacle to and an impetus for the social and existential liberation of black peoples. Special emphasis is placed on the emergence and development of black theologies in the U.S., Caribbean, and South Africa along with their critical role in liberation movements.

*M. Shawn Copeland*

**TH 512 Pauline Tradition (Fall: 3)**

*Prerequisite:* An introductory course in Biblical studies

**Offered Periodically**

An introduction to Paul's life, letters and theology. Includes exegesis of Paul's Epistle to the *Romans*; discussion of the main themes in Paul's theology, and its significance for later Christianity. Recent debates over the sociology of the early Christian communities as represented in the Pauline and post-Pauline letters will be presented.

*Pheme Perkins*

**TH 513 Gospel of Mark (Spring: 3)**

*Prerequisite:* Introductory course in Biblical Studies

**Offered Periodically**

A close reading and exegesis of Mark's gospel, this course will introduce students to the methodology of historical—critical study of the New Testament as well as more recent developments in literary and rhetorical criticism. Recent debates over the social and political implications of Mark's narrative will be presented as well as fundamental themes in Mark's theology such as miracles and faith, discipleship, the way of the cross, eschatology, God.

*Pheme Perkins*

**TH 525 Medieval Theology I (Spring: 3)**

*Prerequisite:* Completion of theology core.

A study of key theological figures from Boethius to Aquinas. The course will follow in English translation the primary texts of Boethius (*On the Trinity* and *Against Eutyches*), Anselm (*Cur Deus Homo*), Abelard (*Sic et Non*), Hugh of St. Victor (*Didascalicon*), Peter Lombard (*Sentences*), Richard of St. Victor (*Benjamin Maior* and *On the Trinity*), Praepositinus (*On the Incarnate Word*), William of Auxerre (*The Golden Summa*), Alexander of Hales (*Summa*), Robert Grosseteste (*On Creation*) and St. Bonaventure (*Journey of the Mind to God*).

*Boyd Taylor Coolman*

**TH 526 Medieval Theology II (Fall: 3)**

*Prerequisite:* Completion of Theology core.

A study of medieval theologians and theological themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns Scotus, Peter Aureoli, William of Ockham, Gregory of Rimini, Jean Gerson, and Denys the Carthusian. The themes dealt with will be union of natures in Christ, man's knowledge of God, eternity of the world, man's freedom, divine foreknowledge, divine will and power, pelagianism, and grace and merit.

*Stephen Brown*

**TH 527 Meditation and Social Service (Spring: 3)**

*Prerequisite:* Restrictions: Department permission (contact professor).

Tibetan Buddhist understandings of the nature of mind with its capacities for stable attention, loving communion, compassion and wisdom will be explored through contemporary writing and guided meditations. The meditations are adapted for students of any background to explore—to deepen understanding of Buddhism, to shed light on students' own spiritualities and traditions, and to see how meditation may inform contemporary social service and action

*John Makransky*

**TH 531 Abrahamic Family Reunion (Spring: 3)**

*Raymond Helmick*

*Rodney Peterson*

**TH 534 Feminist Theology and Ethics (Spring: 3)**

Will treat major voices in feminist theology and ethics, and will include representatives from different continents. Critical issues will be uses of history, philosophy, Scripture and theological traditions by feminist thinkers, as well as the possibility of reconciling cultural differences with common moral commitments.

*Lisa Cahill*

**TH 554 Encountering the Qur'an: Contexts and Approaches (Fall: 3)**

*Prerequisite:* Completion of Religious Quest

**Limit 16 with a maximum of eight undergraduates. Additional Master's students may also be admitted with professor's consent.**

Using only English-language sources, this seminar will focus on developing the skills and background needed to understand and reliably interpret the Qur'an in translation. The course will also introduce the traditional contextual materials, such as Prophetic history (*Sira*, *hadith*), recitation, "tales of the prophets," textual development, and *tafsir*. But seminar sessions will focus on close reading and interpretation of selected early (Meccan) Suras.

*James Morris*

**TH 557 Introduction to Islamic Philosophical Traditions (Spring: 3)**

This foundational seminar (no prerequisites) is devoted to key figures and translated works illustrating the spectrum of classical Islamic philosophic (and related scientific) thought, while providing essential historical background and cultural contextualization for each of those traditions. Topics include the transmission of related Hellenistic traditions; the assimilation of Aristotelian philosophy; Neo-Platonism and gnostic currents (especially in Shiite contexts); Farabis political philosophy and its development by Averroes, Avicenna, Tusi, and Ibn Khaldun; Suhrawardi and the Illuminationist school; the spiritual traditions of Ibn 'Arabi and his interpreters; and Mulla Sadra's creative synthesis of those earlier traditions.

*James W. Morris*

**TH 559 Dante's *Divine Comedy* in Translation (Fall: 3)**

**Cross Listed with EN 696, RL 526, PL 508**

**Taught in English**

See course description in the Romance Languages and Literatures Department.

*Franco Mormando*

**TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)**

*Prerequisite:* Preference for international studies and theology majors and minors. Permission of instructor.

**Cross Listed with IN 600**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.

*David Hollenbach, S.J.*

*Erik Owens*

**TH 572 Intermediate Biblical Hebrew I (Fall: 3)**

*Prerequisites:* Introduction to Biblical Hebrew I and II, or equivalent  
**Offered Periodically**

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible.

*The Department*

**TH 573 Intermediate Biblical Hebrew II (Spring: 3)**

*Prerequisites:* Three semesters of college level Biblical Hebrew, or equivalent.

**Offered Periodically**

The course builds on the grammar and syntax learned in Intermediate Biblical Hebrew I. Students will develop more sophisticated knowledge of Hebrew grammar and syntax. Students will refine their ability to read Hebrew prose narratives in the first part of the course. In the second part, students will be introduced to Hebrew poetry.

*The Department*

**TH 582-583 Introduction Biblical Hebrew I and II (Fall/Spring: 3)**

**Cross Listed with SL 091, SL 092**

**No previous knowledge of Hebrew is assumed.**

This course is thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

*David Vanderhoof*

**TH 584 Human Rights: A Common Morality for a Diverse and Developing World (Spring: 3)**

*Prerequisite:* Preference for theology and international studies majors and minors.

**Offered Periodically**

This course will explore the meaning, basis, historical roots, and practical significance of human rights, with special attention given to the questions of the universality of the idea of human rights in the context of the challenges of pluralism and economic development. Considers the relation between human rights diverse religious traditions, especially Christianity.

*David Hollenbach, S.J.*

**TH 598 Law, Medicine, and Ethics (Fall/Spring: 3)**

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The

student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.

*John J. Paris, S.J.*

**TH 794 Philosophy and the Church Fathers (Spring: 3)**

**Cross Listed with PL 794**

Introduction to the major Church Fathers and their varying attitudes towards philosophy. The role of philosophy in the development of patristic theology. Particular influences of Aristotle, Epicurus, and the Stoa. Reception and transformation of Platonism, and the reciprocal influence of Christianity upon Greek thought.

*Margaret Schatkin*

**TH 824 Ministry in the Early Church (Spring: 3)**

In this course the students will follow the development of ministry in the early Church, first within the New Testament period, and then in the post-New Testament period up to the middle of the third century. Among particular questions to be studied will be the ministry of women, and the participation of the laity in decision-making in the early Church.

*Francis A. Sullivan, S.J.*

**TH 826 Introduction to the Hebrew Bible (Fall: 3)**

A survey of the Hebrew Bible in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Participants are introduced to methods and results of modern critical biblical scholarship, but attention is also paid to the traditions of biblical interpretation in Judaism and Christianity.

*Rabbi Rifat Sonsino*

**Graduate Course Offerings**

**TH 461 Human Rights Interdisciplinary Seminar (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor required.

**Cross Listed with ED 461, PY 461, UN 461, LL 461**

*Brinton Lykes*

**TH 480 Ecclesiology (Fall: 3)**

**Offered Periodically**

The course provides an introductory survey of issues in the field of ecclesiology through a reading of classic texts in the field. The careful reading and discussion of these texts is central to the course. We begin with texts, which, while not themselves specifically ecclesiological, became *loci communes* once the field developed. We then turn to the study of ecclesiology proper, that is, ecclesiology as a field within systematic or doctrinal theology.

*Francis P. Kilcoyne*

**TH 484 Liturgical Theology: Sacraments and Worship (Fall: 3)**

Theology of the sacraments primarily as embodied in Roman Catholic liturgical tradition, through study of official documents, historical sources, contemporary systematic theologies, and insights from the social sciences. While focused on Catholicism, the nature of this subject also requires attention to the theologies, practices, and histories of other Christian ecclesial bodies, as well as to Judaism. Methodological questions will be highlighted for this sub-discipline in systematic theology.

*Bruce Morrill*

**TH 507 Comparative Theology and the Theology of Religions (Spring: 3)**

**Offered Periodically**

This seminar will focus on the various theological positions which have been developed with regard to the reality of religious pluralism as well as on the relationship between theology of religions and comparative theology. While we will focus mainly on the works of Christian theologians, we will also pay attention to analogous developments in other religious traditions.

*Catherine Cornille*

**TH 535 Ethics of War and Peacemaking (Fall: 3)**

This course will be a study of the many ethical questions that arise in a Christian assessment of war and peace-making in the modern age. The course will include: historical development of both pacifism and just war theory; moral analysis of various theories of just war and non-violence; a theology of peace; as well as applied ethical questions of humanitarian intervention, counter-terrorism, the concepts of preemptive and preventive wars, and counter-proliferation of weapons of mass destruction will be among the concerns to be treated.

*Kenneth Himes, OFM*

**TH 609 Seminar in Latin Patrology (Spring: 3)**

*Prerequisite:* One year of classical or medieval Latin.

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between eastern and western theology.

*Margaret Schatkin*

**TH 612 Seminar in Greek Patrology (Fall: 3)**

*Prerequisite:* Introduction to ancient Greek

The topic of the Seminar is the doctrine of providence in St. John Chrysostom.

*Margaret Schatkin*

**TH 619 Suffering: Comparative Theologies (Spring: 3)**

In the wake of the Holocaust, how can Christians and Jews comprehend evil and suffering? This course explores this theological question theoretically, comparatively, and dialogically, considering both social questions and individual suffering.

*Ruth Langer*

*Bruce Morrill*

**TH 638 Feminist Perspectives in Theology: Theory and Practice (Fall: 3)**

A critical examination of the contributions feminist/womanist/Latina theologians have made to theology, with special attention given to the theoretical perspectives and frameworks they employ (i.e., liberal, radical, post-structural, critical race theory, post-colonial, queer, ecofeminist, etc.). This seminar will consider classic texts by Daly, Schüssler Fiorenza, Ruether, Johnson, Williams, Isasi-Diaz and others in light of the challenges regarding "difference" and "embodiment" offered by contemporary feminist theory.

*Shawn Copeland*

*Mary Ann Hinsdale*

**TH 639 Happiness and Virtue (Spring: 3)**

**Offered Periodically**

This seminar examines major approaches to the relation of faith and/or morality to human flourishing. It begins with recent scientific studies of human well-being and then examines how they might be understood in relation to Christian theological anthropology and

moral theology. Key issues concern virtue and well-being, sin and grace, temporal and eternal happiness. Key sources are Scripture, Augustine, Thomas Aquinas, and Karl Rahner.

*Stephen Pope*

**Th 650 Paul and Virtue Ethics (Fall: 3)**

*Daniel Harrington*

*James F. Keenan*

**TH 662 Grace—from Lombard to Luther (Fall: 3)**

*Stephen F. Brown*

**TH 676 Theological Aesthetics (Fall: 3)**

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar's "Theo-Drama," students will examine the performative character of Christian faith as a locus theologicus wherein are integrated contemplation and action, beauty and justice.

*Roberto Goizueta*

**TH 690 What is Systematic Theology? (Spring: 3)**

This course explores the question of what theologians are, or might be, doing when they are pursuing the genre of theology that is broadly named "systematics" or "dogmatics." The exploration will take the form of a conversation between samples of performance—the actual results of "doing" systematic theology—and reflections on performance, including "methodological" recommendations. Topics to be considered may include: the organization of theological loci; the relation of "systematics" to other theological specialties; its relation to philosophical questions of hermeneutics, metaphysics, and the morality of truth.

*Charles Hefling*

**TH 694 Early Modern Theology (Spring: 3)**

This graduate seminar will treat several significant Christian theologians from the end of the seventeenth to the early twentieth centuries by examining significant primary texts. It will discuss the ways these theologians understood their field of study, its method, organization, and relation to other fields, especially history and science

*Michael Himes*

**TH 740 Early Christologies and Controversies (Spring: 3)**

This seminar focuses on the Christological questions that developed from the early fourth to the mid-eighth century primarily among Greek speaking Christians. In doing so, it examines various understandings of the relation between the divine and human in Christ and inquires into the theological implications of such ways of thinking for other areas of the Christian life. Attention is given both to conciliar statements and the works of individual authors ranging from Athanasius of Alexandria to John Damascene. The class will situate each text in its historical context, and identify its specific terminology along with the exegetical strategies informing it.

*Paul Kolbet*

**TH 741 The Cappadocians (Fall: 3)**

*Prerequisite:* Graduate students only.

**Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.**

Introduction to the lives and teachings of Basil of Caesarea (ca. 330-379), Gregory of Nazianzus (ca. 329-389), and Gregory of Nyssa (ca. 330-395). Selected readings in English to illustrate their understanding of theology within its historical context.

*Margaret Schatkin*

**TH 792 Christian Ethics: Contemporary Figures (Fall: 3)**

This course will treat formative twentieth century influences on contemporary Christian ethics, for example, Rauschenbusch, Barth, Murray, H. Richard Niebuhr, Reinhold Niebuhr, Vatican Council II, Catholic moral theologians, Gutierrez, Gustafson, Hauerwas, feminist theologians.

*Lisa Sowle Cabill*

**TH 801 Thesis Seminar (Fall: 6)**

**By arrangement only.**

*The Department*

**TH 802 Augustine of Hippo: Rhetoric and Exegesis (Fall: 3)**

**Offered Periodically**

After examining briefly instances of philosophically informed oratory in the Greco-Roman world, this seminar focuses upon Augustine of Hippo's reflections on Christian rhetoric and his actual practice of it. Several theoretical treatises from different periods of his life as well as an extensive number of his sermons will be read. Such an inquiry will illumine how early Christians used scripture and assess the value of Augustine's—not yet widely read—sermons for theology.

*Paul Kolbet*

**TH 827 Introduction to the New Testament (Spring: 3)**

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.

*Pheme Perkins*

**TH 828 German-Jewish Thinkers (Fall: 3)**

**Cross Listed with PL 828**

See course description in the Philosophy Department.

*James Bernauer*

**TH 832 Trinitarian Missions and the Human Good (Fall: 3)**

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief, and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing, deciding, and acting (the human good) as conversational, both asserting concrete conditions for human conversations as broken-down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation that is the Trinity.

*Frederick Lawrence*

**TH 834 Church and Salvation (Fall: 3)**

This course will focus on the role of the Church in the salvation of non-Christians, and the part that their own religions may have in it. The students will first follow the development of Christian thought about these questions up to the Second Vatican Council, and then study the discussion that has taken place since Vatican II, looking especially to the contribution of Jacques Dupuis, and to the Vatican document "Dominus Iesus."

*Francis A. Sullivan, S.J.*

**TH 867 Research Seminar in Biblical Studies II (Fall: 3)**

**By arrangement only.**

*Pheme Perkins*

**TH 867 Latin Paleography (Fall: 3)**

*Prerequisite:* Reading knowledge of Latin.

**Cross Listed with CL 311, PL 866**

Participants will be expected to prepare a transcription of a Latin text as an exercise. Each student will select a text in a particular field of study in consultation with his/her advisor. By arrangement with the professor.

This course is a practical course in reading concrete historical, theological, and philosophical texts on the basis of photocopies of the original manuscripts. The medieval historical subjects to be covered will be in the fields of logic, physics, metaphysics, theology as a science, theological loci, sermons and Scripture commentaries.

*Stephen Brown*

**TH 880 Psychotherapy and Spirituality (Spring: 3)**

**Offered Periodically**

**Undergraduates with permission of instructor.**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh*

**TH 885 A History of Christianity to 1500 (Fall: 3)**

This course is an examination of the life, structure, and thought of the Christian community from New Testament times until the Protestant Reformation. It will combine a topical and chronological approach in weekly lectures, and discussions of primary source readings.

*Patricia DeLeeuw*

**TH 892 Reinhold Niebuhr and John Courtney Murray (Spring: 3)**

Niebuhr and Murray are arguably the two most influential U. S. Christian thinkers of the twentieth century. Both were concerned with the social implications of Christian faith, understood in their respective Reformed and Catholic traditions. This course seeks to understand their thought and what they can contribute to current theological-social debates and to ecumenical understanding of the social role of the churches today.

*David Hollenbach, S.J.*

**TH 895 The Common Good (Fall: 3)**

**Offered Periodically**

**This seminar is intended primarily for advanced level graduate students.**

This course is an exploration of the notion of the common good in Christian theological and philosophical traditions, of some of the critiques of these traditions, and of approaches to retrieval of the common good in the contemporary social, cultural and religious context. A principal concern of the seminar will be whether and how commitment to the common good is compatible both with respect for cultural and religious differences and with freedom in social and political life.

*David Hollenbach, S.J.*

**TH 896 Readings and Research (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**TH 956 Theology as Hermeneutical (Spring: 3)**

Hermeneutical<sup>7</sup> has become a code name for what has been happening to theology since the nineteenth century (and to Roman Catholic theology since Vatican II). The purpose of the course is to

study the salients underlying the overwhelming sea-change contemporary theology is trying to come to terms with. In order to do this we will study important texts by chief thinkers on these matters.

*Frederick Lawrence*

**TH 968 Theological Anthropology (Spring: 3)**

**Offered Periodically**

This seminar explores modern and postmodern theological approaches to the Christian doctrines concerning the human person. After a brief overview of biblical/patristic/medieval conceptions and controversies concerning human personhood, we will look at the theological anthropologies of Barth, Rahner, von Balthasar, and Pannenberg. Critiques and correctives offered by post-liberal, political and liberationist theologians (Baum, Copeland, Ford, Goizueta, McFague, Metz, Ruether), as well as the challenges posed by contemporary neuroscience and cosmology, social constructivist understandings of gender, sexuality and selfhood; and the perspectives of excluded and marginalized persons will be also be considered as time and interest permit.

*Mary Ann Hinsdale, IHM*

**TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**TH 984 Systematics Doctoral Seminar (Fall/Spring: 3)**

**By arrangement only.**

*The Department*

**TH 985 Comparative Doctoral Seminar (Fall/Spring: 3)**

*John Makransky*

**TH 990 First Year Graduate Colloquium (Spring: 3)**

**By arrangement only.**

*The Department*

**TH 998 Doctoral Comprehensives (Fall/Spring: 1)**

**By arrangement only.**

*Bruce Morrill*

**TH 999 Doctoral Continuation (Fall/Spring: 1)**

**By arrangement only.**

*Bruce Morrill*

**University Courses****Contacts****Undergraduate Program Description****University Capstone Courses**

For up-to-date information on Capstone, including the best way to register, please see the Capstone Website at <http://www.bc.edu/capstone/>.

**A course for seniors:** Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

**Ask some inevitable questions now, not later.**

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

**Special features of the course:**

- Faculty from various departments
  - Each section limited to 15-20
  - Class meetings held in leisurely, informal settings
  - Innovative teaching methods
  - Interdisciplinary reading
  - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments.

**To register for a Capstone Seminar**

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary; you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must also understand the following rule:

**No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.**

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**UN 010 Perspectives on Management (Spring: 3)**

**Cross Listed with MM 010**

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

*Peter Bell*

*John Clavin*

**UN 104-105 Modernism and the Arts I/Perspectives II (Fall: 3)**

**Satisfies Arts Core Requirement**

**This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.**

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second

term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky.

*The Department*

**UN 106-107 Modernism and the Arts II/Perspectives II (Spring: 3)**  
**Satisfies Arts Core Requirement**

**A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.**

See description under UN 104.

*The Department*

**UN 109-110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)**

**This two-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Science Core requirement.**

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

*The Department*

**UN 111-112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)**

**A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.**

See description under UN 109.

*The Department*

**UN 119-120 New Scientific Visions I/Perspectives IV (Fall: 3)**

**Satisfies Mathematics Core Requirement**

**This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the three-credit Mathematics Core and 3-credits of the Natural Science Core.**

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

*The Department*

**UN 121-122 New Scientific Visions II/Perspectives IV (Spring: 3)**

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.**

See course description under UN 119.

*The Department*

**UN 145 Cornerstone Advisement Seminar (Fall: 1)**

**The seminar leader will be a faculty member who will also serve Offered in the fall semester only**

**Limited to 14**

The Cornerstone Advisement Seminar offers first year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising in the broadest sense. The course encourages students to reflect on their academic and personal goals and gives them the tools to make the difficult choices that face

them both in and out of the classroom, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community.

*The Department*

**UN 163 Peaceful Ethics: Social Action Leadership Methods (Fall: 3)**  
**Cross Listed with TH 342**

See course description in the Theology Department.

*Richard Nielsen*

**UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)**

**This will be an interactive three-credit seminar of fifteen students.**

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.

*The Department*

**UN 250 Internship (Fall/Spring: 1)**

*John J. Burns*

**UN 251 Mock Trial Practicum (Fall/Spring: 1)**

*John J. Burns*

*Mark C. O'Connor*

**UN 252 McNair Program Internship (Fall/Spring: 1)**

**By arrangement only.**

*William Petri*

**UN 254 Community Service Research Seminar (Fall/Spring: 3)**

**Students should contact the Office of AHANA Student Programs to obtain permission to register.**

Students learn quantitative and qualitative research techniques and develop a proposal for a research project on issues affecting the Latino or the Asian-American community. Students will select one of these two tracks. They will select a topic, conduct a literature review, and identify the purpose and research method for the project. The seminar also includes a lecture series where researchers and community activists discuss issues related to the Latino and Asian-American communities. Finally, students are required to provide community service for 10 hours per week in an organization that works with either community.

*Ana Martinez Alemán*

**UN 320 Vertices: From Half-Time to Course-Times and Lifetimes (Fall/Spring: 1)**

*Richard Keeley*

**UN 471 Psychological Responses to Humanitarian Crises (Fall: 3)**

*Maryanne Loughry*

*Brinton M. Lykes*

**UN 502 Capstone: Ethics in the Professions (Fall/Spring: 3)**

**Cross Listed with PL 434**

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.

*Richard Spinello*

**UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)**

*Prerequisite:* Seniors only

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues.

*Robert F. Capalbo*

**UN 513 Capstone: Ways of Knowing (Spring: 3)**

**Cross Listed with EN 627**

**Offered Periodically**

See course description in the English Department.

*Carol Hurd Green*

**UN 521 Capstone: Science and Religion: Contemporary Issues (Fall: 3)**

**Cross Listed with BI 214**

**Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.**

See course description in the Biology Department.

*Donald J. Plocke, S.J.*

**UN 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)**

**Cross Listed with TH 523**

See course description in the Theology Department.

*John McDargh*

**UN 526 Capstone: Spirituality, Science, and Life (Fall: 3)**

This seminar opens the door to the question: Who am I? Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience. Books, articles, and videos will provide the context for our discussions. Personal sharing, assignments, journal writing, and meditation will help us explore our inner landscapes and bring us closer to our authentic self. While this class experience is not meant to provide definitive answers to questions about life, it will provide the opportunity to begin this journey of exploration which is never ending.

*Carol Chaia Halpern*

**UN 528 Capstone: Holistic Living (Fall: 3)**

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.

*Rachel E. Spector*

**UN 531 Capstone: Five Heroic Americans (Spring: 3)**

**Cross Listed with EN 628**

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 532 Capstone: Boston's College—Your Life (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001 through HS 094

**Cross Listed with HS 241**

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of

Boston College in which they have a personal interest and will record oral histories with faculty, administrators and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts and their futures.

*J. Joseph Burns*

**UN 537 Capstone: Decisions For Life (Fall/Spring: 3)**

This seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. It is organized around a series of topics chosen to explore spiritual, “relational,” vocational, and communal aspects of our being. We will reflect back on the milestones that have brought us to where we are, ask whether our lives have deeper meaning because of our experiences at Boston College, and look ahead to future decisions and ask if there are opportunities for living that represent a “greater good.”

*John Boylan*

**UN 538 Capstone: Passages (Fall: 3)**

**Cross Listed with EN 630**

See course description in the English Department.

*Robert Farrell, S.J.*

**UN 539 Capstone: Doing Well and Doing Good (Spring: 3)**

**Cross Listed with SC 305**

See course description in the Sociology Department.

*Eve Spangler*

**UN 544 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)**

**Cross Listed with EN 637**

**Satisfies Cultural Diversity Core Requirement**

See course description in the English Department.

*Dorothy Miller*

**UN 545 Capstone: Wisdom as Theory and Practice (Spring: 3)**

Seniors leave the Heights of Chestnut Hill wiser than when they arrived and it is this newly-discovered wisdom that is the focus of this Capstone course—especially its active and moral character that removes it from the realm of theory and places it soundly in the world of everyday life. The overarching goal of this course is to engage students in intellectually-informed, serious discussions about important topics in a moral context.

*James Fleming, S.J.*

**UN 546 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)**

**Cross Listed with EN 646**

See course description in the English Department.

*Connie Griffin*

**UN 548 Capstone: Leadership and Mindfulness (Spring: 3)**

**Cross Listed with MD 548**

See course description in the Operations and Strategic Management Department.

*Sandra Waddock*

**UN 549 Capstone: History and Memory (Spring: 3)**

**Cross Listed with HS 242**

**Offered Periodically**

See course description in the History Department.

*Virginia Reinburg*

**UN 550 Capstone: Building A Life (Fall: 3)**

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as “constructing” the future. Lives are not created “ex nihilo”, but built in the context of the places in which we live and have lived; built on the foundations that we have already laid; constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.

*David McMenamin*

**UN 551 Capstone: The Games of Life (Fall: 3)**

Ten times as many American households own a computer today than 20 years ago. Computers and other electronic media have altered brain development in young people. We will examine this important trend, especially the potential of video games that affect our lives. Students will write a “media biography,” seeking to discover how electronics in general, and video games in particular, have influenced their lives, and a second paper predicting how their future will be shaped by electronic innovations. They will design a socially valuable game. Previous knowledge of video games or of developmental psychology is not a prerequisite.

*John Dacey*

**UN 552 Capstone: A Spiritual Exercise (Spring: 3)**

The course will explore students’ BC experience and hopes for the future in the areas of intellectual life, relationships, work, community, and spirituality. Format based loosely on the Spiritual Exercises of Ignatius of Loyola, which move from examination of one’s life through consideration of possible future life choices to one’s own choice of how best to live. Readings from Plato, the Bible, Dorothy Day, Thomas Merton, Elior’s “Middlemarch,” and other shorter pieces related to our conversation. Writing of brief reflection papers on readings and a longer autobiographical essay developed in stages as answers to the questions become clearer.

*David Gill*

**UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)**

*Prerequisite:* Open only to senior students in FPJ Program. Permission of director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter’s project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

*The Department*

**Graduate Course Offerings**

**UN 461 Human Rights Interdisciplinary Seminar (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor required.

**Cross Listed with ED 461, PY 461, TH 461, LL 461**

*Brinton Lykes*

## The School of Theology and Ministry

### Faculty

**Khaled E. Anatolios**, (Weston Jesuit), *Associate Professor of Historical Theology*; B.A., M.A., Ph.D. (Boston College)

**John F. Baldovin, S.J.**, (Weston Jesuit), *Professor of Historical and Liturgical Theology*; A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)

**Francine Cardman**, (Weston Jesuit), *Associate Professor of Historical Theology and Church History*; A.B., M.Phil., Ph.D. (Yale)

**Richard J. Clifford, S.J.**, (Weston Jesuit), *Professor of Old Testament and Professor Ordinarius*; A.B., *Ecclesiastical Faculty*; A.B., M.A., S.T.L., Ph.D. (Harvard)

**Dominic F. Doyle**, (Weston Jesuit), *Assistant Professor of Systematic Theology*; B.A., M.T.S., Ph.D. (Boston College)

**Colleen Griffith**, (IREPM), *Adjunct Associate Professor of Theology and Faculty Director for Spirituality Studies*; B.A., M.Ed., Th.D. (Harvard)

**Thomas Groome**, (IREPM), *Professor of Theology and Religious Education*; M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)

**Margaret Eletta Guider, O.S.F.**, (Weston Jesuit), *Associate Professor of Missiology*; A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)

**Daniel J. Harrington, S.J.**, (Weston Jesuit), *Professor of New Testament and Professor Ordinarius*; A.B., *Ecclesiastical Faculty*; A.B., M.A., B.D., Ph.D. (Harvard)

**Thomas A. Kane, CSP**, (Weston Jesuit), *Associate Professor of Homiletics and Liturgical Practice*; A.B., M.A., S.T.L., Ph.D. (Ohio State)

**Melissa M. Kelley**, (Weston Jesuit), *Assistant Professor of Pastoral Care and Contextual Education*; B.A., M.A., Ph.D. (Boston University)

**Richard Lennan**, (Weston Jesuit), *Associate Professor of Systematic Theology*; B.A., S.T.B., M.Phil., Dr. Theol. (Innsbruck)

**Stanley B. Marrow, S.J.**, (Weston Jesuit), *Professor of New Testament and Professor Ordinarius*; A.B., *Ecclesiastical Faculty*; A.B., M.A., S.T.L., S.S.L., S.T.D. (Gregorian)

**Thomas J. Massaro, S.J.**, (Weston Jesuit), *Professor of Moral Theology*; B.A., *MaHum*, M.Div., S.T.L., Ph.D. (Emory)

**Catherine M. Mooney**, (Weston Jesuit), *Associate Professor of Church History*; A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)

**Nancy Pineda-Madrid**, (IREPM), *Assistant Professor of Theology and Latino/Latina Ministry*; B.A., M.Div., Ph.D. (Graduate Theological Union)

**Theresa O'Keefe**, (IREPM), *Adjunct Assistant Professor of Youth and Young Adult Faith and Faculty Director of Contextual Education*; B.A., M.Ed., Ph.D. (Boston College)

**Jane Regan**, (IREPM), *Associate Professor of Theology and Religious Education*; B.A., M.A., Ph.D. (The Catholic University of America)

**John R. Sachs, S.J.**, (Weston Jesuit), *Associate Professor of Systematic Theology*; A.B., M.A., M.Div., Dr. Theol. (Tübingen)

**John J. Shea, O.S.A.**, (IREPM), *Adjunct Professor of Pastoral Care and Counseling*; B.A., M.A., M.P.S., M.S.W., Ph.D. (Ottawa)

**Thomas D. Stegman, S.J.**, (Weston Jesuit), *Assistant Professor of New Testament*; B.A., M.A., M.Div., S.T.L., Ph.D. (Emory)

**Edward V. Vacek, S.J.**, (Weston Jesuit), *Professor of Moral Theology*; A.B., M.A., Ph.L., M.Div., S.T.L., Ph.D. (Northwestern)

### Contacts

The following persons at the School of Theology and Ministry can be contacted by calling 617-552-6501:

- Dean, Rev. Richard J. Clifford, S.J.
- Chairperson, IREPM Faculty: Thomas H. Groome
- Chairperson, Weston Jesuit Faculty: Rev. John R. Sachs, S.J.
- Associate Dean, Academic Affairs: Jennifer L.S. Bader
- Associate Dean, Student Affairs: Jacqueline Regan
- Associate Dean, Finance and Administration: John Stachniewicz
- Associate Director, Administrative Services: Maura Colleary
- Associate Director, Spiritual Formation: Rev. James Mongelluzzo
- Assistant Director, Financial Aid and Academic Services: Donna DeRosa
- Program Manager, C21 Online: Barbara Radtke
- Administrative Assistant to the Dean: Terry Lima
- Website: <http://www.bc.edu/schools/stm/>

### School of Theology and Ministry

The new School of Theology and Ministry (STM) brings together the extensive resources of the Institute of Religious Education and Pastoral Ministry and the former Weston Jesuit School of Theology, now known as the Weston Jesuit, to prepare both lay and ordained ministers for service to the worldwide Church. C21 Online, now an integral part of the School of Theology and Ministry, offers online courses for spiritual enrichment, faith renewal, and continuing education for adult Catholics.

The School, in collaboration with the Theology Department in the Graduate School of Arts and Sciences, reflects Boston College's commitment to provide superior theological education and formation for ministry in the United States and around the world. For more information visit the STM website at <http://www.bc.edu/stm>.

### Admissions and Financial Aid

#### Admissions

Students apply to School of Theology and Ministry programs through the online application, which can be accessed at <http://www.bc.edu/stm/> or by downloading the paper application from the STM website at <http://www.bc.edu/stm/>.

Students interested in the M.Ed. or C.A.E.S. programs should apply through the Lynch School of Education's website at <http://www.bc.edu/lsoe/>.

Students applying to the Ph.D. in Theology and Education should go to the School of Arts and Sciences' website at <http://www.bc.edu/gsas/>.

Once an application is complete, the appropriate admissions committee will review it. Decisions are communicated within two weeks after committee review.

#### Financial Aid

For students wishing to apply for federal loans, go to <http://www.bc.edu/financialaid/> and fill out both the Free Application for Federal Student Aid (FAFSA) and the Boston College Graduate Financial Aid Application/Validation forms.

For a listing of School of Theology and Ministry scholarships, awards, and grants, visit the STM website <http://www.bc.edu/stm/>. If you wish to be considered, download the School of Theology and Ministry Financial Aid form, fill it out, and mail it to the School of Theology and Ministry, 140 Commonwealth Ave., Chestnut Hill, MA, 02467-3800. With the exception of graduate assistantships, you will automatically be considered for all scholarships, awards, and grants for

which you are eligible. You will receive a Financial Aid Award Letter in early April, outlining your financial aid package from the STM (not including federal loans). If you accept, you may be required to submit evidence of eligibility for selected awards.

### Graduate Programs

Weston Jesuit holds primary responsibility for the following degrees: Master of Divinity (M.Div.), Master of Theological Studies (M.T.S.), Master of Theology (Th.M.), Master of Arts in Spiritual Direction (M.A.), Bachelor of Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctorate of Sacred Theology (S.T.D.).

The Institute of Religious Education and Pastoral Ministry (IREPM) holds primary responsibility for the following degrees: Master of Education in Religious Education (M.Ed.), Master of Arts in Pastoral Ministry (M.A.), Doctor of Philosophy in Theology and Education (Ph.D.), and the Certificate of Advanced Educational Specialization in Religious Education (C.A.E.S.). In addition to degree programs, the IREPM offers Certificates in Pastoral Ministry and a Post-Master's Certificate in the Practice of Spirituality through the Summer Institute. For more information programs, visit the STM website at <http://www.bc.edu/stm/>.

The M.A. in Pastoral Ministry partners with other schools around the University to form several dual degree programs: M.A. in Pastoral Ministry/M.S.W. in Social Work, M.A. in Pastoral Ministry/M.A. in Counseling Psychology, M.A. in Pastoral Ministry/M.S. in Nursing, and M.A. in Pastoral Ministry/M.B.A. in Business Administration.

Through the IREPM, the School of Theology and Ministry partners with the Lynch School of Education to form the following dual degree programs: the M.Ed. in Religious Education with a concentration in Catholic School Leadership, the M.Ed. in Educational Administration and Catholic School Leadership, and the M.A. in Higher Education with a concentration in Catholic University Leadership.

Through the IREPM, the School of Theology and Ministry partners with the Carroll School of Management to offer the following dual degree program: the M.A. in Pastoral Ministry, Church Management Concentration.

