

# BOSTON COLLEGE

2012–2013



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## **BOSTON COLLEGE BULLETIN 2012-2013**

### *Volume LXXXIV, Number 27, May 2012*

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: once in April, May, August, and September, and twice 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, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

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, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, 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, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity: Boston College Office for Institutional Diversity (OID), 140 Commonwealth Avenue, Chestnut Hill, MA 02467, Phone: 617-552-2323, Email: [diversity@bc.edu](mailto:diversity@bc.edu).

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or ([odair@bc.edu](mailto:odair@bc.edu)); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or ([jody.mooradian@bc.edu](mailto:jody.mooradian@bc.edu)).

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* and *U.S. News and World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,088 full-time undergraduates and 4,818 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 2.7 million books, periodicals, and government documents, and more than 4 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 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 and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution *Sapientia Christiana* (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

#### 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;
- and 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 28 Jesuit colleges and universities in the United States. With three teachers and 22 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 50 years. A new location was selected by Rev. Thomas I. Gasson, S.J., in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907 on the site of property owned by Amos A. Lawrence. 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.

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 15 buildings standing on 40 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 in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the 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 12 Arts and Sciences departments. The Schools of Education and Nursing, the Carroll School of Management, Graduate Programs, and the Graduate School of Social Work also offer doctoral programs.

By 1970, all undergraduate programs had become coeducational. Today, female 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 fall 1996 and fall 2009, freshman applications increased from 16,501 to 29,290, and the average SAT scores of entering freshman increased from 1248 to 1334. 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. On December 5, 2007, Boston College unveiled its 10-year, \$1.6 billion expansion plan, including a recreation complex, residences for undergraduates, a fine arts district, and new athletic facilities.

In the fall of 2008, BC's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939 Weston College had been designated as a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses. In late August 2011, after 15 months of extensive renovations, Gasson Hall, the University's first building on the Heights, reopened for classes. Work on nearby Stokes Hall, the 186,000 square foot academic building on Middle Campus, is scheduled to finish in the fall of 2012, with classes beginning in spring of 2013.

## Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of School and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's next full review for accreditation will occur in 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or [oir@bc.edu](mailto:oir@bc.edu). The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

## 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 quiet 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, a pep band, a cappella 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 Theatre Department presents six dramatic and musical productions each year while student organizations produce dozens of other projects. The annual Arts Festival is a 3-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 CTRC provides a productive environment for the creative use of technology to enhance the academic experience. They offer a wide range of services to the Boston College community including email, printing, scanning, video editing and music technology stations. Users also have access to Windows and Macintosh computers for various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. The Walk-in Help Desk (located in O'Neill 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit [www.bc.edu/ctrc](http://www.bc.edu/ctrc).

#### The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email ([help.center@bc.edu](mailto:help.center@bc.edu)), and internet ([www.bc.edu/help](http://www.bc.edu/help)) to the BC community 24 hours a day, seven days a week.

#### The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP and Lenovo computers. For hours, rates and contact information please visit: <http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html>.

#### EagleTech

The ITS EagleTech program serves as the liaison between Information Technology Services (ITS) and the BC student community. Undergraduate students work as EagleTech Student Technology Specialists and are trained to provide technical assistance in the Campus Technology Resource Center (CTRC) and Walk-in Help Desk. The EagleTech program holds special events throughout the year aimed at educating the student community about technology and good computing practices. To learn more about the EagleTech program or to see when a technology event is scheduled, visit [www.bc.edu/eagletech](http://www.bc.edu/eagletech).

#### Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with

audio, video, cable television and multimedia learning tools, the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music and literature.

The Language Lab also supports the course planning and classroom teaching needs of language and literature faculty by encouraging recommendations for new acquisitions, assisting in the preparation of course materials, and serving as a multimedia classroom for the facilitation of curricular programming, including student participation in online language and intercultural learning exchanges with global partners.

Boston College 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. For more information about the Language Laboratory, call 617-552-8473 or visit [www.bc.edu/schools/cas/language](http://www.bc.edu/schools/cas/language).

#### The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.1 million volumes and over 37,000 print and electronic serials. In addition to O'Neill, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Law School Library, the O'Connor Library (at the Weston Observatory), the Social Work Library, and the Theology and Ministry Library. Available in the Libraries are workstations with productivity software, scanners, networked printers, as well as group study rooms.

##### Digital Library Services

The Boston College Libraries provide online access to a wide range of articles in journals, magazines and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible via a central online discovery system as well as more than 500 subject-specific databases.

Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local.

The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston

College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

The Boston College Libraries website is at <http://bc.edu/libraries>.

#### Digital Institutional Repository

The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment.

eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College.

As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design and technical support to the journal staff. For access and more information about eScholarship@BC, visit [www.bc.edu/escholarship](http://www.bc.edu/escholarship).

#### United States Government Publications

Boston College Libraries is a member of the Federal Depository Library Program. O'Neill Library receives selective government documents in electronic format, and maintains a legacy print collection. These materials are available to the general public as well as to Boston College students, faculty, and staff. Researchers can locate government documents in the online discovery system, and through a number of databases such as ProQuest Congressional and Hein Online.

Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

#### Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via the online discovery system. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, digital video cameras, and a scanning station.

#### Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the *Find It* option that appears in many online databases.

#### Boston Library Consortium

The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium

borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

#### Association of Research Libraries (ARL)

ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive 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 \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

The Libraries of Boston College include:

**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 student artwork is located off the lobby, while the Graduate Study and Research Space is located in the mezzanine of the Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study 24 hours a day, five days a week when classes are in session. For more information, visit [www.bc.edu/bapst](http://www.bc.edu/bapst).

#### 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 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. 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; 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, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see [www.bc.edu/burns](http://www.bc.edu/burns). Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: [www.bc.edu/libraries/collections/collinfo/digitalcollections.html](http://www.bc.edu/libraries/collections/collinfo/digitalcollections.html).

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.

## ABOUT BOSTON COLLEGE

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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–).

The **Educational Resource Center**, a state-of-the-art-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 in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. 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 [www.bc.edu/erc](http://www.bc.edu/erc).

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. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit [www.bc.edu/lawlibrary](http://www.bc.edu/lawlibrary).

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 [www.bc.edu/libraries/collections/weston.html](http://www.bc.edu/libraries/collections/weston.html).

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 2.1 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, [www.bc.edu/libraries/collections/oneill.html](http://www.bc.edu/libraries/collections/oneill.html).

The **Connors Family Learning Center (CFLC)**, located on the second floor of O'Neill Library, 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 for faculty and graduate teaching fellows on strategies for successful teaching and learning; graduate students can earn a certificate through the Apprenticeship in College Teaching. 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. Most tutoring takes place in the Center, but online writing

tutoring is offered through the OWL (online writing lab). Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

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 two staff members. Many services can be accessed remotely through the Social Work Library website. For more information, visit [www.bc.edu/libraries/collections/socialwork.html](http://www.bc.edu/libraries/collections/socialwork.html).

The **Theology and Ministry Library** (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitana. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines.

In addition, because of its close relationship to the highly respected *New Testament Abstracts* which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information visit [www.bc.edu/libraries/collections/theology.html](http://www.bc.edu/libraries/collections/theology.html).

### 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 MTS can 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. For more information, call 617-552-4500 or visit [www.bc.edu/offices/mts/home.html](http://www.bc.edu/offices/mts/home.html).

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, and 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 [www.bc.edu/boisi](http://www.bc.edu/boisi).

### **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 academic 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 and culture.

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 [www.bc.edu/cjlearning](http://www.bc.edu/cjlearning).

### **Center for Corporate Citizenship**

The Boston College Center for Corporate Citizenship has a membership base of 400 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education, and member engagement. The Center offers publications including an electronic newsletter, research reports, and a weekly media monitor; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, [www.bccorporatecitizenship.org](http://www.bccorporatecitizenship.org), or [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 is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

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

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, 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 [www.bc.edu/humanrights](http://www.bc.edu/humanrights).

### **Center for Ignatian Spirituality**

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call 617-552-1777 or visit [www.bc.edu/centers/cis](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. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. 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 *International Higher Education*, 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.

For more information on the Center for International Higher Education, visit [www.bc.edu/cihe](http://www.bc.edu/cihe).

### **Center for Optimized Student Support**

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

### 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, and the American Enterprise Institute. 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 research 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 and sponsors competitive grant programs for junior faculty and graduate students.

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

### Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world's deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

### 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 and is especially known for its work with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEETP is available on its website at [www.bc.edu/research/csteetp/](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. The Center's mission is to create fresh and valid thinking about the spiritual foundations of wealth and philanthropy in order to create a wiser and more generous allocation of wealth. 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 had conducted the study titled "The Joys and Dilemmas of Wealth," which surveyed people worth \$25 million or more and delved into the deeper meanings, opportunities, and hindrances facing wealth holders. The Center, known for its 2009 wealth transfer estimate of \$41 trillion, has recently produced a completely revised Wealth Transfer model, indicating an even greater projection for wealth transfer than the 2009 study. Based on the new model, the Center has produced a wealth transfer reports for North Dakota and Rhode Island, and is now working on estimates for various Florida metro areas and counties as well as the Boston Metro Area.

Over the past 20 years, CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, Wells Fargo, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., the Boston Foundation, the John Templeton Foundation, the Wieler Family Foundation, Eaton Vance Investment Counsel, and Silver Bridge financial advisement. For more information, visit [www.bc.edu/cwp](http://www.bc.edu/cwp).

### Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to affect the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

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, the New England Work and Family Association (NEWFA), established in 1992, and the 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. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **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 [www.bc.edu/cwf](http://www.bc.edu/cwf) or follow @BCCWF

### **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 through the Philosophy and Theology Departments; 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 [www.bc.edu/schools/cas/theology/graduate/special/med-phil.html](http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html).

### **Institute for Scientific Research**

Formed in 1954, The Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit [www.bc.edu/isr](http://www.bc.edu/isr).

### **Institute for the Study and Promotion of Race and Culture (ISPRC)**

The 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 [www.bc.edu/isprc](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 1,000 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 2012–2013 programming will address, among other issues, the relationship between the arts and business,

cost-cutting policy making, disabilities and equal access, the marine economy, political leadership, social enterprise and unemployment, executive leadership, and global management strategy.

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 [www.bc.edu/irishinstitute](http://www.bc.edu/irishinstitute) or contact Director, Dr. Robert Mauro 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. Rather, it is a research institute that works in cooperation with existing schools, programs, and faculty 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. Visit [www.bc.edu/centers/jesinst](http://www.bc.edu/centers/jesinst).

### Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (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. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit [www.bc.edu/lonergan](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 [www.bc.edu/mathinst](http://www.bc.edu/mathinst).

### TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world.

Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS.

TIMSS assesses mathematics and science at 4th and 8th grades, as well as advanced mathematics and physics at 12th grade (TIMSS Advanced). PIRLS assesses reading comprehension at the fourth grade and has a less difficult version for developing countries (prePIRLS). The TIMSS & PIRLS International Study Center is funded by the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit [timss.bc.edu](http://timss.bc.edu) or [pirls.bc.edu](http://pirls.bc.edu).

### Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K–12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit [www.bc.edu/westonobservatory](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 all Boston College students, with a particular focus on AHANA students. Examples of services include: College Counseling; Mentoring; Academic and Leadership Programs, such as the Community Research Program and SANKOFA Male Leadership Program; Multicultural Education, such as Ethnic Heritage Months; as well as an Awards and Ceremonies component.

The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road. For more information, call 617-552-3358 or visit [www.bc.edu/ahana](http://www.bc.edu/ahana).

## **Options Through Education Transition Summer Program (OTE)**

The mission of the Options Through Education Transitional Summer Program is to prepare the transition to Boston College for a select group of diverse students who have demonstrated potential and leadership in spite of challenging educational and financial circumstances. This summer residential program nurtures student's academic, social, cultural, and spiritual development.

## **Athletics Department**

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 Athletics Department offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletics Department provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletics Department 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 Athletics Department's commitment to the highest standards of integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

The Athletics Department supports and promotes the University's goal of a diverse student body, faculty, and staff. In this spirit, the Athletics Department 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 22 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 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. Many Career Center events are designed to introduce students to alumni and LinkedIn and Facebook host many Boston College Alumni groups.

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.

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 on the web at [carecenter.bc.edu](http://carecenter.bc.edu).

## **Office of Campus Ministry**

Boston College is built on the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus ministers strive to serve the Boston College Catholic community, as well as support men and women of other faith traditions in their desire to deepen their relationship to God.

The Office of Campus Ministry provides regular opportunities for the celebration of the Eucharist, the Sacrament of Reconciliation, Confirmation and other sacraments on campus. It fosters involvement in these celebrations through the liturgical arts program, music ministry groups, and the training of lectors and Eucharistic ministers. Reconciliation services are scheduled during Advent and Lent, while individual confessions are available before Masses or by appointment. Campus Ministry also supports Ecumenical and Multi-faith services throughout the year, such as the Interfaith Thanksgiving Service, the Martin Luther King Memorial Service, and the Service of Remembrance.

The Office of Campus Ministry offers opportunities for students and others to participate in experiences designed to promote justice and charity. Service projects include the Appalachia Volunteer Program (Spring and Summer), Urban Immersion, 4Boston, Loyola Volunteers, and the Arrupe International Service/Immersion trips to Belize, Nicaragua, El Salvador, Guatemala, Jamaica (Winter and Summer) and Cuernavaca, Puebla, Chiapas, Morelos in Mexico. Campus Ministry also connects graduating seniors with the Jesuit Volunteer Corps and other postgraduate volunteer programs.

The Office of Campus Ministry provides pastoral counseling for anyone tested or confused by life's twists and turns and its ups and downs. It also offers spiritual guidance for students and others seeking to deepen their relationship to God through the Spiritual Exercises of St. Ignatius of Loyola. Further, Campus Ministry provides students with prayer group experiences (CURA) and religious retreats throughout the year, like Kairos, the Busy Student Retreat, and Manresa (the Silent Retreat)—all faithful to the Ignatian tradition.

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit [www.bc.edu/ministry](http://www.bc.edu/ministry).

## **Office of the Dean for Student Development**

The mission of the Office of the Dean for Student Development is to facilitate student development and learning in all facets of the undergraduate experience. Utilizing a comprehensive approach to community development that is informed by the Jesuit, Catholic values of Boston College, we address a variety of issues including civility and respect, disability, students in crisis or distress, civic engagement, diversity, and student conduct both on and off campus.

Guided by the belief that learning occurs both inside and outside of the classroom, we engage in collaborative partnerships with faculty, staff, and students to develop and implement initiatives that foster the exploration and realization of connections between students' academic, social, spiritual, and personal lives. We support students' growth in the

## ABOUT BOSTON COLLEGE

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areas of personal responsibility, citizenship, and informed decision making in order to facilitate their overall development, commitment to community service, and holistic learning.

Contact the Office of the Dean for Student Development at Maloney Hall, Suite 212, at 617-552-3470, or at [www.bc.edu/odsd](http://www.bc.edu/odsd).

### 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 Newton campus; and Hillside Café, Lower Live, and Addie's Loft on lower campus. Additionally, students may use a portion of their meal plan at the concessions stands in 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 Drive. The cost of the meal plan for 2012–2013 is \$4,818 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 website at [www.bc.edu/dining](http://www.bc.edu/dining) 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 students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, 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 [www.bc.edu/disability](http://www.bc.edu/disability).