In its Continuing Education offerings, the School of Theology and Ministry offers a sabbatical program as well as lecture series, workshops, and "In Dialogue," informal events and conversations open to the public. Non-credit certificates and CEUs are available for participation in Continuing Education offerings.

For the Ph.D. in Theology, see the Theology Department's graduate program description.

### Master of Divinity (M.Div.)

The M.Div. is a 3-year degree program (81 credits) intended for those seeking the comprehensive theological, pastoral, and spiritual formation needed for ordained ministry or professional lay ecclesial ministry. Students complete course work in all the theological and ministerial disciplines including Scripture, Systematic, Historical and Moral Theology, Church History, Word and Worship, and Pastoral Studies. The degree is not focused on a particular ministry but prepares students to assume leadership positions in varied ministerial settings. The M.Div. meets official Church standards for the first three years of theology prescribed in the *Program for Priestly Formation* and the requirements of *Co-Workers in the Vineyard of the Lord*.

### Bachelor of Sacred Theology (S.T.B.)

The S.T.B. is the first theology degree in the ecclesiastical cycle. The degree requirements are similar to those of the M.Div., and the program is open to anyone who meets the M.Div. admissions requirements and possesses a minimum of two years of philosophy studies.

### Master of Education in Religious Education (M.Ed.)

The M.Ed. (44 credits in the academic year or 35 credits in summers) is intended for lay, religious, and ordained students wishing to become religious educators in parishes and in Catholic, private, or public schools. The program has concentrations in Total Community Catechesis, School Religion Teaching, Interreligious Understanding, Catholic School Leadership, or no concentration. It also serves the needs of K-12 Catholic school administrators who wish to augment their experience and knowledge of educational administration with the study of Catholic culture, theology, and mission. Students enroll in courses in theology, ministry, and education. Depending on the concentration, the degree can be completed in summer-only study. The degree can also meet the requirements for lay ecclesial ministry in *Co-Workers in the Vineyard of the Lord*. The M.Ed. is offered through the Lynch School of Education. The M.Ed. can also be completed through the IREPM Summer Institute.

### Dual Bachelor of Arts (B.A.) and Master of Education (M.Ed.) for Boston College Undergraduates

Boston College undergraduates who may be interested in working in campus ministry in a high school or college, or with youth in a parish, teaching religious education in primary or secondary schools, or working in Church social services organizations such as Catholic Charities can apply in their junior year. If accepted, they begin taking graduate courses in their senior year and would complete a master's degree within five years after their entrance into Boston College as undergraduates.

### Master of Arts in Pastoral Ministry (M.A.)

The M.A. in Pastoral Ministry is a multifaceted, flexible 2-year program (44 credits in the academic year or 35 credits in summers) that prepares ministers either as generalists or as specialists in a particular ministry. Concentrations include Liturgy and Worship, Health Care Ministry, Pastoral Care, Religious Education, Spirituality, Social Justice/Social Ministry, Youth and Young Adult Faith, Hispanic Ministry, Church Management, or no concentration. The M.A. in Pastoral Ministry can also be completed through the IREPM Summer Institute. The degree can meet the requirements for lay ecclesial ministry in *Co-Workers in the Vineyard of the Lord*.

### Dual Bachelor of Arts (B.A.) and Master of Arts (M.A.) for Undergraduate Theology Majors

Boston College undergraduate majors with a GPA of 3.5 in theology who are interested in working in a parish, campus ministry, Catholic or other private secondary school, social justice organization, or other faith community setting can apply in their junior year. If accepted, they can count a limited number of courses in their senior year toward the M.A. as well as toward the B.A. and complete a master's degree within five years after their entrance into Boston College as undergraduates.

**Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)**

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in two or three years (the length of time will be less if students take summer courses in Pastoral Ministry). Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Graduate School of Social Work.

**Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)**

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study or less if students incorporate both summer and academic-year courses. For the Pastoral Ministry degree, students can choose to concentrate in either Pastoral Care and Counseling or Spirituality Studies. Both tracks will prepare the student to be mental health counselors in religious or secular settings; the Spirituality Studies concentration will also prepare students to be spiritual directors. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Lynch School of Education.

**Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Business Administration (M.B.A.)**

This dual degree program prepares students for careers in the management and administration of churches and church-related organizations and corporations such as diocese, hospital systems, universities, and social service agencies. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Carroll School of Management.

**Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)**

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of care giving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Connell School of Nursing.

**Master of Theological Studies (M.T.S.)**

The M.T.S. is a 2-year degree (48 credits) that provides a basic understanding of theological disciplines. It is intended for individuals who wish to pursue further theological study, to incorporate theology into their current professions, or to obtain a solid theological

understanding of the faith. The required course work in all theological disciplines, together with a specific concentration, sets this degree apart from other first-level M.A. degrees in theology.

**Master of Arts in Spiritual Direction (M.A.)**

The M.A. in Spiritual Direction is a 2-year program intended for experienced spiritual directors who wish to further develop their skills through formal training. Students complete 24 academic credits in theology before completing 24 practica credits at the Center for Religious Development in Cambridge, MA.

**Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)**

The C.A.E.S. is a 2-year (36 credits in the academic year or 30 credits in summers) post-master's degree with a major in religious education. It is intended for experienced ministers with master's degrees who wish to focus on a particular area of research. The C.A.E.S. is offered through the Lynch School of Education.

**Master of Theology (Th.M.)**

The Th.M. is a 1-year degree (24 credits) that is intended to deepen and to focus a student's foundational knowledge of theological disciplines and ministerial practice. It is intended for lay or ordained ministers who possess the M.Div. and who wish to further their theological studies. It can be used to fulfill the fourth year of graduate theological study required for ordination.

**Licentiate in Sacred Theology (S.T.L.)**

The S.T.L. is a 2-year (33 credits) program and is the second in the ecclesiastical cycle. Students pursue a specialization in a particular branch of theology to develop advanced theological expertise that prepares them to serve in official capacities within diocese and religious communities and to teach theology in major seminaries, diocesan schools, and other institutions of higher learning. It is intended for lay men and women, diocesan priests, and members of religious orders who possess the S.T.B. or an appropriate B.D. or M.Div. It can also be used to fulfill the fourth year of graduate theological study required for ordination. Students in the Ph.D. program in the Department of Theology at Boston College who possess an S.T.B. (or an appropriate B.D. or M.Div.) can receive an S.T.L. in conjunction with their Ph.D. course work and dissertation.

**Doctor of Sacred Theology (S.T.D.)**

The S.T.D. is the highest degree in the ecclesiastical cycle and requires the S.T.L. degree for admission. The degree forms scholars who combine a broad knowledge of an area, a critical knowledge of theological methods, and an ability to do original research, and who make significant scholarly contributions in a particular field. In addition to preparing students to teach in seminaries and other institutions of higher learning, the S.T.D. prepares its recipients for membership on an ecclesiastical faculty.

**Doctor of Philosophy, Theology and Education (Ph.D.)**

The Ph.D. focuses on the interdisciplinary study of theology and education. It is intended for those wishing to move into academic teaching and research positions in theology, practical theology, and religious education. The Ph.D. is offered through the Graduate School of Arts and Sciences.

### *Undergraduate and Graduate Course Offerings*

**Note:** Prerequisites for fall 2008—but not spring 2009—courses are noted. Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **TM 414 Contemporary Approaches to Religious Education (Fall: 3) School of Theology and Ministry—IREPM course**

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

*Jane Regan*

### *Graduate Course Offerings*

#### **TM 492 Theological Reflection Practicum (Spring: 3) School of Theology and Ministry—Weston Jesuit course Pass/Fail.**

Provides students with an opportunity to reflect theologically upon the dynamics of ministry. The practicum is recommended for all M.Div. students.

*The Department*

#### **TM 501 Theological Synthesis (Spring: 3) School of Theology and Ministry—Weston Jesuit course**

**Enrollment limited. Qualified students in other programs may enroll as space allows.**

This is a required, 6-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines.

*Richard Lennan*

#### **TM 502 Synoptic Gospels (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

An investigation of the Gospels of Mark, Matthew, and Luke. Following a more extensive analysis of Mark's Gospel, the seminar proceeds to examine how Matthew and Luke produced "second edition" gospels to serve the needs of the communities to whom they wrote.

*Thomas Stegman, S.J.*

#### **TM 503 Grief and Loss (Spring: 3) School of Theology and Ministry—Weston Jesuit course**

In this course, we will explore both traditional and contemporary psychological theories that seek to understand the experience of loss and grief. We will explore the experience of grief and loss from a cultural, contextual perspective and consider which features, if any, may be universal. We will seek to bring theology and psychology into mutually enriching dialogue on the topic and also understand what theology has to say to the field of bereavement research. This course will consider the experience of loss and subsequent grief from the following perspectives: theological, psychological, religious, pastoral, and personal.

*Melissa Kelley*

#### **TM 505 Introduction to Catholic Social Ethics (Spring: 3) School of Theology and Ministry—Weston Jesuit course**

How may the Catholic tradition contribute to deliberations about social justice in contemporary society? How may future ministers prepare to teach and preach about social justice? This course addresses such questions through an examination of modern papal social encyclicals as well as U.S. Bishops' major pastoral letters "The Challenge of

Peace" and "Economic Justice for All." Central themes will include human rights, solidarity, common good, economic development, work, property, ecology, and preferential option for the poor. The course introduces students to the documentary heritage, tools for conducting social analysis of justice issues, the task of developing a spirituality of social responsibility.

*Thomas Massaro, S.J.*

#### **TM 506 Foundations of Theology (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.

*Khaled Anadolios*

#### **TM 508 Doctrine of God (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

This course will present the Christian understanding of God in the context of modern secularism and atheism, with respect to philosophical issues, historical development, dogmatic terminology, and contemporary approaches. Special topics will include God's action, God's will, prayer, and discernment.

*John R. Sachs, S.J.*

#### **TM 509 Cross Cultural Ethics (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

This course will consider several models of fundamental Christian ethics in various parts of the world (Africa, Latin America, East Asia and North America) in order to illustrate both convergences and divergences in terms of principal and secondary concerns, methods employed, conclusions reached, as well as prospects for cross-cultural collaboration. Consideration of other authors, areas and models will also be presented in both the class discussion as well as from the students' own small group class presentations.

*James Bretzke, S.J.*

#### **TM 510 Fundamental Moral Theology (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

This examination of foundational issues in moral theology begins with a brief historical presentation and then treats the following: casuistry, moral principles, virtues, conscience, the Scriptures, the magisterium, the natural law, intrinsic evil, proportionalism, the believing community and sin.

*Edward Vacek, S.J.*

#### **TM 512 Acts of the Apostles (Fall: 3) School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* New Testament Introduction

An exegetical analysis of Luke's narrative of the birth and growth of the early church and its key theological themes (e.g., God, Jesus, the Holy Spirit, the twelve apostles, Jerusalem, the church, Jews and Christians, the Gentiles, Christology, eschatology, mission, salvation history). The treatment will proceed with particular attention to the Gospel of Luke, the genre and purpose(s) of Luke's second book, and the life setting of the Lukan author and audience.

*Christopher Matthews*

**TM 513 Theological Synthesis (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Enrollment limited. Qualified students in other programs may enroll as space allows.**

This is a required, 6-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines.

*Dominic Doyle*

*Margaret Eletta Guider, OSF*

**TM 514 The Psalms (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

The course will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will employ a polarity of lament and praise, which are fundamental categories in the modern interpretation of the Psalms. Consideration of this polarity as identified within certain religious and social practices common in the ANE and in Israel will help to contextualize the discussion. The course will also examine how Psalms function in Christian liturgy and how they might be understood by Christians in their personal prayer.

*Christopher Frechette, S.J.*

**TM 515 The Basic Narrative Old Testament: Genesis to Kings (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures and sections. Solid knowledge of these books is essential to understand the Old and New Testaments. Weekly sections enable students to develop skills in interpreting biblical passages for pastoral application. Note: This course does not duplicate conventional introductions to the Bible or to the Old Testament because of its limited focus (Genesis to Kings) and its small group analysis of texts.

*Christopher Frechette, S.J.*

**TM 516 Bioethics (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

A study of contemporary issues in medical ethics, including reproductive technologies, euthanasia, abortion, genetic engineering, and resource allocation.

*Edward Vacek, S.J.*

**TM 517 Human Sexuality (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

A study of human sexuality as a fundamental mode of relating to oneself, to God, and to others; analysis of sexual issues including homosexuality, premarital sex, contraception, and celibacy.

*Edward Vacek, S.J.*

**TM 520 Great Themes of the Bible (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Old Testament and New Testament introductions

A study of major Biblical themes, among others: creation, election, kingship, spirit, word, wisdom, and eschatology. Attention will be given to key biblical texts and important modern syntheses.

*Richard Clifford, S.J.*

**TM 521-522 Experiencing God I and II (Fall/Spring: 2)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Pass/Fail.**

This 2-semester seminar investigates selected historical and contemporary literature relating to spirituality in order to sharpen the director's capacity to experience the spiritual life. Cognitive and affective dimensions of spiritual direction are explored. Experiential readings focus primarily on Etty Hillesum's diaries and the Ignatian reminiscences. Directors engage respectively with the course readings as means to illumine the activity of direction itself.

*Ellen Keane and CRD Staff*

**TM 523-524 Perceptions and Emotions I and II (Fall/Spring: 2)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Pass/Fail.**

This 2-semester course focuses on religious experience and explores in depth the perceptions and emotions involved.

*Ellen Keane and CRD Staff*

**TM 525-526 Looking at Prayer I and II (Fall/Spring: 2)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Pass/Fail.**

This 2-semester seminar offers practical ways of fostering affective and/or articulated responses to the experience of God within direction. Directors enter into conversation with the movements of the Spiritual Exercises as these movements reveal themselves in the prayer of the director and directee.

*Ellen Keane and CRD Staff*

**TM 527 Liturgical Preaching I (Fall/Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Limited enrollment.**

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.

*Thomas Kane, CSP*

**TM 528 Death and Dying (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

Thanatology—the study of death and dying—is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.

*Melissa Kelley*

**TM 529 Confession Practicum (Fall: 1)**  
**School of Theology and Ministry—Weston Jesuit course**  
*Prerequisite:* Moral Theology  
**Limited Enrollment.**

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of sacramental reconciliation. The theology of penance and canon law will be included.

*James Bretzke, S.J.*

**TM 530 Contextual Education (Fall/Spring: 4)**  
**School of Theology and Ministry—IREPM course**

For academic year students, Contextual Education is a 4-credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register for Contextual Education during the fall semester of their final year, but should contact the Director of Contextual Education in the prior Spring semester to set up a placement.

*Theresa O'Keefe*

**TM 531 Rites Practicum (Spring: 2)**  
**School of Theology and Ministry—Weston Jesuit course**  
**Limited Enrollment.**

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.

*Thomas Kane, CSP*

**TM 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)**  
**School of Theology and Ministry—IREPM course**

This course presents the dimension of faith as the distinguishing feature of a pastoral care caregiver and for the therapeutic change that pastoral care and counseling can facilitate. In a context of human and religious development, this course outlines psychoanalytic, cognitive behavioral and humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: the therapeutic alliance; transference and counter-transference; ethics; boundaries; multicultural perspectives; differences among psychotherapy, pastoral counseling and spiritual direction; and diagnosis and referral.

*John Shea, OSA*

**TM 534 The Church (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and an anthropology. Specific topics for exploration include the place of the church in the Creed, a theology of authority, of mission, and current issues shaping the church's life and its place in the wider culture.

*Richard Lennan, S.J.*

**TM 535 Wisdom Literature (Fall: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

Biblical wisdom literature is diverse, including in its pages ancient equivalents of psychology, satire, self-help, and reflection about God in daily life. The course will study the wisdom literature both in its ancient Near Eastern context and in its literary context in the Christian Bible. Lectures and discussion of Proverbs, Job, Qoheleth (Ecclesiastes), Sirach, Wisdom of Solomon, and wisdom passages and themes in the New Testament.

*Daniel Harrington, S.J.*

**TM 536 Contemporary Trinitarian Theologies (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

The major portion of this course will survey major works on Trinitarian theology produced since the second half of the 20th century (e.g., Barth, Rahner, Moltmann, von Balthasar) and will end with a particular focus on Trinitarian theologies that engage with feminist theology and inter-religious dialogue.

*Khaled Anatolios*

**TM 537 Spiritual Autobiography: Journeys into Self and God (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

This course examines the spiritual autobiographies of Dorothy Day and Walter Ciszek, SJ. In addition to reading classic texts by profound and influential religious seekers, the class will explore how religious experiences, understandings of the self, God, and the supernatural are shaped by diverse historical contexts.

*Catherine Mooney*

**TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**  
**School of Theology and Ministry—IREPM course**

*The Department*

**TM 539 Eucharistic Theology (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the eucharistic liturgy.

*John Baldwin, S.J.*

**TM 540 Introduction to the New Testament (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

A historical and theological introduction to the New Testament, to its various genres, and the methods of its interpretation against the background of early Christian literature.

*Thomas Stegman, S.J.*

*Christopher Matthews*

**TM 541 The Gospel of Matthew (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* New Testament Introduction

An exegetical analysis of key texts in Matthew's Gospel with particular attention to their Jewish background, historical setting, and theological significance today.

*Daniel Harrington, S.J.*

**TM 543 First Corinthians (Fall/Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

A close exegetical analysis of the Epistle with particular attention given to its literary and rhetorical features, historical background, theology, and pastoral implications.

*Stanley Marrow, S.J.*

**TM 545 Christian Political Thought (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

A historical and textual examination of Catholic and Protestant approaches to life in political society. Themes include love and power, loyalty and universalism, equality and hierarchy, reason and revelation, law and authority, sovereignty and justice. We will read short selections from numerous figures, including: patristic figures, Augustine, Aquinas, Suarez, Machiavelli, Luther, Calvin, Hobbes, Locke, Rousseau, Burke, Wesley, Mill, Weber, John Ryan, Social Gospel, Maritain, Reinhold Niebuhr, John Courtney Murray, Liberation Theology, and Teilhard de Chardin.

*Thomas Massaro, S.J.*

**TM 546 Christology (Fall/Spring: 3)**

**School of Theology and Ministry—Weston Jesuit and IREPM course**

*Prerequisite:* Introduction to the Old Testament

An introduction to Christology, that is, the Church's understanding of Jesus Christ. The course will focus on the historical development of the Church's doctrine of Christ as well as the challenges posed to that doctrine by contemporary realities such as historical consciousness, social injustice, and religious pluralism. Students will be encouraged to examine their own understandings of Jesus Christ in light of the Church's tradition, contemporary problems and proposals, and their own context.

*Nancy Pineda-Madrid*

*John R. Sachs, S.J.*

**TM 547 Apocalyptic Literature (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

Apocalyptic literature flourished from about the fourth century B.C. well into the early Christian era. This course will treat general questions about apocalyptic literature but will focus on the pertinent Jewish and Christian texts, with particular attention to the books of Daniel and Revelation.

*Daniel Harrington, S.J.*

**TM 548 Ministerial Ethics (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

Course examines both the general and special virtues and obligations that lay and ordained ministers, like doctors and nurses, have as part of their profession, e.g., holiness; confidentiality; care for the young, sick, and dying; preaching; administering sacraments; financial accountability; and ecclesial loyalty.

*Edward Vacek, S.J.*

**TM 549 Epistle to the Romans (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* New Testament Introduction or equivalent

An exegesis of the Epistle with principal attention to its fundamental theological themes and their implications for Christian existence.

*Thomas Stegman, S.J.*

**TM 551 History of Western Christianity II (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

A general survey of Western Christianity, with special emphasis on institutional, cultural, theological, and spiritual issues. Topics to be covered include monasticism, evolution of the papacy, the investiture controversy, crusades, heresy and inquisition, friars, scholasticism, women's religious orders and associations, mysticism, missions to Africa, Asia and the Americas, the Reformation, and early modern Catholicism.

*Catherine M. Mooney*

**TM 572 Intermediate Hebrew: Readings in Biblical Prose and Poetry (Fall/Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Minimum of one year of basic Hebrew

A 2-semester course of readings from the Hebrew Bible. Students will receive one credit in the fall semester and two credits in the spring semester.

*Richard Clifford, S.J.*

**TM 595 Professional Ethics Ministry I: Boundaries (Fall/Spring: 1)**

**School of Theology and Ministry—Weston Jesuit course**

Pass/Fail.

**Required for all new students.**

The overall purpose of this intensive, 1-day practicum is to provide participants with a general model for establishing, maintaining, and evaluating professional boundaries in ministerial relationships. The actual nature of contemporary professional ministry will be considered as the context within which boundaries must be managed. The goal of the practicum is to offer a way of examining a broad spectrum of ministerial activities from a perspective of professional ethics.

*Melissa Kelley*

**TM 596 Professional Ethics Ministry II: Academic Integrity**

**(Fall/Spring: 0)**

**School of Theology and Ministry—Weston Jesuit course**

In order to support academic integrity in the Weston Jesuit community, it is important to be aware of expected practice concerning the proper citation of sources used in academic work. Therefore, all new students are required to attend a workshop designed to familiarize everyone with related school policy and procedures and to help participants learn to recognize and avoid plagiarism. This workshop is held during orientation week.

*The Department*

**TM 601 Psychological Dimensions of Spiritual Direction I (Fall: 1)**

**School of Theology and Ministry—Weston Jesuit course**

Pass/Fail.

This 2-semester seminar examines issues of group process, the dynamics of the spiritual director relationship with the directee, the intrapsychic functioning of the human mind, and the psychological theory appropriate to spiritual direction. It includes case consultation.

*Ellen Keane and CRD Staff*

**TM 602 Psychological Dimensions of Spiritual Direction II (Spring: 2)**

**School of Theology and Ministry—Weston Jesuit course**

Pass/Fail.

This 2-semester seminar examines issues of group process, the dynamics of the spiritual director relationship with the directee, the intrapsychic functioning of the human mind, and the psychological theory appropriate to spiritual direction. It includes case consultation.

*Ellen Keane and CRD Staff*

**TM 603 Diversity of Religious Experience I (Fall: 1)**

**School of Theology and Ministry—Weston Jesuit course**

Pass/Fail.

This 2-semester seminar explores spiritual direction in relation to current issues of spirituality, culture, and justice.

*Ellen Keane and CRD Staff*

**TM 604 The Practice of Ministry with Youth and Young Adults: Voice, Vision, and Vocation (Fall: 3)**

**School of Theology and Ministry—IREPM course**

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work, and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.

*Theresa O'Keefe*

**TM 606 Diversity of Religious Experience II (Spring: 2)**  
School of Theology and Ministry—Weston Jesuit course  
Pass/Fail.

This 2-semester seminar explores spiritual direction in relation to current issues of spirituality, culture, and justice.

*Ellen Keane and CRD Staff*

**TM 610 Written Project (Spring: 3)**  
School of Theology and Ministry—Weston Jesuit course  
Pass/Fail.

A final written project that integrates the student's experience of spiritual direction with the theological foundation and practical supervision he/she has received and demonstrates competence in the ministry of spiritual direction.

*Ellen Keane and CRD Staff*

**TM 641 The Prophets (Fall: 3)**  
School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Previous courses on the Bible recommended but not required

This course will begin by examining the narratives concerning prophets in the books of Samuel and Kings in order to form a descriptive definition of prophecy in Israel. It will then move to the exegesis of selected passages from the writing prophets, Amos, Hosea, Isaiah, Micah, and Jeremiah.

*Richard Clifford, S.J.*

**TM 643 Evil and Deliverance: Christian Responses to Social Catastrophe (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

This course begins with an overview of biblical, philosophical, theological and spiritual perspectives on evil and deliverance. Given this background, it takes up the question of theodicy posed by social catastrophe. Using a series of selected historical case studies and autobiographical narratives, it examines the responses of Christians living in the midst and aftermath of catastrophe. The course concludes with a proposal for a "theology of preparedness" for mission and ministry in a postmodern world.

*Margaret Eletta Guider, OSF*

**TM 644 Foundations of Theology: A Pastoral Perspective (Fall: 3)**  
School of Theology and Ministry—IREPM course

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in *Co-Workers in the Vineyard of the Lord*. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Colleen Griffith*

**TM 644.01 Foundations of Theology: A Pastoral Perspective (Spring: 3)**

School of Theology and Ministry—IREPM Hybrid course

This course is presented in an online/on-campus format. There will be six meetings on campus. In addition, students are expected to participate in online discussion guided by focus questions and based on course readings. A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in *Co-Workers in the Vineyard of the Lord*. It provides a consideration of theological methods and an investigation of

the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.

*Barbara Anne Radtke*

**TM 646 Theology and Spirituality of Ordained and Lay Ministers (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

The future of Roman Catholic ministry will include both ordained and lay persons in the service of Christ. This course is an exploration of both forms of ministry. It will include the scriptural foundations for ministry, the historical development of forms of ministry, the challenges of ministry today as well as the relation between ordained and lay ecclesial ministry. The course will conclude with discussion of the spirituality of Christian priesthood (baptized and ordained).

*John Baldwin, S.J.*

**TM 647 Sacraments in the Life of the Church (Fall: 3)**

School of Theology and Ministry—IREPM course

This course offers an introduction to the sacramental life of the church with a view to pastoral practice. At the beginning we will focus on foundational elements of Roman Catholic sacramental theology. In subsequent 2-3 week segments, we will discuss sacraments of initiation, healing and vocation, inviting other STM faculty to address the sacraments from their areas of expertise. These will include sacraments and religious education; sacraments and spirituality; and sacraments and pastoral care; The course will invite students into a fruitful and creative dialogue between contemporary ecclesial experience of the sacraments and the Catholic theological and liturgical tradition.

*Jennifer Bader*

**TM 648 Gospel of John (Fall: 3)**

*Prerequisite:* New Testament Introduction or equivalent

School of Theology and Ministry—Weston Jesuit course

An exegetical study of the Gospel with special emphasis on Johannine theology and its consequences for the life of the believer in the community.

*Stanley Marrow, S.J.*

**TM 650 Seminar: Jesuit Ministry and Spirituality (Fall: 3)**

*Prerequisites:* A course in Jesuit or church history for this period and reading knowledge of Latin or a pertinent modern language desirable

School of Theology and Ministry—Weston Jesuit course

No auditors.

Readings in primary and secondary literature dealing with the Jesuits' pastoral and cultural engagements, with a view to a more comprehensive appreciation of their spirituality and style of procedure. Emphasis on the "old Society," from 1540-1773.

*Catherine Mooney*

**TM 654 Marriage: Theological, Canonical and Pastoral Perspectives (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* First year theology, or previous course work in Church history and fundamental theology

A study of marriage in the biblical and liturgical tradition of the Roman Catholic Church. The course will explore the theology and canon law of marriage, marriage preparation and marriage enrichment, and pastoral and canonical approaches to questions of separation, nullity, and remarriage. Designed for second- or third-year students.

*Amy Strickland*

**TM 658 Grace and the Theological Virtues (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace and the theological virtues. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g., Irenaeus, Augustine), medieval (Aquinas), reformation (Calvin, Trent, John of the Cross), and modern (Rahner, liberation theology). Special attention will be paid to the systematic presentations of Aquinas and Rahner.

*Dominic Doyle***TM 661 Ignatian Way I: Prayer, Discernment, and Decision-Making (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

Limited enrollment. Auditors welcome.

An in-depth exploration, both theological and practical, of three principal dimensions of the spirituality of St. Ignatius Loyola. First, attention will be given to various modes of prayer consistent with the spirituality of St. Ignatius Loyola (lectio divina, imaginative prayer, meditation, contemplation, etc.). Next will be a systematic study of Ignatius' rules for discernment of spirits. Finally, consideration will be given to his guidelines for discovering God's will for the individual (the Ignatian "election").

*George Drury, S.J.***TM 662 Ignatian Way II: Spiritual Exercises of St. Ignatius of Loyola (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

The book of the Spiritual Exercises of St. Ignatius will be the focus of the course. Particular attention will be given to their origin and composition, their division into weeks, and the dynamics of grace that are present in each part. There will be special emphasis given to Ignatius' rules for discernment and his guidelines for making an election. The elements of the Spiritual Exercises contributing to greater individual and corporate growth in Christian discipleship for the contemporary world will also be presented.

*George Drury***TM 665 The Church and the Poor (Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Some prior study of church history and/or social justice is recommended, but not required

Images and roles of the poor in Western Christianity will be examined through reading of primary texts and discussion of traditional teachings, charismatic leadership/movements, and evolving expressions of the "preferential option."

*Janice Farnham***TM 683 Seminar in Pastoral Theology (Fall: 3)**

School of Theology and Ministry—IREPM course

All Christian theology is marked by the pastoral interest of serving the life of the church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational themes of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life and enabling scholars to "do" theology in a pastoral setting.

*Nancy Pineda Madrid***TM 685 Professional Ministry Practicum (Fall/Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Instructor Permission

Offered Biennially

This practicum provides opportunities for developing and exercising the competencies and skills necessary for professional ministry and for intensive reflection on the experience. Students minister in a site which offers challenging opportunities to apply, develop, and broaden their skills, sensitivities, perspectives, and theologies. With their on-site supervisor/mentor, they reflect on their experiences, their successes, and their areas for ongoing growth. With their on-campus peer group, they participate in theological reflection, pastoral case studies, and opportunities for the cultivation of ministerial identity and competencies.

*Melissa Kelley***TM 691 Liturgy: History, Ritual and Presiding (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

This course will investigate three aspects of the liturgical celebration: the history and development of the Eucharist with special attention to the liturgical sources of the Early Church, the development of the calendar, feasts and seasons; the ritual components of sign, symbol and the non-verbal performative elements; and the art of presiding with emphasis on developing skills for leading public prayer in a church setting.

*Thomas Kane, CSP***TM 699 Directed Reading (Fall/Spring: 3)**

School of Theology and Ministry—Weston Jesuit course

*The Department***TM 700 Adult Learners for a Postmodern Church (Spring: 3)**

School of Theology and Ministry—IREPM course

What are the dynamics that make adults ready and able to live effectively as people of faith in our contemporary postmodern context? What does it mean to be a believer in such a context and how are adults supported in the maturity of faith? Theology, psychology, and education theory all have a contribution to make in addressing these questions. Focused consideration is given to contemporary theories in adult development and adult learning. Attention is given to the implications of this for the parish/congregation, but broader applications are also considered.

*Jane Regan***TM 707 Seminar: Liturgy as Arena for Biblical Interpretation (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisites:* One Old Testament and one New Testament course

An investigation of the effects that liturgy has on the interpretation of Scripture. Following an analysis of hermeneutical issues, the seminar examines the interpretative possibilities—and limitations—that arise when biblical texts are proclaimed at the Eucharistic liturgy.

*Thomas Stegman, S.J.***TM 708 Seminar (Fall: 3)**

School of Theology and Ministry—Weston Jesuit course

*Prerequisites:* One Old Testament, one New Testament, and at least one scripture course

For readers immersed in contemporary culture, many passages of the Old Testament might seem to portray the God of Israel in bizarre, perplexing, and even scandalous ways. What does one make of depictions of God as being enraged, inflicting sickness, or commanding child sacrifice or the slaughter of cities? This seminar will investigate an array of depictions of God preserved in texts from a variety of Old

Testament books as well as from Mark, John, 1-2 Corinthians, and Hebrews. It will seek to understand how these depictions functioned in their ancient cultural contexts.

*Christopher Frechette, S.J.*

**TM 709 Seminar: Themes in Pauline Theology (Fall: 3)**

*Prerequisite:* New Testament introduction or equivalent

**School of Theology and Ministry—Weston Jesuit course**

An exegetico-theological study of the principal theological and paraenetic themes in the Pauline corpus with their relevance for the Christian community.

*Stanley Marrow, S.J.*

**TM 710 Seminar: Early History of the Liturgy (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

A seminar dealing with texts and other sources for the development of the Christian liturgy from the beginning to the sixth century. Topics covered will include: the Eucharist, Baptism, and Confirmation, Liturgical Calendar, Daily Prayer, and the Architecture of Liturgy.

*John Baldwin, S.J.*

*Khaled Anatolios*

**TM 711 Seminar: The Book of Isaiah (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

An examination of the entire Book of Isaiah as a unified literary and theological work (not First or Second Isaiah alone). Attention will be given to the themes and editing techniques that have made the traditions of several different eras into a single book perennially addressing the community of faith with the word of God.

*Christopher Frechette, S.J.*

**TM 712 Seminar: Karl Rahner (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

**Limited to 10.**

This seminar will examine the methodology and central themes of Rahner's theology through detailed analysis and discussion of several key essays. Familiarity with Rahner's work is presumed.

*Richard Lennan*

**TM 713 Seminar: The New Testament and Ethics (Fall: 3)**

*Prerequisites:* New Testament and foundational courses

**School of Theology and Ministry—Weston Jesuit course**

The topic this year is Paul and Virtue Ethics. The seminar will examine Pauline ethical teachings with particular attention to their significance for moral theology today.

*Daniel Harrington, S.J.*

*James Keenan*

**TM 714 The Sacraments: A Theological Perspective (Fall: 3)**

**School of Theology and Ministry—IREPM online course**

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation—Marriage and Holy Orders.

*Barbara Anne Radtke*

**TM 716 Seminar: Thomas Aquinas on God (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* Reading knowledge of Latin is helpful but not required

**Limited to 15.**

A systematic examination of Aquinas' doctrine of God in the *prima pars* of the *Summa theologiae*, with readings drawn from the treatises on the unity of the divine essence and on the Trinity. Articles by modern authors will accompany each week's readings from the *Summa*.

*Dominic Doyle*

**TM 717 Education of Christians (Spring: 3)**

**School of Theology and Ministry—IREPM course**

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology, of the church and of Western education.

*Thomas Groome*

**TM 718 Seminar: Early Christian Ethics (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisites:* Early Church History and Moral Theology

An examination of major ethical themes and issues in early Christian life from the second through the sixth centuries (Apostolic Fathers through Gregory the Great). The goal of the seminar is to explore the range of approaches and sources for Christian ethics in this period through extensive reading and discussion of primary sources (homilies, letters, apologetic writings, ethical and theological treatises) and through seminar presentations.

*Francine Cardman*

**TM 719 Seminar: Patristic Roots of Eastern Christianity: The**

**Mystical Theologies of Gregory of Nyssa and Maximus the**

**Confessor (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

Gregory of Nyssa and Maximus the Confessor are two theologians of the early Church, each of whom synthesized Patristic Christological and Trinitarian doctrine into a rich spiritual and mystical vision that became foundational for the subsequent development of Eastern Christianity. This seminar involves the close study of key texts by these two seminal figures, in conversation with contemporary interpretations of their work.

*Khaled Anatolios*

**TM 720 Seminar: From Jesus to Christ: The Question of His**

**Identity (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

The seminar will focus on the historical and critical research of Jesus in dialogue with biblical and contemporary Judaism, and understanding the later development of the belief in the divinity of Jesus. We will examine the doctrine of Christology in the light of Relational Ontology and religious pluralism. Students will be encouraged to analyze and critically evaluate their own understandings of Jesus Christ by dealing with the foundational issues of Christology.

*Paolo Gamberini, S.J.*

**TM 721 Seminar: Soteriology of the New Testament (Spring: 3)**  
**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* New Testament introduction or equivalent

**Number of participants is limited.**

A study of the principal ways in which the New Testament authors understood the “for us” of the death of Jesus.

*Stanley Marrow, S.J.*

**TM 722 Seminar: Saints and Sanctity (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisites:* A course or equivalent study regarding early, medieval, or early modern history, the periods emphasized in this course

This seminar examines the Christian saints from the formation of the cult of saints in early Christianity through the sixteenth century, with periodic attention to modern saints. Topics to be considered include martyrdom; why notions of sanctity change; how to read saints’ lives; the difference between saints proclaimed by the people and those canonized by the papacy; the significance of shrines, relics and pilgrimage; gendered notions of sanctity; and the extent to which saints might be useful for contemporary spirituality. Extensive discussion of primary sources.