Services and accommodations 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 students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit [www.bc.edu/connors](http://www.bc.edu/connors).

### Student Programs Office

The mission of the Student Programs Office is to develop students who are engaged with the Boston College community and prepared for leadership in the larger society. Our mission is realized through signature programs, advisement of student organizations, leadership development, and student formation.

The Office provides programming advisement and facilitates the planning of educational, cultural, and social programs by approximately 130 registered student organizations, including the Undergraduate Government of Boston College and the Student Organization Funding Committee. The Office also offers related services (space booking and posting approval) and programs (Student Activities Day, Club Officer's Orientation, and Leadership Awards Ceremony).

Additionally, the Office facilitates the Emerging Leader Program, New Student Welcome Program, Nights on the Heights, O'Connell House Student Union, *Sub Turri* Yearbook, and Senior Week events.

Contact the Student Programs Office at Maloney Hall, Suite 242, at 617-552-3480, or at [www.bc.edu/spo](http://www.bc.edu/spo).

### University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. 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 that all undergraduate resident students be enrolled with 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 University Health Services website. It must be submitted to the University Health Services Department during the month of September.

Accessing care from 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.

Additional information is available at the University Health Services website: [www.bc.edu/healthservices](http://www.bc.edu/healthservices). For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center on the first floor of Cushing Hall.

## Immunization

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—Undergraduate	9
Lynch School of Education	9
Carroll School of Management	9
Connell School of Nursing	9

The College Immunization Law requires proof of the following immunizations:

- Tdap is required for all incoming full-time college freshmen and health science students. If it has been less than 5 years since the last dose of DTaP/DTP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine; Tetanus-Diphtheria vaccine within the past 10 years or one dose of Tdap for all other students
- 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
- 2 doses of Varicella “chicken pox” vaccine for all college freshmen and sophomores or a reliable history of chicken pox documented by a health care provider and birth before 1980 in the U.S. is acceptable except for health science students.

**CSON and CGSON require positive titers, incidence of disease is not acceptable.**

If proof of immunization for measles, mumps, rubella and/or varicella 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 \$65 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, psychological, and psychiatric 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 development and success as students. Services available include individual counseling and psychotherapy, psychiatric services, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

## Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service.

The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education. Services include:

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
  - Community partnerships in the Greater Boston area
  - Annual volunteer fairs
  - An English Language Learners program for BC employees who practice their language skills with BC student tutors
  - Post-graduate volunteer programming, including an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
  - Advisement for domestic service projects
  - Partnership with Big Brothers Big Sisters of Massachusetts Bay
  - Support and training for University departments and student groups on volunteer projects
  - Annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Hoops for Hope, Jemez Pueblo Service Program, Nicaragua Faculty/Staff Immersion Trip
- For more information, visit [www.bc.edu/service](http://www.bc.edu/service).

## Annual Notification of Rights

The Executive 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*.

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

## Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

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, and absent an exception under FERPA, 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 the record should be amended.  
If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- 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 may 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 their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

### *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.

## CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: [www.bc.edu/offices/evp/noticesanddisclosures.html](http://www.bc.edu/offices/evp/noticesanddisclosures.html). Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy**, including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report**, including 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 and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information

regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;

- **Drug-Free Campus and Workplace Program**, including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information**, describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

## 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, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, military status, or other legally protected status.

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, color, national origin, sex, religion, disability, age, marital or parental status, genetic information or family medical history, or military status, 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, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)  
140 Commonwealth Avenue  
Chestnut Hill, MA 02467  
Phone: 617-552-2323  
Email: diversity@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

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 9-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 students in 200 4-person, 2-bedroom apartments. Each apartment unit consists of two bedrooms, bathroom, dining area, kitchen, and living room. Laundry and weight rooms are 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 4-person, 2-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 4- and 8-person suites housing approximately 800 students. Each 8-person suite has a furnished lounge area and a kitchenette including a sink, counter space, cabinet space, kitchen table, and chairs. The facility also includes a television lounge and a laundry room. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

*Sixty-Six Commonwealth Avenue:* Located on the Lower Campus, this traditional-style 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 Hall and 90 St. Thomas More Drive:* These suite-style residence halls, completed in the fall of 1993, consist of 6-, 7-, 8-, and 9-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. These facilities also include a cabaret, cardiovascular and music rooms, laundry rooms, and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

*110 St. Thomas More Drive:* Located on the Lower Campus, this residence hall houses approximately 300 upperclassmen in 6- and 8-person suite style accommodations. Each fully furnished suite has two bathrooms, a common room, and a kitchenette including a refrigerator, sink, counter, and cabinets as well as a kitchen table and chairs. Other hall amenities include a laundry room and study lounges. Subscription to the University Meal Plan is mandatory.

### Upper Campus

These are traditional-style residence halls with 1-, 2-, 3-, or 4-person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These 13 buildings house approximately 1,900 freshmen and sophomore students. Upper Campus residents use the laundry facilities 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 Multi-Cultural Leadership Experience 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, tobacco, and drug 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 Maloney Hall 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.

### TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 10 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.

There is a \$150 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 [www.bc.edu/mybill](http://www.bc.edu/mybill) for more information.

### Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2012.
- Tuition first semester—\$21,570
- Second semester tuition and fees are due by December 10, 2012.
- Tuition second semester—\$21,570

### Undergraduate General Fees\*

Application Fee (not refundable): .....	70
Acceptance Fee: .....	500
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 degree.	
Health Fee:.....	434
Identification Card (required for all new students): .....	30

Late Payment Fee: .....	150
Freshman Orientation Fee (mandatory for all freshman): ..	428

**Undergraduate Special Fees\***

Extra Course—per credit hour: .....	1,438
Laboratory Fee—per semester: .....	.95–325
Massachusetts Medical Insurance: .....	2,290 per year (1,050 fall semester, 1,240 spring semester)
Nursing Laboratory Fee: .....	up to 225
NCLEX Assessment Test: .....	70
Special Students—per credit hour: .....	1,438
Student Activity Fee: .....	304 per year

**Resident Student Expenses**

Board—per semester: .....	2,409
Room Fee (includes Mail Service) per semester (varies depending on room):.....	3,895–5,235

**Summer Session**

Tuition per credit hour .....	686
Auditor’s fee**—per credit hour .....	343

**Collection Cost and Fees:** The student is responsible for any collection costs should his or her account be turned over to a collection agency as well as any court costs or fees should the account be turned over to 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.

\*All fees are proposed and subject to change.

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

**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 registered for at least 75% of the full-time course load will also be charged.

Boston College will offer all students 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 the web at [www.bc.edu/medinsurance](http://www.bc.edu/medinsurance).

Students may waive the BC insurance plan by completing the electronic waiver form on the University Portal. 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 at [www.bc.edu/ssforms](http://www.bc.edu/ssforms). The waiver must be completed and submitted by September 14, 2012, for the fall semester and by January 25, 2013, for the 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 per check
- All additional checks: \$40 per check
- Any check in excess of \$2,000: \$65 per 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. 31, 2012: 100% of tuition charged is cancelled
- by Sept. 14, 2012: 80% of tuition charged is cancelled
- by Sept. 21, 2012: 60% of tuition charged is cancelled
- by Sept. 28, 2012: 40% of tuition charged is cancelled
- by Oct. 5, 2012: 20% of tuition charged is cancelled

**Second Semester**

- by Jan. 11, 2013: 100% of tuition charged is cancelled
  - by Jan. 25, 2013: 80% of tuition charged is cancelled
  - by Feb. 1, 2013: 60% of tuition charged is cancelled
  - by Feb. 8, 2013: 40% of tuition charged is cancelled
  - by Feb. 15, 2013: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

**Summer Sessions Refund Schedule: All Schools**

By the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

**Federal Regulations Governing Refunds**

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 a refund through their Agora Portal account at [portal.bc.edu](http://portal.bc.edu). 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 Direct Subsidized and Direct Unsubsidized, 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 Hall.

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 [www.studentclearinghouse.org](http://www.studentclearinghouse.org).

### Undergraduate Degree and Interdisciplinary Programs

#### College of Arts and Sciences

Art History: B.A.  
Biochemistry: B.S.  
Biology: B.A., B.S.  
Chemistry: B.S.  
Classics: B.A.  
Communication: B.A.  
Computer Science: B.A., B.S.  
Economics: B.A.  
English: B.A.  
Environmental Geosciences: B.S.  
Film Studies: B.A.  
French: B.A.  
Geological Sciences: B.S.  
German Studies: B.A.  
Hispanic Studies: B.A.  
History: B.A.  
International Studies: B.A.  
Islamic Civilization and Societies: B.A.  
Italian: B.A.  
Linguistics: B.A.  
Mathematics: B.A., B.S.  
Music: B.A.  
Philosophy: B.A.  
Physics: B.S.  
Political Science: B.A.  
Psychology: B.A., B.S.  
Russian Culture and Civilization: B.A.  
Russian Language and Literature: B.A.  
Slavic Studies: B.A.  
Sociology: B.A.  
Studio Art: B.A.  
Theatre: B.A.  
Theology: B.A.

#### Fifth Year Programs—Graduate School of Arts and Sciences

Linguistics: B.A./M.A.  
Philosophy: B.A./M.A.  
Psychology: B.A./M.A.  
Psychology/Social Work: B.A./M.S.W.  
(B.A. Psychology majors only)  
Russian: B.A./M.A.  
Slavic Studies: B.A./M.A.  
Sociology: B.A./M.A.  
Sociology/Social Work: B.A./M.S.W.  
Theology: B.A./M.A.

#### Lynch School of Education

Applied Psychology and Human Development: B.A.  
Elementary Education: B.A.  
Secondary Education: B.A.

#### Fifth Year Programs—Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: B.A./M.Ed.  
Curriculum and Instruction: B.A./M.Ed.  
Early Childhood Education: B.A./M.Ed.  
Educational Research, Measurement and Evaluation: B.A./M.Ed.  
Elementary Education: B.A./M.Ed.  
Higher Education: B.A./M.Ed.  
Moderate Special Needs: B.A./M.Ed.  
Secondary Education: B.A./M.Ed.  
Severe Special Needs: B.A./M.Ed.

#### Early Admit Programs—Lynch School of Education, Graduate Programs

Mental Health Counseling: B.A./M.A.  
School Counseling: B.A./M.A.

#### Carroll School of Management

Accounting: B.S.  
Computer Science: B.S.  
Corporate Reporting and Analysis: B.S.  
Economics: B.S.  
Finance: B.S.  
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.

#### Connell School of Nursing

Nursing: B.S.

#### Fifth Year Programs—Connell School of Nursing, Graduate Programs

Nursing: B.S./M.S.

#### Fifth Year Programs—Graduate School of Social Work

Social Work/Applied Psychology and Human Development: B.A./M.S.W.  
Social Work/Psychology: B.A./M.S.W.  
Social Work/Sociology: B.A./M.S.W.

#### Woods College of Advancing Studies

American Studies: B.A.  
Communications: B.A.  
Information Technology: B.A.  
Corporate Systems: B.A.  
Criminal and Social Justice: B.A.  
Economics: B.A.  
English: B.A.

History: B.A.  
Political Science: B.A.  
Psychology: B.A.  
Social Sciences: B.A.  
Sociology: B.A.

**Interdisciplinary Programs**

African and African Diaspora Studies  
American Heritages  
American Studies  
Ancient Civilization  
Applied Psychology and Human Development  
Asian Studies  
Catholic Studies  
East European Studies  
Environmental Studies  
Faith, Peace, and Justice  
General Science  
German Studies  
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 and Gender 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. Therefore, in selecting students, 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 at [www.bc.edu/admission/undergrad/home.html](http://www.bc.edu/admission/undergrad/home.html).

### 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 application fee (\$70 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available on the Undergraduate Admission website. Candidates are notified of action taken on their applications by April 15.

#### *Restrictive 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 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's 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. For more information, contact 617-552-3358 or visit [www.bc.edu/ahana](http://www.bc.edu/ahana).

### Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this 6-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 (9 credits minimally) at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.4 to 3.6 cumulative grade point average. In 2011, the average cumulative grade point average 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 application fee. All portions of the Transfer Application can be found on the transfer website at [www.bc.edu/transfer](http://www.bc.edu/transfer).

NOTE: 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 from BC's website.

All supporting documents must be sent directly to the Boston College Processing Center, PO Box 15, Randolph, MA 02368-0015 by the sending institution. **Transcripts issued to students and photocopies will not be accepted.** The deadline for submitting applications is March 15 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.

Please consult the transfer admission website for additional information about admission-in-transfer.

### *Transfer of Credit*

Boston College transfer credit policies are established by the Deans and Faculty of each undergraduate division. Course evaluations are completed by the Office of Transfer Admission. Any questions regarding the evaluation of courses, either before or after enrollment, should be directed to the Office of Transfer Admission.

At Boston College, transfer credit is established on a course-by-course basis. Transferable courses must have been completed at regionally accredited colleges or universities and must be similar in content, depth, and breadth to courses taught at Boston College. In addition, a minimum grade of C must have been earned. Beginning with the class of 2014, Boston College moved from a course-based system to a credit-based system. BC students must complete the following number of credit hours for graduation: Arts & Sciences—120, Carroll School of Management—either 114 (class of 2014 and 2015) or 120 (class of 2016 and following), Lynch School of Education—124 or 121, depending on the student's major, and Connell School of Nursing—117. A maximum of 60 credit hours will be allowed in transfer. 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.

Grade point averages do not transfer with students. A new grade point average 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 cannot 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*

All undergraduate students are required to 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 cannot 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 credit requirements are less than those at Boston College, 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 credits accepted in transfer (prior to the class of 2014 it is based on courses accepted in transfer) and the number of Boston College semesters these satisfy. The normal academic load for undergraduates is five 3- or 4-credit courses per semester (four for seniors). Thus, students are expected to have completed 30 credits (ten courses) at the end of one year, 60 credits (20 courses) at the end of two years, etc. In determining a transfer student's date of graduation, leeway of six to eight credits (two courses) is allowed without loss of status. For example, students completing 24–30 credits (eight to ten transferable courses) are accepted as first semester sophomores.

### *Residency Requirement*

The requirements for the bachelor's degree include a minimum of eight semesters of full-time enrollment, at least four semesters of which must be at Boston College. (Summer sessions do not count toward this minimum of eight semesters.)

Transfer students may need more than eight semesters in total in order to complete all the university's degree requirements. As long as transfer students abide by all relevant University academic regulations, including the completion of eight full-time semesters and at least four semesters at Boston College, they may seek to regain their original graduation-year status through course overloads and summer courses. In such cases, transfer students will not incur additional tuition charges for course overloads. Transfer students who seek to regain their original graduation date should consult with their associate dean to confirm that they are eligible to do so.

### *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*

There are a number of ways to earn AP 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 Abitur, the Swiss Maturité, and the Italian Maturita. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned AP units as outlined briefly below and detailed at [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement). Students who earn a total of 24 AP 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 AP units (depending on the exam) and will generally satisfy corresponding Core requirements.