*Catherine Mooney*

**TM 723 Total Community Catechesis Seminar (Fall: 3)**

**School of Theology and Ministry—IREPM course**

The concept “total community catechesis” builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This seminar examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

*Jane Regan*

**TM 725 Seminar: Three Texts of John Henry Newman (Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

Newman’s theology explored major elements of Christian theology in ways that made his work significant for Vatican II and beyond. This seminar will focus on Newman’s writings on faith, tradition, and the dynamics of the ecclesial community. The seminar will also examine the reception of Newman’s theology, both in his own time and in the life of the contemporary church.

*Richard Lennan, S.J.*

**TM 726 Seminar: Magisterian and Moral Issues (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Prerequisite:* A course in fundamental moral theology will be very helpful as a prerequisite for this seminar.

This seminar will begin by outlining the Magisterium’s munus or office to “teach authoritatively” in matters relating to “faith and morals” (*de fide vel moribus*). Following consideration of the foundational bases, the seminar, using the methodology of a *status quaestionis* and/or *quaestio disputata*, will then turn to a consideration of selected debated issues in the areas of bioethics, health care, end-of-life, reproductive technologies, and some questions related to sexual and marital ethics.

*James Bretzke, S.J.*

**TM 730 Holistic Formation for Ministry (Fall/Spring: 1)**

**School of Theology and Ministry—IREPM course**

**Required for all M.A. and M.Ed. students.**

**Pass/Fail.**

Education for ministry in today’s church necessitates that academic preparation and spiritual development be fundamentally integrated. In this 1-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning, in which students are responsible for planning their academic program, in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction.

*IREPM Faculty*

**TM 731 Writing and Research for Theology and Ministry**

**(Fall/Spring: 1)**

**School of Theology and Ministry**

**Required on admission for some students.**

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial and wider social worlds in its diverse modes of communication, this course imagines writing, research, and the theological and pastoral questions that engender them as integrated parts of an ongoing process of inquiry, reflection, and practice. Its goal is to invite students into that process through the questions arising from their own theological and ministerial study, engagement and reflection; to provide practical and conceptual tools for successful writing and research in the theological/ministerial context; to offer a methodological, task-oriented framework that can be adapted to the requirements of students’ writing/research projects.

*The Department*

**TM 740 Seminar: Catholicism Confronts Modernity 1789-1968**

**(Fall: 3)**

**School of Theology and Ministry—Weston Jesuit course**

Beginning with the French Revolution, Roman Catholicism came to be imagined by others—and constructed by itself—as radically incompatible with “modernity.” The nineteenth century widened the gap: positivism, democratic institutions, laicist nation-states, and ever-increasing urbanization all posed threats to Catholic traditionalism. This course will survey several topics: The development of doctrine; Marx, Darwin, and bourgeois culture; the Syllabus of Errors; rationalism v. fideism; Thomistic revival; the “Modernist Crisis”; anti-Semitism; Vatican II. Particular attention will be paid to the Church’s evolving moral teachings in areas of specific modernist concerns: slavery, usury, suffrage, democracy, and human sexuality.

*Stephen Schloesser, S.J.*

**TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

**Pass/Fail.**

This practicum is a 2-semester, 6-credit course in which students direct from 3 to 5 persons, receive supervision, and attend a three-hour seminar every week. An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.

*Ellen Keane and CRD staff.*

### TM 754 Theology of Culture (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

How does the study of culture, which integrates the various branches of inquiry into human meaning, challenge and invigorate theological reflection? Through lecture and discussion, this course explores how the rise of cultural studies transforms the nature and purpose of theology. Readings from authors such as H. R. Niebuhr, Kathryn Tanner, Charles Taylor, Jon Sobrino, Aloysius Pieris, Benezet Bujo, Nicholas Boyle, William Cavanaugh, Robert Schreier, and Judith Perkins.

*Dominic Doyle*

### TM 755 Women and Ministry (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

The course aims to help women develop their understanding of the practice and theology of ministry by taking experiences of ministry with and by women as the starting point for reflection. Developing feminist process is also a significant goal of the course. Resources from feminist theology, spirituality, theory, and ethics, will inform the work of the course along with analysis of critical social and political issues facing women.

*Francine Cardman*

### TM 767 Hispanic Ministry Seminar I: Pastoral Dimensions (Fall: 3)

School of Theology and Ministry—IREPM course

TM 767 is not a prerequisite for TH 768.

This course is Part I of a 2-part seminar designed for those in the Hispanic Ministry concentration but open to all STM and Theology Department students. Topics include pastoral planning, religious education, liturgy, youth ministry, leadership in the church, popular religiosity, spirituality, and ecumenism. The aim of this course is to draw upon religious education, spirituality, and ministry courses that the students are taking and familiarize them with the various pedagogies, methodologies, and cultural elements of ministry in U.S. Hispanic/Latino/a contexts.

*Hosffman Ospino*

### TM 768 Hispanic Ministry Seminar II: Theological Foundations

(Spring: 3)

School of Theology and Ministry—IREPM course

TM 767 is not a prerequisite for TH 768.

This is Part II of a year long seminar designed for those in the Hispanic Ministry concentration but open to STM and Theology students. Topics this semester include the methodology of contextual theology, God, Christology, theology of the human person, ecclesiology, the theology of Mary and social justice. The aim of this course is to familiarize the student with the various elements of systematic theology (which they are studying in more depth in other courses) from the perspective of the U.S. Hispanic/Latino/Catholic context.

*Nancy Pineda-Madrid*

### TM 775-776 Group Supervision I and II (Fall/Spring: 1)

School of Theology and Ministry—Weston Jesuit course

Pass/Fail.

This 2-semester course requires participants to become involved in presenting case studies based on experience, reflection, and discussion each week. It includes extensive presentations of work with a directee over a lengthy period of time with reflection on one's progress as a spiritual director.

*Ellen Keane and CRD Staff*

### TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)

School of Theology and Ministry—Weston Jesuit course

*Prerequisite:* Completion of the Professional Ministry Practicum

This practicum provides opportunities for Th.M. and advanced M.Div. candidates to develop and exercise ministerial leadership in settings requiring both advanced ministerial experience and theoretical preparation for supervision, administration, and/or consultation. Frequently, the practicum conjoins expertise in another professional field or academic discipline with the practice of ministry. Students must meet with the professor before registering for this course.

*Melissa Kelley*

### TM 783 Supervised Practicum in Spiritual Direction (Spring: 3)

School of Theology and Ministry—Weston Jesuit course

Pass/Fail.

This practicum is a 2-semester, 6-credit course in which students direct from 3 to 5 persons, receive supervision, and attend a three-hour seminar every week. An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum. In addition to registration/tuition fees, all students who are not STM students pay a \$200 supervisory fee each semester.

*Ellen Keane and CRD Staff*

### TM 785 Theology, Spirituality, and the Body (Spring: 3)

School of Theology and Ministry—IREPM course

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.

*Colleen Griffith*

### TM 787 Diaconate Practicum (Fall/Spring: 3)

School of Theology and Ministry—Weston Jesuit

*Prerequisite:* Completion of the Professional Ministry Practicum

Provides ordained deacons with an opportunity for engagement and direction in parish settings or other ministerial sites. Students must meet with the professor before registering for this course.

*Melissa Kelley*

### TM 790 Historical Resources for a Contemporary Spirituality (Fall: 3)

School of Theology and Ministry—IREPM course

TM 790 is not a prerequisite for TM 791.

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila and John of the Cross. Thematic questions will be brought to the reading of core texts.

*Colleen Griffith*

### TM 791 Twentieth-Century Classics in Spirituality (Spring: 3)

School of Theology and Ministry—IREPM course

TM 790 is not a prerequisite for TM 791.

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de

Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.

*Colleen Griffith*

**TM 799 Advanced Directed Reading (Fall/Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Weston Jesuit Faculty*

**TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)**

**School of Theology and Ministry—IREPM course**

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Such foundations include the theological anthropology, ecclesiology, soteriology, and eschatology that should undergird religious education and ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of “sharing faith.”

*Thomas Groome*

**TM 830 Christian Religious Education, Ministry and Culture (Spring: 3)**

**School of Theology and Ministry—IREPM course**

This course focuses on the importance of cultural awareness in the practices of Christian religious education and ministry. Students are invited to reflect on the various embodiments of culture in our context (e.g., art, ethnicity, language, pop culture) and their potential to mediate the encounter between God and humanity. Embracing a theological-practical methodology, we will explore key concepts such as inculturation, multiculturalism, and interculturalism. The goal of the course is to envision effective strategies for Christian religious education and ministry that are culturally responsive and responsible.

*IREPM Faculty*

**TM 835 Psychology of Religious Development (Fall: 3)**

**School of Theology and Ministry—IREPM course**

A survey of major psychological perspectives on the foundation and development of religious consciousness and development of religious consciousness and identity over the life cycle. The course will emphasize the student’s personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.).

*John J. Shea, OSA*

**TM 840 Master of Divinity Closure Seminar (Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program. The Director of the M.Div. program oversees the seminar.

*John Baldwin, S.J.*

**TM 850 Church Management: Integrative Colloquium (Fall: 3)**  
**IREPM Fall Weekend Course**

Students must register for all three weekends.

September 12 and 13, Oct. 17-18, Nov. 14 and 15, 2008.

Friday 4:00 p.m. to 9:00, Saturday 9:00 a.m. to 3:00 p.m.

This course is designed to integrate best management practices into the pastoral ministries of the church. Drawing upon the language and cultures of both management and ministry, it will enable people to manage the church’s temporal responsibilities in ways that enhance its spiritual mission. Its curriculum will focus on management issues of pressing interest to the church’s mission in the world; it can serve people specializing in church management as a vocational choice or for those whose ministry could be enhanced by such a course.

*Catherine O’Connor, CSB*

**TM 871 Colloquium on Ministry and Life (Fall: 0)**

**School of Theology and Ministry—Continuing Education course**  
**Required for all Sabbatical students.**

A weekly meeting for the Sabbatical participants which draws on their experiences of life and ministry in the contemporary Church. The meetings provide a forum to integrate these experiences and to explore together topics such as transition, spiritual growth and self-care for the minister, authority, etc. The small group format is used to encourage and support healthy interchange.

*Gail O’Donnell*

**TM 880 M.T.S. Thesis (Fall/Spring: 3)**

**School of Theology and Ministry—Weston Jesuit course**

*Edward Vacek, S.J.*

**TM 881 Th.M. Thesis (Fall/Spring: 6)**

**School of Theology and Ministry—Weston Jesuit course**

*Francine Cardman*

**TM 885 Continuing Status (Fall/Spring: 0)**

**School of Theology and Ministry—Weston Jesuit course**

*The Department*

**TM 888 Masters Interim Study (Fall/Spring: 0)**

**School of Theology and Ministry—IREPM course**

*IREPM Department*

**TM 901 Colloquium of Ministry and Life (Spring: 0)**

**School of Theology and Ministry—Weston Jesuit course**

A weekly meeting for the Sabbatical participants which draws on their experiences of life and ministry in the contemporary Church. The meetings provide a forum to integrate these experiences and to explore together topics such as transition, spiritual growth and self-care for the minister, authority, etc. The small group format is used to encourage and support healthy interchange.

*Gail O’Donnell*

**TM 930 Ignatian Spirituality I: Origins, Sources and Themes (Spring: 1)**

**School of Theology and Ministry—IREPM Weekend course**

February 6 and 7, 2009

Friday 4:00 p.m. to 9:00 pm, Saturday 9:00 a.m. to 3:00 p.m.

Students may register for any weekend.

This course will be taught in three weekends, with each weekend focusing on a different aspect of Ignatian Spirituality. The first weekend will highlight the origins, sources and themes of Ignatian Spirituality; the second weekend will draw attention to the Spiritual

Exercises and their purpose and process; and the third weekend will emphasize how Ignatian Spirituality engages critical issues in church and world.

*Philip Sheldrake*

**TM 931 Ignatian Spirituality II: Spiritual Exercises (Spring: 1)**  
**School of Theology and Ministry—IREPM Weekend course**  
**March 13 and 14, 2009**

**Friday 4:00 p.m. to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.**  
**Students may register for any weekend.**

This course will be taught in three weekends, with each weekend focusing on a different aspect of Ignatian Spirituality. The first weekend will highlight the origins, sources and themes of Ignatian Spirituality; the second weekend will draw attention to the Spiritual Exercises and their purpose and process; and the third weekend will emphasize how Ignatian Spirituality engages critical issues in church and world.

*Philip Sheldrake*

**TM 932 Ignatian Spirituality III: Critical Issues in Church and World (Spring: 1)**  
**School of Theology and Ministry—IREPM Weekend course**  
**April 17 and 18, 2009**

**Friday 4:00 p.m. to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.**  
**Students may register for any weekend.**

This course will be taught in three weekends, with each weekend focusing on a different aspect of Ignatian Spirituality. The first weekend will highlight the origins, sources and themes of Ignatian Spirituality; the second weekend will draw attention to the Spiritual Exercises and their purpose and process; and the third weekend will emphasize how Ignatian Spirituality engages critical issues in church and world.

*Philip Sheldrake*

**TM 980 S.T.D. Specialized Research (Fall/Spring: 6)**  
**School of Theology and Ministry—Weston Jesuit course**

*The Department*

**TM 985 S.T.L. Thesis (Fall/Spring: 9)**  
**School of Theology and Ministry—Weston Jesuit course**

*Thomas Massaro, S.J.*

**TM 987 Role of Empathy in Pastoral Care and Counseling (Spring: 3)**  
**School of Theology and Ministry—IREPM course**

**School of Theology and Ministry—IREPM course**

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.

*John J. Shea, OSA*

**TM 991 Special Issues in Pastoral Care and Counseling (Spring: 3)**  
**School of Theology and Ministry—IREPM course**

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse,

the addictions along with dual diagnosis and co-dependency, the experience of trauma, loss and depression, ministry to those with AIDS, dying and bereavement, suicide and burnout in ministry.

*John J. Shea, OSA*

**TM 994 Education for Justice and Peace (Spring: 3)**  
**School of Theology and Ministry—IREPM course**

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice. Following that is a review of Catholic social teachings, as a means of offering a theological foundation for educating for justice around issues. The course looks at educational methods from the early twentieth century to the present, methods that reflect an understanding that education itself is a work of justice. The course concludes with an opportunity for students to integrate: tools of investigation and analysis on an issue of justice; Catholic social teaching; appropriate methodology for effective education.

*Theresa O'Keefe*

**TM 999 Doctoral Continuation (Fall/Spring: 1)**  
**School of Theology and Ministry—IREPM course**

**By Arrangement Only**

*The Department*

## *Carolyn A. and Peter S. Lynch School of Education*

### INTRODUCTION

The Lynch School offers undergraduate and graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. For example, “Teachers for a New Era,” a landmark initiative undertaken by the Carnegie Corporation to strengthen K-12 teaching, supports state-of-the-art schools of education that are focused on evidence-driven teacher education programs. The initiative is expected to directly influence public policy leaders concerned with the quality of the nation’s teachers. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country’s best-known financial investors.

### UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher

licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of fifth year programs available for academically superior students through which the bachelor’s and the master’s degree can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering Lynch School undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. All programs lead to a Bachelor of Arts degree.

### *Information for First Year Students*

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 217/EN 084.06, EN 080-084, GM 063/EN 084.01, RL 300, RL 357/EN 084.02, RL 395), PY 030 and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a 1-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor’s degree requires the completion, with satisfactory cumulative average (at least 1.667) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student’s program in the Lynch School. These majors must have the approval of the Associate Dean (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, an interdisciplinary minor or major, or a second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Associate Dean before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form, an application for admission to

a Teacher Education Program, and a current transcript to the Associate Dean (104/106). That office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of Major form and submit a current transcript.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

### *Practicum Experiences Leading to Teacher Licensure*

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Practicum Experiences and Teacher Induction, Campion 103, only for eligible students enrolled in programs in the Lynch School. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Elementary, and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-perweek experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence in the following standards: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, meets professional responsibilities.

The full practicum must be completed by all students seeking licensure. A cumulative GPA of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for endorsement for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Practicum Experiences and Teacher Induction. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and May 1 for fall placements. Application deadlines

for all practica are October 15 for spring placements and March 15 for fall placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

### **Human Development Field Practica**

Human Development students should visit [http://www.bc.edu/schools/lsoe/academics/undergrad/human\\_dev/experience.html](http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/experience.html) for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

### *International and Special Practicum Placement Program for Undergraduate Studies*

Lynch School students may participate in the International Programs described in the *University Policies and Procedures* section.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 103, Chestnut Hill, MA, 02467-3804.

### *The Honors Program*

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment.

## MAJORS IN EDUCATION

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. Also, licensure in other states is facilitated through the Lynch School's accreditation by the Interstate Licensure Compact (ICC). Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure. All students are urged to consult with the Office of Practicum Experiences and Teacher Induction or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers three minors for Education majors: Special Education, Middle School Mathematics Teaching, Human Resources Management, and English as a Second Language (ESL).

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the Minors in the Lynch School section.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section.

The minor in Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The Teaching English Language Learners (TELL/ESL) concentration is open to Elementary and Secondary Education majors. See the Minors in the Lynch School section of this catalog for more information.

### Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

### Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 8-12. The major in Secondary Education will benefit those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elec-

tive courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year. The pre-practicum component begins at the sophomore level and culminates in a full-time senior level practicum.

### Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via an alternate route. A special option is provided for minor-ing in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

### MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in Arts and Sciences,
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in Arts and Sciences, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six and Core courses may be included. The minor in Special Education is an excellent option as a second minor for Human Development majors interested in special needs settings. The minor in Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Human Development majors is available on the Lynch School website, [http://www.bc.edu/schools/soe/academics/undergrad/human\\_dev.html](http://www.bc.edu/schools/soe/academics/undergrad/human_dev.html). It is strongly recommended that all students pursue a field practicum course which includes 10 hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar.

The Human Development major has six core courses and three foci or concentrations: human services, human resource management, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

### SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in Arts and Sciences, a major or an interdisciplinary minor in Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

#### Lynch School Majors

##### *Interdisciplinary Majors*

Interdisciplinary majors are based in two or more Arts and Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors.

**Note:** Secondary Education students can not become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

##### Mathematics/Computer Science

Recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

##### Human Development

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, and public and private organizations, including business.

##### American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

##### Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

##### General Science

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: biology, chemistry, physics, and geology.

**Note:** Secondary Education students can not become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

### MINORS IN THE LYNCH SCHOOL

#### Minors for Lynch School Students

All Lynch School majors may minor in Special Education, as well as any Arts and Sciences discipline. A minor consist of six 3-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Human Resource Management. Further information on these minors is below.

##### *Minor in Special Education*

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required Arts and Sciences minor.) Interested students must complete a Declaration of Major form and submit it to the Associate Dean (Campion 104/106). While the minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities).

The minor in Special Education is not available to students outside of the Lynch School.

##### *Minor in Middle School Mathematics Teaching*

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Dean (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

##### *Minor in Human Resources Management*

The minor in Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or

organizational studies may elect a minor in Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA.

This minor is limited to 15 students per year. Students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

### ***Teaching English Language Learners (TELL/ESL) Certification***

The Lynch School offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners.

### **Minors for College of Arts and Sciences Majors**

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors is below.

#### ***Minor in Secondary Education***

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, or Latin and Classical Studies in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible College of Arts and Sciences undergraduate students only). This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Please note: Arts and Sciences students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

Students must complete 32 courses in the College of Arts and Sciences.

Applications for the Secondary Education minor must be submitted to the Associate Dean (Campion 104/106).

#### ***Minor in General Education***

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses. (Note: This minor is not available to Lynch School students.)

### **Minors for Carroll School of Management Majors**

All Carroll School majors may minor in Human Development for Carroll School Majors or General Education. More information on these minors is below.

#### ***Minor in Human Development***

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a

3.0 GPA. This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organization Studies. Applications should be submitted no later than September of a student's junior year.

#### ***Minor in General Education***

All Carroll School of Management majors (as well as all Connell School of Nursing, and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

### **Minors for Connell School of Nursing Majors**

All Connell School of Nursing majors may minor in General Education. More information about this minor is below.

### **Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors**

#### ***Minor in General Education***

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.)

## **FIFTH YEAR PROGRAMS**

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's and a master's degree in five years. The master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the master's program. None of the 38 courses required for the bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Curriculum and Instruction
- Early Childhood, Elementary, or Secondary Teaching
- Teacher of Students with moderate Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Severe Special Needs
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human

Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

### LYNCH SCHOOL GRADUATE PROGRAMS

#### Introduction

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

#### Policies and Procedures

##### *Admission*

Information about admission is available on the Lynch School website at <http://www.bc.edu/lynchschool/>. You may also write to the Office for Graduate Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

##### *Deferral of Admission*

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Student Services and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

##### *Admission for International Students*

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application that can be downloaded from the Lynch School website at <http://www.bc.edu/lynchschool/>. Prospective students may also write to the Office for Graduate Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu). All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (<http://www.ets.org/>). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 80 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires that all applicants to doctoral programs take the Graduate Record Examination (GRE).

##### *Non-Degree Status*

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions homepage and is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in

the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Director of Graduate Admissions in the Office of Graduate Student Services.

### **Financial Aid**

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website (<http://www.bc.edu/lynchschooll/>) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans and work-study. Some of these resources can be obtained directly from Boston College; others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures in chapter two of this catalog.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with disadvantaged children, youth, and families.

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial aid to a select few of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of \$10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At the completion of the expected years of service, the entire amount due shall be canceled with no payment due. This award is often paired with a tuition scholarship.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the *Donovan Urban Teaching Scholars Program*. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

*Dean's Awards* are tuition scholarships of varying amounts given to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. As part of continuing efforts in the Lynch School to address the needs of academically talented, economically disadvantaged students who wish to pursue graduate study in the Lynch School, we are pleased to announce a new Need-based Financial Aid program. This program is available to all master's degree applicants who plan to attend full-time. For further information, please contact the Director of Graduate Admissions in the Office of the Graduate Student Services.

The *Graduate Alumni Award* was established by graduates of the Lynch School to provide significant support to incoming students with

outstanding academic achievement who shows particularly great promise in the fields of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Diversity Fellowships* are renewable for up to five years of support, and carry full tuition scholarships of 18 credits per year and stipends of approximately \$19,000.

The *Catholic Educator Award* is a tuition scholarship award associated with the Educational Leadership program, established through a partnership between the Lynch School of Education and the School of the Theology and Ministry at Boston College. It supports students who are preparing to study and practice across the educational spectrum, from schools K-12 to institutions of higher education. Three new degree opportunities give students the ability to integrate studies in school or university administration with courses in Catholic mission, culture, theology and ministry.

**The M.A. in Higher Education with a concentration in Catholic University Leadership** is for those aspiring to careers in educational administration in Catholic colleges and universities and who wish to embrace their distinctive mission and culture.

**The M.Ed. in Religious Education with a Catholic School Leadership concentration** is designed for those who have some background and experience in educational administration, but little formal background in Catholic theology or ministry and wish to become principals or presidents of Catholic schools.

**The M.Ed. in Educational Administration and Catholic School Leadership prepares** those with little background in educational administration for the principalship or presidency of Catholic schools. The degree offers coursework and supervised clinical experiences required for licensure in the Commonwealth of Massachusetts while educating graduates to promote a mission-based ethos in their schools. For more information on these programs, visit the Lynch School Center for Catholic Education website: <http://www.bc.edu/ccel/>. Generous financial aid is available.

The *William and Mary Lam Graduate Student Scholarship* is given to a Chinese citizen who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship.

The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the *Severe Disabilities Program*. Further funding is available to students who wish to receive an additional endorsement in educating students who are deafblind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the Severe Disabilities Program with additional coursework in deafblindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

Full-time graduate students enrolled in the courses required for the *Teaching English Language Learners (TELL/ESL) certificate* are eligible for scholarships and internships, pending federal funding through the Office of English Language Acquisition in the U.S. Department of Education.

*Graduate Assistantships* are a combination of tuition scholarship and stipend in varying amounts. A listing of assistantships is produced annually by the Office for Graduate Student Services and the Murray Graduate Student Center. Students submit resumes and letters of interest to the office or individual holding the assistantship opportunity.

### *Students with Disabilities*

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

### *Licensure and Program Accreditation*

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in Champion 103, 617-552-4206, can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Student Services at 617-552-4214. Boston College is currently in the process of moving from NCATE accreditation to TEAC (Teacher Education Accreditation Council) accreditation.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to

obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

### *International and Special Practicum Placement Program for Graduate Studies*

The Lynch School's International and Special Practicum Placement Program offers classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state student teaching opportunities are available in Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Champion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

### *Degree Programs*

The Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ph.D., and Ed.D. degrees. Graduate programs serve a dual purpose: **research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

### *Doctoral Degree Programs*

#### **General Requirements for the Degree of Doctor of Philosophy**

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean for Graduate Student Services. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office for Graduate Student Services. Programs of Study for all programs are available on the Lynch School's website at <http://www.bc.edu/lynchschoo/>.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at [http://www.bc.edu/schools/lsoe/academics/phd\\_policies.html](http://www.bc.edu/schools/lsoe/academics/phd_policies.html).

### ***Certificate of Advanced Educational Specialization (C.A.E.S.)***

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Administration and Curriculum and Instruction, contact the Office for Graduate Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### ***Master's Degree Programs***

Candidates for the master's degree must be graduates of an accredited college or university. All master's students are supervised by the Office of Graduate Student Services, Campion 135.

#### **Master of Education Degree (M.Ed.)**

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching\*
- Special Education Teaching\*
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Administration
- Educational Research, Measurement, and Evaluation

\*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-8 and Grades 5-12, Students with Severe Special Needs pre K-12.

#### **Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)**

##### *M.A.T. and M.S.T. for Initial Licensure*

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, Romance Languages (French and Spanish), Latin and Classical Humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

##### *M.A.T. and M.S.T. for Professional Licensure*

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure and have at least one year of teaching experience under that license. The Professional License is available in the following academic disciplines: English, history, French, Spanish, earth science, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

#### **Master of Arts Degree (M.A.)**

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist

- Higher Education
- Counseling
- Developmental and Educational Psychology

These programs are described in each departmental section.

#### **Course Credit**

A *minimum* of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean.

#### **Programs of Study**

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available on the Lynch School website: [http://www.bc.edu/bc\\_org/avp/soe/default.html](http://www.bc.edu/bc_org/avp/soe/default.html). They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed with the Associate Dean.

#### **Fifth Year Programs**

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please contact the Office of Graduate Student Services for further information about the Fifth Year Programs.

#### **Research Centers**

The Lynch School houses several Research Centers. For more information refer to the *About Boston College* section of this catalog.

### **Department of Teacher Education/Special Education, and Curriculum & Instruction**

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements. Carnegie Corporation of New York and other funders are now undertaking an ambitious reform initiative, Teachers for a New Era, to stimulate construction of excellent teacher education programs at selected colleges and universities, including Boston College's Lynch School of Education.

#### ***Areas of Concentration***

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

## EDUCATION

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The Teaching English Language Learners (TELL, formerly ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English Language Learners. This is an appropriate concentration for students applying for licensure programs in early childhood, elementary, secondary education, or reading. It is also an appropriate concentration for licensed teachers in these areas who are pursuing a master's degree in Curriculum & Instruction. The concentration is comprised of three additional courses and a field experience (which can be fulfilled through the pre-practicum requirement).

### Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, French and Spanish, Latin, and Classical Humanities
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K-8, 5-12)
- Specialist Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

### Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- GPA of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction

- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

### Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* and the *12 Credit Program Leading to Professional Licensure*.

The *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), and Spanish (5-12). Each program requires five approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five approved pedagogical courses (15 credit hours) related to the academic discipline.

The *12 Credit Program Leading to Professional Licensure* is an option available to candidates who received Initial Licensure in a Master's Degree licensing program. This program is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), Earth Science (8-12), English (8-12), French (8-12), History (8-12), Mathematics (8-12), and Spanish (5-12). Each program requires two approved graduate courses (six credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (six credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate; and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial license in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking

Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

### ***Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum and Instruction***

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: February 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year—February 1 for a summer or fall deadline. Applicants must meet the priority deadline to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching below.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum and Instruction is February 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschool/>, email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### **Programs in Teacher Education/Special Education and Curriculum & Instruction**

#### ***Master of Education (M.Ed.) in Early Childhood Teaching***

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

#### ***Master of Education (M.Ed.) in Elementary Teaching***

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses,

and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

#### ***Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching***

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and Classical Humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office for Graduate Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Office for Graduate Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

#### ***Master of Education (M.Ed.) in Reading/Literacy Teaching***

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

#### ***Master of Education (M.Ed.) in Curriculum & Instruction***

The master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

### ***Master of Education (M.Ed.) in Special Education***

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12**

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

#### **Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K-12**

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

### ***Teaching English Language Learners (TELL/ELS) Certificate***

The Lynch School of Education offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, moderate special needs, and others). This program is designed to prepare mainstream teachers to work with bilingual learners/ English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners. Courses include ED 346 Teaching Bilingual Students (elementary or secondary education section), ED 621 Bilingualism, Second Language and Literacy Development, and workshops leading to licensure as a Certified MELA-O Administrator offered as a free non-credit 10-hour training over two Saturday sessions. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Professor Brisk, brisk@bc.edu.

### ***Donovan Urban Teaching Scholars Program***

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early

Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to a M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

### **Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum & Instruction, contact the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

### ***Doctoral Program (Ph.D.) in Curriculum & Instruction***

The doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

### **Department of Educational Administration and Higher Education**

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

## Programs in Educational Administration

### *Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs*

Students in Educational Administration may seek state administrative licensure as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, in some cases, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Practicum Experiences and Teacher Induction. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

### *Application Deadlines for Programs in Educational Administration*

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is February 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for the PSAP program, the Lynch School's part-time Ed.D. program for practicing administrators, is March 1. The Ph.D. program in Educational Administration is no longer accepting applications.

### **Professional School Administrators Program**

The Professional School Administrators (PSAP) program is offered in alternate years and will not be admitting a cohort in 2008.

All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website <http://www.bc.edu/lynchschoo/> or email us at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### *Master of Education (M.Ed.) in Educational Administration*

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational administration. To be *licensed*, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

### **Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)**

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Administration, contact the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

### *Doctoral Program (Ed.D.) in Educational Administration*

The Lynch School offers a 3-year Accelerated doctoral program for practicing school administrators, leading to the Ed.D. degree. The Professional School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Applicants must be currently practicing in their administrative area. More information is available from the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

## Programs in Higher Education

### *Application Deadlines for Programs in Higher Education*

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at <http://www.bc.edu/lynchschoo/> or email [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### *Master of Arts (M.A.) in Higher Education*

The master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Higher education policy and finance
- Organizational culture and change
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

### *Doctoral Degree (Ph.D.) in Higher Education*

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

### **Department of Counseling, Developmental, and Educational Psychology**

During their first year, all matriculated students should work with their advisors to complete a program of studies. Master's and doctoral students must file their program of studies with their advisors.

### **Programs in Counseling Psychology**

Programs in Counseling Psychology have as a mission the preparation of counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

### *Application Deadlines for Programs in Counseling Psychology*

The priority deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 15 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may file the application from the Lynch School website at <http://www.bc.edu/lynchschoo/> or email [ladmissions@bc.edu](mailto:ladmissions@bc.edu).

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

### *Master of Arts (M.A.) in Counseling*

The Master of Arts degree in Counseling is a 2-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the 2-year time period.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades

pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

### ***Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)***

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

### **Programs in Applied Developmental and Educational Psychology**

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology or Early Childhood Specialist and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

### ***Application Deadlines for Programs in Applied Developmental and Educational Psychology***

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo/> or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

### ***Master's Programs (M.A.) in Developmental and Educational Psychology***

#### **Developmental and Educational Psychology (M.A.) Option**

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. The masters degree in Developmental and Educational Psychology involves the choice of one of the following five focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for

doctoral study in developmental or educational psychology or to move directly into a research position.

- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas (e.g., early childhood specialist).

Students work closely with a faculty advisor to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office for Graduate Student Services, Campion 135.

### **Early Childhood Specialist (M.A.)**

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This program does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching.

### **Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology**

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty is committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

### **Department of Educational Research, Measurement, and Evaluation**

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

#### ***Application Deadlines for Programs in Educational Research, Measurement, and Evaluation***

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

*Note:* In some cases, applications are considered beyond the deadline. Call the Office for Graduate Student Services at 617-552-4214 for more information.

All admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo/> or email at [lsadmissions@bc.edu](mailto:lsadmissions@bc.edu).

#### ***Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation***

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

#### ***Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation***

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

### Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute of Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

#### *Dual Degree Programs-Law and Education*

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission.

All Lynch School admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

#### *Dual Degree Program-Management and Higher Education (M.B.A./M.A.)*

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

#### *Dual Degree Program-Pastoral Ministry and Counseling (M.A./M.A.)*

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office for Graduate Student Services,

## EDUCATION

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Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3800, 617-552-6501.

### *Dual Degree Program-Pastoral Ministry and Educational Administration (M.A./M.Ed.)*

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Administration allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Administration and the School of Theology and Ministry.

The deadline for application to the M.Ed. program in Educational Administration is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office for Graduate Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3800, 617-552-6501.

### **Lynch School Graduate Programs, Summary of Program and Degree Offerings**

#### *Department of Teacher Education/Special Education and Curriculum & Instruction*

Early Childhood Education: M.Ed.  
Elementary Education: M.Ed.  
Secondary Education: M.Ed., M.A.T., M.S.T.  
Reading /Literacy Teaching: M.Ed., C.A.E.S.  
Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.  
Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education and reading.  
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.  
Special Education (Students with Severe Special Needs): M.Ed.

#### *Department of Educational Administration and Higher Education*

Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.  
Higher Education: M.A., Ph.D.

#### *Department of Counseling, Developmental and Educational Psychology*

Counseling Psychology: M.A., Ph.D.  
Applied Developmental and Educational Psychology: M.A., Ph.D.  
Early Childhood Specialist: M.A.

#### *Department of Educational Research, Measurement and Evaluation*

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

#### *Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry*

Curriculum & Instruction/Law: M.Ed./J.D.

Educational Administration/Law: M.Ed./J.D.  
Educational Administration/Pastoral Ministry: M.Ed./M.A.  
Higher Education/Law: M.A./J.D.  
Higher Education/Business Administration: M.A./M.B.A.  
Counseling/Pastoral Ministry: M.A./M.A.

### *Faculty*

**Albert Beaton**, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University  
**M. Beth Casey**, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University  
**John S. Dacey**, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University  
**George T. Ladd**, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University  
**George F. Madaus**, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College  
**Vincent C. Nuccio**, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University  
**Bernard A. O'Brien**, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America  
**Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S., Ph.D., University of Notre Dame  
**John Savage**, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University  
**Charles F. Smith, Jr.**, *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University  
**John Travers**, *Professor Emeritus*; B.S., M.Ed., Ed.D., Boston College  
**Mary Griffin**, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago  
**Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University  
**Jean Mooney**, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College  
**Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago  
**Philip Altbach**, *J. Donald Monan, S.J. University Professor*; A.B., A.M., Ph.D., University of Chicago  
**Irwin Blumer**, *Research Professor*; B.S., M.A., Northeastern University; Ed.D., Boston College  
**David Blustein**, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University  
**Henry Braun**, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University  
**María Brisk**, *Professor and Chairperson*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico  
**Marilyn Cochran-Smith**, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania  
**Curt Dudley-Marling**, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison  
**Anderson J. Franklin**, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon

- Walter M. Haney**, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University
- Andrew Hargreaves**, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds
- Penny Hauser-Cram**, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Janet Helms**, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- Maureen E. Kenny**, *Professor and Associate Dean*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania
- Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
- Joan Lucariello**, *Professor*; B.A., Manhattanville College; Ph.D., University of New York
- Larry Ludlow**, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago
- M. Brinton Lykes**, *Professor and Chairperson*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College
- James R. Mahalik**, *Professor*; B.S., M.A., Ph.D., University of Maryland
- Michael Martin**, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado
- Joseph M. O'Keefe, S.J.**, *Professor and Dean*; B.A., College of the Holy Cross; M.A. Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
- Gerald J. Pine**, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
- Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
- Robert Starratt**, *Professor*; B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois
- Mary E. Walsh**, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Elizabeth Twomey**, *Adjunct Professor*; B.A., Emmanuel College; M.Ed., State College at Salem; Ed.D., Boston College
- Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- G. Michael Barnett**, *Associate Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University
- Susan Bruce**, *Associate Professor*; A.A., B.A., M.A., Ph.D., Michigan State University
- Rebekah Levine Coley**, *Associate Professor*; B.A., Brandeis University; Ph.D., University of Michigan
- Audrey Friedman**, *Associate Professor*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
- Lisa Goodman**, *Associate Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- Belle Liang**, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University
- Ana M. Martínez Alemán**, *Associate Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
- Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University
- Guelda Nicolas**, *Associate Professor*; B.A., Rutgers, State University of New Jersey; M.A., Fairleigh Dickinson University; Ph.D., Boston University
- Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Michael Russell**, *Associate Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College
- David Scanlon**, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
- Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University
- Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
- Eric Dearing**, *Assistant Professor*; B.A., University of Colorado; M.A., University of New Hampshire; Ph.D., University of New Hampshire
- Kevin Duffy**, *Assistant Professor*; B.A., Cathedral College; M.S., Fordham University; Ph.D., Boston College
- Katherine McNeill**, *Assistant Professor*; B.A., Brown University; M.S., University of Michigan; Ph.D. University of Michigan
- Laura M. O'Dwyer**, *Assistant Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College
- Mariela Paez**, *Assistant Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
- C. Patrick Proctor**, *Assistant Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
- Claudia Rinaldi**, *Assistant Professor*; B.A., M.S.Ed., Ph.D., University of Miami
- Lisa Patel Stevens**, *Assistant Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
- Marina Vasilyeva**, *Assistant Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago
- Robert Romano**, *Adjunct Assistant Professor*; B.A., M.A., St. Joseph's College; M.S., Siena College; Ed.D., Boston University

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **PY 030 Child Growth and Development (Fall/Spring: 3) Satisfies Social Sciences Core Requirement**

First part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Students

discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

*The Department*

### **PY 031 Family, School, and Society (Spring: 3)**

*Prerequisite:* PY 030

**Satisfies Cultural Diversity Core Requirement**

**Satisfies Social Sciences Core Requirement**

Second part of a 2-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

*The Department*

### **PY 032 Psychology of Learning (Fall/Spring: 3)**

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning ("readiness" to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

*The Department*

### **ED 039 Learning and Curriculum in the Elementary School**

**(Fall/Spring: 3)**

**Students must be registered for ED 151 and arrange their schedules to be on-site in a school Tuesday or Thursday.**

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

*The Department*

### **PY 041 Adolescent Psychology (Fall/Spring: 3)**

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

*Jackie Lerner*

*Belle Liang*

### **ED 044 Working with Special Needs Students (Fall/Spring: 3)**

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future teachers understand the process of designing and implementing an Individualized Educational Plan (IEP).

*Richard Jackson*

*Claudia Rinaldi*

*David Scanlon*

### **ED 060 Classroom Assessment (Fall/Spring: 3)**

This course emphasizes that assessment entails more than quizzes, unit tests, and standardized multiple-choice measures of student learning. The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.

*The Department*

### **ED 100 Professional Development Seminar for Freshmen (Fall: 1)**

**Designed as a continuation of orientation; mandatory for all freshmen.**

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

*John Cawthorne*

### **ED 101 Teaching Language Arts (Fall/Spring: 3)**

*Corequisite:* ED 108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

*Curt Dudley-Marling*

*Deborah Samuels-Peretz*

### **ED 104 Teaching Reading (Fall/Spring: 3)**

*Corequisite:* ED 039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

*Curt Dudley-Marling*

*Lisa Patel Stevens*

**ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)***Corequisite:* ED 109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

*Patrick McQuillan***ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)**

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.

*Lillie R. Albert**Michael Schiro***ED 109 Teaching About the Natural World (Fall/Spring: 3)**

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both inside and outside the classroom) and students will become actively involved in the following: selecting preferred strategies, working directly with students to demonstrate model application, and initiating self/group evaluations of implementation efforts.

*G. Michael Barnett***PY 114 Teaching Process and Content in Early Education (Spring: 3)****Cross Listed with ED 316**

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

*Mariela Paez***ED 131-132 Undergraduate Inquiry Seminar: I and II (Fall/Spring 1)***Corequisites:* ED 151 and ED 152*Fran Loftus**Melita Malley***ED 133 Undergraduate Inquiry Seminar: III (Fall/Spring: 1)**

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the var-

ious aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

*Fran Loftus**Melita Malley***ED 133 Undergraduate Inquiry Seminar: IV (Fall/Spring: 1)***Corequisite:* ED 154*Fran Loftus**Melita Malley***ED 151 Pre-Practicum I (Fall/Spring: 1)***Corequisite:* ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147**For Lynch School undergraduate students only.****Pass/Fail.**

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*The Department***PY 152 Human Development Practicum (Fall/Spring: 3)**

Provides an introduction to various fields within human and community service. Students volunteer for 8-10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.

*The Department***ED 153 Pre-Practicum III (Fall/Spring: 1)***Corequisite:* ED 133*Fran Loftus**Melita Malley***ED 154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)***Prerequisite:* Department permission**Pass/Fail.**

For Lynch School undergraduate students only. A one-day-a-week practicum for Lynch School juniors who study abroad for one semester majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*Fran Loftus**Melita Malley***ED/PY 198 Readings and Research (Fall/Spring: 3)**

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at [http://www.bc.edu/bc\\_org/avp/soe/p&p/grad\\_p&p/doctoral/forms/independent\\_study.pdf](http://www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf).

*John Cawthorne*

### ED/PY 199 Independent Study/ Internship Experience (Fall/Spring: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at [http://www.bc.edu/bc\\_org/avp/soe/p&p/grad\\_p&p/doctoral/forms/independent\\_study.pdf](http://www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf).

*John Cawthorne*

### ED 203 Philosophy of Education (Spring: 3)

In this course students will explore different philosophies of human flourishing, dilemmas in contemporary education, and a historical case study. Throughout the course, students will learn about what kinds of philosophical commitments can help educators to resist oppressive mandates and to realize their ethical values in truly difficult historical situations.

*Dennis Shirley*

### ED 208 Educational Strategies: Children with Special Needs (Fall: 3) Offered Biennially

This course provides instruction to preservice teachers interested in learning more about instruction, curriculum, and teaching children with special needs with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

*Claudia Rinaldi*

### ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first prepracticum experience, this course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.

*Robin Hennessy*

### PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

*Laura O'Dwyer*

*Michael Russell*

### PY 230 Abnormal Psychology (Fall/Spring: 3)

*Prerequisite:* PY 030

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

*The Department*

### ED 231 Senior Inquiry Seminar (Fall/Spring: 3)

**This is required for all teacher education majors.**

This capstone seminar provides students with an opportunity to reflect systematically on classroom experiences and to research a question that addresses pupil learning in their classrooms. Students identify a problem and design and conduct an inquiry project to explore the issue. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community.

*The Department*

### PY 241 Interpersonal Relations (Fall/Spring: 3)

*Prerequisite:* PY 030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

*The Department*

### PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)

*Prerequisite:* PY 030

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

*Robert Romano*

### PY 243 Counseling Theories (Fall/Spring: 3)

*Prerequisite:* PY 030

**Open to majors in Human Development only.**

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

*Bernard O'Brien*

### PY 244 Adult Psychology (Fall/Spring: 3)

*Prerequisites:* PY 030 and PY 031 or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for

reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

*The Department*

**PY 245 Advanced Practicum: Human Development (Fall/Spring: 3)**  
Cross Listed with PY 470

**Open only to students who are juniors or seniors or have taken PY 152.**

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to theories, research, and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

*The Department*

**PY 248 Gender Roles (Spring: 3)**

This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender, and how factors such as racism and homophobia interact with society prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.

*James Mahalik*

**ED 250 Practicum for Lynch School Students (Fall/Spring: 12)**

*Prerequisites:* A 2.5 GPA and successful completion of all required pre-practicum field assignments and courses

*Corequisite:* ED 231, ED 232, ED 233, ED 234, or ED 235

**For Lynch School undergraduate students only**

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international schools, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

*Practicum Director*

**ED 255 Seminar: International/Out-of-State Program (Fall/Spring: 3)**

*Prerequisite:* Department permission

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

*Practicum Director*

**ED 269 Extended Practicum (Fall/Spring: 3)**

**For students who have advance approval to continue practica.**

**Apply to the Office of Practicum Experiences and Teacher Induction.**

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with the Practicum Director.

*Practicum Director*

**ED 290 Number Theory for Teachers (Fall: 3)**

**Cross Listed with MT 290**

Focuses on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. Demonstrates effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

*Margaret Kenney*

**ED 291 Geometry for Teachers (Spring: 3)**

**Cross Listed with MT 291**

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.

*The Department*

***Undergraduate and Graduate Course Offerings***

**ED 300 Secondary and Middle School Science Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

*G. Michael Barnett*

**ED 301 Secondary and Middle School History Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

*Patrick McQuillan*

**ED 302 Secondary and Middle School English Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory, pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.

*Audrey Friedman*

**ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

**Cross Listed with RL 597**

**Fulfills Massachusetts licensure requirement methods in foreign language education**

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

**ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)**

*Corequisite:* ED 258 or ED 429

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

*Lillie Albert*

**ED 307 Teachers and Educational Reform (Spring: 3)**

**Graduate students by permission only.**

This seminar course will provide an introduction to the literature on assessment, including considerations related to the design, interpretation and validation of educational tests. The focus will be on the high-stakes uses of these tests, for such purposes as promotion, tracking, high school graduation and college admissions. There will be a particular emphasis on issues related to the use of student performance on these tests for purposes of teacher and school accountability.

*Henry Braun*

**ED 316 Teaching Process and Content in Early Education (Spring: 3)**

**Cross Listed with PY 114**

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains, language/literacy, mathematics, science and technology, social studies, health, and the arts, while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized and strategies will be shared to help teacher candidates document student learning

*Mariela Paez*

**ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)**

Develops knowledge of the reading process and how to “teach reading the content areas.” Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking;

and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

*Audrey Friedman*

**ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)**

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

*Annie Homza*

*Patrick Proctor*

**PY 348 Culture, Community and Change (Fall/Spring: 3)**

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society’s systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and undeserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.

*A.J. Franklin*

**ED 349 Sociology of Education (Fall: 3)**

**Cross Listed with SC 568**

**Offered Periodically**

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

*Ted Youn*

**ED 363 Survey of Children’s Literature (Fall/Spring: 3)**

This course explores the influences of children’s literature, the appeal of children’s literature, and the impact of children’s literature. Students will be expected to develop and apply criteria to evaluate the value of using children’s literature in different contexts. Critical questions will be explored in relation to children’s literature.

*Kelly Demers*

**ED 373 Classroom Management (Spring: 3)**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also

considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

*The Department*

**ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)**

Focuses discussion, reading, and research on the diagnosis and functional analysis of social behaviors and places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

*Alec Peck*

**ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)**

**Pre-practicum required (25 hours).**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*Susan Bruce*

**ED 386 Introduction to Sign Language and Deafness (Spring: 3)**

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*Edward Mulligan*

**ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**

**Pre-practicum required (25 hours).**

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

*Susan Bruce*

**ED 398 Working with Families and Human Service Agencies (Fall: 3)**

**Pre-practicum required (25 hours).**

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

*Alec Peck*

## *Graduate Course Offerings*

**ED 401 Supervision in Action (Spring: 3)**

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.

*Amy Ryan*

**PY 418 Applied Child Development (Fall/Spring/Summer: 3)**

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

*The Department*

**ED 420 Initial License Practicum (Fall/Spring: 6)**

*Corequisite:* ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs. Placements are made in selected area, international, out-of-state, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

*Practicum Director*

**ED 421 Theories of Instruction (Spring: 3)**

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

*Lillie Albert*

**ED 429 Graduate Pre-Practicum (Fall/Spring: 1)**

*Corequisite:* ED 431

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

*Practicum Director*

**ED 431 Graduate Inquiry Seminar: One (Fall: 1)**

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice. The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).

*Gerald Pine*

**ED 432 Graduate Inquiry Seminar: Two (Fall/Spring: 2)**

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at the end of the semester and also satisfies the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education. Donovan Urban Scholars should enroll in 432.08.

*Gerald Pine*

**ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)**

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

*The Department*

**ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)**

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

*Michael Schiro*

**ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)**

**Fall semester offering during odd years only.**

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

*Richard Jackson*

**PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)**  
**Open in the fall only to Counseling Psychology majors, and in the summer only to non-majors.**

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

*Sheilah Horton*

**PY 444 Theories of Counseling and Personality I (Fall: 3)**

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

*James Mahalik*

**PY 445 Clinical Child Psychology (Fall: 3)**

**Preference in enrollment will be given to students in the School Counseling program.**

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

*Maureen Kenny*

**PY 446 Theories of Counseling and Personality II (Spring: 3)**

*Prerequisite:* PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

*The Department*

**ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)**

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

*The Department*

**PY 447 Applied Adolescent Development (Fall/Spring/Summer: 3)**

This course is designed to provide students with an overview of the theoretical and empirical knowledge base concerning adolescent development. In particular, four broad areas will be considered: (1) psychological, biological, and cognitive transitions; (2) central developmental tasks of adolescence; (3) primary contextual influences; and (4) prevalent types of problematic functioning that emerge during adolescence. The overarching goals of the course are to provide a solid and broad understanding of how and why adolescents develop in the manner they do, and to extend this developmental understanding into research, application, and practice.

*Rebekah Levine Coley*

*Belle Liang*

**PY 448 Career Development (Fall/Spring: 3)**

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

*David Blustein*

**ED 450 Foundations of Educational Administration (Fall: 3)**

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and, through discussion and the utilization of case studies, to propose improvements to those realities.

*Elizabeth Twomey*

**ED 451 Human Resources Administration (Spring: 3)****Offered Biennially**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*The Department*

**ED/PY 460 Interpretation and Evaluation of Research****(Fall/Spring/Summer: 3)**

This course will improve a students' understanding of the quantitative research literature in education and psychology. It concentrates on developing the conceptual foundations of quantitative research and the practical analytic skills needed by a competent reader and user of research reports. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs. Exercises emphasize the critical evaluation of published research. Each student will develop a research proposal.

*Larry Ludlow*

**ED/PY 461 International Human Rights (Fall/Spring: 3)****Cross Listed with LL 461, TH 461, UN 461**

This year-long bi-weekly interdisciplinary graduate seminar on issues of human rights and international justice is sponsored by the Center for Human Rights and International Justice at Boston College. Coordinated by one of the Center's Directors, its Fellows, Affiliated Faculty, invited guest speakers, and seminar participants will present ongoing research and specific human rights challenges with a particular focus on ethical, political, legal, and psychosocial dimensions. Students will undertake research projects on a topic in human rights and international justice that will be supervised by at least two of the Center's core faculty.

*Brinton Lykes*

**ED/PY 462 Assessment and Test Construction (Fall: 3)**

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.

*Joseph Pedulla*

**PY 464 Intellectual Assessment (Fall: 3)****Offered Biennially**

**For doctoral students in Counseling Psychology, others by permission only.**

Critically analyses measures of intellectual functioning, with a focus on the Wechsler scales. Develops proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, addresses critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals.

*Maureen Kenny*

**PY 465 Psychological Testing (Fall/Spring: 3)**

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

*The Department*

**ED 466 Models of Curriculum and Program Evaluation (Fall: 3)**

This is an intensive study of the leading models of program and curriculum evaluation. The strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.

*Walter Haney*

## EDUCATION

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### ED 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)

*Prerequisite:* ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

*Walter Haney*

### ED/PY 468 Introductory Statistics (Fall: 3)

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence, and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

*Laura O'Dwyer*

### ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

*Prerequisites:* ED/PY 468 or its equivalent, and computing skills

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.

*Laura O'Dwyer*

*Joseph Pedulla*

*The Department*

### PY 470 Advanced Practicum: Human Development (Fall/Spring: 3)

Cross Listed with PY 245

*The Department*

### PY 471 Psychological Responses to Humanitarian Crises (Fall: 3)

Cross Listed with UN 471

Offered Biennially

This course develops a critical framework for understanding the psychological and social effects of selected natural and unnatural disasters and current responses to them. Course goals include: the development of a critical understanding of gendered oppression in contexts of war and humanitarian crises; an analysis of selected psychosocial interventions in the context of development and humanitarian aid; a critical analysis of international human rights as potential resources; and, the formulation of programmatic responses for mental health and human rights workers seeking to creatively respond to women and child survivors in collaboration with community-based indigenous workers and advocates.

*Brinton Lykes*

### ED 472 Theory and Pedagogy in the Language Arts Classroom

(Fall: 3)

Cross Listed with EN 717

Offered Biennially

Satisfies literary requirement in English and advanced content requirement in Teacher Education.

Collaboratively-developed and taught course that explores major theories of literary criticism and investigates how classroom teachers

can develop curriculum and instruction that apply these forms to analysis and discussion of text in the classroom. Students will read, discuss, and analyze six major works and examine ways of teaching and viewing texts through several critical theory lenses. Pedagogy also emphasizes culturally-relevant strategies for helping mainstream, special needs, and linguistically-different learners access understanding about theory and content. Additional readings address theories of literary criticism and theories of curriculum and instruction.

*The Department*

### ED 473 Teaching Writing (Summer: 3)

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

*The Department*

### ED 492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

*The Department*

### ED 493 Language Acquisition Module (Fall: 1)

*Corequisite:* ED 593

See course description for ED 593.

*The Department*

### ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*The Department*

### ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

*The Department*

### PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

*David Blustein*

### ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the

different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

*Michael Schiro*

**PY 528 Multicultural Issues (Spring/Summer: 3)**

**For students in Counseling Psychology, other students by permission only**

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

*The Department*

**ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)**

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

*The Department*

**PY 540 Issues in School Counseling (Fall: 3)**

**Restricted to students in the School Counseling program**

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

*The Department*

**ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)**

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

*The Department*

**ED 543 Teaching Language Arts (Fall/Spring: 3)**

Examines the development of written and spoken language and methods of instruction for oral and written language from the pre-school years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*Curt Dudley-Marling*

*Maria Estela Brisk*

**ED 546 Teaching About the Natural World (Fall/Spring: 3)**

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

*G. Michael Barnett*

**PY 549 Psychopathology (Fall: 3)**

*Prerequisite:* PY 444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

*The Department*

**ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)**

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.

*Eric Strauss*

**ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)  
Offered Biennially**

**Recommended:** ED/PY 462 and ED/PY 469

Provides a technical introduction to the design, analysis and reporting of various types of tests, including school-based formative and summative tests, high-stakes external assessments and large-scale survey assessments. Examines interpretation and validation issues related to test use, especially for school accountability and the formulation of education policy.

*Henry Braun*

*The Department*

**ED/PY 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)**

**Recommended:** ED/PY 462 and ED/PY 468

Examines measurement concepts and data collection procedures in the context of large-scale (e.g., district, state, national, and international) assessment. Considers technical, operation, and political issues from the perspective of measurement concepts. Using examples from TIMSS, PIRLS, and NCLB, covers framework development, test development, questionnaire development, sampling, data collection, analysis, and reporting

*Ina Mullis*

**ED 579 Educational Assessment of Learning Problems (Fall: 3)**

**Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs. Not open to Special Students.**

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cogni-

tive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress.

*Claudia Rinaldi*

**ED 587 Teaching and Learning Strategies (Spring/Summer: 3)**

*Prerequisite:* ED 579

**Not open to non-degree students. ED 587.01 intended for general educators, and ED 587.02 for special educators**

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop adaptations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

*David Scanlon*

**ED 589 The Linguistic Structure of English (Fall: 3)**

**Cross Listed with SL 323, EN 121**

**Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meaning of words, and properties of discourse.

*Claire Foley*

**ED 592 Foundations of Language and Literacy Development (Spring: 3)**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*Curt Dudley-Marling*

**ED 593 Introduction to Speech and Language Disorders (Fall: 3)**

*Corequisite:* ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)**

*Prerequisite:* ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*Claudia Rinaldi*

**ED 610 Specialist License Practicum (Fall/Spring: 6)**

*Prerequisites:* Approval by the Office of Practicum Experiences and Teacher Induction, good academic standing, and successful completion of all undergraduate practicum regular education teaching

*Corequisite:* ED 432

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated out-of-state or international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

*Practicum Director*

**PY 611 Learning and Development among Early Learners (Fall: 3)**

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

*Mariela Paez*

**PY 615 Social and Affective Processes (Fall: 3)**

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

*Eric Dearing*

*Jacqueline Lerner*

**ED 617 The Principalship (Fall: 3)**

Introduces students to the role and responsibilities of the principal. Helps students understand the traits that make one a successful principal. Emphasis on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. Students will explore the complexities of effective leadership in theoretical and practical terms.

*Irwin Blumer*

**PY 617 Learning and Cognition (Spring: 3)**

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.

*The Department*

**ED 619 Ethics and Equity in Education (Fall: 3)**

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is

not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

*Robert Starratt*

### **ED 620 Practicum in Supervision (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department*

### **ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)**

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

*Maria Estela Brisk*

*Mariela Paez*

*Patrick Proctor*

### **ED 622 Practicum in School Principalship (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

*The Department*

### **ED 623 Practicum in Superintendency (Fall/Spring: 3)**

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project.

*The Department*

### **ED 626 Seminar in Educational Administration (Spring: 3)**

*Corequisite:* ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

*Irwin Blumer*

### **ED 628 Computer Applications for Educators (Spring: 3)**

**Offered Biennially**

**Alternates every other Spring with ED 128 (undergraduates only).**

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Alec Peck*

### **ED/PY 633 Impact of Psychosocial Issues on Learning (Spring/Summer: 3)**

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

*The Department*

### **PY 638 Issues in Short Term Counseling (Spring: 3)**

This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities of providing quality mental health care in today's clinical settings.

*The Department*

### **PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor. Advance sign up in Counseling Psychology office required.

**Limited to 20 students.**

This course examines both the theory and practice of group counseling. Among the theoretical positions discussed are client centered, behavioral, existential, and rational emotive. Important aspects of group process are also discussed including group leadership, group membership, establishing a group, and maintaining a group. As such the course covers therapist issues, patient selection criteria, group structuring as well as basic therapeutic techniques. The course prepares students to design structured counseling groups, to prepare group counseling materials, and to lead counseling groups of various types.

*The Department*

### **PY 643 Practicum in School Counseling Pre-K-8 (Fall: 3)**

*Prerequisite:* Permission of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.**

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

*The Department*

## EDUCATION

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### **PY 644 Practicum in School Counseling 5-12 (Fall: 3)**

*Prerequisite:* Permission of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.**

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

*The Department*

### **PY 646 Internship—Counseling I (Fall: 3)**

*Prerequisite:* Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

*The Department*

### **PY 648 Pre-practicum: Diversity and School Culture (Fall/Spring: 3)**

**Open only to School Counseling students**

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor.

*Sandra Morse*

### **PY 649 Practicum in School Counseling Pre-K-8 (Spring: 3)**

*Prerequisite:* Consent of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8**

Continuation of PY 643.

*The Department*

### **PY 650 Practicum in School Counseling 5-12 (Spring: 3)**

*Prerequisite:* Consent of Practicum Director, Dr. Sandra Morse

**Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12**

Continuation of PY 644.

*The Department*

### **ED 652 Practicum in Special Education Administration (Fall/Spring: 3)**

*Coresquisite:* ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

*Elizabeth Twomey*

### **ED 656 Administration of Local School Systems (Fall: 3)**

**Offered Biennially**

Examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent provide effective leadership to a school system? What are the issues he or she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

*Irwin Blumer*

### **ED/PY 664 Design of Experiments (Spring: 3)**

*Prerequisite:* ED/PY 667

**Offered Biennially**

Covers topics in the underlying logic of experimental and quasi-experimental designs, including cluster randomized and multi-site trials, full factorial and fractional factorial designs, interactions and simple effects, analysis of covariance, repeated measures designs, and power analysis for single level and nested trials.

*Laura O'Dwyer*

### **ED/PY 667 General Linear Models (Fall: 3)**

*Prerequisite:* ED/PY 469

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; sources of multicollinearity; diagnostic residual analysis techniques; partial and semipartial correlations; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; analysis of covariance; and logistic regression.

*Larry Ludlow*

### **ED/PY 668 Multivariate Statistical Analysis (Spring: 3)**

*Prerequisite:* ED/PY 667

**Offered Biennially**

Provides lectures, examples, and student analyses that address multiple group discriminant analysis, classification procedures, principal components and common factor analysis, and multivariate analysis of variance.

*The Department*

### **ED 674 Teaching Mathematical Problem Solving in Grades 4-12**

**(Spring: 3)**

**Offered Biennially**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert*

### **ED 675 Consultation and Collaboration in Special Education**

**(Spring: 3)**

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

*Alec Peck*

### **ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)**

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation

and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

*David Helm*

**ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Susan Bruce*

**ED 705 Education Law and Public Policy (Fall/Spring: 3)**

**Cross Listed with LL 703**

**Offered Biennially**

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

*Diana Pullin*

*Norah Wylie*

**ED 706 Philosophy of Education (Spring: 3)**

*Ana Martinez*

**ED 708 Contemporary Issues in Higher Education (Fall/Spring: 3)**

**Fall semester offered during odd years only.**

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as the following: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the registration period.

*Kevin Duff*

**ED 709 Research on Teaching (Fall: 3)**

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

*Marilyn Cochran-Smith*

**ED 711 Historical and Political Contexts of Curriculum (Spring: 3)**

**Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.**

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in

curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

*Dennis Shirley*

**PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall/Spring: 3)**

**Restricted to doctoral students in Applied Developmental and Educational Psychology**

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

*The Department*

**ED 720 Curriculum Leadership (Fall/Spring: 3)**

Focuses on an historical overview of the major curriculum approaches; introduces students to key theories about leadership of organizations and organizational change; and introduces students to key principles in standards-driven reform. Students will use this knowledge to refine their personal philosophies of curriculum leadership, and create a strategic plan for improving instruction and closing the achievement gap in a school community.

*The Department*

**ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Fall: 3)**

*Prerequisites:* ED/PY 462 and ED/PY 667

**Offered Biennially**

Computers are widely available in schools and are increasingly used for large-scale testing programs. This course examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing. The course encourages students to explore ways in which computer-based technologies can be used to enhance assessment and solve challenges to current approaches to student assessment.

*Michael Russell*

**ED 729 Controversies in Curriculum and Instruction (Spring: 3)**

**Offered Biennially**

Explores contemporary curriculum controversies in American education as well as the ways these are shaped by differing conceptions of teaching, learning, and the purposes of schooling and by the larger social, historical, political, and cultural contexts in which schooling occurs. The course assumes a broad and encompassing definition of curriculum and the aspects of instruction, assessment, and teacher preparation that have major implications for curriculum. Although the focus of the course is on curricular controversies in K-12 education, controversies related to the curriculum of early childhood education, adult learning, and higher education are also relevant.

*The Department*

**PY 740 Topics in the Psychology of Women (Spring: 3)**

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the

## EDUCATION

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field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

*The Department*

### **PY 741 Advanced Seminar in Psychopathology (Spring: 3)**

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

*The Department*

### **PY 743 Counseling Families (Spring: 3)**

The purpose of this course is to provide students with an introduction to family and couple counseling theory, perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy.

*Guerda Nicolas*

### **PY 746 Internship—Counseling II (Spring: 3)**

*Prerequisites:* PY 646 and permission of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

*The Department*

### **PY 748 Practicum in Counseling II (Spring: 3)**

**Continuation of PY 648. Open only to Counseling Psychology students.**

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

*The Department*

### **ED 755 Theories of Leadership (Spring: 3)**

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

*Andrew Hargreaves*

### **ED 770 Higher Education in American Society (Fall: 3)**

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state

governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

*Ana M. Martínez Alemán*

*Katya Salkever*

### **ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)**

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

*Ted I.K. Youn*

### **ED 772 Student Affairs Administration (Fall: 3)**

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

*Kevin Duffly*

### **ED/PY 778 College Student Development (Spring: 3)**

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

*Karen Arnold*

### **ED 779 Global and Comparative Systems in Higher Education (Spring: 3)**

*Philip Altbach*

### **ED 803 History of Education (Fall: 3)**

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

*Dennis Shirley*

### **ED 819 Educational Change (Spring: 3)**

**Offered Biennially**

*The Department*

**ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)**

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.

*Karen Arnold*

*Ana Martínez*

**ED 830 Directed Research in Religious Education (Fall/Spring: 3)**

*Thomas Groome*

**PY 841 Quantitative Research Design in Counseling and Developmental Psychology (Fall/Spring: 3)**

Doctoral students in Counseling and Developmental Psychology. Others by instructor's permission. This is a year-long course.

In this year-long seminar, students examine quantitative research designs employed in the Counseling Psychology and Developmental Psychology literatures. The seminar focuses particular attention on research examining psychological intervention. Students present and review critically published research exemplifying specific designs, propose empirical studies that could advance counseling psychology and developmental psychology, and present findings from their own empirical work.

*The Department*

**PY 842 Seminar in Counseling Theory (Fall: 3)**

Offered Biennially

Doctoral students in Counseling Psychology only

Deepens students' understanding of psychological theory, and facilitates a life-long journey of integrating theory with practice. Provides knowledge and understanding of traditional and contemporary theories of psychotherapy, and helps students develop a critical perspective that will enable them to evaluate the usefulness of these theories for their clinical work with clients. Class discussions cast a critical eye on the development of the discipline, including its philosophical and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school, and uses case examples to gain expertise in applying theory to practice.

*Belle Liang*

**PY 844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 3)**

For doctoral students in Counseling Psychology, and others by permission only. This is a year-long course.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso (community, organizations) and macro (government, policy, social norms) levels, in addition to the more traditional micro (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

*Lisa Goodman*

**PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 3)**

*Prerequisite:* Advanced Pre-Internship Counseling Practicum. Master's-level counseling practicum.

This is a year-long course.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice.

*David Blustein*

*Mary Walsh*

**PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)**

*Prerequisites:* Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)

Doctoral candidates in Counseling Psychology only.

By arrangement only.

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

*David Blustein*

**ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)**

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

*Robert Starratt*

*The Department*

**ED 859 Readings and Research In Curriculum & Instruction (Fall/Spring/Summer: 3)**

*Prerequisite:* Faculty member approval

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*Maria Estela Brisk*

**ED 864 Advanced Qualitative Research (Fall: 3)**

Offered Biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields. Students will distinguish between methodology and methods, analyze data, and produce either a report for a specified audience or a research manuscript for possible submission to an educational research journal.

*The Department*

## EDUCATION

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### **PY 864 Advanced Qualitative Research (Fall: 3)**

**Offered Biennially**

*The Department*

### **ED 867 Diversity in Higher Education: Race, Class, and Gender (Summer: 3)**

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, access, and financial aid practices.

*The Department*

### **ED 868 Religion and Higher Education (Spring: 3)**

**Offered Biennially**

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education; and post-modernism—its problems and possibilities for religion and higher learning.

*The Department*

### **ED 873 Curriculum Development and Design in Higher Education (Spring: 3)**

This course focuses on the evolution of the undergraduate curriculum in American higher education by tracing major social and cultural forces that have influenced the nature and purpose of undergraduate education. It will also examine the ways to assess the effectiveness of undergraduate teaching and learning in contemporary institutions.

*Ted Youn*

### **ED 874 Organizational Decision Making in Higher Education (Fall: 3)**

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

*Ted Youn*

### **ED 876 Financial Management in Higher Education (Spring: 3)**

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

*Frank Campanella*

### **ED 878 Seminar on Law and Higher Education (Spring: 3)**

*Prerequisite:* ED 705 or Law student

**Offered Biennially**

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

*The Department*

### **ED 879 Gender and Higher Education (Spring: 3)**

**Restricted to doctoral students or master's students with permission**

Topics include the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

*Ana M. Martínez Alemán*

### **ED 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)**

**Cross Listed with PY 885**

*John Cawthorne*

### **ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)**

**Cross Listed with PY 888**

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

*John Cawthorne*

*Arline Riordan*

### **ED 901 Urban Catholic Teachers Program (Fall/Spring: 0)**

*Karen Kennedy*

### **ED/PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of a faculty member

**By arrangement**

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

*Larry Ludlow*

*The Department*

### **ED/PY 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)**

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.

*M. Brinton Lykes*

**PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)****Offered Biennially**

Using a social psychological framework, introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). Also pays particular attention to race and class as sociocultural constructs important for the critical analysis of the relationships of culture and psychology. Explores the implications of these constructs for intercultural collaboration and action.

*The Department***PY 916 Theories and Application in Developmental and Educational Psychology (Spring: 3)****Offered Biennially****Limited to 15 students***The Department***PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)**

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

*Joan Lucariello**Marina Vasilyeva***PY 920 Seminar on Current Issues in Counseling, Applied Developmental and Educational Psychology (Fall/Spring: 3)****Open only to doctoral students in Applied Developmental and Educational Psychology.**

Introduces students to a variety of current research topics, invited guest speakers and covers other relevant issues.

*The Department***ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring/Summer: 3)***Prerequisite:* Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

*Ana M. Martinez Aleman***ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 0/3)****Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor.****Limited to 10 participants.**

Meeting every other week throughout the year, this seminar is required of all first and second year doctoral students in Theology and Education. The curriculum has a threefold emphasis: (1) in-depth reading of scholarly literature germane to the correlation of theology and education; (2) substantive conversation and active participation and (3) the preparation of a potentially publishable essay.

*Jane Regan***PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)***Prerequisite:* Advanced Statistics and Research Design. Permission of instructor.**This is a year long course.**

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

*The Department***ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)**

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

*Curt Dudley-Marling***ED 953 Instructional Supervision (Spring: 3)**

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

*Irwin Blumer***ED 956 Law and Education Reform (Spring: 3)***Prerequisite:* ED 705, 2L or 3L status at Law School, or consent of instructor**Offered Biennially***Diana Pullin***ED 973 Seminar in Research in Higher Education (Fall: 3)***Prerequisite:* ED/PY 771 and Doctoral Standing**Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.**

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

*Ana M. Martínez Alemán***ED 975 Internship in Higher Education (Fall/Spring: 3)****Restricted to M.A. and Ph.D. students in Higher Education**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

*Kevin Duffy*

## ***EDUCATION***

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### **ED 988 Dissertation Direction (Fall/Spring: 3)**

*Prerequisite:* Consent of academic advisor

#### **Cross Listed with PY 988**

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

### **PY 988 Dissertation Direction (Fall/Spring: 3)**

#### **Cross Listed with ED 988**

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are ED/PY 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

### **ED/PY 999 Doctoral Continuation (Fall/Spring: 1)**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

*The Department*

## *The Boston College Law School*

### INTRODUCTION

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the 3-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the 1-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

### REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Office of Academic Services also has bar examination information available for some states.

### AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

### ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

### DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

### DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

### DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

### OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

### LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

## MASTER OF LAWS (LL.M.) DEGREE

The LL.M. degree program is designed to expose legal professionals and recent graduates with a first degree in law, primarily but not necessarily of foreign origin, to the fundamentals of the U.S. legal system. The program enables students to explore American legal issues and methodology. Students may choose from among most of the courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. We are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at <http://www.bc.edu/llm/> or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is [bcllm@bc.edu](mailto:bcllm@bc.edu).

## INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [bcclawadm@bc.edu](mailto:bcclawadm@bc.edu). Course descriptions and scheduling information are also available on the BCLS website at <http://www.bc.edu/law/>.

## Faculty

**Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia

**Robert C. Berry**, *Professor Emeritus*; A.B., University of Missouri; LL.B., Harvard University

**Peter A. Donovan**, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University

**John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

**Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

**Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

**Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

**Sharon Hamby O'Connor**, *Associate Professor Emerita*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

**Filippa Anzalone**, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

**Hugh J. Ault**, *Professor*; A.B., LL.B., Harvard University

**Charles H. Baron**, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

**Mary S. Bilder**, *Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University

**Robert M. Bloom**, *Professor*; B.S., Northeastern University; J.D., Boston College

**Mark S. Brodin**, *Professor*; B.A., J.D., Columbia University

**George D. Brown**, *Professor*; A.B., J.D., Harvard University

**R. Michael Cassidy**, *Professor and Associate Dean for Academic Affairs*; B.A., University of Notre Dame; J.D., Harvard University

**Daniel R. Coquillette**, *Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

**Scott T. FitzGibbon**, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University

**Frank Garcia**, *Professor*; B.A., Reed College; J.D., University of Michigan

**John H. Garvey**, *Professor and Dean*; A.B., Notre Dame University; J.D., Harvard University

**H. Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago

**Ingrid Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary

**Ruth-Arlene W. Howe**, *Professor*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

**Sanford N. Katz**, *Darald and Juliet Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School

**Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

**Ray Madoff**, *Professor*; A.B. Brown University; J.D., LL.M., New York University

**Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

**Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan

**James R. Repetti**, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

**Diane M. Ring**, *Professor*; A.B. Harvard University; J.D., Harvard University

**James S. Rogers**, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

**Mark R. Spiegel**, *Professor*; A.B., University of Michigan; J.D., University of Chicago

**Catherine Wells**, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

**David A. Wirth**, *Professor and Director of International Programs*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

**Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University

**Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University

**Frank R. Herrmann, S.J.**, *Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College

**Joseph Liu**, *Associate Professor*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University

**Renee M. Jones**, *Associate Professor*; A.B., Princeton University; J.D., Harvard University

**Gregory Kalscheur, S.J.**, *Associate Professor*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University

**David Olson**, *Assistant Professor*; B.A., University of Kansas; J.D., Harvard Law School

**Rose Papandrea**, *Assistant Professor*; B.A., Yale University; J.D. University of Chicago

**Vlad Perju**, *Assistant Professor*; LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne).

**Alexis Anderson**, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia

**Daniel Barnett**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of the Pacific

**Sharon Beckman**, *Clinical Associate Professor*; A.B., Harvard University; J.D., University of Michigan Law School

**Joan Blum**, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School

**Mary Ann Chirba-Martin**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health

**Jane K. Gionfriddo**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

**Daniel Kanstroom**, *Clinical Associate Professor and Director of Human Rights Programs*; B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University

**Maritza Karmely**, *Assistant Clinical Professor*; B.S., Boston College; J.D., Boston University School of Law

**Elisabeth Keller**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University

**Alan Minuskin**, *Clinical Associate Professor*; B.A., University of Miami; J.D., New England School of Law

**Evangeline Sarda**, *Clinical Associate Professor*; B.A., Yale University; J.D., Columbia University

**Francine T. Sherman**, *Clinical Associate Professor and Director, Juvenile Rights Advocacy Program*; B.A., University of Missouri; J.D., Boston College

**Judith B. Tracy**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

**Paul Tremblay**, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles

**Hon. Herbert P. Wilkins**, *Huber Distinguished Visiting Professor*; A.B., LL.B., Harvard Law School

## *Wallace E. Carroll School of Management*

### UNDERGRADUATE PROGRAM DESCRIPTION

#### MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

#### Philosophy of Undergraduate Education

Managers bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

#### Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year. We also recommend that students complete MI 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the 2-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

#### Management Courses

- 1 MM 011 Introduction to Ethics (one credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MI 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore or spring, freshman year)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Operations Management (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)

- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

### Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

### Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

### International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from Stephanie Greene, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 average.

## SPECIAL PROGRAMS

### Management Honors Program

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to

develop abilities by being involved in the functions associated with the program; interested students should contact the Honors Program Director for information about application. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

Honors students enroll in Honors sections of Management Core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

### Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Dom DeLeo, Director of Alumni, Career Services, in the Career Center, and the University's prelaw advisor.

### The Ethics Initiative

The 1-credit course described below is required for CSOM freshmen.

#### MM 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas, as well as upon current business cases.

Many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

### Special Interest

A course of special interest to CSOM sophomores is listed below.

#### MM 010 Perspectives on Management (Spring: 3)

##### Cross Listed with UN 010

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course introduces each of the management disciplines as well as provides views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that affect business strategy and execution.

*Peter Bell*

*John Clavin*

## GRADUATE PROGRAM DESCRIPTION

### INTRODUCTION

Boston College's Carroll School of Management graduate programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on,

group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

### FULL-TIME M.B.A. PROGRAM CURRICULUM

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation. Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects.

Primary areas of Specializations include:

- Product and Brand Management
- Marketing Informatics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- "Tailored" Specialization\*

\*A student also has the opportunity to work with faculty to develop a personalized specialty if their course of study is not represented.

### Evening M.B.A. Program Curriculum

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills, and course work encompasses all the areas essential to understanding the modern business enterprise. Similar to the Full-time M.B.A. Program curriculum, the four-part Management Practice (MP) sequence provides a contextual framework in which concepts and skills are applied and further developed.

The MP I—Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. In the MP II—Leadership Workshop, students undertake a wide-ranging examination of the many forms of effective managerial leadership, and complete a work-based leadership project. The Evening Program is capped by the final MP modules, which look at competitive strategy and social issues from a management perspective.

### Requirements and Schedule

Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit, <http://www.bc.edu/schools/csom/courses/>.

### M.B.A. Curriculum

#### Full-Time Program (Total 56 credits)

##### Management Practice Courses

- MM 720 Management Practice I: Manager's Laboratory (one credit)
- MM 730 Management Practice II: Acting in Organizations (four credits)
- MD 740 Management Practice III: Strategy and Information (three credits)
- MD 750 Management Practice IV: Managing in a Changing World (three credits)

##### Core Courses

- MA 713 Accounting (two credits)
- MB 712 Managing People and Organizations (two credits)
- MD 701 Economics (two credits)
- MD 714 Statistics (two credits)
- MD 716 Modeling and Decision Analysis (one credit)
- MD 723 Operations Management (two credits)
- MD 725 Managing in the Global Environment (one credit)
- MD 730 Strategic Analysis (one credit)
- MF 722 Financial Management (two credits)
- MI 720 Information Technology for Management (two credits)
- MK 721 Marketing (two credits)

##### Electives

- 11 Electives

#### Part-Time Program (Total 56 credits)

##### Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (two credits)
- MB 702 Management Practice II: Leadership Workshop (three credits)
- MD 710 Management Practice III: Strategic Management (three credits)
- MD 711 Management Practice IV: Social Issues in Management (three credits)

##### Core Courses

- MA 701 Accounting (three credits)
- MB 709 Managing People and Organizations (three credits)

- MD 700 Economics (three credits)
- MI 703 Computer Information Systems (three credits)
- MD 705 Statistics (three credits)
- MD 707 Operations Management (three credits)
- MD 708 Managing in the Global Environment (three credits)
- MF 704 Financial Management (three credits)
- MK 705 Marketing (three credits)

#### Electives

- Six 3-credit Electives

#### Dual Degree Programs

The Carroll School of Management collaborates with other outstanding graduate schools and programs at Boston College to offer over 20 highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the 20 dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Sociology (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

#### Other Study Options

##### *Certificate in Manufacturing Engineering*

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering.

Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

##### *Global Management Opportunities*

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management offers numerous opportunities for firsthand study of managerial decision making in global organizations and environments.

##### **International Management Experience**

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and context are explored in-depth.

##### **International Dual Degree**

The M.B.A./Diplome de Formation International is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn a M.B.A. from Boston College and a Diplome de Formation International, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.

##### **Other Study Abroad Opportunities**

The Boston College Carroll School of Management links students with other leading management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China—Beijing International Management Center, Peking University, Beijing
- France—ESC Brest, ESC Bordeaux, and ESC Clermont
- Ireland—Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics, and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

##### *Special Study*

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

##### **Independent Study Project**

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Director of Graduate Curriculum and Research.

**MASTER OF SCIENCE IN ACCOUNTING**

The M.S. in Accounting Program is only offered on a full-time basis. Undergraduate accounting majors may enroll in June or September and can pursue a summer/summer schedule or an academic year schedule. BC's unique summer/summer schedule allows students to take courses during the summer over two years and work full-time during the intervening fall and spring. It is a popular option for undergraduate accounting majors who have secured full-time employment before entering the Program. The majority of the coursework is taken during the two summers and the remaining credits are taken during the school year, but classes are structured to accommodate work schedules. Students may also follow a traditional academic year structure, taking classes in the fall and spring semesters. However, due to course timing and offerings, all students must complete at least one summer session. Students without an undergraduate accounting degree may only begin the Program in September and follow a structured path for coursework.

**Curriculum**

Students must complete a minimum of ten courses (30 credit hours) to satisfy the degree requirements. Students who were not undergraduate accounting majors must take additional courses to fulfill our prerequisite requirements and may be required to complete up to fifteen courses (45 credit hours). Prerequisites may be completed while enrolled in the program.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

***Curriculum for Undergraduate Accounting Majors*****Core Courses**

- MA 824 Financial Statement Analysis (three credits)
- MA 826 Taxes and Management Decisions (three credits)
- MA 825 Assurance and Consulting Services (three credits)
- MA 827 Strategic Cost and Profitability Analysis (three credits)

***Electives***

Six electives (18 credits)

Students must take at least two accounting-related electives. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

***Curriculum for Undergraduate Non-Accounting Majors*****Business Prerequisites:**

- MD 700 Economics/Micro-Economics (three credits)
- MF 704 Financial Management (three credits)
- MD 705 Statistics (three credits)
- MJ 803 Law Topics for CPAs (three credits)
- MA 819 Foundations for Accounting Professionals (three credits)

**Accounting Prerequisites:**

- MA 813 Financial Accounting Practice I (three credits)

- MA 814 Financial Accounting Practice II (three credits)
- MA 815 Financial Auditing (three credits)
- MA 816 Federal Taxation (three credits)
- MA 817 Internal Cost Management and Control (three credits)
- MA 818 Accounting Information Systems (three credits)

Students may reduce the total number of courses required if any of the above-listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

**Core Courses:**

- MA 824 Financial Statement Analysis (three credits)
- MA 825 Assurance and Consulting Services (three credits)
- MA 826 Taxes and Management Decisions (three credits)
- MA 827 Strategic Cost and Profitability Analysis (three credits)

**MASTER OF SCIENCE IN FINANCE**

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

The 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. All classes meet in the late afternoon or evening.

- Fall and spring term classes meet once a week from 7:00 p.m. to 9:30 p.m., with a limited number held from 4:30 p.m. to 7:00 p.m.
- Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

The Carroll School offers the distinct advantage of year-round course offerings, and both full-time and part-time students have the option of entering the program in either the fall or the spring term. Applicants should discuss their specific needs and plans with the Carroll School Graduate Admissions staff.

**Full-Time M.S. in Finance Program**

Students are drawn from across the country and around the world to participate in the Carroll School's full-time M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. This option facilitates maximum exposure to a range of opportunities for personal and career development.

### Part-Time M.S. in Finance Program

The part-time option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. Course enrollment is flexible; however, part-time students typically take two courses in the fall, spring, and summer semesters, and thereby complete the program in twenty months.

### M.S. in Finance Curriculum, Full-Time

#### Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

#### Spring

- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory
- One elective

#### Summer

- MF 808 Financial Policy
- One elective

### M.S. in Finance Curriculum, Part-Time

#### Fall

- MF 801 Investments
- MF 807 Corporate Finance

#### Spring

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

#### Summer

- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- One elective

#### Fall

- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory

#### Spring

- MF 808 Financial Policy
- One Elective

## PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom. The Ph.D. Program contains five components:

- Course Requirements

- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

### Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing 18 courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance and several electives. In some cases coursework prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of 14 courses while in the program.

### Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for 15 hours per week for the first two years of the program. By the end of their first summer, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

### Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics, and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

### Dissertation

The doctoral dissertation is expected to be a substantial, significant and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid.

A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

### Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for a maximum of four years. In return for this support, the student acts as a research assistant for approximately 15 hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years of the program.

This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

### **Course Requirements**

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing 18 courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance and several electives. In some cases coursework prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of 14 courses while in the program.

### **PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES**

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

### **Ph.D. in Management with a Concentration in Organization Studies Curriculum\***

\*For students without prior management education

#### ***First Year/Fall***

- MB 850 Micro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 854 General Linear Methods
- MB 871 Quantitative Research Methods

#### ***First Year/Spring***

- MB 813 Multi-Variate Methods
- MB 851 Macro-Organizational Theory
- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods

#### ***First Year/Summer***

- Comprehensive Examination
- Paper proposal by fall of second year

#### ***Second Year/Fall***

- MB 853 Organizational Change and Transformation
- MB 872 Research Seminar I
- Economics (M.B.A. course)
- Accounting (M.B.A. course)

#### ***Second Year/Spring***

- MB 881 Teaching Practicum
- MB 898 Independent Research I
- Marketing (M.B.A. course)
- Finance (M.B.A. course)

#### ***Second Year/Summer***

- Paper finished
- Prepare thesis proposal

#### ***Third Year/Fall***

- MB 873 Research Seminar II
- Competitive Strategic Management (M.B.A. course)
- Elective
- Elective

#### ***Third Year/Spring***

- MB 899 Independent Research II
- Elective
- Elective

#### ***Fourth Year/Fall/Spring/Summer***

- Dissertation

### ***Advanced Standing and Equivalency for Graduate Degrees***

#### **Undergraduate Course Work (Full-Time M.B.A.)**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency credit and thus be allowed to substitute an elective for a core course.

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency credit.

#### **Undergraduate Course Work (Evening M.B.A.)**

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit.

Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency credit and be allowed to substitute an elective for a core course.

#### **Graduate and Professional Course Work (Full-Time M.B.A.)**

Students who have completed graduate management courses at other AACSB accredited institutions may receive equivalency credit. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency credit. Students must have a minimum grade of B in all completed course work.

**Graduate and Professional Course Work (Evening M.B.A.)**

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency credit and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

**Advanced Standing for Graduate Degrees**

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for graduate degrees are granted only to accepted students with masters' or doctorates from nationally accredited, established programs in the United States.

**Transfer Policy**

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Associate Dean for Graduate Programs to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

**Admission Information****Master of Business Administration**

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

**Master of Science in Accounting**

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. The GMAT is required for admission.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

**Master of Science in Finance**

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. In addition, most students enter the program with at least two years of relevant full-time work experience. The Committee also considers leadership and community involvement factors in the admissions process. The GMAT is required for admission.

**M.B.A. Dual Degrees: Master of Science in Finance or****Master of Science in Accounting**

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

**Ph.D. in Finance**

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

**Ph.D. in Organization Studies**

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

## *International Students*

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

## **Financial Assistance**

### *Graduate Assistantships and Scholarships*

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above GPA and a strong set of application materials.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally eight hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative GPA of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

### *University-Administered Financial Aid*

In addition to the assistantships and scholarships offered through the Carroll School of Management, the Office of Student Services offers

a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

## **CAREER STRATEGIES**

The Office of Graduate Management Career Strategies supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, and other relevant Career Resources.

## **ACCREDITATION**

The Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

## **FOR MORE INFORMATION**

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; <http://www.bc.edu/carroll/>.

### **Graduate Management Practice/International Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **MM 010 Perspectives on Management (Spring: 3) Cross Listed with UN 010**

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course introduces each of the management disciplines as well as provides views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that affect business strategy and execution.

*Peter Bell*

*John Clavin*

#### **Graduate Course Offerings**

#### **MM 703 Management Practice I: Business Development Workshop (Fall/Spring: 3)**

*The Department*

#### **MM 720 Management Practice I: Leading Organizations (Fall: 6)**

Module 1: The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. Module 2: This module focuses on critical aspects of the early stages of business development. Its dominant themes are the

following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.

*The Department*

**MM 730 Management Practice II: Acting in Organizations (Spring: 5)**

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

*The Department*

**MM 740 Management Practice III: Managing Strategically (Fall: 3)**

Emphasis is on case and field-based analysis and integration of technology issues and applications with strategic decision making. In this section, managerial techniques for planning, designing, implementing and controlling the technological assets of modern business enterprises are examined. Topics include the use of IT as a basis for strategy formulation and implementation; organizational structure and IT; and issues of capacity, connectivity and data flow within traditional networks, intranets and the web.

*The Department*

**MM 742 M.B.A. Core Elective I (Spring: 2)**

*The Department*

**MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)**

*The Department*

**MM 810 Communication Skills for Managers (Fall: 3)**

*The Department*

**MM 811 Advanced Topics: International Consulting Project (Fall: 3)**

*The Department*

**MM 880 Directed Practicum (Fall: 3)**

*The Department*

**MM 888 Interim Study (Fall/Spring: 3)**

*The Department*

**MM 891 Thesis I (Fall: 3)**

*The Department*

**MM 892 Thesis II (Fall: 3)**

*The Department*

**MM 897 Directed Readings (Fall/Spring: 3)**

*The Department*

**MM 898 Directed Research I (Fall/Spring: 3)**

*The Department*

**Accounting**

**Faculty**

**Jeffrey R. Cohen**, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

**Louis S. Corsini**, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A.

**Theresa Hammond**, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.M.A., C.P.A.

**Amy Hutton**, *Associate Professor*; B.A., M.B.A., Ph.D., University of Rochester

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Kenneth B. Schwartz**, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Gregory Trompeter**, *Associate Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A., C.M.A.

**Helen Brown**, *Assistant Professor*; B.B.A., Baruch College; Ph.D., University of Wisconsin

**Valentina Zamora**, *Assistant Professor*; B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington

**Elizabeth Bagnani**, *Adjunct Associate Professor*; B.B.A., College of William & Mary, Ph.D., University of Massachusetts at Amherst

**Vincent O'Reilly**, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

**Amy LaCombe**, *Lecturer*; B.S., Boston College; M.S., C.A.S., Syracuse University; M.B.A., Boston College

**Edward Taylor, Jr.**, *Lecturer*; B.S., Boston College; M.S.T. Bentley College, C.P.A.

**Contacts**

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- Website: <http://www.bc.edu/accounting/>

**Undergraduate Program Description**

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a professional career, in accounting or a related field. As noted above, this curriculum is broadly based in its scope and coverage so as to be relevant and useful for a professional career, whether that be in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department: Accounting, Corporate Reporting and Analysis, and Information Systems and Accounting. Students will not be allowed to concentrate in more than one of these three.

**Concentration in Accounting**

**Required**

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 405 Federal Taxation

**And choose one elective from the following list:**

- MA 309 Audit and Other Assurance Services\*
- MA 320 Accounting Information Systems\*\*
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

**Other Accounting Department Electives**

- MA 398 Directed Readings in Accounting
- MA 399 Research Seminar In Accounting

- MA 601 Financial Accounting Standards and Theory III
  - MA 634 Ethics & Professionalism in Accounting
- \*Auditing is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

\*\*If you plan to enroll in the M.S. in Accounting program at Boston College, be advised that AIS or an equivalent systems course is a requirement to graduate. The systems course can be taken as an undergraduate or graduate student.

### Concentration in Information Systems and Accounting

Information Systems (IS) continues to have a profound effect on business entities. Employers continually emphasize the value of professionals who understand both business and IS. Information Systems people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six courses (five required and one Accounting elective, and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms, IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

#### Required

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 320 Accounting Information Systems
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

#### Choose one elective from the following list:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

### Concentration in Corporate Reporting and Analysis

Students who are more interested in Finance-related fields but who would also like the Accounting knowledge and skills to understand how corporate financial reports are prepared and analyzed should consider the Corporate Reporting and Analysis (CRA) concentration. The CRA concentration requires four courses in Financial Accounting and an economics elective.

#### Required

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

#### Choose one elective from the following list:

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economics and Business Forecasting

### Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Managerial Cost Analysis and Accounting Information Systems, but in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators going abroad should meet with Professor Ron Pawliczek to plan their study programs and to obtain course approvals.

### C.P.A. Recommendations

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Check the AICPA web page for more details.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed.

*The Department*

#### MA 022 Managerial Accounting (Fall/Spring: 3)

*Prerequisite:* MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

*The Department*

#### MA 031 Financial Accounting—Honors (Fall: 3)

*Billy Soo*

#### MA 032 Managerial Accounting—Honors (Spring: 3)

*Tina Zamora*

#### MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

*Prerequisite:* MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

*Betty Bagnani*

*Susan Shu*

**MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)***Prerequisite:* MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil Manzon**Ron Pawliczek**Billy Soo**Greg Trompeter***MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)***Prerequisite:* MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

*Jeffrey Cohen**Theresa Hammond***MA 309 Audit and Other Assurance Services (Fall/Spring: 3)***Prerequisite:* MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

*Jeff Cohen***MA 320 Accounting Information Systems (Spring: 3)***Prerequisites:* MA 022, MC 021**Cross Listed with MI 320**

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

*Helen Brown***MA 351 Financial Statement Analysis (Fall/Spring: 3)***Prerequisites:* MA 021 and MF 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Elizabeth Bagnani**Amy Hutton***MA 399 Directed Readings (Fall/Spring/Summer: 3)***Prerequisite:* Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

*Billy Soo***MA 405 Federal Taxation (Fall/Spring: 3)***Prerequisite:* MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.

*Edward Taylor***Undergraduate and Graduate Course Offerings****MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)***Prerequisites:* MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

*Ron Pawliczek***MA 602 Theory and Contemporary Issues in Accounting (Fall/Spring: 3)***Prerequisites:* MA 302 (undergraduate), MA 701 or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.

*Vin O'Reilly**Ken Schwartz***MA 616 Personal Wealth Planning (Fall: 3)***Prerequisites:* MA 405 or MA 816

This course is designed to help students develop a robust decision-making framework that they can use throughout their lifetimes to make thoughtful and analytically sound decisions affecting their financial and personal wealth and that of others. Central to the analytical focus will be identifying personal goals and objectives, alternatives to meet them, tradeoffs involved given limited resources, and tools to evaluate alternatives. Theory and empirical evidence that undergirds these decisions will be explored.

*Gil Manzon***MA 634 Ethics and Professionalism in Accounting (Spring/Summer: 3)**

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*Greg Trompeter***Graduate Course Offerings****MA 615 Advanced Federal Taxation (Summer: 3)***Prerequisite:* MA 405

The course aims to cover federal income tax law applied to planning for and executing business transactions and decisions. The focus is

on the corporate entity, but some time will be spent on partnerships, “S” corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Ed Taylor*

**MA 701 Accounting (Fall/Spring/Summer: 3)**

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

*Ron Pawliczek*

*Ken Schwartz*

*Susan Shu*

**MA 713 Accounting (Fall: 2)**

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

*Pete Wilson*

**MA 812 Accounting Tools for Managers (Spring: 2)**

*Prerequisite:* MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

*Tina Zamora*

**MA 813 Financial Accounting Practice I (Fall: 3)**

This course addresses, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

*Susan Shu*

**MA 814 Financial Accounting Practice II (Spring: 3)**

*Prerequisite:* MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

*Gil Manzon*

**MA 815 Financial Auditing (Spring: 3)**

*Prerequisite:* MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

*Helen Brown*

**MA 816 Federal Taxation (Spring: 3)**

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events

and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

*Ed Taylor*

**MA 817 Internal Cost Management and Control (Fall: 3)**

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

*Jeff Cohen*

**MA 818 Accounting Information Systems (Fall/Summer: 3)**

*Prerequisites:* MA 022 and MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

*The Department*

**MA 819 Foundation for Accounting (Fall: 3)**

This course is designed for graduate students who have no background in business or management. The objective of the course is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

*Louis Corsini*

**MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)**

*Prerequisites:* MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Elizabeth Bagnani*

*Amy Hutton*

*Billy Soo*

**MA 825 Assurance and Consulting Services (Summer: 3)**

*Prerequisites:* MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

*Amy LaCombe*

*Ed Taylor*

**MA 826 Taxes and Management Decisions (Fall/Summer: 3)**

*Prerequisites:* MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

*Gil Manzon*

**MA 827 Strategic Cost and Profitability Analysis (Summer: 3)**

*Prerequisites:* MA 701 or MA 713

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

*Jeff Cohen*

**MA 835 Forensic Accounting (Summer: 3)**

The course will be broken down into three integrated segments with projects in each segment. The first third of the course will focus on systems documentation and controls, to give the foundation for understanding the internal operations of an organization. The focus for the second third of the course considers in-depth business and system related processes including security. Finally, the course will culminate in an understanding of the role of these accounting cycles in helping organizations monitor, control and enhance business processes.

**MA 848 Business Systems Consulting (Summer: 3)**

*Prerequisites:* MA 701 or MA 713

This course is designed to give students an immersion in the process, mindset and techniques employed by management consultants and business practitioners committed to driving next-level business performance improvement across an enterprise. The course builds upon four principal discussion threads, designated required readings, student project initiatives, and online investigation to provide a deep introduction to business performance management.

*The Department*

**MA 852 Advanced Topics: Finance, Accounting, and Controls in High-Tech Growth (Fall: 3)**

*Prerequisites:* MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

*Peter Minihane*

*George Neble*

**MA 856 Corporate Governance and Risk Management (Spring: 3)**

*Prerequisites:* MA 701 or MA 713

This course uses selected readings, case analyses, and class discussions to focus on the identification, mitigation, and control of operational, financial, and compliance risk. Topics include risk identification and categorization; risk management and mitigation tools; internal controls; strategy, budgeting, and planning; communications, monitoring, and reporting; and entity governance.

*Vincent O'Reilly*

**MA 897 Directed Readings (Spring: 3)**

*Prerequisite:* Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

*Billy Soo*

**MA 898 Directed Research (Fall/Spring/Summer: 3)**

*Prerequisite:* Permission of department chairperson

*Billy Soo*

**MA 899 Directed Readings and Research (Fall: 3)**

*Prerequisite:* Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

*Billy Soo*

**Business Law****Faculty**

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

**Christine O'Brien**, *Professor*; Chairperson of the Department; B.A., J.D., Boston College

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

**Stephanie M. Greene**, *Associate Professor*; Director of the Carroll School Honors Program; B.A., Princeton University; M.A., J.D., Boston College

**Contacts**

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, [kathleen.kyrtzoglou.1@bc.edu](mailto:kathleen.kyrtzoglou.1@bc.edu)
- Department Secretary: Rita Mullen, 617-552-0410, [rita.mullen.1@bc.edu](mailto:rita.mullen.1@bc.edu)
- Website: <http://www.bc.edu/businesslaw/>

**Undergraduate Program Description**

The Department of Business Law in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. A variety of elective courses are offered for students who have a special interest in various fields of business law or are planning to enroll in a law school in the future. A core course and other electives that relate to concentrations are offered at the graduate level.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**MJ 021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)**

**This course is part of the required core for the CSOM students and an elective for other students.**

This course introduces the student to the legal system and the social, legal, and regulatory environment of business; as well as to ethical decision making relating to law and business. Antitrust law, securities regulation, environmental law, employment, and labor law, international business, and intellectual property rights are examined. This course includes an examination of the substantive law of contracts from formation requirements to remedies for breach of contract.

*The Department*

**MJ 022 Law II—Business Law (Fall/Spring: 3)**

*Prerequisite:* MJ 021

**Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.**

The course complements MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.

*The Department*

**MJ 031 Introduction to Law—Honors (Fall: 3)**

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.

*David P. Twomey*

**MJ 102 Law and Ethics (Fall: 3)**

*Prerequisites:* The course complements MJ 021 and MH 011, both of which are CSOM core courses.

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap and the application of moral principles in the absence of legal requirements. While it is true that laws provide some guidance as to what the right thing to do is, individuals are not strictly constrained by legal principles. The emphasis throughout this course will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders.

*Richard Powers*

**MJ 147 Constitutional Law (Fall: 3)**

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

*Angela Lowell*

**MJ 152 Labor and Employment Law (Fall/Spring: 3)**

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

*David P. Twomey*

**MJ 156 Real Estate (Fall/Spring: 3)**

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

*Richard J. Monahan*

*Frank J. Parker, S. J.*

**MJ 159 Topics in Law: Visual Arts, Ethics (Spring: 3)**

*Megan Carroll*

**MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)**

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently 70% non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.

*Frank J. Parker, S.J.*

**MJ 803 Topics: Law for CPAs (Spring/Summer: 3)**

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

*Matthew Kameron*

*Gerald Madek*

***Undergraduate and Graduate Course Offerings*****MJ 603 Cyberlaw for Business (Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*Margo E. K. Reder*

**MJ 631 African Business (Fall: 3)**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

*Frank J. Parker, S.J.*

**MJ 674 Sports Law (Spring: 3)**

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.

*Frank J. Parker, S.J.*

*Warren Zola*

**Graduate Course Offerings****MJ 805 Managing the Legal Environment of Business (Spring: 2)**

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.

*Richard Powers*

**MJ 856 Topics in Real Estate Development I (Fall: 3)**

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

*Frank J. Parker, S.J.*

**MJ 857 Topics: Real Estate Development II (Spring: 3)**

*Prerequisite:* MJ 856 recommended

A survey of major real estate projects as covered in the Urban Land Institute's materials. Course has detailed coverage of all aspects of real estate development from project conception through permitting process, financing, construction and eventual sale or utilization. ULI cases used by permission with license.

*Frank J. Parker S.J.*

**Economics****Undergraduate Program Description**

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, EC 201-202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including:

- Principles of Economics (EC 131-132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Economic Statistics (EC 151 or 155)
- And two electives, at least one of which must be an upper level course

Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC131 -132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

**Finance****Faculty**

**Perluigi Balduzzi**, *Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**Francis B. Campanella**, *Professor*; B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

**Thomas Chemmanur**, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

**Clifford G. Holderness**, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

**Edward J. Kane**, *Professor and James F. Cleary Chair in Finance*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

**Alicia Munnell**, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

**Jeffrey Pontiff**, *Professor*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Philip Strahan**, *Professor*; B.A., Amherst College; Ph.D. University of Chicago

**Robert A. Taggart, Jr.**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehrani**, *Professor*; Chairperson of the Department and Griffith Family Millennium Chair in Finance; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**George A. Aragon**, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

**David Chapman**, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester

**Edith Hotchkiss**, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

**Jun Qian**, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

**Roger Edelen**, *Assistant Professor*; B.A., M.B.A., University of Texas at Austin; Ph.D., University of Rochester

**Evan Gatev**, *Assistant Professor*; B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University

**Darren Kisgen**, *Assistant Professor*; B.A., Washington University, St. Louis; Ph.D., University of Washington

**Michael Barry**, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

**Elliott Smith**, *C.P.A., Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College

**Michael Rush**, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

### Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Peter Fehn, 617-552-4647, fehn@bc.edu
- Website: <http://www.bc.edu/finance/>

### Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

*Financial Institutions:* These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

*Manufacturing Firms:* These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

*Service Firms:* These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

*Entrepreneurial Enterprises:* These include real estate, small manufacturing, and service firms launched by individuals or small groups.

*Not-for-Profit or Government Firms and Agencies:* These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

### Concentration in Finance

In order to fulfill basic Finance concentration requirements, the undergraduate Finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

#### Prescribed Courses:

- MF 021 Basic Finance (*Prerequisite:* MA 021)
- MF 127 Corporate Finance (*Prerequisite:* MF 021)
- MF 151 Investments (*Prerequisite:* MF 021)
- MF 225 Financial Policy (*Prerequisite:* MF 127)
- Student-selected departmental elective.  
Students may select one of the following courses:
- MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of senior status only)
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
- MF 159 Info Tech for Financial Services (*Prerequisite:* MF 021)
- MF 202 Derivatives and Risk Management (*Prerequisite:* MF 151)
- MF 207 Real Estate Finance (*Prerequisite:* MF 021)
- MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
- MF 299 Independent Study (*Prerequisites:* MF 021, senior status, and permission of faculty member and department chairperson)
- MF 602 Venture Capital (*Prerequisite:* MF 021)
- MF 605 M.S. in Finance Seminar: Investment Management Firms (*Prerequisite:* MF 127)
- MF 616 Investment Banking (*Prerequisite:* MF 021)
- MF 617 Hedge Funds (*Prerequisite:* MF 127)
- MF 618 Emerging Global Markets (*Prerequisite:* MF 127)

- MF 620 Equity Analysis (*Prerequisite:* MF 127)
- MF 631 International Financial Management (*Prerequisite:* MF 127)
- MF 645 Project Finance (*Prerequisite:* MF 127)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

#### Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken MA 021 Financial Accounting, as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required Capstone finance course (MF 225) in CSOM.

Students should meet with Elliott P. Smith, Fulton 437, 617-552-3969, before going abroad. When students wish to have a course considered they should bring a copy of the syllabus for approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MF 021 Basic Finance (Fall/Spring: 3)

*Prerequisite:* MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

*The Department*

#### MF 031 Basic Finance—Honors (Fall/Spring: 3)

*Prerequisite:* MA 021

*The Department*

#### MF 127 Corporate Finance (Fall/Spring: 3)

*Prerequisite:* MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance.

*The Department*

#### MF 132 Money and Capital Markets (Fall: 3)

*Prerequisite:* MF 021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

*The Department*

#### MF 151 Investments (Fall/Spring: 3)

*Prerequisite:* MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*The Department*

#### MF 207 Real Estate Finance (Fall/Spring: 3)

*Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department*

#### MF 225 Financial Policy (Fall/Spring: 3)

*Prerequisite:* MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department*

#### MF 250 Fixed Income Analysis (Fall: 3)

*Prerequisite:* MF 151

**Offered Periodically**

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.

*The Department*

#### MF 299 Individual Directed Study (Fall/Spring: 3)

*Prerequisites:* MF 021, senior status, and permission of faculty member and department chairperson

**Permission of the faculty member and the department chairperson must be given to a student of senior status in the Carroll School of Management.**

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of

finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester.

*The Department*

### ***Undergraduate and Graduate Course Offerings***

#### **MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)**

*Prerequisites:* MF 807 or MF 127 (graduate), MF 127 (undergraduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.

*The Department*

#### **MF 605 M. S. in Finance Seminar: Role of Investment Management Firms and Financial Markets (Spring/Summer: 3)**

This course covers how an \$11 trillion dollar industry composed of mutual funds and investment companies operate in the U.S.

*Thomas Tagiamonte*

#### **MF 616 Investment Banking (Fall/Spring: 3)**

*Prerequisites:* MF 021, MF 151, and MF 127 (undergraduate), MF 801 is recommended (graduate)

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department*

#### **MF 617 Hedge Funds (Spring: 3)**

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

*The Department*

#### **MF 620 Equity Analysis (Spring: 3)**

*Frederick D'Annolfo*

#### **MF 631 International Financial Management (Fall: 3)**

*Prerequisite:* MF 127

**Offered Biennially**

The intent of this course is to provide the knowledge and skills needed for managers of firms engaged in sales, direct investments or financing of their operations outside of their home country. The course will focus on international financial variables such as exchange rates, international financial markets for funds and risk management, global weighted average cost of capital, and country risk in managing a multinational business enterprise.