Each academic department at Boston College determines how AP 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 AP units)

**Computer Science:** The AP exam in Computer Science does not fulfill Core requirements. Students interested in the CS major should consult with the department to determine if any placement out of major requirements may be earned with scores of 4 or 5. (3 AP units if applicable)

**English:** Students receiving a 4 on the AP English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 4 on the AP English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 5 on either English AP exam are considered to have fulfilled both the Literature and Writing Core requirements. (3 AP units for a score of 4, or 6 AP 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 AP units. (6 AP units for scores of 4 and 5, no AP units are assigned for a score of 3)

**History:** Students receiving a 4 or 5 on the AP exam in American History are considered to have fulfilled the American Civilization requirement for the History major. The AP 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 AP exam in European History or World History are considered to have fulfilled the Core requirement in History. (6 AP units each)

**Human Geography:** The AP 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 exam 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. (3 AP units are earned for a 4 or 5 on Calc AB or BC subscore, 6 AP units for Calc BC)

**Natural Science:** Students receiving a 4 or 5 on the AP 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 AP units each, except 3 for Environmental)

**Psychology:** Qualifying scores (4 or 5) on the Psychology AP exam fulfill one of the two social science requirements for the College of Arts and Sciences and the Connell School of Nursing. CSOM and LSOE have other social science requirements. For psychology majors a score of 4 or 5 on the AP 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 AP 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 AP units)

**Social Science:** Students receiving a 4 or 5 on the AP 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 AP units each)

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

### **International Baccalaureate**

Each score of 6 or 7 on Higher Level exams will earn 6 AP 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 EE and TOK will earn a total of 24 AP units and may be eligible for advanced standing as outlined earlier. For further details please refer to our website at [www.bc.edu/advancedplacement](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, AP 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 Abitur**, **Swiss Maturité**, and **Italian Maturita**, visit [www.bc.edu/advancedplacement](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 cannot 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 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.
- 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 achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- 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.
- 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 achieving a score of 4 or above on the AP test or a score of

650 or better on the SAT subject test in Chinese, Japanese, or Korean.

- 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 Title IV financial aid programs that include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans. In addition, the office administers 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 ([www.bc.edu/finaid](http://www.bc.edu/finaid)) each January 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 [www.bc.edu/finaid](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 any Federal Loans 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, three-quarter-time, half-time, and less than 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.

A student's enrollment in a study abroad program approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is 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. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. Please refer to Boston College's *Satisfactory Academic Progress Policy* for detailed information.

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 Aid 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, as determined by the employer, 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 Direct Loan (Stafford)) 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 opportunity 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 of these sessions.

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 an interactive format with the assistance of carefully selected and trained undergraduates who serve as Orientation Leaders. 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 presents themes surrounding the issues of transition and adjustment which families will experience as a member enters college as well as the community standards surrounding academic performance, the use of alcohol, sex, and diversity.

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 life of Boston College and the University's commitment to making a difference in our world. Each year a book is chosen for the incoming class to read during the summer in preparation for the academic year. Past selections have included *Mountains Beyond Mountains* by Tracy Kidder, *Dreams of My Father* by President Barack Obama, *The Glass Castle* by Jeannette Walls, and *Let the Great World Spin* by Colum McCann. In September of each year, The Office of First Year Experience gathers the incoming class for the ceremonial First Flight Procession through campus and the Annual First Year Academic Convocation for which the author of the chosen book is the speaker. The guiding principal of this event is the charge that Ignatius of Loyola (founder of the Jesuit Order) gave to his followers to "Go set the world aflame" (Ite, inflammate omnia).

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. Participants of this program hear senior student leaders speak personally and honestly 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 in which each instructor of the course serves as the academic advisor for the students in their section. In this seminar course, students are asked to examine various types of literature and media in order to reflect on how the course themes apply to society, college life and students' experiences.

The Freshman Leadership Project is an immersion experience occurring over the spring break. This volunteer opportunity incorporates 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 the 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. You may take only one Capstone course during your academic career. Capstones cannot be taken as Pass/Fail. For information, contact the Program Director, Fr. James Weiss via email at james.weiss@bc.edu or see the University Courses section of this Catalog. You may also reference the Capstone Program website at [www.bc.edu/capstone](http://www.bc.edu/capstone).

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

An international experience is an integral part of the course of study for over 40 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 about 30 countries. To apply for semester/academic year programs abroad, students are required to have a 3.2 GPA and be in good disciplinary standing. Students should begin planning for study abroad during their freshman year. OIP also offers over 30 short-term, faculty-led summer courses that are open to all students and have no minimum GPA requirement. Study abroad information sessions, the OIP Resource Room, and individual meetings with Advising Assistants and International Study Advisors help students choose the best program for their needs.

For more information, please visit [www.bc.edu/international](http://www.bc.edu/international). OIP is located in Hovey House (617-552-3827).

### *Academic Year Programs*

#### **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*

Semester or full-year program in Buenos Aires at one of Argentina's most prestigious private universities. Offerings include business, economics, political science, international studies, journalism, and history.

#### **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.

##### *Notre Dame University*

Semester or full-year program at a small Jesuit university in Fremantle, Western Australia, with a wide range of courses across all subjects. Strongest in arts and humanities. Optional Australian Studies course with field trips.

##### *University of Melbourne*

One of the Group of Eight schools located in the heart of the city. Semester or full-year program. Exceptional in all subject areas, especially Arts and Sciences. Business Internship unit is possible.

### *University of New South Wales*

Semester or full-year program in Sydney with broad offerings across all disciplines. A Group of Eight school. Offers internships and optional pre-semester program to study the environment at the Great Barrier Reef.

### *University of Queensland*

A Group of Eight school located in Brisbane. Semester or full-year program with a broad curriculum. Exceptional in all subject areas, especially biology, marine studies, psychology, business and economics. Research opportunities for students.

### *University of Western Australia*

Group of Eight school located in Perth. Semester or full-year program with a broad, excellent curriculum. Strong in all subject areas—particularly music, social sciences, business, education, and sciences.

### **Austria**

#### *Vienna University of Economics and Business*

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

### **Brazil**

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

Semester or full-year program with courses in all disciplines. For students with elementary, intermediate, and advanced Portuguese as well as advanced Spanish skills. New English track in Brazilian and Latin American culture with a mandatory Portuguese course.

### **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*

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

### **China**

#### *China Studies Program*

Semester or full-year interdisciplinary program in Beijing focusing on Mandarin language, history, economics, business, philosophy, political science, and the arts. Offers part-time internship opportunities. Homestay option available.

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

Semester or full-year direct enrollment program with a strong focus on business/management. For CSOM students only.

#### *University of Hong Kong*

Semester or full-year program suitable for most students especially those concentrating in the humanities and sciences. Business students welcome. On-campus housing, central location, and close proximity to public transportation. All courses taught in English. No language requirement.

### **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 environmental studies. Biology, chemistry, and ecology courses offered in English as well as Spanish.

### **England**

#### *Advanced Studies in England*

Semester or full-year program in liberal arts for American students. Based in Bath, with academic ties to University College, Oxford.

#### *Durham University*

Full-year program offering courses across many disciplines including English, history, philosophy, theology, economics, and the sciences.

#### *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 with courses across the disciplines, including 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, finance, 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*

Spring semester or full-year program with courses across the disciplines, including humanities, sciences, and management.

### **France**

#### *BC in Paris—University of Paris*

Semester or full-year program based at the University of Paris. BC students attend either the University of Paris IV (Sorbonne), the University of Paris VII (Denis-Diderot), or the University of Paris IX (Dauphine). Offers a wide range of disciplines. Courses are taught in French, with a small number taught in English at the University of Paris IX (Dauphine).

#### *BC in Paris—L'Institut Catholique de Paris (ICP)*

Semester or full-year program offering French-taught courses in humanities, education, theology and philosophy.

#### *BC in Paris—L'Institut de Langue et de Culture Francaise (ILCF)*

A French language institute connected to L'Institut Catholique de Paris (ICP). French-taught semester program offers courses in French language, phonetics, grammar and conversation. A few English-taught courses in other subjects are available.

**BC in Paris—ESCP**

Semester program based at the oldest business school in France, located in the central East of Paris. Students take courses in international business, finance, economics and marketing. Courses taught in French and/or English.

**BC in Paris—L'Institut d'Etudes Politiques (Sciences Po)**

Full-year program offering courses in business, history, communications, law, journalism, political science, international relations, economics, and European studies. Courses taught in French and English.

**L'Université de Strasbourg (UdS)**

Semester or full-year program at l'Université de Strasbourg (UdS), where students take courses in science, the humanities, and psychology. Courses taught in French.

**L'institut d'Etudes Politiques (IEP), Strasbourg**

Semester or full-year program at L'Institut d'Etudes Politiques (IEP), where students take courses in economics, political science, international relations, history and social sciences. Courses taught in French.

**L'Ecole de Management de Strasbourg (EMS)**

Semester or full-year program at L'Ecole de Management de Strasbourg (EMS), where students take courses in business. Courses taught in French and English.

**L'Institut International d'Etudes Francaise (IIEF), Strasbourg**

Students with elementary to intermediate French can study at L'Institut International d'Etudes Francaise (IIEF), which offers courses in French language and civilization.

**Germany****Eichstatt Catholic University**

Spring semester or full-year program at a small university located near Munich, with course offerings in arts and sciences, business, and education. Intensive pre-semester language program in Munich. Offers beginner and advanced track programs.

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

Semester or full-year direct enrollment program in Thessaloniki, Greece's second largest city. Course offerings in English in a range of disciplines, including business, the humanities and the social sciences. Some internships are available.

**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. Voted Ireland's Outstanding University for 2008. Students take a mandatory Irish Studies course taught by the BC on-site coordinator.

**Queen's University Belfast**

Semester or full-year program with courses across the disciplines at Northern Ireland's most distinguished university. Exceptionally strong in arts and humanities.

**Trinity College Dublin**

Full-year program at one of Europe's oldest and most prestigious institutions located in the center of Dublin. Wide range of courses across all disciplines. Students take a mandatory Irish Studies course taught by the BC on-site coordinator.

**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 including business, arts, and sciences. Fall semester students take a university early start program, while spring semester students take a mandatory Irish Studies course taught by the BC on-site coordinator.

**University College Dublin**

Semester or full-year program at one of Ireland's outstanding universities with offerings across the disciplines, including Arts and Commerce. Students in the Arts and Sciences faculties select two departments in which to take most of their courses. Commerce students take all classes within the Quinn School. Students take a mandatory Irish Studies course taught by the BC on-site coordinator.

**Italy****Bocconi University, Milan**

Semester or full-year program based at one of the leading business schools in Europe. Courses taught in English and Italian.

**University of Parma**

Semester or full-year program at the University of Parma, with a wide range of disciplines offered. Courses taught in Italian.

**Istituto Dante Alighieri, Parma**

Semester or full-year program at the Istituto Dante Alighieri, offering a range of courses taught in English.

**Venice International University**

Semester or full-year program based on San Servolo Island, off the coast of Venice. Students take courses taught in English in the social sciences, economics, and international studies.

**Japan****Sophia University**

Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines. No Japanese language prerequisite—beginners welcome to apply.

**Waseda University**

Full-year program in Tokyo with course offerings in English through the SILS School. A range of disciplines is available, including history, political science, communication, and business. Two semesters of Japanese language must be completed prior to departure.

**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. Excellent language program.

**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 unique tri-lingual environment. Recommended for Islamic Studies and intensive Arabic language.

### **Nepal**

#### *Center for Buddhist Studies*

BC's fall semester program offers an in-depth study of Buddhist philosophy. Highly recommended for students interested in comparative religion, theology, and philosophy. Course in Tibetan or colloquial Nepali language offered. Homestays with Tibetan families.

### **The Netherlands**

#### *Amsterdam University College*

Full year or spring semester program with courses offered in English. Classes are available in the humanities, sciences and social sciences.

#### *University College Utrecht*

Semester or full year program with courses offered in English. Classes are available in the humanities, sciences, and social sciences.

#### *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**

#### *Ateneo 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.

### **Scotland**

#### *University of Glasgow*

Semester or full-year program offering courses across all disciplines including economics, business, the sciences and pre-med.

### **Singapore**

#### *National Institute of Education (NIE)*

Semester or full-year program offering a wide range of courses taught in English. Especially designed for Lynch School of Education students, this program also welcomes students in Arts and Sciences majoring in the humanities and natural sciences.

### **South Africa**

#### *Rhodes University*

Semester or full-year program in Grahamstown with courses across the disciplines. Supervised service-learning placements through the BC program. On-campus housing includes meal plan.

#### *University of Cape Town*

Semester or full-year program in Cape Town with courses across the disciplines. Recommended for students majoring in the sciences, business, and humanities. Volunteer opportunities available. Off-campus housing.

### **South Korea**

#### *Seoul National University*

Semester or full-year program with a range of courses offered in English. Opportunities to study Korean language. On-campus housing provided.

#### *Sogang University*

Semester or full-year program in Seoul with a range of courses offered in English. Opportunity for intensive language study. Recommended for International Studies and business majors. Students live in new on-campus residence halls

### **Spain**

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

Semester or full-year program for students in all disciplines. New International Relations major offered at Comillas. Non-native Spanish classes offered at Carlos III and Complutense.

#### *Granada Institute of International Studies (GRIIS)*

Semester or full-year program with courses that focus on Spanish language, culture, history, literature, art history, economics, and politics. Arabic and Hebrew language courses offered both semesters.

#### *Universidad de Deusto*

Semester or full-year program in Spain's Basque country on campuses in San Sebastian and Bilbao. San Sebastian offers courses in business, economics, literature, sociology, philosophy, and communications. Bilbao offers courses in all disciplines.

#### *Universidad Pompeu Fabra*

Semester or full-year program in Barcelona offering courses in most disciplines, except the sciences.

#### *ESADE*

Fall and spring semester program in Barcelona offering courses in business and law. English taught curriculum.

### **Sweden**

#### *Uppsala University*

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

### **Tanzania**

#### *Arcadia University Center for East Africa Studies*

Semester program with a tailored curriculum focusing on international law and social justice in East Africa. Students study Kiswahili language and live in a shared house with other students. Service learning opportunity.

## **Summer Seminars**

Faculty-led summer seminars are open to undergraduate and graduate students with OIP approval. Seminars are taught in English except for language courses. Seminars listed are subject to change on an annual basis.

### **Africa**

#### *South Africa*

#### *The History and Literature of Modern South Africa*

Seminar in Cape Town familiarizes students with South Africa's major historical events from colonialism through the post-apartheid years.

### **Asia**

#### *Bali*

#### *Immersion in the Culture and Arts of Bali*

Introductory-level visual arts seminar based in Ubud. Designed to appeal to both art and non-art majors. The focus is on travel as a source of visual imagery and inspiration.

*China*

*Beijing's History, Economy, and Culture*

Beginning with its Mongol heritage, this multidisciplinary seminar studies the history, business climate, and culture of one of the world's most fascinating capital cities and its environs.

*Urban China: Then and Now*

This Beijing-based seminar is at once a history lesson that sweeps through essential Chinese events and an act of immersion—a class that is both Socratic and peripatetic. Includes close readings and careful reflections on China's powerful cities, and side trips to Shanghai and Tianjin.

*India*

*Creative Writing Workshop: Writing Out of Place*

Workshop in Mussoorie foregrounds the experience of the journey and questions the notions of “place” and “displacement.”

*Religion and Spirituality in India Today*

Seminar in Bangalore examines the various religions in India through the study of texts, site visits, and interactions with locals.

**Australia**

*International Comparisons in Child and Family Social Policy*

Seminar in Sydney is designed to provide a foundation of knowledge concerning current social issues involving children and families, and a comparative understanding of how different industrialized countries address such social issues through public policy.