*The Department*

### ***Graduate Course Offerings***

#### **MF 701 Economics (Fall: 2)**

*Clifford Holderness*

#### **MF 704 Financial Management (Fall/Spring/Summer: 3)**

*Prerequisite:* Introduction to Accounting

**Offered Triennially**

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department*

#### **MF 722 Financial Management (Fall: 2)**

*Robert Taggart*

#### **MF 801 Investments (Fall/Spring: 3)**

*Prerequisites:* MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department*

#### **MF 803 Portfolio Theory (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 801 and MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods,

*The Department*

#### **MF 807 Corporate Finance (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

*The Department*

#### **MF 808 Financial Policy (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 801 and MF 807

**M.S. in Finance students must complete at least six courses prior to taking MF 808.**

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed.

*The Department*

#### **MF 809 Strategic Management in Financial Service Institutions (Spring: 3)**

*Prerequisites:* MD 710 or MD 740, MF 820 recommended

**Cross Listed with MD 809**

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of

managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments.

*Hassell McClellan*

**MF 811 Advanced Topics: Investment Management (Fall: 3)**

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios.

*Charles E. Babin*

**MF 817 Investment Management Business (Spring: 2)**

*Richard Howe*

**MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)**

*Prerequisites:* MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

*The Department*

**MF 821 Corporate Valuation and Restructure (Spring: 3)**

*Edith Hotchkiss*

**MF 852 Financial Econometrics (Fall/Spring/Summer: 3)**

*Prerequisite:* Statistics and Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model.

*The Department*

**MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

*The Department*

**MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)**

**This course is for second year Ph.D. students of finance.**

This course focuses on the development of skills that will help the students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance.

*The Department*

**MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)**

**MF 866 is a quantitative finance elective, designed for finance majors interested in quantitative portfolio management.**

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.

*The Department*

**MF 869 Fundamental Analysis (Fall: 3)**

*Prerequisite:* MF 807

**Offered Biennially**

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

*The Department*

**MF 880 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department*

**MF 881 Corporate Finance Theory (Fall: 3)**

*Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

*The Department*

**MF 890 Ph.D. Seminar: Capital Markets (Fall: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations and optimal control.

*The Department*

**MF 895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Fall: 3)**

*Darren Kisgen*

**MF 897 Directed Readings (Spring/Summer: 3)**

*The Department*

**MF 898 Directed Research (Fall/Spring/Summer: 3)**

**By arrangement only.**

*The Department*

## MANAGEMENT

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### MF 899 Directed Study (Fall/Spring/Summer: 3)

*Prerequisite:* Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

Course emphasis is on research methodology.

*The Department*

### MF 999 Doctoral Continuation (Fall/Spring: 1)

*The Department*

## General Management

### *Undergraduate Program Description*

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

### *Concentration in General Management*

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

#### Accounting

*Required Course:*

- MA 301 Financial Accounting Standards and Theory I
- Electives (choose one from the following):*
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

#### Information Systems

*Required Course:*

- MI 157 Introduction to Programming for Management
- Electives:*
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

#### Finance

*Required Courses:*

- MF 127 Corporate Finance
- MF 151 Investments

*Electives:*

- None

#### Marketing

*Required Course:*

- MK 253 Marketing Research or MK 256 Applied Marketing Management

*Electives:*

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management

- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 253 Marketing Research
- MK 256 Applied Marketing Management

#### Organization Studies

*Required Course:*

- MB 110 Human Resources Management
- Electives:*
- MB 111 Ethical Leadership and Changing Methods
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Organizational Research

#### Operations and Technology Management

*Required Course:*

- MD 375 Operations and Competition
- Electives:*
- One from the approved list maintained by the Operations Department

## Management Honors Program

### *Undergraduate Program Description*

Most students are invited to join the Honors Program through the Boston College Admission Office as entering freshmen. In January of freshman year, students with the highest GPA from the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the functions associated with the program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students in the Honors Program must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis. These three courses are in addition to the 39 courses required for the degree.

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MH 011 Introduction to Ethics (Fall/Spring: 1)

This is a 1-credit course that is taken as a sixth course. The class meets once per week for ten weeks.

**Enrollment is limited to 20 students per section.**

This is an introduction to ethics for Carroll School of Management's first year students. They will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas, as well as upon current business cases.

*The Department*

#### MH 100 Portico (Fall: 3)

*Richard Keeley*

**MH 126 Business and Professional Speaking (Fall/Spring: 3)**

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

*The Department*

**MH 150 CSOM Practicum (Fall/Spring: 1)**

*The Department*

**MH 199 Senior Honors Thesis (Fall/Spring: 3)**

*Prerequisites:* The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program.

*The Department*

**MH 398 Thesis Research Seminar (Fall: 3)**

*The Department*

**Information Systems****Faculty**

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**James Gips**, *Professor*; *John R. and Pamela Egan Chair*; Chairperson of the Department, S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**Robert G. Fichman**, *Associate Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**John Gallagher**, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**C. Peter Olivieri**, *Associate Professor*; B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University

**Gerald Kane**, *Assistant Professor*; M.Div., Emory University; M.B.A. Georgia State University; Ph.D., Emory University

**Undergraduate Program Description**

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

**Concentration in Information Systems**

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among U.S. corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in large part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and

technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as to understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to strategize, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

**Objectives of the Undergraduate Concentration in Information Systems**

The objectives of the undergraduate concentration are to develop managers who can:

- understand contemporary technologies and demonstrate an awareness of issues related to their effective use and implementation.
- assess the current role of IS in an organization, identify areas for the effective use of IS, and propose new IS to meet organizational objectives and/or foster competitive advantage.
- use information technologies, systems practices and project management to plan, evaluate, develop, implement, and manage information systems.
- consider the implications associated with developing, purchasing, or outsourcing information systems components.
- appreciate the ethical and broader societal issues arising from the use of information technology.

**Careers in Information Systems**

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those

which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business and government. These include consultant, systems analyst, systems programmer, systems designer, systems integrator, database administrator, network administrator, as well as careers in IS and technology management. At higher levels within the firm, the job titles would include Partner, Director of MIS, Vice President of Information Technology, Chief Information Officer, Chief Knowledge Officer, and Chief Technology Officer. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

### Courses Required for the Information Systems Concentration

- MI/CS 157 Introduction to Programming for Management (or CS 101)
- MI/CS 257 Database Systems and Applications
- MI/CS 258 Systems Analysis and Design
- One additional MI course of level 100 or above.

### Concentration in Information Systems and Accounting

Accountants increasingly spend considerable time working with technology. Modern accounting is enabled by information systems, and complex audits in forensic accounting can often involve tracking an interpreting information flows across various systems and technologies. As such, a program of study integrating information systems and accounting helps students develop a high-demand skill set.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain background in Accounting. The curriculum entails six courses (five required and one Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms), IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

### Courses Required for the Information Systems and Accounting Concentration

- MA 301 Financial Accounting Standards and Theory I
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- MA/MI 320 Accounting Information Systems

### Elective—Choose one of the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

### Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses

taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with James Gips, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MI 021 Computers in Management (Fall/Spring: 3)

Cross Listed with CS 021

This course is required for all CSOM students and should be taken in their first year at BC. A&S students should sign up for the course under CS 021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology.

#### MI 031 Computers in Management-Honors (Fall: 3)

Cross Listed with CS 031

CSOM Honors Program version of MI 021.

#### MI 157 Introduction to Programming in Management (Fall/Spring: 3)

*Prerequisites:* MI/CS 021

Cross Listed with CS 157

This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an ordered, thorough, organized and analytical way, (2) the process of designing software applications, and (3) creating a custom application program.

*James Gips*

*Peter Olivieri*

#### MI 205 Special Topics: TechTrek West—Undergraduate (Spring: 3)

*Prerequisite:* Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course, combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

*John Gallaughier*

#### MI 235 Special Topics: New Media Industries (Spring: 3)

Cross Listed with MK 235

See course description in the Marketing Department.

*Paul-Jon McNealey*

**MI 253 E-Commerce (Fall: 3)**

*Prerequisite:* MI/CS 021

**Cross Listed with MK 252**

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

*Mary Cronin*

**MI 255 Managing Projects (Spring: 3)**

*Prerequisite:* MD 021

**Cross Listed with MD 255**

See course description in the Operations and Strategic Management Department.

*Larry Meile*

**MI 257 Database Systems and Applications (Fall: 3)**

*Prerequisites:* MI/CS 021, MI/MD/CS 157. MI/MD/CS 157 may be taken concurrently. CS 101 may substitute for MI/MD/CS 157.

**Cross Listed with CS 257****This course is required for Information Systems concentrators.**

An in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, the use of Visual Basic to build sophisticated forms and applications, and accessing database servers from the web.

*Edward Sciore*

*Kate Lowrie*

**MI 258 Systems Analysis and Design (Spring: 3)**

*Prerequisites:* MI/CS 021, MI/MD/CS 157 and MI/MD/CS 257. MI/CS 257 may be taken concurrently. CS 101 may substitute for MI/MD/CS 157.

**Cross Listed with CS 258****This course is required for Information Systems concentrators.**

This course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers, and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process.

*Katherine Lowrie*

**MI 290 Multimedia (Spring: 3)**

*Prerequisite:* Some programming experience

**Cross Listed with CS 290**

A course in digital special effects using cross platform software called After Effects. This premiere special effects program is used extensively in Hollywood films, television production, commercial creation, and animation. It covers animation, image processing, cloning, 3D, mattes, masking, panning, zooming, parenting, animating text, audio effects, creating expressions, time remapping, and a large variety of exciting special effects.

*Peter Olivieri*

**MI 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of department chairperson

**By arrangement only.**

The student works under the direction of an individual professor.

*The Department*

**MI 320 Accounting Information Systems (Spring: 3)**

*Prerequisites:* MA 022, MI/CS 021

**Cross Listed with MA 320**

See course description in the Accounting Department.

*Helen Brown*

**MI 397 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member.

**MI 398-399 Directed Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the department chairperson

Investigation of a topic under the direction of a faculty member.

*The Department*

**Graduate Course Offerings****MI 703 Computer Information Systems (Fall/Spring/Summer: 3)**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

*The Department*

**MI 720 Information Technology for Management (Fall: 2)****This course is intended for full-time M.B.A. students.**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value. It is essential that managers become fluent with IT so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT, to assess the potential of IT to generate business value, and to manage the challenges associated with justifying and deploying IT-based initiatives.

*The Department*

**MI 805 Special Topics: TechTrek West—Graduate (Fall: 3)**

*Prerequisite:* Permission of instructor

**Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Professor Gallaughier for application details.**

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly from January 2, with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

*John Gallaughier*

### MI 811 Customer Relationship Management (Spring: 3)

*Prerequisite:* MK 705 or MK 721

#### Cross Listed with MK 811

See course description in the Marketing Department.

*Kay Lemon*

### MI 815 Management of Technology and Innovation (Spring: 3)

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy, identify promising technical opportunities, evaluate and select among competing technologies, nurture the innovative capabilities of the firm, and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

*Robert Fichman*

### MI 818 Accounting Information Systems (Fall: 3)

*Prerequisite:* MA 701 or MA 713

#### Cross Listed with MA 818

See course description in the Accounting Department.

*Frank Nemia*

### MI 824 Special Topics: Data Mining (Fall: 3)

Most organizations possess increasing amounts of data on many aspects of their business. Data mining is the process of identifying patterns and relationships that are not part of the original design of the data. Data mining is used to support efforts in marketing, sales, finance, scheduling, and quality management, among many areas. This course will focus on both the management of data mining projects and the actual techniques and tools used in data mining.

*Jack Spang*

### MI 840 IT Strategy and Execution (Fall: 3)

*Prerequisite:* MI 703 or MI 720

**This course is intended for full-time M.B.A. students.**

This is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success. It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information technology (IT). IT can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

*The Department*

### MI 853 E-Commerce (Fall/Spring: 2)

#### Cross Listed with MK 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

*Mary Cronin*

### MI 897 Directed Readings (Fall/Spring: 3)

*Prerequisite:* Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

### MI 898-899 Directed Research I and II (Fall/Spring: 3)

*Prerequisite:* Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

## Marketing

### Faculty

**Arch Woodside**, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

**Katherine N. Lemon**, *Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

**Victoria L. Crittenden**, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**Kathleen Seiders**, *Associate Professor*; B.A., Hunter College; M.B.A. Babson College; Ph.D., Texas A&M

**Gerald E. Smith**, *Associate Professor*; Chairperson of the Department; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**S. Adam Brasel**, *Assistant Professor*; B.S., M.B.A. University of Illinois Urbana-Champaign; Ph.D., Stanford University

**Richard Hanna**, *Assistant Professor*; B.S., B.A., M.S., D.B.A., Boston University

**Elizabeth Gelfand Miller**, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania

**Gergana Y. Nenkov**, *Assistant Professor*; B.A. American University in Bulgaria; Ph.D., University of Pittsburgh

**Linda C. Salisbury**, *Assistant Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

### Contacts

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@bc.edu
- Department Fax Number: 617-552-6677
- Website: <http://www.bc.edu/marketing/>

### Undergraduate Program Description

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

### Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
  - MK 256 Applied Marketing Management
- Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year. The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 235 New Media Industry (cross listed with MI 235)
- MK 252 E-Commerce (cross listed with MD 253, MI 253)
- MK 610 Sports Marketing
- MK 620 Marketing Information Analytics

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

#### Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students should meet with Professor Sannella prior to going abroad

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### MK 021 Marketing Principles (Fall/Spring: 3)

This course is a prerequisite for all other marketing courses.

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.

*The Department*

#### MK 031 Marketing Principles—Honors (Fall: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing

mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, nonprofit marketing, and marketing ethics.

*Gergana Nenkov*

#### MK 148 Services Marketing (Spring: 3)

*Prerequisite:* MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.

*Linida Salisbury*

#### MK 152 Consumer Behavior (Spring: 3)

*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality, and attitudes, (2) group influences such as family, culture, social class, and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty, and new product adoption, and risk reduction.

*Arch Woodside*

#### MK 153 Retail/Wholesale Distribution (Fall: 3)

*Prerequisite:* MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

*Maria Sannella*

#### MK 154 Communication and Promotion (Fall/Spring: 3)

*Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*Adam Brasel*

*Marcia Schiavoni-Gray*

#### MK 157 Professional Selling and Sales Management (Fall: 3)

*Prerequisite:* MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople need greater expertise. Methods that were successful in the past are giving way to new and demanding

disciplines. This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.

*John Westman*

### **MK 158 Product Planning and Strategy (Fall: 3)**

*Prerequisite:* MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle.

*William White*

### **MK 161 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 021

Students will learn the fundamental CRM principles, discuss them in case discussions, and apply them in a project with an organization of their choice. Topics will include the definition of CRM (getting, keeping and growing profitable customers), how to build relationships, the IDIC model (identify, differentiate, interact, and customize), permission marketing, closed loop systems, mass customization, lifetime value, quantification of opportunity, program measurement, and review of a CRM system.

*Kay Lemon*

### **MK 168 International Marketing (Fall: 3)**

*Prerequisite:* MK 021

As more and more United States companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. The international marketer needs to understand how the people in different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

*Gergana Nenkov*

### **MK 172 Marketing Ethics and Creative Thinking (Spring: 3)**

*Prerequisite:* MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

*Maria Sannella*

### **MK 235 Special Topics: New Media Industries (Spring: 3)**

*Prerequisite:* MK 021

**Cross Listed with MI 235**

This course is designed to introduce the changing business models of new media—video game, music, movies, print, advertising, television—industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide,

consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy*

### **MK 252 Electronic Commerce (Fall: 3)**

*Prerequisite:* MK 021

**Cross Listed with MI 253**

See course description in the Information Systems Department.

*Mary Cronin*

### **MK 253 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others.

*Paul Berger*

*Adam Brasel*

*Sandra Bravo*

*Arch Woodside*

### **MK 256 Applied Marketing Management (Fall/Spring: 3)**

*Prerequisite:* MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

*Patricia Clarke*

*Kathleen Seiders*

### **MK 299 Individual Study (Fall/Spring: 3)**

**This is an individualized course that is developed by a student and a faculty member and is approved by the department chairperson. This course cannot be counted toward the Marketing concentration.**

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

*The Department*

### ***Undergraduate and Graduate Course Offerings***

#### **MK 610 Special Topics: Sports Marketing (Spring: 3)**

*Prerequisite:* MK 021, MK 705, or MK 721

The goal of this course is to provide an understanding of the business practices for the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed.

*Lou Imbriano*

#### **MK 620 Marketing Information Analytics (Spring: 3)**

*Prerequisite:* MK 021, MK 705, or MK 721

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that

technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

*The Department*

### **Graduate Course Offerings**

#### **MK 705 Marketing (Fall/Spring: 3)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function.

*Nick Nugent*

*Arch Woodside*

#### **MK 721 Marketing (Fall: 2)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function.

*Victoria Crittenden*

#### **MK 801 Marketing Research (Fall/Spring: 3)**

*Prerequisite:* MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort.

*Paul Berger*

#### **MK 803 Product Planning and Strategy (Spring: 3)**

*Prerequisites:* MK 705 or MK 721, at least one other marketing elective

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning.

*William White*

#### **MK 804 Consumer Behavior (Spring: 3)**

*Prerequisites:* MK 705 or MK 721 and at least one other marketing elective

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class, and reference group. It assesses their importance to the marketing of products and services.

*Liz Miller*

#### **MK 805 Marketing Strategy (Spring: 3)**

*Katherine Lemon*

#### **MK 807 International Marketing Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships.

*Arch Woodside*

#### **MK 808 Communication and Promotion (Spring: 3)**

*Prerequisite:* MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

*Adam Brasel*

#### **MK 811 Customer Relationship Management (Fall: 3)**

*Prerequisite:* MK 705 or MK 721

#### **Cross Listed with MD 811**

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process, and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

*Kay Lemon*

#### **MK 813 Services Marketing (Spring: 3)**

*Prerequisites:* MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

*The Department*

#### **MK 814 Pricing Policy/Strategy (Fall: 3)**

*Prerequisites:* MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition,

segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

*Gerald Smith*

## **MK 815 Strategic Brand Management (Spring: 2)**

*Prerequisite:* MK 705 or MK 721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills, and must be comfortable with decision-making and leadership.

*The Department*

## **MK 853 Electronic Commerce (Fall/Spring: 3)**

**Cross Listed with MI 853**

See course description in the Information Systems Department.

*Mary Cronin*

## **MK 897 Directed Readings (Fall/Spring/Summer: 3)**

*Gerald Smith*

## **Operations and Strategic Management**

### *Faculty*

**Walter H. Klein**, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

**Larry P. Ritzman**, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

**Samuel B. Graves**, *Professor*; Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

**Jeffrey L. Ringuest**, *Professor and Associate Dean*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

**M. Hossein Safizadeh**, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

**Sandra A. Waddock**, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

**Joy Field**, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**Marta Geletkanycz**, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

**Hassell McClellan**, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

**David C. Murphy**, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Richard A. Spinello**, *Associate Research Professor and Director CSOM Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Jiri Chod**, *Assistant Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

**Mei Xue**, *Assistant Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

**Tieying Yu**, *Assistant Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

**Richard McGowan, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M, Weston School of Theology; D.B.A., Boston University

**Larry C. Meile**, *Adjunct Associate Professor*; B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University

**David R. McKenna**, *Lecturer*; B.S., M.B.A., Boston College

### **Contacts**

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- Website: <http://www.bc.edu/osm/>

### ***Undergraduate Program Description***

The Department offers undergraduate and graduate courses in the areas of decision analysis, operations management, and strategic management. An undergraduate concentration is offered in Operations Management.

### ***Concentration in Operations Management***

The Operations Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management. Intense competition in the fast-paced global markets has made competencies in this field the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both types of organizations.

This widely-applicable concentration combines teaching of analytical methods, operations management issues, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails lecture and discussion, field studies, case studies, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

The courses both intersect with and transcend the other functional business disciplines making Operations Management a good choice as a second major for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Information Systems, or Human Resource Management.

### ***Objectives of the Undergraduate Concentration in Operations Management***

The objectives of the undergraduate concentration are to develop managers who:

- exercise managerial judgment
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function

- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

### *Careers in Operations Management*

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analysis in major companies such as Accenture, Boston Beer, Deloitte, Ernst & Young, General Electric, IBM, Goldman Sachs, JPMorgan Chase, UBS, and Teradyne.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing or Operations Manager. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

### *Proposed Operations Management Concentration Requirements*

The following course is required for the concentration:

- MD 375 Operations and Competition (fall)  
also take one of the following:
- MD 254 Service Operations Management (spring)
- MD 255 Managing Projects (spring)  
also take one of the following:
- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)  
also take one of the following:
- MI 205 TechTrek (spring)
- MI/CS 258 Systems Analysis and Design (fall)
- MI 253 Electronic Commerce (fall)
- MD 254 Service Operations Management (spring)—if not taken above
- MD 255 Managing Projects (spring)—if not taken above
- MD 384 Applied Statistics (spring)—if not taken above
- MD 604 Management Science (fall)—if not taken above
- MD 606 Forecasting Techniques (fall)—if not taken above

### *Study Abroad*

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There

is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative capstone course to CSOM core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Samuel Graves, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **MD 021 Operations Management (Fall/Spring: 3)**

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

*The Department*

#### **MD 031 Operations Management—Honors (Fall: 3)**

*Prerequisites:* EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

#### **Core course for the CSOM Honors Program**

Operations management focuses on the planning, implementation, and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making.

*The Department*

#### **MD 099 Strategy and Policy (Fall/Spring: 3)**

*Prerequisite:* Successful completion of the CSOM Core requirements.

#### **This is the CSOM Core senior integrative capstone course.**

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

*The Department*

**MD 100 Competitive Strategy—Honors (Fall: 3)**

*Prerequisites:* MD 100 substitutes for MD 099 in the CSOM Core requirements, hence, it has the same prerequisites as MD 099.

**This is the CSOM Core senior integrative capstone course.**

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

*Richard McGowan, S.J.*

**MD 254 Service Operations Management (Spring: 3)**

*Prerequisite:* MD 021

This course will focus on aspects involved in the management of service operations within the “pure” service sector (financial service, retail, transportation, travel and tourism, government, etc.) and within the service functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises (to include government, not-for-profits, etc.), the following topics will be explored: design and delivery of services, measurement for productivity and quality, managing capacity and demand, quality management, redesign of service delivery processes, management of technology, and managing human resources.

*Mei Xue*

**MD 255 Managing Projects (Spring: 3)**

*Prerequisite:* MD 021

**This course has several mandatory 7:00 p.m.-9:30 p.m. Tuesday night commitments.**

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization’s strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

*Larry Meile*

**MD 265 Globalization, Culture, and Ethics (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

*Richard Spinello*

**MD 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Senior standing and permission of department chairperson  
**By arrangement only.**

The student works under the direction of an individual professor.

*The Department*

**MD 375 Operations and Competition (Fall: 3)**

*Prerequisite:* MD 021

**Required for the Operations and Technology Management concentration.**

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating an operations strategy. The purpose of the course is to link strategic and tactical operational decisions to the creation of a competitive advantage. Topics to be covered include an overview of operations strategy content and process, service operations, workforce management, capacity and facilities strategy, supply chain management, project management, process design and technology choice, and quality and productivity improvement.

*Joy Field*

**MD 384 Applied Statistics (Spring: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

**Acquaintance with linear algebra and the ability to use a computer are desirable.**

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis.

*David McKenna*

**MD 548 Capstone: Leadership and Mindfulness (Spring: 3)**

**Cross Listed with UN 548**

The best leader is aware of his or her impacts on others, on the organization, on society, and on nature itself; good leaders, that is, act mindfully. This course explores personal development as a mindful leader through reflecting on who you are, what type of world you want to live in, your relationships with others.

*Sandra Waddock*

**Undergraduate and Graduate Course Offerings****MD 604 Management Science (Fall: 3)**

*Prerequisites:* MD 021, MD 707, or MD 723

**Strongly recommended for students interested in operations management.**

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

*David McKenna*

**MD 605 Simulation Methods (Spring: 3)**

*David McKenna*

**MD 606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

**Cross Listed with EC 299**

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of

processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. T

*Richard McGowan, S.J.*

### **Graduate Course Offerings**

#### **MD 700 Economics (Fall/Spring: 3)**

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

*The Department*

#### **MD 705 Statistics (Fall/Spring/Summer: 3)**

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

*The Department*

#### **MD 707 Operations Management (Fall/Spring/Summer: 3)**

*Prerequisite:* MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

*The Department*

#### **MD 708 Managing in the Global Environment**

**(Fall/Spring/Summer: 3)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*The Department*

#### **MD 710 Management Practice III: Strategic Management**

**(Fall/Spring/Summer: 3)**

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as

strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

*The Department*

#### **MD 711 Management Practice IV: Social Issues in Management**

**(Fall/Spring/Summer: 3)**

*Prerequisites:* Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

*The Department*

#### **MD 714 Statistics (Fall: 2)**

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation.

*Samuel Graves*

#### **MD 716 Modeling and Decision Analysis (Spring: 1)**

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

*Jeffrey Ringuest*

#### **MD 723 Operations Management (Spring: 2)**

*Prerequisite:* MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.

*M.H. Safizadeh*

**MD 725 Managing in the Global Environment (Spring: 1)**

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

*Mohan Subramaniam*

**MD 730 Strategic Analysis (Fall: 1)**

Department permission required.

*Hassell McClellan*

**MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)**

*Prerequisites:* Management Practice I, II, III, and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

*Hassell McClellan*

**MD 803 Manager Decision Making (Fall: 3)**

*Marta Geletkanycz*

**MD 808 Entrepreneurship and New Ventures (Fall: 3)**

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. .

*Ron Guerriero*

**MD 809 Strategic Management in Financial Service Institutions (Spring: 3)**

*Prerequisites:* MD 710 or MD 740. MF 820 recommended.

Cross Listed with MF 809

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments. Uses cases, assigned readings, and guest speakers from the industry.

*Hassell McClellan*

**MD 810 Small Business Management Strategy (Spring: 3)**

*Harvy Simkoviis*

**MD 831 Managing Projects (Spring: 3)**

*Prerequisite:* MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

*Larry Meile*

**MD 832 Topics: Supply Chain Management (Spring: 2)**

Department permission required.

*Alfred Contarino*

**MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)**

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector. It covers the development of skills to identify, evaluate, start, and manage ventures that are international in scope. During the semester, students will travel to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances, negotiations, managing growth, and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.

*Gregory Stoller*

**MD 854 Management of Service Operations (Fall: 3)**

*Prerequisite:* MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation.

*Hossein Safizadeh*

**MD 897 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

*The Department*

**MD 898 Directed Research I (Fall/Spring: 3)**

*Prerequisite:* Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MD 899 Directed Research II (Spring: 3)**

*Prerequisite:* Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**Organization Studies****Faculty**

**Donald J. White**, *Dean Emeritus and Distinguished Professor*

*Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

**Jean M. Bartunek, R.S.C.J.**, *Professor and Robert A. and Evelyn J.*

*Ferris Chair*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

**Judith R. Gordon**, *Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard P. Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**Michael Pratt**, *Professor*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

**William R. Torbert**, *Professor*; B.A., Ph.D., Yale University

**Judith Clair**, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Fabio Fonti**, *Assistant Professor*; B.A., University of Urbino; Ph.D., University of Illinois at Urbana-Champaign

**Michael Boyer O'Leary**, *Assistant Professor*; B.A., Duke University; Ph.D., Massachusetts Institute of Technology

**P. Monique Valcour**, *Assistant Professor*; A.B., Brown University; M.Ed., Harvard University; M.S., Ph.D., Cornell University

#### Contacts

- Department Secretary: Jean Passavant Cochrane, 617-552-0450, jean.passavant@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- Website: <http://www.bc.edu/orgstudies/>

#### Undergraduate Program Description

The Department of Organization Studies offers two undergraduate concentrations: Management and Leadership and Human Resource Management. Both concentrations focus on the “people” side of management and contain elements of applied psychology, anthropology and sociology. Ultimately, the focus is on building the human and social capital of the organization. Additionally, in conjunction with the Lynch School of Education, the department offers a minor in Human Development, available to all CSOM students regardless of which concentration they choose.

#### Concentration in Management and Leadership

While technical skills can be critical in landing an entry-level job, it is management and leadership skills that are critical for promotion into the managerial ranks. The aim of this concentration is to build the skills that employees will need to manage and lead others.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 127 Leadership is the cornerstone of the concentration. Students must choose at least three electives from a variety of courses.

#### Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 127 Leadership

#### Electives:

- MB 109 Human Groups at Work
- MB 110 Human Resources Management
- MB 111 Ethical Leadership and Change Methods

- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MD 548 Leadership and Mindfulness
- MB 648 Management of Technology

#### Career Opportunities

The Management and Leadership concentration prepares students for executive roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the major provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

#### Concentration in Human Resources Management

Human Resources Management is an evolving, applied field within organizational behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the human resources field far more important than it has been in the past.

In addition to an understanding of what makes the people side of organizations effective or ineffective, the Human Resources Management concentration at Boston College gives students the opportunity to learn about the strategic role of human resource management and its functional components. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

#### Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

#### Electives:

- MB 109 Human Groups at Work
- MB 111 Ethical Leadership and Changing Methods
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning

- MB 137 Managing Diversity
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MB 648 Management of Technology

### *Career Opportunities*

The Management and Leadership concentration prepares students for executive roles in corporations, non-profits organizations, and government agencies. The common thread is managing people. In addition, the major provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

### *Minor in Human Development*

The Minor in Human Development is open to all CSOM students, regardless of their concentration. It may be of particular value to students with special interests in counseling, training, personnel assessment, or work within social service organizations. In addition to the courses necessary to complete their CSOM concentration, students in the Minor in Human Development are required to take four courses in the Lynch School of Education, three of which are required. The fourth must be elected from among upper level psychology in education courses (PY 200 level or above). This minor may interest you if you wish to:

- Deepen your knowledge of human behavior in the areas of psychology, human development, and learning in preparation for a career in fields such as human resource management, marketing research, or advertising.
- Gain specialized knowledge in certain specific areas of human resource management, such as counseling, training, personnel assessment, family crisis assistance, drug and alcohol abuse programs, and aging/elderly care.
- Prepare for employment in a government or private sector social services organization.

### **Required Courses:**

- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology or PY 244 Adult Psychology
- PY 242 Personality Theories: Behavior in Context

Students are strongly urged, but not required, to take the PY 030/031 sequence (Child Growth and Development).

### **Elective Courses (any 200 level course, or above)**

- PY 230 Abnormal Psychology (PY 242 is prerequisite)
- PY 241 Interpersonal Relations
- PY 243 Counseling Theories (PY 241 or MB 119, PY 242, and PY 230 are prerequisites)
- PY 244 Adult Psychology
- PY 248 Gender Roles
- PY 348 Culture, Community, and Change
- PY 397 Social Issues and Social Policy

### *Information for Study Abroad*

Students may take any number of electives abroad to count toward either of the Organization Studies concentrations. In addition, it is sometimes possible to take the equivalent of MB 021 abroad. However,

this must be approved prior to finishing the course by the Chairperson of the Organization Studies Department, who will need a copy of the course syllabus and the name and email address of the professor.

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

#### **MB 021 Organizational Behavior (Fall/Spring: 3)**

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

*The Department*

#### **MB 031 Organizational Behavior—Honors (Spring: 3)**

*Micael O'Leary*

#### **MB 109 Human Groups at Work (Spring: 3)**

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some groups more effective than others. Another area we will cover is the causes and consequences of interpersonal conflict within groups.

*Stephen Borgatti*

#### **MB 110 Human Resources Management (Fall/Spring: 3)**

*Prerequisites:* MB 021, MB 031, or permission of instructor

In addition to providing an understanding of what makes the people side of organizations effective or ineffective, this course gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.

*Judith Gordon*

*Richard Nielsen*

#### **MB 119 Interpersonal Communication in Organizations (Spring: 3)**

This course focuses on how interpersonal communication among organizational members (and non-members) relates to the structure and functioning of the organization. Some of the topics include social networks, recruitment, promotion and turnover, stakeholder satisfaction, decision making, organizational change, leadership, and power. In addition, the course will examine the challenges to communication posed by diversity, organizational culture, and organizational structure. The course is not intended as a workshop for improving students' interpersonal skills, although a small portion of the course is devoted to this area.

*The Department*

#### **MB 123 Negotiation (Fall: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary

purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

*Wendy Marcinkus Murphy*

*John Richardson*

### **MB 127 Leadership (Fall/Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

In today's world, there are many challenges that call for effective leadership corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work, are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

*Judith Clair*

### **MB 135 Career and Human Resource Planning (Fall: 3)**

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews, and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.

*Ian Walsh*

### **MB 137 Management of Diversity (Fall/Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

**Satisfies Cultural Diversity Core Requirement**

**Cross Listed with BK 137**

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

*Judith Clair*

### **MB 299 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

*The Department*

### **MB 313 Organizational Research (Fall: 3)**

*Prerequisite:* MB 021 or MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice.

*William Stevenson*

### **MB 648 Management of Technology (Fall/Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

This course deals with the intersection of information technology and management. It is divided into three sections: how advances in communication technology have impacted the role of management in organizations, such as managing geographically dispersed teams and remote workers; the management of technology within and organization, with an emphasis on managing technology change; and the interpersonal implications of management-focused technologies such as Materials/Enterprise Resource Planning (MRP/ERP) systems.

*Richard DeJordy*

### **Graduate Course Offerings**

#### **MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)**

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

*Robert O'Neil*

*William Torbert*

*The Department*

#### **MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

*Fabio Fonti*

*Sharon McKechnie*

*Michael O'Leary*

*Ian Walsh*

#### **MB 712 Managing People and Organizations (Fall: 3)**

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

*Judith Gordon*

#### **MB 802 Management of Organizational Change (Spring: 3)**

*Prerequisite:* MB 709, MB 712, or permission of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions, and downsizing. Discusses such change strategies as: envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development, and other action tools.

*The Department*

**MB 803 Leadership (Spring: 3)**

*Prerequisite:* MB 709, MB 712, or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises and diagnostic instruments, to illuminate managerial effectiveness in general as well as the student's particular style.

*Mary Ann Glynn*

**MB 804 Nonprofit Management (Fall: 3)****MB 811 Advanced Topics in Organizational Behavior: Corporate Governance (Spring: 3)**

*Prerequisite:* MB 709, MB 712, or permission of instructor

The course will look at some of the more interesting failures and lapses to perform in recent years including Enron, WorldCom, and the New York Stock Exchange. We will consider the environment and circumstances that allowed certain events to unfold in an unintended way and link these events to the resulting changes in behavior and governance. The course will also develop your knowledge of board governance by exploring the regulatory environment including recent changes enacted through Sarbanes-Oxley in addition to looking at the underlying norms and rules of boards developed through your own research.

*Robert Radin*

**MB 812 Negotiating (Fall/Spring: 3)**

*Prerequisite:* MB 709, MB 712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations.

*Richard Nielsen*

**MB 815 Women and Leadership (Spring: 3)**

This course explores challenges and opportunities women face as leaders and managers in organizations. Students will examine a variety of issues: the call and character of women leaders, leadership issues throughout women's careers, essential skills and competencies, balancing work and family, etc.

*Judith Clair*

**MB 828 Strategic Human Resource Management (Spring: 2)**

*Prerequisite:* MB 709 or MB 712, or permission of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the twenty first century, managing knowledge workers, managing cross culturally, and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

*P. Monique Valcour*

**MB 830 Career Management and Work-Life Planning (Fall: 3)**

This course examines career issues in contemporary organizations. It will help students develop critical competencies needed to successfully manage their careers and maintain work/life integration in today's complex turbulent workplace. The class is based in a rigorous self-assessment process which incorporates a broad range of experiential exercises that provide students with a high degree of self-awareness. This understanding is then used as the basis for developing a comprehensive career plan that incorporates a "work-life" perspective. The class will also increase students' understanding of the new career contract, career decision making, contemporary human resource practices, and theories of adult development.

*The Department*

**MB 850 Micro-Organizational Theory (Fall: 3)**

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

*Judith Clair*

**MB 851 Macro-Organizational Theory (Spring: 3)**

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

*Candace Jones*

**MB 852 Perspectives on Individual and Organizational Change (Fall: 3)**

This course introduces topics relating to individual and organizational change and development. Topics include approaches to career development, and organizational-level change issues, such as the early formation and development of organizations, planned change, organizational learning, organizational life cycles, organizational transformations, and organizational decline and death.

*Jean Bartunek*

**MB 853 Organizational Change and Transformation (Fall: 3)**

This course explores fundamental, qualitative changes that occur in organizations that influence their nature and effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment, and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.

*Richard Nielsen*

**MB 855 Advanced Topics/Social Cognition (Spring: 3)****MB 870 Qualitative Research Methods (Fall: 3)**

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies, and conduct practical exploratory

ry research themselves. Topics include cultural domain analysis, text coding, ethnographic and linguistic research and software approaches to managing qualitative data.

*Stephen Borgatti*

**MB 871 Quantitative Research Methods (Spring: 3)**

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

*William Stevenson*

**MB 872 Research Seminar I (Fall: 3)**

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies.

*Jean Bartunek*

**MB 873 Research Seminar II (Fall: 3)**

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster initial progress on the dissertation, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

*Jean Bartunek*

**MB 875 General Linear Models (Fall: 3)**

This course is appropriate for graduate students in the school of management, social sciences, nursing, social work, or education who want an introduction to applied statistical analysis for research. In this course, we will focus on using the general linear model to conduct studies using the SPSS data analysis program. The major topics of the course will be exploratory and graphical approaches to data analysis, categorical data analysis, analysis of variance, multiple regression, path analysis, and structural equation modeling. It is assumed that the student has had an undergraduate course in introductory statistical analysis.

*William Stevenson*

**MB 876 Multivariate Methods (Spring: 3)**

This course provides an introduction to multivariate statistical methods. The course emphasizes exploratory methods such as factor analysis, multidimensional scaling, correspondence analysis, and cluster analysis. However, multiple regression, canonical correlation, discriminant analysis and loglinear modeling will also be touched on. The course includes a primer on matrix algebra and vector spaces but concentrates on using methods intelligently rather than the mathematics behind them. Students will use SPSS and UCINET software packages.

*Stephen Borgatti*

**MB 881 Teaching Practicum (Spring: 3)**

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course.

*Judith Gordon*

**MB 897 Directed Readings (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

*The Department*

**MB 898 Independent Study I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MB 899 Independent Study II (Fall/Spring: 3)**

*Prerequisite:* Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MB 999 Doctoral Continuation (Fall/Spring: 1)**

*The Department*

## *William F. Connell School of Nursing*

### **UNDERGRADUATE PROGRAM DESCRIPTION**

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is accredited by the Commission on Collegiate Nursing Education. See the website for details (<http://www.bc.edu/nursing>).

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic grounded in the Judeo-Christian tradition, is scientifically based, technically competent and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation students must successfully complete the 38 courses that comprise the curriculum and includes University Cores, nursing requirements and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, and English Core courses in the first and second years. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the Greater Boston area.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

### **PLAN OF STUDY**

#### **Freshman Year**

##### *Semester I*

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I

- Core or elective
  - Core or elective
- Semester II*
- BI 132, 133 Anatomy and Physiology II
  - NU 060 Professional Nursing I
  - MT 180 Principles of Statistics for the Health Sciences
  - Core or elective
  - Core or elective

#### **Sophomore Year**

##### *Semester I*

- BI 220, 221 Microbiology
- Core or elective
- Core or elective
- Core or elective
- Core or elective

##### *Semester II*

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core or elective
- Core or elective

#### **Junior Year**

##### *Semester I*

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- Core or elective
- Core or elective

##### *Semester II*

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Core or elective

#### **Senior Year**

##### *Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Core or elective

##### *Semester II*

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory

The Connell School of Nursing reserves the right to alter any program or policy outlined.

#### **Semester Program**

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually 15 credits are carried each semester.

## Information for First Year Students

During the first year students should generally complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Mathematics, Modern History I and II and Professional Nursing I. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

## Special Opportunities

### Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may go abroad during fall or spring semester of junior year or fall semester senior year. They may take nursing courses, electives or Core courses at approved universities. If students wish to take nursing courses abroad they must have completed at least three semesters of the nursing curriculum. Students are free to study abroad in any location approved by the Office of International Programs.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with the Associate Dean for the undergraduate program during sophomore year, and fulfillment of the academic requirements stipulated by the Office of International Programs.

### Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

### Independent Study (NU 299)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office and on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

### Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

### Minors in the Connell School of Nursing

Nursing students may minor in any Arts and Sciences discipline or General Education by fulfilling the requirements of those departments. In addition, nursing students may minor in Hispanic Studies by completing any six 3-credit Romance Language courses in Spanish/Hispanic Studies. Students who wish to declare a minor should meet with the Associate Dean of the Undergraduate Nursing program.

### Fifth Year B.S./M.S.

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete the

master's degree in one additional year of study. In order to qualify for this program, students must maintain an academic average of 3.2 each semester with a grade of B or above in Nursing courses.

### Graduate Courses

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College School of Nursing.

## Academic Honors

### The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

**Western Cultural Tradition I-VIII:** In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

### Alternate Honors Program

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

## Special Requirements for CSON Students

### Health Requirements

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, varicella titre or vaccine, two MMR vaccines, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the Connell School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

### Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 230 and must continue to keep this certification current. Nursing students must also undergo the criminal offense background checks that are required by affiliating health care institutions. Students are responsible for any charges required to fulfill these requirements.

**General Information*****Cooperating Hospitals and Health Agencies***

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities.

***Fees***

School of Nursing students pay the same tuition, fees, and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$65.00
- Laboratory Fee up to \$215.00 (Payable for certain clinical nursing courses)

***College Credit for Transfer Students***

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of 60 credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

***Registered Nurses***

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

***Career Opportunities***

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College Connell School of Nursing have worked as researchers in clinical settings. Some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

**CONNELL GRADUATE SCHOOL OF NURSING****Introduction**

In its quest for excellence and influence, the William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice. The Graduate School of Nursing also offers a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

**Doctor of Philosophy Degree Program with a Major in Nursing**

The Ph.D. Program in Nursing focuses on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of

concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student to faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three-year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. track is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

***Career Opportunities***

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

***Program of Study***

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), programs of research (uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Cognate or elective courses are required to support each students' research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing: three credits
- NU 702 Strategies for Knowledge Development: three credits
- PL 593 Philosophy of Science: three credits
- NU 710 Themes of Inquiry: Clinical Topics: three credits
- NU 711 Themes of Inquiry: Clinical Judgment: three credits
- NU 820 Expanding Paradigms for Nursing Research: three credits
- NU 821 Nursing Research and Health Policy Formulation: three credits
- Quantitative/Qualitative Methods of Research: six credits
- Statistics/Computer Application and Analysis of Data: three credits
- Measurement in Nursing: three credits
- Advanced Qualitative/Quantitative Methods: three credits
- NU 810, 811, 812, 813 Research Practicum I-IV: four credits

- Cognate or Elective: three credits
- NU 998 Doctoral Comprehensives: one credit
- NU 901 Dissertation Advisement: three credits
- NU 902 Dissertation Advisement: three credits
- NU 999 Doctoral Continuation: one credit

**Total: 46 credits**

The required number of credits in cognates and electives is based on the needs of the student and prior educational background and course work.

### ***Ph.D. Colloquium***

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

### ***Doctoral Student Research Development Day***

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

### ***Admission Requirements***

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (four pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory or higher level statistics course
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is December 31 of the year of application to the program.

Application materials may be requested from the Connell Graduate School of Nursing, 617-552-4250 or from the website at <http://www.bc.edu/nursing/>.

### ***Financial Aid***

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. Full tuition and a stipend are provided for two years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

## **Master of Science Degree Program with a Major in Nursing**

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Palliative Care, Pediatric, Women's Health, Psychiatric Mental Health Nursing, and Nurse Anesthesia.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory-based and researched-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare middle management, and participation in research to improve the quality of nursing practice.

### **Cooperating Health Agencies**

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

### **Career Options**

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

### ***Areas of Clinical Specialization in Nursing***

#### **Adult Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as Nurse Practitioners or Clinical Nurse Specialists in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

#### **Gerontological Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings, including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices. Graduates can also pursue national certification

(through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

#### **Community Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

#### **Family Nurse Practitioner**

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

#### **Pediatric Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

#### **Women's Health Advanced Nursing Practice**

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. One can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

#### **Psychiatric Mental Health Advanced Nursing Practice**

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist, and can apply for prescriptive authority in most states (including Massachusetts).

#### **Palliative Care Program**

The Advanced Practice Palliative Care Program (PCP) is designed so that students studying palliative care will build upon knowledge provided in the core master's curriculum and in the core clinical support courses within the specialties of adult, gerontological, and community-health. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core clinical courses will deliver the needed content in the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students will receive 500 hours of precepted clinical experiences in facilities offering palliative care services including symptom management clinics, home health and community agencies, long-term care facilities, acute care hospitals and hospice facilities.

#### **Nurse Anesthesia Program**

The Program in Nurse Anesthesia is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anaesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

#### **Master's Program Options**

##### **Students with B.S.N.**

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of 45 credits; the nurse anesthesia specialty requires 56 credits. The program of study includes three credits of electives, 24 credits of core courses, and 18 credits of specialty and theory clinical practicum (29 credits for the nurse anesthesia program).

The **part-time option**, completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

The nurse anesthesia program requires 56 credits of full-time course work over 27 months.

##### **Master's Entry Program**

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the

program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.

#### **R.N./Master's Plan**

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

#### **The Master's Completion Program**

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in their clinical specialty.

#### **Dual Degree Programs**

##### **M.S./M.B.A.**

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

##### **M.S. Nursing/M.A. Pastoral Ministry**

The Connell School of Nursing and in the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

##### **M.S./Ph.D.**

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research. Ph.D. Program application and admission process is followed.

#### **Non-Degree Program**

Non-degree program options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student
- Post-Master's Teaching Certificate

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

The Post-Master's Teaching Certificate is awarded to nurses with master's degrees in nursing who successfully complete three courses (nine credits). The courses prepare nurses to teach in schools of nursing or as clinical educators in the clinical practice area.

Persons interested in these three options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

#### **Admission Requirements**

The application deadline for the Master's Entry Program is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Program is September 15 for January enrollment.

The deadlines for other Master's Programs are as follows: Rolling admissions: Applicants will be reviewed when their applications are complete. Allow one month before the beginning of the term you are applying for to review your materials and process your application.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program in the School of Nursing can be downloaded from the following url: <http://www.bc.edu/nursing/>.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within five years (not required for admission to the Additional Specialty Concentration or Post-Master's Teaching Certificate)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.

- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as a R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

### Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
  - Baccalaureate degree from a nationally accredited program with a major in nursing
  - An undergraduate scholastic average of B or better
- The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

### Program of Study

#### *Master of Science with a Major in Nursing*

- Electives or Thesis\*: three credits
- NU 415 Conceptual Basis for Advanced Nursing Practice: three credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: three credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: three credits
- NU 420/426 Pharmacology/Psychopharmacology: three credits
- NU 430 Advanced Health Assessment Across the Life Span: three credits
- NU 520 Research Theory: three credits

Options following NU 520, prerequisite choose one:

- NU 523 Computer Analysis of Health Care Data: three credits\*
- NU 524 Master's Research Practicum: three credits\*
- NU 525 Integrative Review of Nursing Research: three credits\*
- NU 672 Physiologic Life Processes: three credits
- Two Specialty Practice Courses: six credits
- Two Specialty Theory Courses: three credits

**Total: 45 credits (Nurse Anesthesia: 62 credits)**

\*Optional, following six credits of research:

- NU 801 Master's Thesis: three credits

The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

#### *Laboratory Fee*

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

### General Information

#### *Accreditation*

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, see the CCNE website at <http://www.aacn.nche.edu/>. The Nurse Anesthetist program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

#### *Certification*

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

#### *Financial Aid*

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at <http://www.bc.edu/schools/son/>. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

#### *Deferral of Admission*

Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

#### *Housing*

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Housing for graduate students is available. For additional information see <http://www.bc.edu/offices/reslife/gradhousing/accommodations.html>.

#### *Transportation*

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

#### *Faculty*

**Mary E. Duffy**, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

**Laurel A. Eisenhauer**, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

**Marjory Gordon**, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

**Carol R. Hartman**, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

**Joellen Hawkins**, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

**Miriam Gayle Wardle**, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

- Loretta P. Higgins**, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College
- Margaret A. Murphy**, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College
- Jean A. O'Neil**, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University
- Ann Wolbert Burgess**, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University
- June Andrews Horowitz**, *Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University
- Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University
- Barbara Hazard**, *Professor and Dean*; B.S., M.S., University of Rhode Island, Ph.D., University of Connecticut
- Callista Roy**, *C.S.J., Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles
- Judith A. Vessey**, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania
- Barbara E. Wolfe**, *Professor*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
- Jane E. Ashley**, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College
- Rosanna F. DeMarco**, *Associate Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University
- Nancy J. Fairchild**, *Associate Professor*; B.S., Boston University; M.S., University of Rochester
- Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
- Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.Sc., University of California, San Francisco
- Sandra R. Mott**, *Associate Professor*; B.S., Wheaton College; M.S., Boston College; Ph.D., University of Rhode Island
- Anne E. Norris**, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin
- Rita J. Olivieri**, *Associate Professor*; B.S., M.S., Ph.D., Boston College
- Joyce A. Pulcini**, *Associate Professor*; B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University
- Catherine Yetter Read**, *Associate Professor and Associate Dean Undergraduate Programs*; B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell
- Judith Shindul-Rothschild**, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
- Patricia A. Tabloski**, *Associate Professor and Associate Dean Graduate Programs*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
- Robin Y. Wood**, *Associate Professor*; B.S., University of Michigan; M.S., Ed.D., Boston University
- Jennifer Allen**, *Assistant Professor*; B.S., M.S., Boston College; M.P.H., D.S.C., Harvard Public Health
- Angela Amar**, *Assistant Professor*; B.S.N., M.S.N., Louisiana State; Ph.D., University of Pennsylvania
- Mary M. Aruda**, *Assistant Professor*; B.S., St. Francis College; B.S.N., Cornell University; M.S., Boston University; Ph.D., University of Massachusetts, Lowell
- Jane Flanagan**, *Assistant Professor*; B.S.N., University of Massachusetts, Lowell; M.S.N., Northeastern University; Ph.D., Boston College
- Kate Gregory**, *Assistant Professor*; B.S., SUNY Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College
- Susan Kelly-Weeder**, *Assistant Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts, Lowell
- Margaret Saul Lacetti**, *Assistant Professor*; B.S.N., Columbia University; M.S.N., Salem State College; Ph.D., University of Massachusetts, Worcester/Lowell
- Michelle Mendes**, *Assistant Professor*; B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island
- Mary Lou Siefert**, *Assistant Professor*; B.S., Emmanuel College; M.S.N, Ph.D., Yale University
- Danny Willis**, *Assistant Professor*; B.S.N., University of Mississippi Medical Center; M.N., D.N.Sc., Louisiana State University Health Sciences Center
- Donna L. Cullinan**, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S., Boston College
- Holly Fontenot**, *Clinical Assistant Professor*; B.S.N., Georgia Baptist College of Nursing; Mercer University; M.S., Boston College
- Dianne Hagen**, *Clinical Assistant Professor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University
- Karen E. Hall**, *Clinical Assistant Professor*; B.S., University of Michigan; M.S., Salem State College
- Nanci Haze Peters**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University
- Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts, Lowell
- Adele W. Pike**, *Clinical Assistant Professor*; Ed.D., Boston University; M.S.N., Yale University
- Judith S. Pirolli**, *Clinical Assistant Professor*; B.S., M.S., Boston College
- Phyllis M. Shaw**, *Clinical Assistant Professor*; B.S., Fitchburg State College; M.S.N., Boston University
- M. Colleen Simonelli**, *Clinical Assistant Professor*; B.S., Marquette University; M.S.N., Boston College
- Pamela A. Terreri**, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University
- Stacey Hoffman Barone**, *Clinical Instructor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
- Stacy Garrity**, *Clinical Instructor*; B.S., University of Massachusetts, Boston; M.S., Boston College
- Allyssa Harris**, *Clinical Instructor*; B.S., M.S., Ph.D.(c), Boston College
- Carrie MacLeod**, *Clinical Instructor*; B.S., St. Anselm; M.S., Boston College
- Lori Solon**, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University
- Jennifer Stockbridge**, *Clinical Instructor*; B.S., Fairfield University; M.S., Boston College
- Heather Vallent**, *Clinical Instructor*; B.S., University of Scranton; M.S., Boston College

**Susan A. Emery**, *Director of Nurse Anesthesia Program*; B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University

**Denise B. Testa**, *Assistant Director of Nurse Anesthesia Program*; B.S.N., Boston University; M.S., Rush University

**W. Jean Weyman**, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

## ***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

### **NU 060 Professional Nursing I (Spring: 3)**

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. This course places the study of nursing within the Jesuit tradition of liberal arts education and provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.

*The Department*

### **NU 080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

*Corequisites:* BI 220, BI 221 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.

*The Department*

### **NU 120 Nursing Health Assessment Across the Life Span**

**(Fall/Spring: 4)**

*Prerequisites:* BI 130, BI 131, BI 132, BI 133, or concurrently, CH 161, CH 163, BI 220, BI 221, NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment of health is organized and presented according to the Functional Health Pattern format. The various theories and principles of physical, cognitive, and psychosocial health are included and part of the Functional Health Pattern assessment guide.

*The Department*

### **NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NU 120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct

the development of nursing assessment skills. There will be four hours of Simulation Laboratory, one hour of seminar, and required media/WebCT preparation each week.

*The Department*

### **NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NU 120, NU 121, NU 080

*Corequisites:* NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies, as well as lecture, an integrated approach to patient problems is emphasized. Nutraceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

*The Department*

### **NU 215 Policy and Politics in U.S. Health Care (Spring: 3)**

The purpose of this interdisciplinary course is to provide students with a working knowledge of the U.S. health care system including its organization, financing, regulation, and service delivery, from both private and public perspectives. Emerging workforce and care delivery trends and their philosophical, financial, and political underpinnings will be explored. This course is designed for individuals seeking a career in health care delivery or management who will interface with clinical care, the managed care and health insurance industries, or related industries in a professional capacity.

### **NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

*The Department*

### **NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 100, NU 120, NU 121, NU 080

*Corequisite:* NU 230

The weekly 6-hour acute care clinical focuses on fostering skill in the planning and implementation of care for adults with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced based nursing practice, current standards of care and principles of cultural competence. The weekly two-hour college laboratory sessions focus on developing competency in basic nursing skill and related documentation.

*The Department*

### **NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NU 230, NU 231, NU 204, NU 216, or concurrently

*Corequisite:* NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

*The Department*

**NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 230, NU 231, NU 204*Corequisite:* NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

*The Department***NU 244 Childbearing Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 230, NU 231, NU 204*Corequisite:* NU 245

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. In the clinical laboratory, students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department***NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)***Prerequisites:* NU 230, NU 231, NU 204*Corequisite:* NU 244

The course focuses on concepts associated with the unique responses of families during the childbearing cycle; normal and high risk pregnancies and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department***NU 250 Child Health Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 244, NU 245*Corequisite:* NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to both wellness and illness. Theoretical principles and nursing and other selected research relevant to maternal child health are examined. Nursing judgements that encompass creative, individualized plans of care based on scientific rationale are discussed.

*The Department***NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 244, NU 245*Corequisite:* NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

*The Department***NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 242, NU 243*Corequisite:* NU 253

This course builds upon the standards of practice from the American Psychiatric Nurses Association to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic and biopsychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality and cognitive disorders is presented. Evidence-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral and crisis interventions, group and milieu therapy, is discussed. The nursing implications of grief and trauma from a multicultural and spiritual perspective are reviewed.

*The Department***NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 242, NU 243*Corequisite:* NU 252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients in a variety of psychiatric treatment settings. In the nine hour weekly clinical experience, students work collaboratively with multidisciplinary teams in applying evidence-based practice based on interdisciplinary research to the nursing process. In supervision with nursing faculty, students are mentored to extend their skills in clinical reasoning to meet the biological, psychosocial, cultural and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for a major mental illness.

*The Department***NU 260 Community Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 250, NU 251, NU 252, NU 253*Corequisite:* NU 261

This course focuses on individuals, families, and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts, and collaboration with other members of the health care team are addressed.

*The Department***NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 250, NU 251, NU 252, NU 253*Corequisite:* NU 260

This course focuses on individual, family, and community responses to actual or potential health problems. Health promotion, disease prevention, and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions, and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

*The Department*

## NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)

*Prerequisites:* NU 260, NU 261, or concurrently

*Corequisite:* NU 262

This course provides senior nursing students with an opportunity to synthesize, to expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based on institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department*

## NU 264 Professional Nursing II (Fall/Spring: 3)

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care, explore professional issues, view nursing as a profession as related to society's needs, and develop and articulate emerging trends that will have an impact on the profession.

*The Department*

## NU 299 Directed Independent Study (Fall/Spring: 3)

*Prerequisite:* Senior nursing student with GPA of 3.0 or above in nursing courses

**Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.**

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.

*The Department*

## *Undergraduate and Graduate Course Offerings*

### NU 315 Victimology (Fall: 3)

For students whose practice is with victims of crime-related trauma; for students whose careers require a knowledge of issues facing crime victims, their families, and the community; and for students who wish to broaden their understanding of crime and justice. Course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, and Internet crimes.

*Ann Wolbert Burgess*

### NU 317 Forensic Mental Health (Spring: 3)

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or evil. Content will cover such topics as the following: forensic interviewing and evaluation, case formulation, DSM diagnosis, treatment modalities, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain.

*Ann W. Burgess*

### NU 318 Forensic Science I (Fall: 3)

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition,

preservation, and application. Specifically, this course examines cases where there has been a death e.g., suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor.

*Ann Wolbert Burgess*

## *Graduate Course Offerings*

### NU 402 Nursing Science I (Fall: 6)

*Corequisites:* NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

*Jane Ashley*

### NU 403 Clinical Practice in Nursing I (Fall: 4)

*Corequisites:* NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practice which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

*The Department*

### NU 406 Nursing Science II (Spring: 6)

*Prerequisites:* NU 402, NU 403

*Corequisites:* NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

*The Department*

### NU 407 Clinical Practice in Nursing II (Spring: 6)

*Prerequisites:* NU 402, NU 403, NU 204, NU 408

*Corequisites:* NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

*The Department*

**NU 408 Pathophysiology (Fall: 3)**

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

*Nancy Fairchild*

**NU 411 Nursing Synthesis Practicum (Fall/Summer: 3)**

*Prerequisites:* NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department*

**NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)**

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgment, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

*Dorothy Jones*

*Sr. Callista Roy*

**NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)**

*Prerequisite:* NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues.

*Pamela Grace*

**NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)**

*Prerequisites:* NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

*Rosanna DeMarco*

*Joellen Hawkins*

**NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

*The Department*

**NU 426 Advanced Psychopharmacology (Spring: 3)**

*Prerequisite:* Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

*Judith Shindul-Rothschild*

**NU 428 Theoretical Foundations of Gerontological Nursing (Summer: 3)**

This course expands the theoretical foundations in nursing to include gerontology of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain, and restore health and quality of life.

*Ellen Mahoney*

**NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)**

*Prerequisite:* NU 672

**Course is taken the semester prior to practicum entry.**

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

*The Department*

**NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)**

*Prerequisite:* NU 430

*Corequisite:* NU 441

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills, and to provide individualized, culturally sensitive nursing care, and clinical services to diverse client populations.

*June Andrews Horowitz*

*Barbara Wolfe*

**NU 445 Individual Psychotherapies/Advanced Practice and Psychiatric Nursing Practice (Fall: 3)**

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

*Daniel Willis*

**NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents, and Their Families (Fall: 3)**

*Prerequisites:* NU 415, NU 417, or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

*Sandra Mott*

**NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 417, NU 430, NU 452, and permission of the instructor

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity.

*Joellen Hawkins*

**NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)**

*Prerequisites:* NU 430, NU 415, and NU 452

*Corequisite:* NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored.

*Mary Aruda*

*Joyce Pulcini*

**NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)**

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

*Jane Flanagan*

**NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)**

*Prerequisites:* NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care.

*Jane Flanagan*

**NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)**

*Prerequisites:* NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

*Patricia Tabloski*

**NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)**

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

**NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)**

*Prerequisites:* NU 472 and NU 430

*Corequisite:* NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

**NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)**

*Corequisites:* NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

*Denise Testa*

**NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)**

*Corequisites:* NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

*Susan Emery*

**NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)**

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 493, NU 494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

*Susan Emery*

*Denise Testa*

**NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)**

*Prerequisites:* NU 490, NU 491

*Corequisites:* NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and

adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

*Susan Emery*

**NU 494 Physiologic Variables for Nurse Anesthesia II-Cardiovascular (Summer: 3)**

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

*Judy Graham-Garcia*

**NU 502 Case Studies in Forensics (Spring: 3)**

This course uses a seminar format to make practical application of forensic cases whether they are in the criminal, civil, juvenile or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the innocence project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.

*Ann Burgess*

**NU 520 Nursing Research Theory (Fall/Summer: 3)**

*Prerequisite:* Undergraduate statistics course

*Offered Biennially*

**Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.**

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

*The Department*

**NU 523 Computer Analysis of Health Care Data (Fall: 3)**

*Prerequisites:* NU 520 or concurrent with NU 520, or with permission of instructor

**Ability to use computer mouse and familiarity with Windows or Macintosh operating systems**

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.

*Anne Norris*

**NU 524 Master's Research Practicum (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

*The Department*

**NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)**

*Prerequisite:* NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area.

*The Department*

**NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)**

*Prerequisites:* NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills.

*June Andrews Horowitz*

*Barbara Wolfe*

**NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)**

**Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.**

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore the major psychotherapeutic approaches for Families and Groups. Emphasis is on the application of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.

*June Andrews Horowitz*

**NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents, and Their Families (Spring: 3)**

*Prerequisites:* NU 415, NU 417, or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.

*The Department*

**NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)**

*Prerequisites:* NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners.

*The Department*

**NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)**

*Prerequisites:* NU 457, NU 552

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

*Mary Aruda*

**NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)**

*Prerequisite:* NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed.

*Dorothy Jones*

**NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)**

*Prerequisite:* NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

*Patricia Tabloski*

**NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)**

*Prerequisites:* NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health.

*Patricia Tabloski*

**NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)**

*Prerequisites:* NU 472, NU 430

This course is the second of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

*The Department*

**NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)**

*Prerequisites:* NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

**NU 582 Designing Learning in Nursing Education (Fall: 3)**

*Prerequisite:* NU 580

This course applies knowledge of teaching and learning principles to content development and delivery for classroom, computer/web-based and clinical learning design. Also included are issues and methods for evaluation of learning. Mentoring/advising to promote student retention and progression is addressed.

*The Department*

**NU 583 Teaching Practicum and Performance Evaluation (Spring: 3)**

*Prerequisites:* NU 580 and NU 582

The role of the nurse educator is actualized through practicum experiences that integrate knowledge from previous courses. Opportunities for precepted learning experiences in the classroom and clinical setting are available for each participant. Classroom teaching includes the development of teaching objectives and strategies, test construction and evaluation of didactic learning. The clinical practicum focuses on evaluating learning environments, developing clinical assignments, testing and evaluating clinical performance, laboratory skill development and competency testing. Additionally, there will be opportunities to mentor and work with clinical staff and preceptors across clinical settings with diverse populations.

*The Department*

**NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

*Susan Emery*

*Denise Testa*

**NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)**

*Prerequisites:* NU 490-NU 494, NU 415

*Corequisite:* NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

*Susan Emery*

*Denise Testa*

**NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

*Susan Emery*

*Denise Testa*

**NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)**

*Prerequisites:* NU 590, NU 591

*Corequisite:* NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth.

*Susan Emery*

*Denise Testa*

**NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 5)**

*Prerequisites:* NU 592, NU 593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

*Susan Emery*

*Denise Testa*

**NU 641 Palliative Care II: Pain and Suffering in Seriously Ill (Fall: 3)**

*Prerequisite:* NU 640

This course will provide an intensive focus on improving the quality of life, care and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain and alleviate suffering are discussed within the context of advanced practice nursing.

*The Department*

**NU 642 Palliative Care II: Practicum (Fall: 6)**

*Prerequisite:* Concurrent with NU 641 Palliative Care II

This course prepares students to provide comprehensive care to those patients and their families with advanced life threatening illness. Students will engage in holistic assessment of pain and quality of life of patients with advanced illness including AIDS, cancer and serious illness in a variety of settings under the direction of a skilled clinician in palliative care. Seminars integrate concepts from the core and theory course.

*The Department*

**NU 643 Palliative Care III: Palliative Care and Advanced Practicum Nursing Role (Spring: 3)**

*Prerequisite:* Permission of instructor/Enrollment in the School of Nursing

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious life-threatening illness. Students will analyze the impact of such illness on patient, family, community and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues and the role of the nurse leader in the interdisciplinary team.

*Rosanna DeMarco*

**NU 644 Palliative Care III: Practicum (Spring: 6)**

*Prerequisite:* Concurrent with NU 643

This course prepares students to integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing life-threatening illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the palliative care team, family meeting and patient support group. Students may provide care across diverse health care settings.

*Jane Flanagan*

**NU 660 Clinical Strategies for Clinical Nurse Specialist: Pediatrics and Community Health I (Fall: 6)**

*Prerequisites:* NU 415, NU 472, NU 452, NU 417 (may be taken concurrently) or with permission of faculty

This course emphasizes direct care role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience and seminar. The focus of the direct care role is the ability to provide competent care to patients, families, and populations as a clinical expert. This is accomplished through (1) scholarly inquiry and implementation of evidence-based interventions, (2) health promotion, illness prevention and care management of individuals, families and communities, and (3)

expert teaching and coaching in patient groups. Course content includes development, analysis, synthesis and utilization of theories and research outcomes relevant to health care of children, families, and communities.

*Rosanna DeMarco*

*Joyce Pulcini*

**NU 662 Clinical Strategies for Clinical Nurse Specialist: Pediatrics and Community Health II (Spring: 6)**

*Prerequisite:* NU 660

**By arrangement only.**

This course emphasizes the indirect role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience. The indirect role includes, is not limited to (1) unit level and interdisciplinary team leadership (2) internal and external consultation for organizational change, (3) scholarly/scientific inquiry for evidence based policy development, (4) organization, systems level, program management, (5) quality assurance, outcomes, management and program evaluation. Content will address need for CNS expertise with attention to interdisciplinary, culturally relevant, policy generating work. Synthesis of the direct and indirect roles of the CNS will occur through integration of content from the previous courses.

*The Department*

**NU 672 Pathophysiologic Processes (Fall/Spring: 3)**

*Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*Catherine Read*

**NU 691 Nurse Anesthesia Residency I (Fall: 1)**

*Prerequisites:* NU 592, NU 593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

*Susan Emery*

*Denise Testa*

**NU 693 Nurse Anesthesia Residency II (Spring: 1)**

*Prerequisite:* NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social, and

professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.

*Susan Emery*

*Denise Testa*

#### **NU 699 Independent Study in Nursing (Fall/Spring: 3)**

*Prerequisite:* Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department*

#### **NU 701 Epistemology of Nursing (Fall: 3)**

*Prerequisites:* Doctoral standing and PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy*

#### **NU 702 Strategies of Knowledge Development (Spring: 3)**

*Prerequisite:* NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

*Sr. Callista Roy*

#### **NU 710 Themes of Inquiry: Clinical Topics (Spring: 3)**

*Prerequisite:* NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

*Ellen Mahoney*

#### **NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)**

*Prerequisite:* NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.

*Pamela Grace*

#### **NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)**

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs, sampling strategies and sample size considerations, data collection procedures, instrumentation, data analysis, interpretation, and communicating results.

*Mary Duffy*

#### **NU 744 Statistics: Computer Application and Analysis of Data (Spring: 3)**

*Prerequisite:* NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

*Barbara Hazard*

#### **NU 746 Measurement in Nursing Research (Fall: 3)**

*Prerequisites:* NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

*Anne Norris*

#### **NU 750 Qualitative Research Methods (Spring: 3)**

*Prerequisite:* NU 740 or permission of instructor

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative-quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.

*Sandra Mott*

#### **NU 751 Advanced Qualitative Methods (Spring: 3)**

*Prerequisites:* NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

*Danny Willis*

#### **NU 753 Advanced Quantitative Nursing Research Methods (Spring: 3)**

*Prerequisites:* NU 742 or permission of instructor

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar serves to provide a structure within which the student can apply the elements of the research process in a written, systematic, and pragmatic way.

*Mary E. Duffy*

## NU 801 Master's Thesis (Spring: 3)

*Prerequisites:* Six credits of research, including NU 520 and one of the following: NU 523, NU 524, or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

*The Department*

## NU 810 Research Practicum I (Fall/Spring: 1)

*Prerequisites:* NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

*The Department*

## NU 811 Research Practicum II (Fall/Spring: 1)

*Prerequisites:* NU 810, NU 702, or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations, and publications.

*The Department*

## NU 812 Research Practicum III (Fall/Spring: 1)

*Prerequisites:* NU 810, NU 811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

*The Department*

## NU 813 Research Practicum IV (Fall/Spring: 1)

*Prerequisites:* NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

*The Department*

## NU 820 Expanding Paradigms for Nursing Research (Fall: 3)

*Prerequisites:* NU 702, NU 812, NU 710, or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

*Dorothy Jones*

## NU 821 Nursing Research and Health Policy Formulation (Spring: 3)

*Prerequisite:* NU 820

Course is for doctoral students interested in health services research. Social, economic, and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency. The application of nursing research in outcome studies, program evaluation, and needs assessment is explored. Case studies are used to illustrate the social and ethical responsibilities of nurses in the conduct of research. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.

*Joyce Pulcini*

## NU 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements, but have not taken comprehensive examinations. Also, for master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

*The Department*

## NU 901-902 Dissertation Advisement (Fall/Spring: 3)

*Prerequisite:* Doctoral Comprehensives or permission of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

*The Department*

## NU 998 Doctoral Comprehensives (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

*The Department*

## NU 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least twenty hours per week working on the dissertation.

*The Department*

## Graduate School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a Field-of-Practice area. The two intervention methods are Clinical Social Work and Macro Social Work on the Master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

### Professional Program: Master of Social Work (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical or Macro Social Work Practice. Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Macro Social Work is the process of working with agencies, community groups, and governmental bodies to foster social policies that create a more equitable distribution of society's resources, expand democratic participation, build community, and increase access to services. The process utilizes organizational administration, community practice, and social policy analysis to facilitate change in the social environment.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a three-year or four-year program. All degree requirements must be fulfilled within a period of five years.