**Europe**

*England*

*Literary London: Shakespeare to Virginia Woolf*

Seminar introduces major works of British literature in the spaces and places where they were conceived, written, and experienced, from Shakespeare's Globe Theater to Virginia Woolf's Bloomsbury.

*Contemporary Theater and Drama in London*

For five hundred years, the performance of plays in London has been the cultural heartbeat of England. This seminar measures that heartbeat by examining the current theater scene and the legacy that led to it.

*France*

*Intensive Intermediate French*

Course allows students to experience local culture and cuisine in Bordeaux while improving their French. Equivalent to a full year of Intermediate French.

*Post-Intermediate Independent Study*

Independent study in Bordeaux for students who have completed the intermediate level of French.

*Popular Culture in France*

Seminar in Bordeaux examines specific media and themes of popular culture in France.

*Modernism: Twentieth Century and the Tradition*

Honors Program seminar offering a unique opportunity to encounter salient aspects of the culture of the twentieth century in one of its central sites: Paris, France.

*Germany*

*Intensive Intermediate German*

Five-week German language course in Berlin offers intensive instruction to students who have completed their first year of German language acquisition.

*Economic Policy Analysis from a European Perspective*

Seminar in Berlin focuses on the policy challenges facing European economies and the methods used to study and address them.

*Ireland*

*Irish Culture*

Seminar in Dublin explores the history of Ireland—North and South—and tracks the changes that have taken place.

*Italy*

*Intermediate Italian*

Intensive five-week course in Parma is equivalent to Intermediate Italian I and II at Boston College, and fulfills the A&S foreign language proficiency requirement.

*Food, Power, and Politics*

Examines the connections between food and power and looks at how the acquisition of food affects relations within and across societies. As a rich agricultural center for the European Union, the Parma region serves as an ideal location to study these issues.

*Art and Architecture of Renaissance Florence*

Focuses on the artistic and architectural works created in Florence from the fourteenth to sixteenth centuries. This seminar allows students to better understand the essence of Renaissance Florence and its importance and influence throughout the centuries.

*Saints and Sinners: Rome through the Centuries*

Explores the historical development of Catholicism from antiquity to the present, as manifest in the architecture, art, and artifacts of Rome and as reflected in the major theological and spiritual writings of the Catholic Intellectual Tradition.

*Drawing from the Venetian Masters*

Introductory-level studio art course in Venice examines the process, materials, and issues addressed in exploration of the basic principles and concepts of making visual artwork through drawing.

*The Imaginary City: Why Writers Love Venice*

A detailed exploration of the world's most beautiful and enigmatic city through fiction, essays, cinema, philosophy and on-site wanderings.

*Venice: An Imperiled City in Comparative Perspective*

Seminar focuses on the plight of cities perennially imperiled by floods by comparing Venice to Amsterdam and New Orleans.

*Introduction to Law and Legal Process*

Seminar in Venice provides students with an understanding of the law as it impacts the contemporary business decision-making process.

*Spain*

*Spanish Art History: From Al-Andalus to Picasso*

Madrid seminar allows students to gain a comprehensive understanding of Spanish art history from prehistoric manifestations to avant-garde artistic movements.

*Naturalmente: Islam and the Iberian Peninsula*

Examines the Islamic component in the Iberian Peninsula from both a historical and contemporary perspective. The relationship between the European and Arab cultures in Granada serves as the focus for examining literature, religion, and art. Taught in Spanish.

*Soundscapes of Early Modern Spain: Court, Cloister and Chapel*

Madrid seminar introduces the extraordinary variety of early Spanish music as a key to understanding a culture upon which—at the height of its imperial glory—the sun never set.

### Latin America

#### Argentina

##### *Argentina: History and Culture*

Introductory seminar in Buenos Aires offers an overview of the historical and cultural trajectory of Argentina through essays, literature, and film.

#### Chile

##### *Through the Eyes of Service: Social Justice in Chile*

Seminar in Santiago explores the interplay of liberation theology and political philosophy in shaping contemporary Chilean culture and society.

#### Ecuador

##### *Global Health Perspectives*

Quito seminar involves an in-depth study of global health policy from the perspective of the various stakeholders: populations, governments, NGOs, health care providers and health educators.

#### Nicaragua

##### *Gender and Development in Latin America*

Four-week seminar in Managua has several objectives: to acquaint students with the diverse voices of Latin America; to link service-immersion experiences; and to cultivate the development of North American-Central American relationships through the joint exploration of these ideas while meeting Nicaraguan groups and students.

### Middle East

#### Israel

##### *Mediterranean Conflations*

Through authentic materials such as literature, music, film, gastronomy, and archaeological sites and museums, this seminar in Tel Aviv seeks to investigate the cultures and the peoples that have crisscrossed the Mediterranean and left their mark on its shores.

#### Kuwait

##### *Politics and Oil*

Seminar in Kuwait City addresses the problems of state formation, state-society relations, democratization, and the rise of Islamism and regime stability in Kuwait and other oil-rich Arab Gulf states such as Saudi Arabia.

### Internships Abroad

#### Dublin

Eight-week, non-credit independent internship program offers students the opportunity to experience Ireland's work culture first-hand. OIP staff work with students to design the best possible internship based on student interests, majors, and previous work experience.

### Other Opportunities

#### Overseas Teaching Program

- Students perform pre-practica or full practica in elementary or secondary student teaching abroad.
- Applied Psychology and Human Development Practica Abroad
- Lynch School students can do an Applied Psychology and Human Development Practicum while studying. See the Dean's Office for details.

### Washington Semester Program and SEA Education Program

#### Washington Semester

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. Multiple tracks are available

through American University and Georgetown University. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad and Washington semester programs are administered as approved external programs through the Office of International Programs. Students interested in the Washington Semester programs can schedule an appointment with Christina Dimitrova ([dimitroc@bc.edu](mailto:dimitroc@bc.edu)) at OIP. For more information visit: [www.bc.edu/offices/international/programs/external.html](http://www.bc.edu/offices/international/programs/external.html).

#### SEA Education Association Program

The university offers a semester-long opportunity with SEA Education Association (SEA), a program option that challenges them intellectually and physically by combining a sailing experience with the study of the deep ocean. The interdisciplinary program tracks are designed for students who wish to gain a comprehensive understanding of the world's oceans. Students, especially those majoring in the natural sciences, can complete a semester with SEA as an alternative to study abroad. SEA programs are administered as approved external programs through the Office of International Programs. Interested students can schedule an appointment with Christina Dimitrova ([dimitroc@bc.edu](mailto:dimitroc@bc.edu)) at OIP. For more information visit [www.bc.edu/offices/international/programs/external.html](http://www.bc.edu/offices/international/programs/external.html).

### 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 for BC employees is administered through the Benefits Office in cooperation with the Office of Enrollment Management.

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. Employees must complete the FACHEX Certification Form available on the Boston College FACHEX website and return it to the Benefits Office for processing before December 15. Employees should also consult the FACHEX website for information about rules of the program and participating colleges and universities.

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. Also, many participating schools only consider incoming freshman applicants for FACHEX, so transfer students or upperclassmen may not 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 Boston College Career Center and the Bellarmine Law Society (the student pre-law association) 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 Career Center's "Applying to Law School" website at: [www.bc.edu/offices/careers/gradschool/law.html](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 [www.bc.edu/premed](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
- Biology with lab
- Physics with lab
- 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/May) 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, or research) in a more

leisurely fashion, thus potentially making them more attractive candidates. This is also a good 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.

For a complete list of required prehealth courses, course numbers, and recommended course sequences, please visit the BC Premedical website ([www.bc.edu/premed](http://www.bc.edu/premed)).

#### 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 us at [premed@bc.edu](mailto:premed@bc.edu).

#### Presidential Scholars Program

The Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately 15 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 meet weekly to discuss their area of concentrations (science and pre-med, humanities, political science and international studies, and management, economics and finance), to share experiences and find greater wisdom in applying for study grants, language programs, internships, and fellowships, and to partake in the cultural life of Boston at the theater, the ballet, or the symphony. To complement the emphasis on ideas and ideals they encounter in their Honors Seminars, and in their summer programs, Presidential Scholars also give presentations to their fellow scholars about a variety of their experiences including study abroad, Advanced Study Grants, internships and thesis writing. These presentations serve as additional avenues of inspiration to younger scholars, offering them a glimpse of the opportunities that are open to them throughout their college careers. In addition, these presentations offer the upperclassmen scholars the opportunity to develop and refine their public speaking skills.

During the spring semester freshman Presidential Scholars travel to a country in Europe, while the sophomore Scholars travel to a country in Latin America. These trips are intended to be the starting point in the Scholars' journey of becoming "global citizens." In their freshman year, they spend a week in a non-English speaking European country, so as to realize skills that meet the challenge of linguistic differences. In their sophomore year, they have an immersion experience of the social and economic challenges for our neighbors to the South.

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 service learning (after the first year), independent 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 [www.bc.edu/pulse](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 2- and 3-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include all 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, [afrotc-all-mail@bu.edu](mailto:afrotc-all-mail@bu.edu).

#### **Army Reserve Officers' Training Corps**

The U.S. Army offers Reserve Officers' Training Corps (ROTC) at Boston College as a partnership school in cooperation with Northeastern University. Combined, Boston College and Northeastern University make up the Liberty Battalion. Boston College students attend classes and training on the Chestnut Hill campus. Upon graduation and successful completion of all pre-commissioning requirements, Cadets 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 may be 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 through the ROTC 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 Boston College Department of Military Science (Carney Hall 25/163/165) at 617-552-3230 or visit [www.bc.edu/armyrotc](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. There are 3- and 4-year programs 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, please contact the Department of Naval Sciences, Boston University, 617-358-0471, [buotrc@bu.edu](mailto:buotrc@bu.edu).

#### **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 6-week sessions (male freshmen/sophomores) or one 10-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, the funding available, and student availability. Students ordinarily do not receive academic credit for work done under an undergraduate research fellowship.

Students do not apply directly. 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: [www.bc.edu/offices/ufel/fellowships/undergrad/fellowships.html](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 it 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, the faculty member is encouraged to discuss the matter with the student, but in any case the faculty member should notify the student of the substance of the violation and the action that the faculty member proposes to take. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the proposed 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 proposed 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 current academic year (2012–2013) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

### 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. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

### 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 practica 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 make up 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 students may not audit a course with the exception of undergraduates in the Woods College of Advancing Studies.

#### **Core Curriculum—Undergraduate University Core Requirements**

The following courses comprise the Core curriculum and are required for all students entering Boston College. All courses must be 3 credits or more.

- 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, Theatre
- 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 CSOM students 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 Sciences—Biology, Chemistry, Earth and Environmental Sciences, 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 & 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 faculty 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.

##### ***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.

#### **Dean's List**

The Dean's List recognizes the achievement of undergraduates semester by semester. For the class of 2013 the Dean's List classifies students into three groups according to semester averages: First Honors (3.700–4.000); Second Honors (3.500–3.699); and Third Honors (3.300–3.499). Beginning with the class of 2014, students will be classified into two groups; First Honors (3.700–4.000) and Second Honors (3.500–3.699).

In order to be eligible for the Dean's List, students must earn at least 12 or more credits in courses evaluated with a letter grade, excluding the P (pass) grade, 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 (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 through their Agora Portal account. 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 in each school; magna cum laude, with High Honors, is awarded to the next 9.5 percent in each school; and cum laude to the next 15 percent in each school. These percentages are based on the student's overall cumulative average.

### Enrollment Status

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

Beginning with the class of 2014 and following, enrollment status will be based upon credits rather than courses. To be considered full-time, students must be registered for courses totaling at least 12 credits per semester. At least nine of the credits must be in courses of three credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

For the class of 2013, the usual program is five courses of at least three credits each per semester and four or five courses each semester for seniors. To be considered full-time, students must be registered for at least four 3-credit courses per semester. Lynch School of Education students take a 2-credit Freshmen Experience course during the first semester of freshman year. 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.

### External Courses

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 their final examinations.

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.

No exams should be scheduled during the Study Days designated on the Academic Calendar.

### Foreign Language Requirement

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.
- 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 achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- 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.
- 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 achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- 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.

**Grading**

The grading system consists of 12 categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and 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 grade point average.

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 grade point average even if the course is repeated with a passing grade. The later grade is also computed into the grade point average.

Grades will be posted through the Agora Portal account 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.

**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**

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 faculty member may only assign a grade of J for a 2-semester course when the grade in the first semester is dependent on the grade issued at the end of the semester. The J grade has no GPA value. Instructors should assign a grade for each semester at the end of the second semester. Such courses may include an Internship, Dissertation Direction, or Student Teaching.

**Pass/Fail Electives**

Sophomores, juniors, and seniors may enroll online in a non-major, non-minor, or non-Core course on a pass/fail basis during the first seven class-days of the semester. After the first seven class-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.

Second-semester freshmen who have been approved by their Associate Dean for an overload of a sixth course of three credits or more may take that course on a pass/fail basis, in which case the course may not be used to fulfill a major, minor, or Core requirement.

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

Courses in the Carroll School of Management and the Woods College may not be taken on a pass/fail basis. Departments may designate some courses as not available in general for pass/fail enrollment.

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.

### 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. Students who graduate in December may participate in commencement exercises the following May.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal account by the following dates:

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

### 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 for transfer at the end of their freshman year. Students applying to transfer into the Carroll School of Management, the Connell School of Nursing, or the Lynch School of Education should note that enrollment is limited in the professional schools and internal transfer may or may not be possible in any given 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 three (four 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

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.

## Majors, Minors, and Concentrations

### Majors

A major is a systematic concentration of at least 30 credits (ordinarily 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), Applied Psychology and Human Development (LSOE), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Economics, English, Environmental Geosciences, Film Studies, French, Geological Sciences, Perspectives on Spanish America (LSOE), Information Technology (WCAS), German Studies, History, International Studies, Islamic Civilization 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, Theatre, 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. A student may count no more than one course toward both majors, or one course toward a major and minor.

For the most up-to-date majors listing, visit [www.bc.edu/majorslist](http://www.bc.edu/majorslist).

### 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 18 credits (ordinarily six 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, Geological Sciences, German, History, Hispanic Studies, Italian, Mathematics, Music, Philosophy, Physics, Romance Languages, Russian, Slavic and Eastern Languages and Literatures, Sociology, and Theology. For the most up-to-date minors listing, visit [www.bc.edu/minorslist](http://www.bc.edu/minorslist).

Interdisciplinary minors in the College of Arts and Sciences must consist of 18 credits (ordinarily 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. A student may count no more than one course toward a major and a 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.

#### **Connell School of Nursing**

CSON students may pursue a Hispanic Studies minor specifically for Nursing students by contacting the Associate Dean, Undergraduate Nursing Program. Six courses (18 credits) are required to complete the minor.

#### **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—Applied Psychology and 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**

##### **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.

#### **Overloads**

The standard semester course load for undergraduates is five 3-credit courses and a maximum of 20 credits, including labs and other 1- or 2- credit courses. Students are eligible to overload if they have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately prior to the one for which the overload is sought, in which case they may register online for a sixth course of three credits or more and a maximum of 24 credits, including labs and other 1- and 2-credit courses, during the first seven class-days of the semester.

Students are not permitted to take a sixth course of three credits or more during their first semester at Boston College. Second-semester freshmen who wish to overload with a sixth course of three credits or more must obtain permission from their Associate Dean.

Students with an overall cumulative GPA between 2.0 and 3.0 may, under exceptional circumstances, be allowed by their Associate Dean to enroll in a sixth course.