**Off-campus Sites:** In addition to Chestnut Hill, part-time Clinical Social Work students may complete the equivalent of the first full-time year at one of three off-site locations: Worcester, MA (serving Western MA), Easton, MA (serving Southeastern MA), and Portland, ME. With the exception of two courses offered only on the Chestnut Hill campus, Macro Social Work students complete the majority of the equivalent first full-time year at an off-campus site. While final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

### M.S.W. Curriculum

The M.S.W. curriculum is divided into three overlapping components: Foundation, Intervention Method, and Field-of-Practice Concentration. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose one of four Field-of-Practice Concentrations to gain advanced policy and practice skills in a particular area. The Field-of-Practice

Concentrations are: Children, Youth and Families; Global Practice; Health and Mental Health, Older Adults and Families, and an Individualized option.

### Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social welfare practice, research, and field education.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

### Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro practice courses include an advanced human behavior course, SW 724 Social Work Perspectives on Organizations and Communities, and two methods courses that focus on organizational analysis, community needs assessment, administrative management skills, planning, and group and community interventions.

The required Macro courses are as follows:

- SW 724 Social Work Perspectives on Organizations and Communities
- SW 809 Administration of Human Service Programs
- SW 888 Community Organizing and Political Strategies
- SW 942 Field Education II—Macro Social Work

### Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of two advanced practice courses and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933-934 Field Education III, IV—Clinical Social Work or SW 943-944 Field Education III, IV—Macro.

### Children, Youth and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in

## SOCIAL WORK

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practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems. Required courses include:

### *Clinical Social Work*

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 872 Advanced Clinical Interventions with Children, Youth and Families

### *Macro Social Work*

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 885 Management of Organizations Serving Children, Youth and Families

### **Global Practice**

The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations from around the globe. Required courses include:

### *Clinical and Macro Social Work*

- SW 826 Rights-Based Assessment and Capacity-Building in Global Social Work
- SW 829 Sustainable Development and Responses in Global Social Work
- SW 806 Global Policy Issues and Implications

### **Health and Mental Health**

The Health and Mental Health Concentration prepares students for clinical and macro practice in health and/or mental health settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical students will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and interventions that are relevant to particular problems and cultural contexts. Macro students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

### *Clinical Social Work with a focus on Mental Health*

- SW 865 Family Therapy
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Clinical Social Work with a focus on Health*

- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### *Macro Social Work with a focus on Health or Mental Health*

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

### **Older Adults and Families**

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state and national aging network. Required courses include:

### *Clinical and Macro Social Work*

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

### **Electives**

Students will take three electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 795 Trauma and Resilience: Social Work Practice in Northern Ireland
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania
- SW 813 Comparative Policy Analysis with Field Experience
- SW 814 Policy and Ethical Issues on Contemporary Health Care
- SW 816 Supervision and Staff Management
- SW 817 Health and Mental Health Policy
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy
- SW 820 Social Work Response to the AIDS Epidemic
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 871 Social Work Practice in the Prison
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective Therapy
- SW 877 Narrative Therapy
- SW 878 Adolescent Mental Health Treatment

- SW 879 Social Work Practice with Women
- SW 882 Socioeconomic Development
- SW 884 Strategic Planning
- SW 887 Urban Development Planning
- SW 896 Marketing Social Work

### Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry's Institute of Religious Education and Pastoral Ministry, was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

### Doctor of Philosophy Degree Program with a Major in Social Work

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

### Program of Study

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching labs.

A minimum of 51 credit hours are required to complete the degree: 45 credits for academic courses and six credits for the dissertation. Among the 18 elective credits, six credits are specified to be advanced social or behavioral science theory courses and 12 credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social and Behavioral Science
- SW 952 Tools for Scholarship in Social and Behavioral Science
- SW 953 Cross-Cultural Issues in Social and Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social and Behavioral Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 983 International and Comparative Social Welfare
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

### Total Credits:

The 51 credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

### Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

### Financial Aid

There are five major sources of funding available for students in the doctoral program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive

basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.

- Graduate Assistantships provided by Boston College.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

### Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include issues related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior. In June 2008 in-depth programs on substance abuse, advanced clinical practice, and grant writing will be offered.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twentieth year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years Social Work and HIV/AIDS conference has received nearly \$1 million in external funding from corporations, foundations and government agencies.

### Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by emailing [swadmit@bc.edu](mailto:swadmit@bc.edu) or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

### Faculty

**June Gary Hopps**, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

**Richard A. Mackey**, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

**Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

**Carolyn B. Thomas**, *Professor Emerita*; B.A., S.A., M.A.S.A., Ohio State University; D.S.W. Smith College School for Social Work

**Albert F. Hanwell**, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

**Betty Blythe**, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

**Alberto Godenzi**, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

**Demetrius S. Iatridis**, *Professor*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

**Karen K. Kayser**, *Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

**James Lubben**, *Louise McMahon Ahearn Professor*; B.A., Wartburg College, M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

**Kevin J. Mahoney**, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

**Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

**Kathleen McInnis-Dittrich**, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

**Thomas O'Hare**, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

**Marcie Pitt-Catsouphes**, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

**Nancy W. Veeder**, *Associate Professor*; B.A., Smith College, M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College

**Paul Kline**, *Adjunct Associate Professor*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

**Richard H. Rowland**, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W., Boston University; Ph.D., Brandeis University

**Robbie Tourse**, *Adjunct Associate Professor*; B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College

**Thomas Walsh**, *Adjunct Associate Professor and Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

**Stephanie Cosner Berzin**, *Assistant Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

**Thomas M. Crea**, *Assistant Professor*; A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

**Tara R. Earl**, *Assistant Professor*; B.S.W., Virginia Commonwealth University; M.S.W., University of Pennsylvania; Ph.D., University of Texas at Austin

**Othelia Lee**, *Assistant Professor*; B.A., Catholic University of Korea; M.S.W., Smith College; Ph.D., Columbia University

**Margaret Lombe**, *Assistant Professor*; B.A., Daystar University; M.S.W., Ph.D., George Warren Brown School of Social Work at Washington University

**René D. Olate**, *Assistant Professor*; B.S., Universidad de Concepción; M.A., ILADES-Pontificia Università Gregoriana; M.S.W., Ph.D., Washington University

**Ce Shen**, *Assistant Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

**Leslie Wind**, *Assistant Professor*; B.A., California State University; M.S.W., University of California at Los Angeles; Ph.D., University of Southern California

**Qingwen Xu**, *Assistant Professor*; LL.B., Beijing Union University; LL.M., Peking University; LL.M., New York University; Ph.D., University of Denver

**Kerry Mitchell**, *Lecturer*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

**Susan Lee Tohn**, *Lecturer*; B.A. Tufts University; M.S.W., Boston University

**Robin Warsh**, *Lecturer*; B.S., American University; M.S.W., University of Connecticut

**Graduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed on the web at <http://www.bc.edu/courses/>.

**SW 600 Introduction to Social Work (Fall/Spring: 3)**

**Cross Listed with PS 600, SC 378**

**Available to non-M.S.W. graduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SW 701 The Social Welfare System (Spring: 3)**

**Prerequisite for all other Policy courses.**

**Required of all M.S.W. students.**

An examination of the history and nature of social welfare, and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).

*The Department*

**SW 721 Human Behavior and the Social Environment (Fall: 3)**

**Cross Listed with PS 721**

**Prerequisite for Advanced HBSE and Clinical electives.**

**Required of all M.S.W. students.**

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.

*The Department*

**SW 722 Psychosocial Pathology (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Required of Clinical Social Work students; elective for others.**

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

*The Department*

**SW 723 Diversity and Cross-Cultural Issues (Fall: 3)**

**Cross Listed with BK 373**

**Required of all M.S.W. students.**

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories

of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age, and ability are presented.

*The Department*

**SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)**

**Prerequisite:** SW 721

**Required of Macro students; elective for others.**

A seminar designed to provide students with an understanding of the social context in which social work is practiced. The first half of the course focuses on organizations as functioning systems and the influence of the organizational contexts on human behavior. Students are exposed to various organizational theories including systems theory, political theory, structural theory, human relations perspective, and symbolic theory. The second part of the course examines theories of community, with particular emphasis on factors that contribute to the development and maintenance of healthy communities that offer resources and supports to diverse populations.

*The Department*

**SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)**

**Prerequisite:** SW 721

**Elective**

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

*The Department*

**SW 728 Global Perspectives on Gender Inequalities (Summer: 3)**

**Prerequisite:** SW 721

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's health, mental health, economic status, families, and their general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture. In addition, students will learn how to access cross-national data and statistics on women's social, physical, and psychological well-being.

**SW 747 Research Methods in Social Work Practice (Spring: 3)**

**Prerequisite for all advanced research courses.**

**Required of all M.S.W. students.**

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

*The Department*

**SW 762 Basic Skills in Clinical Social Work (Fall: 3)**

**Corequisite:** SW 921 (academic year)

**Required of all M.S.W. students.**

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment,

Relationship and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment.

*The Department*

### **SW 789 Global Practice Group Independent Study (Spring: 3)**

Among the issues explored in this course are child and family welfare, gender, ethnicity, poverty, employment, housing, health, etc. Special attention is given to social and economic justice and values and ethical issues that may arise in service provision. The class meets for four one-hour academic sessions during the fall semester. Additional meetings may be scheduled as needed. Contact with instructor is maintained during the spring semester through the discussion board and email. The first two assignments will be completed prior to departure for the field placement location and the major assignment completed by the end of the practicum experience.

*The Department*

### **SW 798 Human Services in Developing Countries (Fall/Spring 3)**

*Prerequisites:* SW 762 and SW 800

**Elective**

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

*The Department*

### **SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)**

*Prerequisites:* SW 762 and SW 800

**Elective for M.S.W. students.**

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.

*The Department*

### **SW 800 Basic Skills in Macro Practice (Fall: 3)**

*Corequisite:* SW 921 (academic year)

**Required of all M.S.W. students.**

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in planning, policy analysis, and administration.

*The Department*

### **SW 802 Policy for an Aging Society: Issues and Options (Spring: 3)**

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others.**

This advanced policy course provides an opportunity to examine how historical and contemporary forces along with demographic change shape the perceived problems of the elderly, the politics of aging, and

public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

*The Department*

### **SW 805 Policy Issues in Family and Children's Services (Spring: 3)**

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.**

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field-of-practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, services to delinquents, aging, family and child advocacy, divorce custody issues, health care, and HIV/AIDS.

*The Department*

### **SW 806 Global Policy Issues and Implications (Fall: 3)**

*Prerequisite:* SW 701

**Required for Global Practice Field-of-Practice Concentration; elective for others.**

An advanced policy course that introduces approaches, issues and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

*The Department*

### **SW 809 Administration of Human Services Programs (Spring: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 942 or permission

**Required of Macro students.**

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

*The Department*

### **SW 810 Financial Management for Human Services (Fall: 3)**

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required for Macro students in Health and Mental Health Field-of-Practice Concentration; elective for others.**

This course focuses on basic financial management for social work practitioners, and the marshalling and use of financial resources in a human service or not-for-profit environment. Topics covered include financial management, resource development, the use of technology,

budgeting, and accounting. The implications of agency financing for social and economic justice, improving the status of diverse and at-risk populations in the context of social work values and ethics are also discussed.

*The Department*

**SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania (Summer: 3)**

*Prerequisite:* SW 701

A course that addresses social welfare issues and various professional methods for promoting self-sufficiency, social integration, social change, and justice in Romania are examined. Issues of particular interest include child and family welfare, gender, ethnicity, poverty, employment, and housing. Students will explore how micro and macro social work practice skills can be indigenized in this context. The course combines community service with the study of health, social, and economic issues in Romania.

*The Department*

**SW 813 Comparative Policy Analysis and Field Experience (Fall: 3)**

By arrangement only.

*The Department*

**SW 817 Health and Mental Health Policy (Spring: 3)**

*Prerequisite:* SW 701

*Corequisites:* SW 934, SW 944, or permission

**Required for Health and Mental Health Field-of-Practice Concentration; elective for others.**

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U. S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

*The Department*

**SW 819 SWPS Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 701

**Elective**

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

*The Department*

**SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

*The Department*

**SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)**

*Prerequisite:* SW 762 or SW 800

*Corequisites:* SW 933, SW 943, or permission

**Required for Older Adults and Families Field-of-Practice Concentration; elective for others.**

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying and bereavement facing the older adults are also covered.

*The Department*

**SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)**

*Prerequisite:* SW 762 and SW 800

*Corequisites:* SW 934, SW 944, or permission

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship and end-of-life decision making while considering the issues of diversity including race, ethnic group, sexual orientation, and gender that affect the appropriateness of services.

*The Department*

**SW 826 Rights-Based Assessment and Capacity-Building in Global SW (Summer: 3)**

*Prerequisites:* SW 762 and SW 800 or permission

**Required for Global Practice Field-of-Practice Concentration; elective for others.**

An advanced practice course that addresses micro and macro practice within a global context. Models of assessment related to global need as a basis for intervention are presented. Emphasis is placed on working with diverse populations that include adapting assessment and intervention for cultural context and application, and the roles that gender, age, race, ethnicity, culture, economic, political and sexual orientation play in each practice setting. "Rights based assessment" theory and practice are discussed. Major global practice areas including humanitarian aid, international social development, child protection, health/mental health, conflict management and crisis situations including the effect of HIV/AIDS are explored.

*The Department*

**SW 829 Sustainable Development and Responses in Global Social Work (Fall: 3)**

*Prerequisite:* SW 826 or permission

**Required for Global Practice Field-of-Practice Concentration; elective for others.**

An advanced course that prepares micro and macro students for effective practice within a global context. Specific models of planning

and intervention with a focus on capacity-building and training are presented. Major global practice areas including child protection, gender based violence, conflict resolution, economic and social development are addressed. Since many nonprofit organizations span national borders, most notably, international nongovernmental organizations (NGOs), the course will incorporate an international financial management perspective and cover topics of donor support through pledges, grants and endowments.

*The Department*

### **SW 836 Psychodynamic Theories of Individual Development**

**(Spring: 3)**

*Prerequisite:* SW 721

**Elective**

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.

*The Department*

### **SW 839 HBSE Independent Study (Fall/Spring: 3)**

*Prerequisites:* SW 722 or SW 724

**Elective**

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

*The Department*

### **SW 841 Program Evaluation (Fall: 3)**

*Prerequisite:* SW 747

*Corequisites:* SW 933, SW 943 or permission

**Required of all M.S.W. students.**

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value and ethical issues that arise in evaluation research.

*The Department*

### **SW 849 Independent Study in Research (Fall/Spring: 3)**

*Prerequisite:* SW 747

**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within

other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department*

### **SW 851 Policy Analysis Research for Social Reform (Summer: 3)**

*Prerequisites:* SW 747 and SW 701

**Elective**

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

*The Department*

### **SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933

**Required of Clinical Social Work students**

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

*The Department*

### **SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 932

**Required of Clinical Social Work students**

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention.

*The Department*

### **SW 858 Clinical Practice in Schools (Spring: 3)**

*Prerequisites:* SW 762

An advanced clinical course that provides a comprehensive overview of the skills to prepare students for effective communication with teachers, school personnel, and families on issues related to building partnerships, treatment, and multicultural issues. The course reviews assessment, the use of state-of-the-art diagnostic testing instruments, and the therapeutic relationship in the school setting. Students

will be exposed to diverse populations served in schools and learn how to engage in practice with children with a variety of issues including learning, physical, behavioral, developmental, neurological, and emotional disabilities.

*The Department*

**SW 859 Play Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced clinical course preparing students for effective practice with children, adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender and family structure in provision of competent services.

*The Department*

**SW 860 Couples Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

*The Department*

**SW 862 Cognitive Behavioral Therapy (Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An advanced practice course that integrates CBT theory and practical assessment tools and treatment applications in work with children and adults. Two lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model the course focuses on the CBT assessment and treatment of specific disorders including: anxiety, pain, depression, bipolar, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation and disability will be addressed.

**SW 864 Group Therapy (Spring/Summer: 3)**

*Prerequisite:* SW 762

**Elective**

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

*The Department*

**SW 865 Family Therapy (Fall: 3)**

*Prerequisite:* SW 762

*Corequisites:* SW 933 or permission

**Required for Clinical Social Work students in Health and Mental Health Field-of-Practice Concentration with a Mental Health focus; elective for others.**

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender and race will be interwoven along with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths as well as the problems of minority families, families living in poverty, blended families, adoptive families and families of same sex parents will be reviewed.

*The Department*

**SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 762

**Elective**

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

*The Department*

**SW 872 Advanced Clinical Interventions with Children, Youth and Families (Spring: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and prevention of youth violence and suicide. Course structure will utilize experiential skills labs to promote student skill acquisition.

*The Department*

**SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)**

*Prerequisite:* SW 762

*Corequisite:* SW 933 or permission

**Required for CSW students in Health and Mental Health Field-of-Practice Concentration with a Health focus; elective for others**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

### SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

*The Department*

### SW 876 Time-Effective Therapy (Spring/Summer: 3)

*Prerequisite:* SW 762

**Elective**

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Various models of time-effective treatment are compared and contrasted. These include psychodynamic, cognitive-behavioral, solution focused, family, couple, and group treatments. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal, and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting.

*The Department*

### SW 880 Social Work Practice in Child Welfare (Fall: 3)

*Prerequisite:* SW 762 and SW 800

*Corequisites:* SW 933, SW 943, or permission

**Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.**

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

*The Department*

### SW 881 Systems Organizations, and Policies in School Social Work (Summer: 3)

*Prerequisite:* SW 800

An advanced course that provides a comprehensive overview of the history, theory, practice and policy of social work in an educational setting. Beginning with a historical perspective, this course is rooted in school social work principles that emphasize collaborative work with families, and school and community personnel, professional standards, and diverse practice roles. This course provides a comprehensive overview of education policy and the legal rights of students and their

families. Special issues in school social work practice related to health, child abuse, school safety and violence, trauma, substance abuse, and high risk behavior are addressed.

*Stephanie Berzin*

### SW 884 Strategic Planning (Summer: 3)

*Prerequisite:* SW 800

**Elective**

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular.

*The Department*

### SW 885 Management of Organizations Serving Children, Youth, and Families (Spring: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 944 or permission

**Required for Macro students in Children, Youth and Families Field-of-Practice Concentrations; elective for others.**

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fundraising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

*The Department*

### SW 887 Urban Development Planning (Fall: 3)

*Prerequisite:* SW 800

**Elective**

This seminar addresses the macro goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint GSSW/Boston Redevelopment Authority project), it focuses on affordable housing linking the physical and social aspects of Boston's neighborhood problems. The course combines socioeconomic and physical aspects of planning with an aim towards increasing the participation and empowerment of neighborhood groups, applying the techniques of city planning in addressing issues such as housing, space and amenities, scarcity, lack of transportation, and environmental intrusions.

*The Department*

### SW 888 Community Organizing and Political Strategies (Fall: 3)

*Prerequisite:* SW 800

*Corequisite:* SW 943 or permission

**Required for Macro students; elective for others.**

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

*The Department*

**SW 897 Planning for Health and Mental Health Services (Spring: 3)**

*Prerequisite:* SW 800

*Corequisites:* SW 934, SW 944, or permission

**Required for CSW students in Health and Mental Health Field-of-Practice Concentration with a Health focus; elective for others.**

A course designed to introduce program planning, strategic planning, proposal writing and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment.

*The Department*

**SW 899 Macro Independent Study (Fall/Spring: 3)**

*Prerequisite:* SW 800

**Elective**

An opportunity for Macro students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

*The Department*

**SW 921 Field Education I (Fall: 4)**

*Corequisites:* SW 762 and SW 800 (academic year)

**Required of all students.**

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

*The Department*

**SW 932 Field Education II-CSW (Spring: 4)**

*Prerequisites:* SW 921, SW 762, SW 800 (academic year)

*Corequisite:* SW 856 (academic year)

**Required of Clinical Social Work students.**

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

*The Department*

**SW 933 Field Education III-CSW (Fall: 5)**

*Prerequisite:* SW 932

*Corequisites:* SW 855 and an Advanced Practice Field-of-Practice Concentration Course

**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

*The Department*

**SW 934 Field Education IV-CSW (Spring: 4)**

*Prerequisite:* SW 933

*Corequisite:* Advanced Practice Field-of-Practice Concentration course

**Required of Clinical Social Work students.**

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

*The Department*

**SW 942 Field Education II-Macro (Spring: 4)**

*Prerequisite:* SW 921

*Corequisite:* SW 809 (academic year)

**Required of Macro students.**

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

*The Department*

**SW 944 Field Education IV Macro (Spring: 4)**

*Prerequisite:* SW 943

*Corequisite:* Advanced Practice Field-of-Practice Concentration course

**Required of Macro students.**

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

*The Department*

**SW 949 Field Continuation-Macro (Fall/Spring: 0)**

*Prerequisite:* Department permission

*The Department*

**SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)**

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

*The Department*

**SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall/Spring: 2)**

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.

*The Department*

**SW 953 Cross-Cultural Issues/Social and Behavioral Research (Fall: 3)**

This course explores how the increasing diversity of America presents both challenges and opportunities to social and behavioral researchers. The course explores current scholarship relevant to age; gender; immigration; race-ethnicity; and social class. It examines these concepts as processes that impact on multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are both cross-culturally sensitive and consequential.

*The Department*

### **SW 954 Models of Social Work Intervention Research (Spring: 3)**

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

*The Department*

### **SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)**

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

*The Department*

### **SW 967 Statistical Analysis for Social Work Research (Spring: 3)**

*Prerequisite:* SW 964 or its equivalent

**Required of all Doctoral students**

This applied course provides graduate students with in-depth and comprehensive training in regression-based methods for analyzing quantitative social and behavioral science data. The topics include correlations, OLS linear regression analysis, analysis of covariance, discriminant analysis, and logistic regression analysis. Related topics include an introduction to matrix algebra, major regression diagnostics and missing value analysis.

*The Department*

### **SW 968 Multivariate Analysis and Statistical Modeling (Fall: 3)**

*Prerequisite:* SW 967 or equivalent

**Required of all doctoral students.**

This applied course is designed for graduate students with considerable experience with multiple regression and an ability to conduct such analyses using some statistical software. This course covers categorical data analysis, hierarchical linear modeling (HLM), exploratory factor analysis, and structural equation models (SEM).

*The Department*

### **SW 973 Theories and Research in Behavioral Sciences (Spring: 3)**

**Offered Periodically**

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

*The Department*

### **SW 979 Advances in Family Theories and Research (Fall: 3)**

**Offered Periodically**

**Elective**

A doctoral seminar that focuses on family theories and research methods utilized when studying families and kinship groups. A major goal of the seminar is to review and critically analyze social science

theories on families in terms of their empirical basis, coherence, pluralism, diversity, and application to practice. Examples of theories analyzed include symbolic interactionism, social exchange, family life course development, systems, feminism, and stress and coping frameworks. Ramification of these varied theories to both basic and applied social and behavioral research on families are examined.

*The Department*

### **SW 980 History and Philosophy of Social Welfare in U.S. (Fall: 3)** **Required of all Doctoral Students**

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

*The Department*

### **SW 983 International and Comparative Social Welfare (Spring: 3)** **Required of all doctoral students.**

Examines the impact of the social, economic, and political environments on individuals, groups, and communities, particularly diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Begins with an overview of welfare policies in the United States and includes a comparative perspective of welfare policies. Also examines the tension between development and social justice from a global perspective. Issues explored include the dynamics and consequences of discrimination, oppression, economic injustice, and deprivation.

*The Department*

### **SW 990 Doctoral Independent Study (Fall/Spring: 3)** **Elective for doctoral students**

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

*The Department*

### **SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)**

*Prerequisite:* SW 992

**Elective for doctoral students**

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

### **SW 992 Theories and Methods of Teaching in Professional Education (Fall: 3)**

**Offered Biennially**

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated

focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

*The Department*

**SW 993 Doctoral Research Internship (Fall/Spring: 1)**

*Prerequisite:* SW 951

**Elective for doctoral students.**

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

*The Department*

**SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)**

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

*The Department*

**SW 995 Dissertation Direction I (Fall/Spring: 3)**

*Prerequisite:* SW 994

**Required for all doctoral students.**

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 996 Dissertation Direction II (Fall/Spring: 3)**

*Prerequisite:* SW 995

**Required of all doctoral students.**

Second of three tutorials in the nine-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.

*The Department*

**SW 997 Dissertation Direction III (Fall/Spring: 3)**

*James Lubben*

*The Department*

**SW 998 Qualifying Exam Study (Fall/Spring: 1)**

**Department permission only.**

*James Lubben*

**SW 999 Doctoral Continuation (Fall/Spring: 1)**

*Prerequisites:* SW 994, SW 997

A continuing registration and advisement period required of any Doctoral student whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. Guidelines available from the Doctoral Program chairperson.

*The Department*

## James A. Woods, S.J. College of Advancing Studies

Unparalleled challenges confront the twenty-first century: the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global, and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill, and expertise and a vision of a just society are the goals of the James A. Woods, S.J., College of Advancing Studies.

The Woods College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

### Undergraduate Programs

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the Woods College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

**Bachelor of Arts degree program** allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

**Professional Studies certificate programs** provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

**Special Student program** is available to undergraduates who want to take credit classes without enrolling in a degree program.

**Visiting Student program** allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30 p.m. to 9:00 p.m. during the fall, spring, and summer.

### Special Students

Special students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration. No previous application is necessary.

### Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the Woods College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

### Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston

College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses are permanently retained on the student record. A request to receive a formal certificate must be filed in the Woods College of Advancing Studies the semester the certificate requirements are completed.

A Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

### Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

While Boston College majors may be completed through the Woods College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science, and Sociology.

### Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require 17 core courses in humanities, social sciences, mathematics, and sciences.

**Humanities** develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two theology electives.

**Social Sciences** provide a better understanding of how people develop, think, and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology, or sociology.

**Mathematics and Sciences** enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

## Undergraduate Admission

The James A. Woods, S.J., College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college—which has inspired aspirations for seventy-nine of Boston College's one hundred and forty-five year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The Woods College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at <http://www.bc.edu/advancingstudies/>. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP, the College Level Examination Program, which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

## Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives,

and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45 p.m. to 8:30 p.m. during the fall, spring, and summer semesters.

## Graduate Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics, and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

## Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 703 Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 711 Complex Ethical Action
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 722 High Performers: New Market Leaders
- AD 724 Consultation
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Gender Relations in the Workplace
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Public Accounting
- AD 740 Behavioral Economics

- AD 741 Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 743 Mastering the Media: Sports and Public Relations
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Competitive Performance
- AD 749 Facilitating Life's Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Social Entrepreneurs
- AD 775 American Corporation Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environmental Issues
- AD 779 Aging Well: Nutrition and Lifestyle Connections
- AD 780 Nutrition and Genetics
- AD 781 Coming to America

### Information and Office Location

The James A. Woods, S.J., College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods, S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at <http://www.bc.edu/advancingstudies/>.

## Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in Core and elective courses or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in January. Visit our website at <http://www.bc.edu/summer/>.

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**FALL SEMESTER 2008**

**SPRING SEMESTER 2009**

August 25	Monday	Classes begin for second and third year law students
August 26	Tuesday	Classes begin for first year law students
September 1	Monday	Labor Day—No classes
September 2	Tuesday	Classes begin
September 10	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
September 10	Wednesday	Last date for graduate students to drop/add online
September 26 to September 28	Friday to Sunday	Parents' Weekend
October 1	Wednesday	Last date for undergraduates only to drop courses or to declare a course pass/fail in Associate Deans' Offices
October 13	Monday	Columbus Day—No classes
November 13	Thursday	Graduate/CASU registration period for spring 2009 begins
November 14	Friday	Undergraduate registration period for spring 2009 begins
November 24	Monday	Last date for all students who plan to graduate in December 2008 to confirm online
November 26 to November 28	Wednesday to Friday	Thanksgiving Holidays
December 1	Monday	Last date for official withdrawal from a course or from the University
December 9 to December 10	Tuesday to Wednesday	Study days—No classes for undergraduate day students only
December 11 to December 18	Thursday to Thursday	Term Examinations—Posted grades available online

January 12	Monday	Classes begin for all law students
January 14	Wednesday	Classes begin
January 19	Monday	Martin Luther King Day—No classes
January 23	Friday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
January 23	Friday	Last date for graduate students to drop/add online
January 23	Friday	Last date for all students who plan to graduate in May 2009 to confirm online
February 16	Monday	Last date for undergraduates only to drop a course or to declare a course pass/fail in Associate Deans' Offices
March 2 to March 6	Monday to Friday	Spring Vacation
March 31	Tuesday	Graduate/CASU registration for summer and fall 2009 begins
April 1	Wednesday	Undergraduate registration for fall 2009 begins
April 1	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2009 graduation
April 9 to April 13	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except for classes beginning at 4:00 p.m. and later)
April 20	Monday	Patriot's Day—No classes
April 21	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Friday	Last date for all students who plan to graduate in August 2009 to confirm online
May 1 to May 4	Friday to Monday	Study days—No classes for undergraduate day students only
May 5 to May 12	Tuesday to Tuesday	Term Examinations—Posted grades available online
May 15	Friday	Law Reviews/UCC Writing Competition (Pick-up)* *Participation is optional
May 18	Monday	Commencement
May 22	Friday	Law School Commencement
May 26	Tuesday	Law Reviews/UCC writing Competition (Return)

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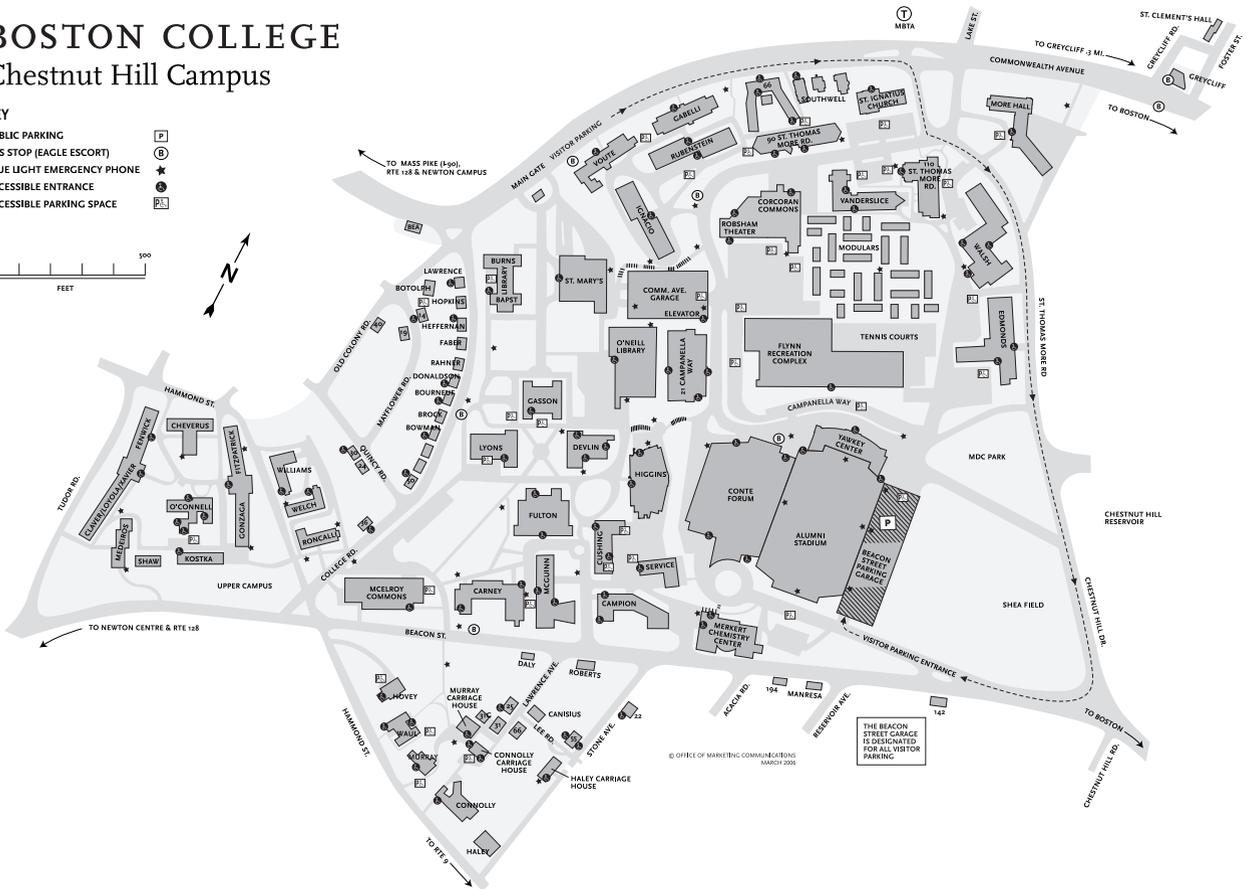
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KEY

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- BUS STOP (EAGLE ESCORT) [B]
- BLUE LIGHT EMERGENCY PHONE [★]
- ACCESSIBLE ENTRANCE [A]
- ACCESSIBLE PARKING SPACE [P]



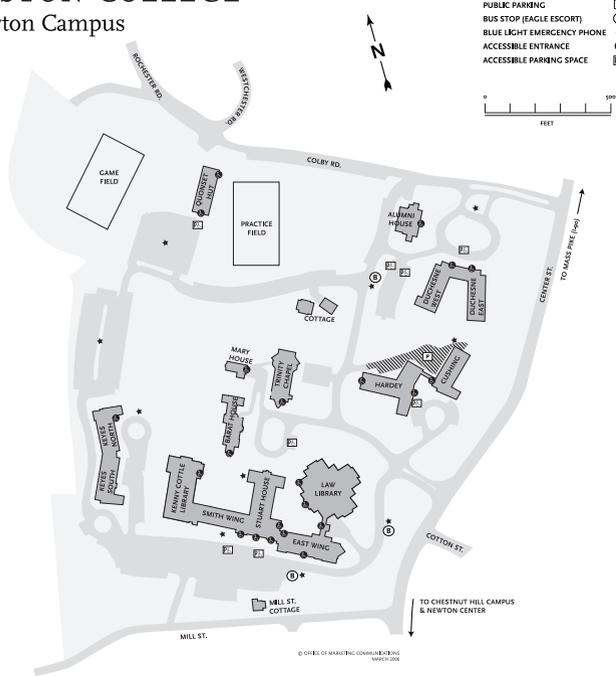
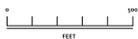
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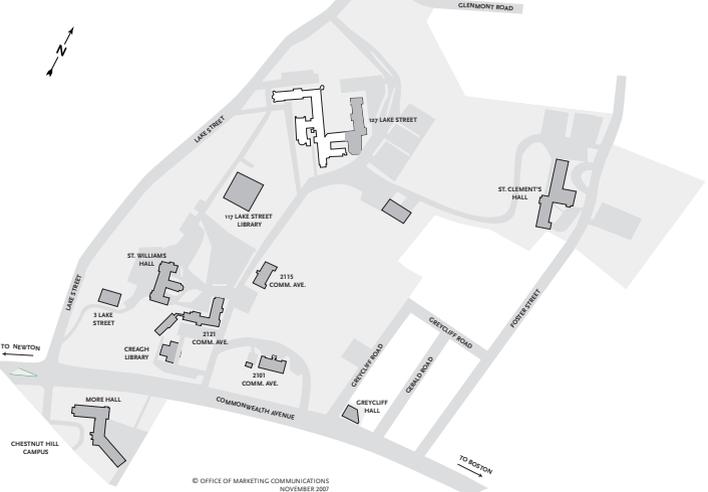
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# BOSTON COLLEGE

## Brighton Campus



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