Students who wish to drop an overload course must fill out the required request form in the office of their Associate Dean by October 1 in the fall semester and by February 15 in the spring semester.

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

#### **Readmission**

Students who desire readmission must 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 student seeks to resume study.

The Associate Dean will then make the decision about readmission, based on consideration of the best interests of both the student and the University. In instances where a sustained period of time (one year or more) has elapsed since a student was last enrolled, the Associate Dean in consultation with the appropriate representative of the student's department or program will identify the academic requirements, if any, that must be completed after readmission and before awarding the degree. The factors that will be considered in determining these requirements include, but are not limited to: the currency of the student's knowledge in the student's proposed academic major(s); the relevancy of courses completed at Boston College to current degree and licensure requirements; the academic work completed elsewhere that is relevant to degree and licensure requirements; and the length of the student's absence.

If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

#### **Satisfactory Academic Progress**

The requirements for Satisfactory Academic Progress are specified in the academic regulations for each school.

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

Boston College international programs are open to Boston College undergraduate and graduate students who meet 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 website 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 Office of Student Services.

A student's enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

### Summer Courses

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.

### Transcripts

All current students submit requests for academic transcripts through their Agora Portal account. 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. For more information visit [www.bc.edu/offices/stserv/academic/students/tranreq.html](http://www.bc.edu/offices/stserv/academic/students/tranreq.html)

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

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). A maximum of 60 credit hours will be allowed in transfer.

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.

Grade point averages do not transfer with students. A new grade point average 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 grade point average also begins when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools or when a full-time undergraduate transfers to the Woods College of Advancing Studies.

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.

### University Communication Policies and Student Responsibilities

Official communications of the University with its currently enrolled students, including notices of academic and administrative matters and communications from faculty and administrative staff, may be sent via postal service, campus mail, or email. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

**Postal service and Campus mail:** For purposes of written communication, the student's local and permanent addresses on record at Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections through their Agora Portal if the addresses are not accurate in university records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

Students who are studying abroad have a responsibility to provide their local international address via a link on the Office of International Programs website.

**Email:** The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with email accounts as well as access to email services from computer stations at various locations on campus. All students are expected to access their email accounts regularly, to check for official University communications, and to respond as necessary to such communications.

Students may forward their email messages from their University email accounts to non-university email systems. In such cases, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

All student responses to official email communications from the University must contain the student's University email address in the "From:" and "Reply To:" lines and should originate from the student's University email account, to assure that the response can be recognized as a message from a member of the University community.

### University Degree Requirements

The requirements for the bachelor's degree in the undergraduate day colleges for the class of 2013 are the completion with the satisfactory cumulative average (at least 1.5 in the Carroll School of Management and at least 1.667 in all other schools) and at least thirty-eight 3-credit

courses, or their equivalent, distributed over eight semesters of full-time academic work. In the College of Arts and Sciences 32 of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools.

Beginning with the class of 2014, the requirements for the bachelor's degree in the undergraduate day colleges are the completion with a satisfactory cumulative average (at least 1.5 in the Carroll School of Management and at least 1.667 in all other schools) and credit requirements which are distributed as follows:

- Arts and Sciences students must accumulate at least 120 credits with 96 of the required 120 credits in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools. Students in the College of Arts and Sciences complete the Core curriculum, a major of at least 30 credits, and the language proficiency requirement.
- Carroll School of Management students complete 114 credits. Beginning with the class of 2016, all students must complete 120 credits for graduation.
- Lynch School of Education's Elementary or Secondary Education majors complete 124 credits. Applied Psychology and Human Development majors complete 121 credits.
- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

### Withdrawal from a Course

Undergraduates may drop or add a course(s) online **during the first seven class-days of the semester**. Undergraduates only may drop a course until October 1, in the fall and February 15, in the spring semesters in their Associate Dean's office. Students may not drop below twelve credits in a semester.

After the extended drop period, undergraduates who withdraw from a course will have a "W" recorded in the grade column of their academic record. A grade of W has no effect on the GPA. A student may re-take a course for which a W has been recorded, in which case both the W and the subsequent grade are entered on the 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 four-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 Theatre at Boston College (1964–1994), presented annually to a senior Theatre 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 Champion Award*

Presented for excellence in an academic major.

*Saint Richard Gwyn 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.

### *Reverend Edward H. Finnegan, S.J., Nominee Award*

Presented to the Lynch School nominee for the top undergraduate prize given to the graduating senior who best exemplifies the qualities of excellence, humility, and service to others and who best epitomizes the University's motto—"Ever to Excel."

### *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.

### *Christine Martin '96 Memorial Award*

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to a fifth-year student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organization skills, and enthusiasm inspiring 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.

### *Cynthia J. Sullivan '79 Memorial Achievement Award*

Presented to members of the junior class who have achieved outstanding academic achievement; demonstrated qualities of loyalty, generosity of self, and integrity; and show an appreciation for the arts.

### *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 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 Management.

### *Dean's Letter of Commendation*

For service to the University and the community.

### *George Aragon 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.

## **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, elegant 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.

## The 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 36 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 at least 30 credits (ten to 12 focused courses) in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives. A list of majors is available at [www.bc.edu/majorslist](http://www.bc.edu/majorslist).

**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, 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 3.7 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 3.7 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 and independent reader, must be submitted to the Office of the Dean in mid-April. Students should consult the Dean's office for the exact deadline for the current year. All projects nominated for the McCarthy Prize 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 18 credits (ordinarily six 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
- No more than one course may count toward both the student's major and a minor

A list of minors is available at [www.bc.edu/minorslist](http://www.bc.edu/minorslist). 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. 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 thirty-six credits (ordinarily twelve courses), thirty of which must be in 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 at least 18 credits (normally 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, cultures, 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 vast historical

periods and geographies, AADS acquaints students with the multiplicity and diversity of the African Diaspora and the world in which we all live. Using interdisciplinary and comparative approaches, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theatre. A successful AADS minor includes the completion of BK 110 Introduction to African Diaspora Studies (three credits) and BK 600 Senior Seminar (or the equivalent; three credits), and four additional courses that adhere to the following break-down: one 2-credit course, and a least three courses of three or more credits each. The minimum number of credits for a successful AADS minor is 18. It is suggested that minors cluster their four elective courses around 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

Though suggested, these themes are not required. Additionally, students may devise their own thematic foci in consultation with AADS Director, Cynthia Young.

For more information on the African and African Diaspora Studies minor, consult the program website at [www.bc.edu/aads](http://www.bc.edu/aads), or call 617-552-3238.

#### American Studies

American Studies is an interdisciplinary program that brings together faculty from several departments to teach 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; subcultures and society; 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. The American Studies Program also supports a special concentration in Asian American Studies.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall semester of senior year, each student must take the elective designated as the American Studies senior seminar for that year. Also, EN 277 Introduction to American Studies is strongly recommended for minors, but not yet required.

For further information on the American Studies minor, 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 [www.bc.edu/amstudies](http://www.bc.edu/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 18 credits chosen from two groups:

- CL 186 Greek Civilization, CL 205 Greek History, CL 262 Roman Civilization, and CL 206 Roman History. These general courses, offered every other year, serve as a general overview of the field and an introduction to the minor. Students must take at least three credits in Greek History or Civilization and at least three credits in Roman History or Civilization.
- Twelve (12) other credits, 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 Kendra Eshleman of the Classical Studies Department, Carney 124, 617-552-3797, or visit the Classical Studies website at [www.bc.edu/classics](http://www.bc.edu/classics).

### **Asian Studies**

The Asian Studies minor enables a student to study the language, history, and culture of Asia from a number of disciplinary perspectives. The minor requires a minimum of 18 credits (ordinarily six courses)—an introductory course, typically SL 263 Far Eastern Literary Masterpieces; two courses in an Asian language beyond the elementary level; and three remaining electives, which must be approved by the Program Director. Students are free to take any combination of courses to satisfy the requirements for the minor. It is highly recommended, however, to select courses to form a coherent theme.

To register for the minor and develop an individualized program of study, contact the program director, Professor Rebecca Nedostup, Department of History, Maloney Hall 450, 617-552-3017; [nedostup@bc.edu](mailto:nedostup@bc.edu).

### **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 minor 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 approved three-credit courses or a total of 18 credit hours:

- Fifteen credit hours 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 TH 023 and TH 024

Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and count them as six of the 15 credit hours.

- A concluding 3-credit research seminar which will focus on a series of common texts dealing either with the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., 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 Co-Directors, Professor Mary Ann Hinsdale, IHM, Department of Theology, Maloney Hall, 617-552-8603, and Professor Virginia Reinburg, Department of History, Maloney Hall, 617-552-8207, or visit [www.bc.edu/schools/cas/catholic/minor.html](http://www.bc.edu/schools/cas/catholic/minor.html).

### **East European Studies**

The minor in East European Studies encompasses faculty and courses from across the University and spans the entire border of Western Europe, from Russia, through central Europe, to southeastern Europe (the Balkans). The curriculum helps to prepare students for careers focused on the region, in diplomacy, journalism, business, government, social service, as well as for graduate academic or professional study. Students will work toward proficiency in an East European language and attain the breadth of knowledge and skills that an interdisciplinary program can provide.

Further information is available from the Director, Professor Cynthia Simmons, Slavic and Eastern Languages Department, Lyons 210, (617-552-3914). Students may also consult the Slavic and Eastern Languages website at [www.bc.edu/ees](http://www.bc.edu/ees).

### **Environmental Studies**

Environmental Studies provides an interdisciplinary approach 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 (for a total of 18 credits). Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program plus independent programs with other departments and the Urban Ecology Institute.

For further information or to register for this program, see the Director, Professor Noah Snyder, or visit the program website at [www.bc.edu/envstudies](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 the social scientific analysis of concrete issues for justice and peace, to gain a solid grasp of the ethical and justice principles which arise from these issues, to learn how to formulate public policy or to initiate social change that would help to solve these problems, and to implement 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, TH/PL 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, taken from at least three different academic disciplines that aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. These four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen (18) credit hours are required for the minor.

For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, Maloney Hall, or visit the program website at [www.bc.edu/fpj](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 (three credits), two additional courses from the Department of German Studies (six credits), and three courses from other departments (nine credits). 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 201F, 617-552-3745, [freudnr@bc.edu](mailto:freudnr@bc.edu), or consult the website at [www.bc.edu/schools/cas/german/english/programs/minorgs.html](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 (18 credits) from at least three different academic departments, selected from among courses approved for the program. 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/PO 510 Globalization (three credits) and five additional courses (15 credits).

The program strongly encourages study abroad and the advanced study of a foreign language. The minor provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, along with preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at [www.bc.edu/isp](http://www.bc.edu/isp) or from the International Studies Program office located in Gasson 109.

Students may also consult the Director, Professor Robert Murphy, Department of Economics, Maloney Hall, 617-552-3688, or the Program Administrator, Patricia McLaughlin, 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 30 courses a year in history, literature, drama, music, art, and the Irish language. Irish Studies courses are posted on its website and are 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 18 credits 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 call 617-552-6396. Students may also consult the Irish Studies website at [www.bc.edu/centers/irish/studies/undergrad/academics/minor.html](http://www.bc.edu/centers/irish/studies/undergrad/academics/minor.html).

#### **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, or Professor Ali Banuazizi, Political Science Department, McGuinn 324, 617-552-4124, or visit [www.bc.edu/ics](http://www.bc.edu/ics).

#### **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.

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 311E, 617-552-3835, [carpendw@bc.edu](mailto:carpendw@bc.edu), or contact the other program co-director, Professor Donald Fishman, Department of Communications, Maloney Hall 541. The Jewish Studies Program Office is located in Lyons 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 18 credits (approximately 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 (but this course is not counted as one of the above six).

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 L. Rosser, Department of Romance Languages and Literatures, Lyons 307D, 617-552-3828, or visit [www.bc.edu/schools/cas/latinam](http://www.bc.edu/schools/cas/latinam).

### 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 3-credit courses, one or two of which should be at the introductory level (e.g., PL 429 Freud and Philosophy), and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Vanessa Rumble, Philosophy Department, [rumble@bc.edu](mailto:rumble@bc.edu), or visit the program website at [www.bc.edu/schools/cas/psychoan/minor.html](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 3-credit courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (CS 127), one course in numerical methods and scientific computation (PH 430), 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 [www.physics.bc.edu/msc](http://www.physics.bc.edu/msc).

### Women's and Gender Studies

The Women's and Gender Studies Program is an interdisciplinary forum for the study of women's past and present position in American society and in a diversity of nation-state, international, and global contexts. Drawing from a broad range of theoretical frameworks and empirical scholarship, Women's and Gender Studies analyzes the similarities and differences among and between women as the result of such factors as race, class, religion, culture, and sexuality. Women's and Gender Studies shed light on the construction and maintenance of gender ideologies in different societies and considers gender relations a primary factor in our understanding of women's statuses and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of women's lived realities, contributions, representations, and oppressions. The Women's and Gender 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, drawn from a broad selection of choice across the disciplines.

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, or email: [hesse@bc.edu](mailto:hesse@bc.edu), or visit [www.bc.edu/ws](http://www.bc.edu/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 the number of credits that can be applied towards the Master's degree to six credits that may also be applied to the 120 credits 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, which 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 completed at least 96 credits in the College of Arts and Sciences.

#### ***Inclusive Education Minor***

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

#### ***Secondary Education***

Students majoring in Biology, Chemistry, Classical Studies, English, Geology, History, Mathematics, 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. Contact Maureen Raymond at [maureen.raymond@bc.edu](mailto:maureen.raymond@bc.edu) for more information.

#### ***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.

### **Minor in the Carroll School of Management for Arts and Sciences Students**

Arts and Sciences students completing minors in the Carroll School of Management must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have completed at least 96 credits in the College of Arts and Sciences.

#### ***Minor in Management and Leadership***

The Department of Management and Organization offers a minor in Management and Leadership for students enrolled in the College of Arts and Sciences. The minor is designed to help students develop and enhance their ability to lead and manage people and organizations by (1) developing an appreciation for the fundamentals and complexity of successful leadership; (2) identifying exemplary leadership in themselves and others; and (3) learning and demonstrating effective leadership skills. The minor consists of six courses. Students interested in the minor must complete an application, available in either the Office of the Dean of Arts and Sciences or the Management and Organization Department, by February 15 or October 15 for the following semester. For more information, please consult the Chairperson of the Management and Organization Department, Professor Judith Gordon, Fulton 430A, [judith.gordon@bc.edu](mailto:judith.gordon@bc.edu) or visit [www.bc.edu/content/bc/schools/csom/departments/mgtorg/concentration.html](http://www.bc.edu/content/bc/schools/csom/departments/mgtorg/concentration.html).

#### **International Study**

The aim of international study 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 at least 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**

##### ***Satisfactory Academic Progress***

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses. Beginning with the class of 2014, a student in the College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree. Members of the class of 2013 must complete 38 three-credit courses. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is

expected to have completed (an average of 15 credits each semester). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than ten credits in a single summer.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

### *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 Associate Deans.

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 subject test reading exam in a modern foreign 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 achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean
- 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)

## African and African Diaspora Studies

### Contacts

- Director: Cynthia Young, 671-552-3238
- Administrator: Richard Paul, 617-552-4938
- [www.bc.edu/aads](http://www.bc.edu/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 vast historical periods and geographies, 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 Theatre.

### Central Themes

To get the most out of an AADS minor, students are encouraged to organize their courses around the central themes of globalization, intersectionality, or social justice.

**Globalization:** Globalization is as old as the trade in African slaves. Patterns of travel, labor, trade, commerce, and resource extraction have shaped the experiences of African-descended peoples and the peoples they have encountered. Selected courses explore the connections between various geographic regions, cultural traditions, and historical developments that have defined globalization.

**Intersectionality:** Race is defined by various identity categories and social locations such as gender, class, color, ethnicity, region, nation, age, sexuality, political ideals, and spiritual beliefs. Intersectionality reminds us that race is not a monolithic or homogenous category of human experience.

**Social Justice:** The history of African and African-descended peoples has been defined by the struggle for social justice as the fight for racial equality, the fight against discrimination, sexism, homophobia, and class exploitation. In resisting enslavement, segregation, patriarchy, imperialism, and colonialism, by striving to overturn discrimination in housing, healthcare, employment, religious institutions, and families, African and African Diasporic peoples have undertaken drives for social emancipation that have expanded the meaning of democratic ideals.

### Minor Requirements—18 credits (or more)

Required Courses:

- BK 110 Introduction to African Diaspora Studies—3 credits
  - BK 600 Senior Seminar (or the equivalent)—3 credits
  - Four additional courses (clustered around a theme)—we recommend that minors take **at least** two courses of three or four credits **before** taking BK 600 Senior Seminar
- BK 110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. BK 600 Senior Seminar is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

To affirm and specify our minor's selected central theme, we suggest that their four additional courses reflect a particular thematic focus. 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

Though suggested, these themes are not required. Additionally, students may devise their own thematic foci, in consultation with AADS Director or Associate Director.

Contact us at 617-552-3238, or visit our website at [www.bc.edu/aads](http://www.bc.edu/aads)

### *Core Offerings*

The Program offers several courses that satisfy the Core requirement in Cultural Diversity.

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**BK 104–105 African American History I and II (Fall/Spring: 3)**

**Cross listed with HS 189–HS 190**

**Satisfies Cultural Diversity Core requirement**

See course description in the History Department.

*Karen Miller*

**BK 110 Introduction to African Diaspora Studies (Fall: 3)**

**Satisfies Cultural Diversity Core requirement**

A survey of the African continent and the Diaspora that will include geography, history, politics, economics and literature. The purpose of the course is to introduce students to specific historical, cultural, social and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.

*C. Shawn McGuffey*

**BK 137 Managing Diversity (Fall: 3)**

**Cross listed with MB 137**

**Satisfies Cultural Diversity Core requirement**

See course description in the Management and Organization Department in the Carroll School of Management.

*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 217 Sub-Saharan Africa: Issues and Problems (Fall: 3)**

**Offered periodically**

Focusing on the study of politics and government in Africa, this course surveys the different approaches used to examine the history of political development on the African continent as well as the institutional structure of the African states. We will explore some of the dimensions of social change and political reform in Post-Colonial Africa, with special reference to factors such as nationalism, ethnicity, state dysfunctionality, the problem of political order, democratization, and development, doing so against the backdrop of the debate between Afro-pessimism and Afro-optimism as we grapple with the fate of the continent—the subject of various controversies.

*Aberra Tesfay*

**BK 222 Black Education Movements (Spring: 3)**

**Cross listed with HS 192**

**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*

**BK 229 Capstone: Multicultural Narratives: Define Past and Invent Future (Fall: 3)**

**Cross listed with UN 555**

**Capstone classes may NOT be taken Pass/Fail.**

**You may take only ONE Capstone class before graduation.**

See course description listed under University Courses.

*Akua Sarr*

**BK 241 Beyond Barack and Hillary: Black Feminist Culture, Literature, and Theory (Fall: 3)**

**Offered periodically**

The 2008 race for the Democratic presidential nomination has brought the idea of race versus gender into the public discourse. However Black feminists have long explored the question of race versus gender in their politics, theories and writing. This class takes a closer look at the intersection of race and gender by using Black feminist thought as a lens to examine literature and popular culture. We will read writers and theorists from Africa and the diaspora to provide definitions of Black feminism. We consider how race and gender have been thought about over time.

*Regine Jean-Charles*

**BK 248 Advanced Community Service Research Seminar I (Fall: 3)**

**Cross listed with SC 254, UN 254**

**Students should contact the Office of AHANA Student Programs to obtain permission to register.**

See course description listed under University Courses.

*Deborah Piatelli*

**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 262 Gospel According to Hip Hop (Fall: 3)**

**Offered periodically**

This course will examine the history of hip hop pioneers and their media as it developed on the stage of American history and then follow hip hop as it emerged as the most powerful force in popular culture in the world. We will then examine the assumptions of homogeneity within the black community of the twentieth century and consider the future of this community that now has disintegrated from “one black America” into four: the Mainstream, the Transcendent, the Emergent, and the Abandoned.

*Chauncey McGlathery*

**BK 267 Red, Whites, and the Blues: Fears and Faith in America**

**(Spring: 3)**

**Offered periodically**

This course will first explore the how political media has exploited fear in its constituents to attain more political power. This course will also track how performers of protest songs within popular music in general and within African American music in particular have used their platform to publish and challenge this exploitation. From Bob Dylan to Bob Marley, the tradition of combating politics with protest music has flourished to create a grassroots system of checks and balances that is needed now more than ever.

*Chauncey McGlathery*

**BK 280 Race and Visual Culture (Spring: 3)**

**Cross listed with EN 284**

See course description in the English Department.

*Cynthia Young*

**BK 290 Gospel Workshop (Fall: 1)**

*Prerequisite:* Performance course

*Corequisite:* No experience is required for membership, but a voice placement test is given to each student.

**Cross listed with MU 096**

**One credit for class of 2013; zero credit for class 2014 and beyond**

This course emphasizes 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 also occur with the Voices of Imani Gospel Choir. Members are required to attend a number of rehearsals and performances. Members of the classes may sing in the choir, but it is not required for the course.

*Chauncey McGlathery*

**BK 291 Voices of Imani (Spring: 1)**

*Prerequisite:* Performance course

*Corequisite:* No experience is required for membership, but a voice placement test is given to each student.

**One credit for class of 2013; zero credit for class 2014 and beyond**

This course emphasizes 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 also occur with the Voices of Imani Gospel

Choir. Members are required to attend a number of rehearsals and performances. Members of the classes may sing in the choir, but it is not required for the course.

*Chauncey McGlathery*

**BK 292 African Music (Fall: 3)**

**Cross listed with MU 306**

**Satisfies Cultural Diversity Core requirement**

See course description in the Music Department.

*Julie Hunter*

**BK 312 Witches and Apocalypses in Young Adult Fiction**

**(Spring: 3)**

**Cross listed with EN 302**

**Offered periodically**

See course description in the English Department.

*Cynthia Young*

**BK 315 Africa and the World (Spring: 3)**

**Offered periodically**

This course seeks to provide an introduction to key concepts, theoretical debates and analytical tools in comparative politics with a special focus on Sub-Saharan Africa. It is designed to increase your knowledge and critical thinking skills by examining and comparing a variety of different systems of government on the African continent. Using the comparative method, the course prepares you to answer some important questions about politics, such as: why are certain countries better governed than others, why do some states become democracies while others remain authoritarian, and what is the relationship between a type of political regime and economic development?

*Aberra Tesfay*

**BK 324 Populism and Military Rule in Latin America (Fall: 3)**

**Cross listed with HS 324**

**Satisfies Cultural Diversity Core requirement**

See course description in the History Department.

*Zachary Morgan*

**BK 325 Revolutionary Cuba: History and Politics (Fall: 3)**

**Cross listed with HS 325**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

See course description in the History Department.

*Frank Taylor*

**BK 340 Gender and Sexuality in African American History (Fall: 3)**

**Cross listed with HS 547**

**Offered periodically**

See course description in the History Department.

*Martin Summers*

**BK 370 African Business (Spring: 3)**

**Cross listed with MJ 631, TM 633**

**Offered periodically**

See course description in the Business Law Department in the Carroll School of Management.

*Frank J. Parker, S.J.*

**BK 375 African American Theatre and Drama (Spring: 3)**

**Cross listed with CT 375**

**Offered periodically**

See course description in the Theatre Department.

*John Houchin*

**BK 387 Medical Knowledge, Race, and Power in African Diaspora (Spring: 3)**

Offered periodically

This course is a comparative study of the complex historical interplay of medicine, ideas of racial difference, and relationships of power in the African diaspora. Through an examination of slavery in the Americas, colonialism in Africa, and race relations in postemancipation United States and Caribbean, this course explores the ways in which racial difference has acquired a particular truth through the production of biomedical knowledge and its deployment in therapeutic practice and public health policy. The course will also examine how people of African descent have used medical knowledge and healing practices to contest their subordinate position in racist societies.

*Martin Summers***BK 405 American Masculinities (Spring: 3)**

Cross listed with HS 544

Offered periodically

See course description in the History Department.

*Martin Summers***BK 410 African-American Writers (Fall: 3)**

Cross listed with EN 482

Satisfies Cultural Diversity Core requirement

See course description in the English Department.

*Cynthia Young***BK 466 Litterature Et Culture Francophone (Fall: 3)**

Cross listed with RL 360

Satisfies Cultural Diversity Core requirement

Conducted in French

See course description in the Romance Languages and Literatures Department.

*Nelly Ronsenberg***BK 514 American Civil War and Reconstruction (Fall: 3)**

Cross listed with HS 565

See course description in the History Department.

*Kevin Kenny***BK 565 American Immigration I (to 1865) (Fall: 3)**

Cross listed with EN 482

Satisfies Cultural Diversity Core requirement

See course description in the English Department.

*Cynthia Young***BK 600 Senior Seminar (Spring: 3)***Prerequisites:* BK 110, Department permission required

This course explores the discourses of diaspora by taking into account the origins, various meanings, multiple dimensions, cultural iterations, and restrictive limitations of the term. How does “the practice of diaspora” translate in different forms of cultural work such as music, film and literature? How has diaspora shifted in the age of globalization? How can we use diaspora as an analytical tool for reading from a critical perspective? We will consider closely how diaspora is theorized, practiced, and represented in various forms of cultural production. Therefore we will be taking an interdisciplinary approach reading across genre, medium, and disciplines.

*Regine Jean-Charles***BK 610 Seminar: Toni Morrison (Spring: 3)**

Through Toni Morrison's oeuvre, readers can explore a variety of North American cultural and historical preoccupations, particularly as interpreted through an African American purview. In this course we will explore thematic and artistic concerns that arise in Morrison's fiction and non-fiction and thus gain insight into U.S. cultures. The following themes shape this course: dominant cultural mores and their impact (*The Bluest Eye*); legacies of slavery (*Beloved*); culture as a sustaining force (*Song of Solomon*); women's responses to patriarchy (*Sula*); homogenizing impulses in dominant culture (*Tar Baby*); creation and use of culture (*Jazz*).

*Rhonda Frederick***Undergraduate and Graduate Course Offerings****BK 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

Cross listed with HS 373

Satisfies Cultural Diversity Core requirement

Offered periodically

See course description in the History Department.

*Frank Taylor***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. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

*The Department***Biochemistry****Contacts****Chemistry Department**

- Prof. Evan Kantrowitz (239 Merkert)
- Prof. Jianmin Gao (203 Merkert)

**Biology Department**

- Prof. Anthony Annunziato (401A Higgins)
- Prof. Kathy Dunn (412 Higgins)

**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. More information about the Biochemistry Major can be found at [www.bc.edu/content/bc/schools/cas/biochemistry.html](http://www.bc.edu/content/bc/schools/cas/biochemistry.html).

**Biochemistry Major requirements for the Class of 2016 and beyond:**

- BI 200 Molecules and Cells (3 credits)
- BI 201 Ecology and Evolution OR BI 303 Introduction to Physiology (3 credits)
- BI 204 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):  
BI 304 Cell Biology

- BI 321 Plant Biology
- BI 414 Microbiology
- One course in genetics or genomics from the following list (3 credits):
  - BI 315 Introduction to Genomics
  - BI 319 Genetics and Genomics
  - BI 417 Microbial Genetics
- CH 109–111 (or CH 117–119) General Chemistry I and Laboratory (4 credits)
- CH 110–112 (or CH 118–120) General Chemistry II and Laboratory (4 credits)
- CH 231–233 (or CH 241–243) Organic Chemistry I and Laboratory (4 credits)
- CH 232–234 (or CH 242–234) Organic Chemistry II and Laboratory (4 credits)
- CH 351–353 Analytical Chemistry and Laboratory (4 credits)
- CH 473 Physical Chemistry for Biochemistry majors (3 credits)
- CH 561–562 Biochemistry I and II; OR
  - BI 435 Biological Chemistry and BI 440 Molecular Biology (6 credits)
- PH 211–203 Physics I (calculus) and Laboratory (5 credits)
- PH 212–204 Physics II (calculus) and Laboratory (5 credits)
- MT 101 (or MT 105) Calculus II (4 credits)
- Two advanced electives from the following list\* (6 credits):
  - BI 420 Introduction to Bioinformatics
  - BI 429 Medical Biochemistry and Metabolism
  - BI 432 Developmental Biology
  - BI 451 Cancer Biology
  - BI 457 Principles of Immunology
  - BI 483 Research in Molecular Biology Lab
  - BI 484 Research in Biochemistry Lab
  - BI 487 Research in Molecular Genetics Lab
  - BI 506 Recombinant DNA Technology
  - BI 529 Biomolecules: Driving Molecular Forces
  - BI 535 Structural Biochemistry and Neurological Disease
  - BI 536 Viruses, Genes and Evolution
  - BI 570 Biology of the Nucleus
  - CH 564 Physical Methods in Biochemistry
  - CH 565 Chemical Biology: Nucleic Acids
  - CH 566 Metallopharmaceuticals
  - 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
  - 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\*\*

**Total Credits: 64**

\*Additional electives may sometimes be announced in this category, depending upon advanced course offerings in the Biology and Chemistry Departments.

\*\*With Biology or Chemistry Department approval, two semesters of Undergraduate Research may be substituted for ONE advanced elective.

**Advanced Placement:** Biochemistry majors who have a 5 on the Biology AP exam in their senior year may elect to begin the major with BI 304 Cell Biology, and take an additional course from the advanced elective list (total of three advanced electives).

**Biochemistry Major requirements for the Class of 2013, 2014, and 2015**

Biochemistry Major requirements as described above for the Class of 2016 represent minor adjustments to the current Biology intermediate course requirements and advanced elective options. Members of the Class of 2013, 2014, and 2015 may follow this new curriculum or they may continue with the current requirements. The current requirements can be found on the Biochemistry web site. While no new requirements have been added for the Classes of 2013, 2014, and 2015 the current requirements have been updated to include additional options. See the Biochemistry website ([www.bc.edu/content/bc/schools/cas/biochemistry.html](http://www.bc.edu/content/bc/schools/cas/biochemistry.html)) for complete information.

**Recommended course sequencing for Biochemistry Majors**

**Freshman Year**

General Chemistry and Labs  
 BI 200 and either BI 201 or BI 303  
 BI 204 lab (if possible)

**Sophomore Year**

Organic Chemistry and Labs  
 One course from the cell biology list  
 One course from the genetics/genomics list  
 BI 204 lab (if needed)

**Junior Year**

Biochemistry sequence

**Senior Year**

Analytical Chemistry and lab  
 Physical Chemistry  
 Two advanced electives

**Note:**

- Calculus is typically completed by the end of the Sophomore year.
- Physics can be taken at any time beginning with the Sophomore year.
- Students are encouraged to participate in Undergraduate Research, typically beginning in the Junior year; other options are available. Students should speak to individual professors regarding research opportunities.

**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

**Kenneth C. Williams**, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

**Mary Kathleen Dunn**, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

**Marc-Jan Gubbels**, *Associate Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

**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

**Hugh P. Cam**, *Assistant Professor*; B.S., University of Texas, Austin; Ph.D., Harvard University

**Jeffrey Chuang**, *Assistant Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

**Gabor T. Marth**, *Associate Professor*; B.S., M.S., Technical University of Budapest; D.Sc., Washington University, St. Louis

**Michelle M. Meyer**, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

**Robert J. Wolff**, *Adjunct Associate Professor*; B.A., Lafayette College; Ph.D., Tufts University

**Joseph Burdo**, *Adjunct Assistant Professor*; B.S., Western Michigan University; Ph.D., Penn State College of Medicine

#### Contacts

- Graduate Program Director: Charles Hoffman, hoffmacs@bc.edu
- Undergraduate Program Director: Kathy Dunn, dunnm@bc.edu
- Director, Administration, Biology Department: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Undergraduate Program Administrator: Kristen Adrien, adrien@bc.edu
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Michael Piatelli, piatelli@bc.edu
- Assistant Director of Laboratories: Meghan Rice, ricemg@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- 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 the following degrees:

Bachelor of Science (B.S.) in Biology is a structured program 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.

Bachelor of Arts (B.A.) in Biology is a flexible program that can prepare students for graduate school in the life sciences or can be integrated with other areas, including law, ethics, history, sociology, computer science, and management. The B.A. provides a solid foundation in biology, but allows more flexibility in course selection by removing some of the chemistry and quantitative requirements that characterize the B.S. program. Thus, students in the B.A. program can either add more depth and focus around a sub discipline or have more breadth, either within the biology curriculum or by taking advantage of the B.A. elective options. Students should note that, unlike the B.S. program, the B.A. program does not fulfill medical school admission requirements.

The Biology Department also co-sponsors a B.S. degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog.

The Biology Department implemented a new curriculum in 2010, with new requirements for the class of 2014 and beyond. The major requirements for the class of 2014 and beyond are described below. Members of the class of 2013 should check the Biology webiste for a list of requirements.

#### Information for the Class of 2014 and Beyond

##### Bachelor of Science (B.S.) and Bachelor of Arts (B.A) Program Requirements

- BI 200 Molecules and Cells (3 credits)
- BI 201 Ecology and Evolution (3 credits)
- BI 204 Investigations in Molecular Cell Biology (3 credits)
- One course from Category A: Genes and Genomes (3 Credits)
  - BI 315 Introduction to Genomics
  - BI 319 Genetics and Genomics
  - BI 417 Microbial Genetics
- One course from Category B: Organismal and Systems Biology (3–4 credits)
  - BI 303 Introduction to Physiology
  - BI 321 Plant Biology
  - BI 432 Developmental Biology
  - BI 433 Human Physiology with lab
  - BI 481 Introduction to Neuroscience
- One course from the “Advanced Experience” list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 300 and above to reach a minimum of 30 Biology credits for ALL Biology courses.

A complete listing of Biology courses is available on the departmental website.

- For the B.A.: Additional electives numbered 300 and above to reach a minimum of 33 credits for ALL Biology courses. (Nine credits can be from the B.A. elective list available on the departmental website.)

Advance Experience courses include undergraduate research, research lab courses, and smaller classes involving the primary literature and data analysis. Courses fulfilling this requirement are available on the Biology Department website. **Note:** While independent undergraduate research courses can be taken over several semesters for credit, only three of these credits can be applied toward the 30 required credits for the Biology major (B.A. or B.S.). Students using undergraduate research to fulfill the Advanced Experience requirement and/or to have the three credits applied to the Biology major must complete at least two semesters.

### Corequisite Courses for the Bachelor of Science (B.S.) Program

#### Chemistry (15–16 credits)

- General Chemistry I and II with Labs (CH 109–110, CH 111–112)
- Organic Chemistry I with Lab (CH 231–232)
- Organic Chemistry II with Lab (CH 233–234) OR Biological Chemistry (BI 435) OR Biochemistry I (CH 561)\*

\*Premedical students should check medical school programs and/or the premedical office for specific requirements regarding organic chemistry and biochemistry.

### Quantitative Requirements: Mathematics, Physics, and Computer Science (four course equivalent 6–18 credits)

- Calculus I (MT 100)
- Calculus II (MT 101) OR Biostatistics (BI 230 or equivalent)
- Two additional courses from the following list:  
PH 211-Physics I (calculus) with Lab  
PH 212-Physics II (calculus) with Lab+  
BI 230 or BI 231 Biostatistics (or another department-approved course in statistics)

BI 508 Algorithms in Computational Biology\*  
BI 524 Computational Foundations of Bioinformatics\*+  
BI 529 Biomolecules: Driving Molecular Forces\*  
CS 102 Computer Science II \*\*

MT 101 Calculus II

MT courses numbered 200 or higher+

\*BI 435, CH 561, BI 508, BI 561, and BI 524 cannot be used to satisfy both a corequisite and a biology elective.

\*\*Requires prerequisite (CS 101) which cannot be applied to the Biology major

+Requires Calculus II

**Note:** Biology majors in the Premedical Program take Physics I and II with Labs and should consider adding a statistics course.

#### Calculus Placement and Course Sequencing

- Calculus I requirement is satisfied by completing MT 100 or with an AP score of 4 or 5 on the AB exam or a score of 3 on the BC exam
- Calculus I and II can be satisfied by completing MT 101 or with an AP score of 4 or 5 on the BC exam
- Calculus II (or the AP option) and Biostatistics can both be

applied to the four course requirement, but each course can only be applied once.

Note: Biology majors typically begin and/or complete calculus courses during the freshman year.

### Corequisite Courses for the Bachelor of Arts (B.A.) Program (8–12 credits)

- General Chemistry I and II with Labs (CH 109–110, CH 111–112)
- Calculus I (MT 100)

### Course Sequencing

All students should complete BI 200 Molecules and Cells as soon as possible. A generalized course sequence is shown below. Because there are several possible progressions through the major, depending on long-term goals, students are strongly urged to consult with their academic advisor.

#### Freshman/Sophomore Courses

BI 200 Molecules and Cells

BI 201 Ecology and Evolution

BI 204 Investigations in Molecular Cell Biology (prerequisite CH 109–111)\*

BI 303 Introduction to Physiology

BI 304 Cell Biology\*\*

BI 321 Plant Biology

#### Sophomore/Junior Courses

BI 315 Introduction to Genomics (prerequisite or concurrently BI 204)

BI 319 Genetics and Genomics (prerequisite or concurrently BI 204)

BI 401 Environmental Biology

BI 407 Ecology of Plants with Lab

BI 414 Microbiology

BI 417 Microbial Genetics (prerequisite BI 204)

BI 435 Biological Chemistry (prerequisite Organic Chemistry I)

BI 442 Principles of Ecology

BI 445 Animal Behavior

#### Junior/Senior Courses

BI 432 Developmental Biology (prerequisite BI 304 and BI 440 or equivalent)

BI 433 Human Physiology (prerequisite BI 304)

BI 457 Principles of Immunology (requires course work in cell or molecular biology beyond BI 200)\*\*\*

BI 480 Introduction to Neuroscience (prerequisite BI 304)

All other 400 level biology courses (some carry prerequisite course work beyond BI 200)

#### Senior Courses

500 level courses. Most of these courses have multiple prerequisites.

#### Prerequisites

\*BI 204 Investigations in Molecular Cell Biology is a prerequisite (or concurrent enrollment) for all of the genetics and genomics courses and for many of the upper level electives.

\*\*BI 304 Cell Biology is a prerequisite for the following popular courses (list is not exhaustive). Students are advised to check the course descriptions:

BI 432 Developmental Biology

BI 433 Human Physiology with Lab

BI 481 Introduction to Neuroscience

BI 509 Vertebrate Cell Biology

\*\*\*Many 400 and 500 level biology courses require additional course work beyond BI 200 in areas of cell or molecular biology. BI 304 (Cell Biology), BI 321 (Plant Biology), BI 414 (Microbiology), and BI 440 (Molecular Biology) all provide coverage in these areas at an intermediate level.

#### Advanced Placement Programs for the B.A. and B.S. Degrees

Students who received a score of 5 on the AP exam in their senior year of high school and wish to consider advanced placement may enroll in BI 304 in place of BI 200. Freshman should consider enrolling in BI 201 first semester (there is no AP substitution for BI 201), and take BI 304 in the second semester.

#### Information for the Students in the Class of 2013

Members of the Class of 2013 following the former curriculum should consult the Biology website for a list of requirements.

#### 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 continue their research project, write a thesis describing their research, and participate in a 1-credit honors seminar.

#### Information for First Year Students: Biology majors and others considering a major in Biology

Biology majors in the regular B.A. and B.S. programs are advised to enroll in BI 200 Molecules and Cells and BI 201 Ecology and Evolution their freshman year. Freshmen are also advised to enroll in CH 109/CH 110 General Chemistry (with corequisite Labs) and Calculus I or II, depending on their AP scores. First-term AP students may enroll directly in BI 304 after consultation with their orientation advisor. During the second semester, AP students will enroll in BI 201 Ecology and Evolution. Freshman who have completed BI 200 and AP students can take the 3-credit biology laboratory during the second semester of their freshman year, if space is available.

Freshman who are interested in biology but feel unprepared to go directly into BI 200 or simply want to "try out the discipline" should consider enrolling in BI 110 General Biology. This one-semester Core course is designed for non-majors, and will introduce students to the basics of cell structure and function. Students should see an advisor regarding concurrent enrollment in General Chemistry. BI 110 satisfies the Natural Science Core but cannot be applied to the Biology or Biochemistry major.

#### 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 Molecules and Cells and BI 303 Introduction to Physiology. In a subsequent year, students will take the one-semester, 3-credit investigative laboratory to fulfill the lab requirement for medical school or other health-related programs. They may wish to take additional biology courses either required or

desired for a specific pre-professional course of study. Additional information about preparation for the allied health professions is available online at [www.bc.edu/premed](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 non-biology majors. Once matriculated at Boston College, the Biology Department allows a maximum of six credits to be substituted for 300 level courses and above. This includes substitutions from all sources (course taken abroad, summer school, undergraduate research, etc.).

#### 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. There are two distinct options for engaging in research activity.

Option 1: Students do research in the laboratory of a Biology Department faculty member, or at an off-site laboratory with departmental approval. Most students begin research in late sophomore or junior year. Research classes can be taken for multiple semesters and during their senior year, students are encouraged to write a senior thesis describing their research. Exceptional students 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 their senior year, and this designation appears on the student's official transcript.

Option 2: The Department offers a number of research lab courses where students build technical skills in the context of an ongoing research project. These one-semester courses are taught by Biology faculty and focus on their current area of research. Students have full access to dedicated lab space throughout the semester.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### BI 110 General Biology (Fall: 3)

**Satisfies Natural Science Core requirement**

**Does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.**

Designed for non-science majors who desire an introduction to cell and molecular biology, this course is also suggested for students who may be interested in the Biology major but lack sufficient preparation to enroll directly into BI 200. Topics include the chemistry of life; biological membranes; cellular metabolism; cell structure; cell division; DNA replication/RNA transcription; protein synthesis; genetics/evolution. Lectures include discussions of the scientific method and current applications of biological investigations.

*Anthony T. Annunziato*

*Thomas Seyfried*

### BI 130 Anatomy and Physiology I (Fall/Summer: 3)

*Corequisite:* BI 131

**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.

*Carol Chaia Halpern*

### BI 131 Anatomy and Physiology Laboratory I (Fall/Summer: 1)

*Corequisite:* BI 130

**Lab fee required**

**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.**

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*

*Lisa Nelson*

### BI 132 Anatomy and Physiology II (Spring/Summer: 3)

*Corequisite:* BI 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 is a continuation of BI 130/131, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

*Carol Chaia Halpern*

### BI 133 Anatomy and Physiology Laboratory II (Spring/Summer: 1)

*Corequisite:* BI 132

**Lab fee required**

**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.**

A continuation of BI 131.

*Carol Chaia Halpern*

*Lisa Nelson*

### BI 142 The Genetic Century (Spring: 3)

**Satisfies Natural Science Core requirement**

**Designed for students who are not majoring in biology or biochemistry.**

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.

*Clare O'Connor*

### BI 200 Molecules and Cells (Fall/Spring/Summer: 3)

*Prerequisite:* (or concurrent) CH 109 or equivalent or permission of the department.

**Satisfies Natural Science Core requirement**

Foundational course required for Biology majors that introduces students to living systems at the molecular and cellular level of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization and metabolism, and cell signaling and genetics.

*The Department*

### BI 201 Ecology and Evolution (Fall/Spring/Summer: 3)

**Satisfies Natural Science Core requirement**

Foundational course required for Biology majors with a focus on the ecology and resilience of living systems across all levels of spatial scales. Topics introduced in this course include evolution, population dynamics, behavioral ecology, ecosystems, co-evolution, and human ecology.

*The Department*

### BI 204 Investigations in Molecular Cell Biology (Fall/Spring: 3)

*Prerequisites:* BI 200, CH 111

**Lab fee required**

A 3-credit laboratory course designed to introduce students to the core techniques and experimental strategies of modern molecular cell biology within the context of an original research investigation. Students will learn to construct testable hypotheses, design experiments, and critically analyze experimental results. During the course of their investigations, students will gain proficiency in microbial cell culture, molecular cloning, genetic analysis, and molecular characterization. Students will also gain proficiency in scientific communication and the use of biological databases.

*Clare O'Connor*

### BI 220 Microbiology for Health Professionals (Fall/Summer: 3)

*Prerequisites:* BI 130–133

**Does not satisfy the Natural Sciences Core requirement**

**Intended for CSON students only**

This course is a study of the basic physiological and biochemical activities of bacteria and viruses. 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 for Health Professionals Laboratory (Fall/Summer: 1)

*Corequisite:* BI 220

**Lab fee required**

**One two-hour laboratory period per week**

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.

*Lynn DiBenedetto*

**BI 230 Biostatistics (Fall/Spring: 3)**

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.

*Peter Clote*

*Richard A. McGowan, S.J.*

**BI 303 Introduction to Physiology (Fall/Spring: 3)**

*Prerequisite:* BI 200

**This course is intended for Biology, Psychology, and Biochemistry majors and students in the pre-medical program seeking a broad overview of human physiology.**

This course will offer a comprehensive exploration of fundamental life systems with a primary emphasis on human physiology. The chemical and physical processes common to all living organisms, including hemodynamics, respiration, circulation, acid/base regulation, synaptic transmission, kidney and muscle function will be discussed. Also included are related topics on development of the organism and functional aspects of the immune system in host defense strategies.

*Joseph Burdo*

**BI 304 Cell Biology (Fall/Spring: 3)**

*Prerequisite:* BI 200

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, membrane trafficking, cell-substrate interactions, cytoskeleton, cancer, and cell signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.

*David Burgess*

*Junona Moroianu*

**BI 315 Introduction to Genomics (Fall: 3)**

*Prerequisite:* BI 204 (can be concurrent)

Biology of genomes: functions of genes and their products on a global scale using high throughput approaches, genome organization, transcriptomes and proteomes, genomics and diseases.

*Hugh Cam*

**BI 319 Genetics and Genomics (Spring: 4)**

*Prerequisite:* BI 204 (or can be concurrent)

*Corequisite:* BI 312

Classic and modern genetics: transmission genetics, genotype-phenotype relationships, genetic variation, genetic mapping, population genetics, genomic concepts, genomic aspects of genetic methods.

*Marc Muskavitch*

**BI 321 Plant Biology (Fall: 3)**

*Prerequisite:* BI 200

This course focuses on the critical importance of plants on Earth, and how their physiology (cell structure, photosynthetic ability, flowering, specialized structures allowing water and nutrient absorption and transport, defense strategies against predators, etc.) allows them to perform their diverse functions. Additional topics will include strategies that plants employ for adapting to environmental stresses such as pollutants and changing climate, as well as the development of transgenic strains of crop plants.

*The Department*

**BI 401 Environmental Biology (Spring: 3)**

*Prerequisites:* BI 200–201

This course provides an interdisciplinary environmental science background with an emphasis on biology, covering topics that include: impacts of human populations on air, water, soil, and wildlife; mechanisms by which environmental contaminants can cause cancer, reproductive failure, and other outcomes; and key scientific findings influencing past, present and probable future environmental policies. Controversial issues such as climate change, alternative sources of energy, and methods of improving the global food supply will be discussed. Important historical writings as well as some of the most recent publications in the field will aid discussions of some of the most crucial unanswered problems.

*Kirsten Fertuck*

**BI 414 Microbiology (Spring: 3)**

*Prerequisites:* BI 200, BI 204 is recommended or concurrently

This course provides a foundation in molecular cell biology for biology majors, focusing on bacteria, viruses, immunology and host/microbe relationships. Bacterial structure and function are addressed in terms of physiology, genetics and biochemistry. Gene expression, replication and transmission are examined in a variety of eukaryotic viruses. A review of the innate and adaptive phases of the immune response is presented with an emphasis on pathogen recognition, cellular communication and lymphocyte development. The course concludes with selected topics on pathogenesis, epidemiology, and microbial ecology.

*Kathleen Dunn*

**BI 417 Microbial Genetics (Spring: 3)**

*Prerequisite:* BI 204

This course will focus on the use of genetic analysis to study microorganisms. Topics will include: maintenance, inheritance, and transfer of genetic material; mechanisms that introduce genetic diversity; regulation of gene expression, and how genomics impacts genetics. Examples will be drawn from prokaryotic, eukaryotic, and viral systems.

*Michelle Meyer*

**BI 420 Introduction to Bioinformatics (Fall: 3)**

*Prerequisite:* A genetics course (BI 315, BI 319, or BI 417)

Bioinformatics is an emerging field at the intersection of biology, mathematics and computer science. It harnesses the power and speed of computers to analyze the molecules essential for life. 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 bioinformatic tools from the public domain, public databases, and simple programming tasks in MATLAB and PERL.

*Gabor Marth*

**BI 426 Human Anatomy (Fall: 4)**

*Prerequisite:* BI 200

*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.

*Lynn DiBenedetto*

**BI 427 Human Anatomy Lab (Fall: 0)**

*Prerequisite:* BI 200

*Corequisite:* BI 426

**Lab fee required**

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. Exercises will include investigations of models, skeletons, and preserved organisms. One component of the class will involve a research project in which students compare and contrast the form and function of a specific anatomical trait of their choosing.

*Lynn DiBenedetto*

**BI 429 Medical Biochemistry and Metabolism (Fall: 3)**

*Prerequisite:* BI 435 or CH 561 or equivalent

Living organisms require constant input of energy and raw materials, acquired from their surroundings and harnessed by numerous metabolic pathways. An ever-increasing knowledge of the integration and regulation of these pathways has deepened our understanding of both health and disease. Using studies from recent research and articles in the popular press, and based on fundamental biochemistry, we will investigate various topics: the increase in obesity and diabetes, the metabolism of cholesterol, inborn errors of metabolism, the connection between how we eat and the global carbon cycle, the sense/nonsense of nutritional supplementation, and the evolution of metabolic pathways.

*Arlene Wyman*

**BI 432 Developmental Biology (Spring: 3)**

*Prerequisites:* BI 304 and BI 440

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.

*Laura Hake*

**BI 433 Human Physiology (Spring: 4)**

*Prerequisite:* BI 304 and junior class standing (or permission of instructor)

*Corequisite:* BI 434: Human Physiology Lab (meets once per week)

An integrative approach will be used to explore the physiological processes the nervous, respiratory, cardiovascular, renal, gastrointestinal and endocrine systems and the relationships between them. In the computer based laboratory, which is a corequisite, students will investigate the functions of intact, living human organisms through real-time, hands-on data acquisition and analysis of the neuromuscular, cardiovascular and respiratory systems using clinical measurements including EMG, EEG, cardiac electrophysiology and spirometry.

*Debra Mullikin-Kilpatrick*

**BI 435 Biological Chemistry (Fall/Spring: 3)**

*Prerequisites:* BI 200 and CH 231

**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 Kirschmer*

*Arlene Wyman*

**BI 440 Molecular Biology (Fall/Spring: 3)**

*Prerequisite:* BI 200

**This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the Biochemistry major.**

This course will explore the structure, function, synthesis and interaction of nucleic acids and proteins. The mechanisms involved in maintaining cellular genetic and epigenetic information, and in reading this "code" to generate specific patterns of gene expression, will be studied in detail. Topics include classic and newly-developed techniques for studying macromolecules; biotechnology; the functional organization of chromosomes; protein folding and modifications; DNA replication, repair and supercoiling; RNA synthesis and processing; translation and the levels of gene regulation. Literature from the foundational investigations that led to our understanding of these processes and the current research in these areas will be presented.

*Anthony T. Annunziato*

**BI 445 Animal Behavior (Fall: 3)**

*Prerequisite:* BI 201

This course will focus on the behavior of animals under natural conditions with an emphasis on both mechanistic and evolutionary approaches. Lectures and readings from the primary literature will address major studies in ethology including: learning and memory, communication, orientation and migration, optimal foraging, sexual selection, parental investment and mating systems, anti-predator behavior and sociality.

*The Department*

**BI 451 Cancer Biology (Spring: 3)**

*Prerequisites:* BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414, or BI 440)

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. The class will draw on textbook and primary literature readings to enrich the current view of this complex disease.

*Danielle Taghian*

**BI 457 Principles of Immunology (Fall: 3)**

*Prerequisites:* BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414, or BI 440)

An introductory survey of the immune system, this course will examine the development and deployment of immunity from a molecular and cellular perspective. Topics will include innate versus adaptive immunity, B and T cell activation, antibodies and antigens, and immunological memory. Modern experimental techniques and the immune system's roles in infectious disease, cancer and autoimmune disease will also be discussed.

*The Department*

**BI 481 Introduction to Neuroscience (Fall: 3)**

*Prerequisite:* BI 304 Biochemistry is recommended

An introduction to basic neuroanatomy and cellular neurobiology as well as a more detailed description of the electrophysiological properties of neural cells and the specialized communication that takes place between them. We will discuss how memories arise and are stored in the healthy brain and what goes wrong in some pathological conditions like Multiple Sclerosis and Parkinson's Disease.

*Joseph Burdo*

**BI 482 Research in Cell Biology Lab (Spring: 3)**

*Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

**Lab fee required**

This course introduces students to original research in cell biology. Students learn how to use the scientific literature and online databases to design and conduct experiments on an original research question involving the cellular responses of model organisms. Students will work in research teams on projects that are intended generate publication-quality data. Projects will involve cell culture, the generation of transgenic cell lines, light and fluorescence microscopy, analysis of cellular macromolecules and physiological characterization. This course is recommended for students who are interested in pursuing graduate studies or careers in biomedical research.

*The Department*

**BI 483 Research in Molecular Biology Lab (Fall: 3)**

*Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

**Lab fee required**

This course is an advanced laboratory for hands-on training in the experimental techniques of molecular biology. In addition to formal lab training and discussions, students will have access to the lab to work

on projects intended to produce publication-quality data. Students will follow a single research project throughout the semester. Methods taught include: recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, histology and the use of computers and national databases for the analysis of DNA and protein sequences. It is ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

*Kellee Siegfried-Harris*

**BI 484 Research in Biochemistry Lab (Fall: 3)**

*Prerequisites:* BI 204 and BI 435 or CH 561 or equivalent

**Lab fee required**

This course introduces students to experimental techniques used in modern biochemistry within the context of original investigations. Students will learn methods involved in the separation and characterization of biological macromolecules, including electrophoresis, protein over-expression, HPLC and mass spectroscopy. Students will work in teams on projects that they have designed in consultation with the instructors, with the goal of generating data that will be used in a research publication. Ideal for students interested in gaining practical experience in biochemical research.

*The Department*

**BI 485 Research in Neuroscience Lab (Spring: 3)**

*Prerequisite:* BI 481

**Lab fee required**

**Recommended for students who are interested in moving on to graduate school or careers in biomedical/pharmaceutical research.**

This course is an introduction to original research in neurobiology. You will learn about neuroanatomy and neural cell biology, and basic aspects of mammalian cell culture and bioassay analyses. Using primary literature searches, you will design specific experiments to test hypotheses of your own generation. From these experiments you will be able to generate quantitative data, and using basic statistical analyses, be able to identify significant versus non-significant changes in your data.

*Joseph Burdo*

**BI 487 Research in Molecular Genetics Lab (Spring: 3)**

*Prerequisites:* BI 204 and a genetics course (BI 315, BI 319, or BI 417) or instructor permission

**Lab fee required**

The fission yeast *Schizosaccharomyces pombe* is an important model organism for the study of intracellular processes such as cell cycle control, transcription, DNA replication, chromosome maintenance, and signal transduction. This laboratory will involve original molecular genetic research using *S. pombe* that involves concepts related to forward genetics and gene manipulation. This course is recommended for students interested in pursuing graduate studies or careers in biomedical research.

*Charles Hoffman*

**BI 488 Lipid Research in Health and Disease (Spring: 3)**

*Prerequisites:* BI 204 and BI 435 (or CH 561)

**Lab fee required**

This advanced project-based laboratory course will focus on the biochemistry of lipids in normal and diseased mammalian cells and tissues. Laboratory techniques will involve isolation, purification, and quantification of lipids using chromatography procedures (column, thin-layer, and gas-liquid chromatography). Students will work in

research teams on projects that are intended to generate publication-quality data. Ideal for students interested in gaining practical experience in biochemical research.

*Thomas Seyfried*

### *Undergraduate and Graduate Course Offerings*

#### **BI 503 Current Topics in Cancer Research (Fall/Spring: 3)**

*Prerequisites:* BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414, or BI 440) or biochemistry (BI 435 or CH 561) or instructor permission

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.

*Thomas Seyfried*

#### **BI 506 Recombinant DNA Technology (Spring: 3)**

*Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440) or genetics (BI 315, BI 319, or BI 417) or instructor permission

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 Hoffman*

#### **BI 508 Algorithms in Computational Biology (Spring: 3)**

*Prerequisites:* MT 100–101, programming proficiency in some language (C/C++, java, python, perl or other imperative language). BI 420 is recommended.

A good understanding of important algorithms in the field of computational molecular biology is vital to bioinformatics researchers, especially those who intend to work at the cutting edge of research. In this course, we will cover basic computational biology (genomics, structural biology, systems biology). Topics may include: pairwise, multiple and wraparound alignment (tandem repeats), genomic rearrangements, Monte Carlo, genetic algorithms, hidden Markov models, phylogenetic trees, RNA and protein secondary structure, machine learning (neural networks, support vector machines), gene finders, clustering, microarray data, transcription factor binding site detection, etc.

*Peter Clote*

#### **BI 509 Vertebrate Cell Biology (Fall: 3)**

*Prerequisite:* BI 304. BI 432 and/or a course in biochemistry is strongly recommended.

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 513 Environmental Disruptors of Development (Spring: 3)**

*Prerequisite:* BI 432 or instructor permission

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low “safe” levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

*Laura Hake*

#### **BI 517 Human Parasitology (Fall: 3)**

*Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

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 523 Immunity and Infectious Disease (Spring: 3)**

*Prerequisite:* BI 457 or BI 414 or instructor permission

This course will focus on immune cells, the immune system's response to viral and bacterial infection and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

*Kenneth Williams*

#### **BI 527 Neurobiology of Disease (Fall: 3)**

*Prerequisite:* BI 481

This course will delve into the effects of neurological and neurodegenerative diseases such as Alzheimer's disease, Parkinson's disease, and Multiple Sclerosis, on human behavior and CNS physiology and anatomy. The course will draw on current primary and review literature for background readings as well as web conferencing to connect personally with the authors who have performed and published the

cutting edge research. This will allow the students a deeper understanding of the particular disease, as well as the process of scientific research and current laboratory techniques available to study the molecular and cellular underpinnings of these diseases.

*Joseph Burdo*

### BI 533 Virus Infections and Cellular Transport (Fall: 3)

*Prerequisite:* BI 304 or BI 414 or permission of the instructor

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer.

*Junona Moroiannu*

### BI 535 Structural Biochemistry of Neurological Diseases (Spring: 3)

*Prerequisite:* BI 435 or CH 561

The goal of structural biology is to relate molecular form to biological function. Characterizing biological processes in terms of the molecular structures and interactions of their constituents is accomplished using methods including: x-ray crystallography, and fiber and membrane diffraction; NMR spectroscopy; light and electron microscopy, and atomic force microscopy; computation; and modern molecular biology. This course will focus on the nerve myelin sheath. The objective is to thoroughly introduce the student in myelinology. Topics include: (1) Myelin Function, Formation, Biochemistry, Structure; (2) Diseases Involving Myelin; (3) CNS Myelin: PLP-Related Disorders; and (4) PNS Myelin: P0 and PMP22-Related Disorders.

*Daniel Kirschmer*

### BI 536 Viruses, Genes, and Evolution (Spring: 3)

*Prerequisites:* BI 204, a genetics course (BI 315, BI 319, or BI 417) and a course in molecular or cell biology (such as BI 304, BI 440, or BI 414) or instructor permission

By definition, viruses are absolutely dependent on host infection for their existence. As a consequence, most viruses are exquisitely well-adapted to their respective hosts. Hosts, in turn, have evolved numerous countermeasures to prevent viral infection. This course will focus on the molecular interplay between viruses and their hosts, and how this genetic arms-race plays out over vastly different timescales (within an infected individual, within and between host populations, and ultimately, across millions of years of virus-host co-evolution).

*Welkin Johnson*

### BI 539 Synthetic Biology (Spring: 3)

*Prerequisite:* One of the following: BI 315, BI 319, or BI 417  
*Recommended:* One of the following: BI 440, BI 429, BI 435, CH 461, CH 561, or CH 562

This course will examine the field of synthetic biology. Topics include design and construction of novel biological systems and components, chemical biology, and metabolic engineering. The practical applications of synthetic biology, and the ethics and risks associated with engineering life will also be discussed.

*Michelle Meyer*

### BI 570 Biology of the Nucleus (Fall: 3)

*Prerequisite:* One of the following: BI 435, BI 440, CH 561, or CH 562 or instructor permission

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature.

*Anthony T. Annunziato*

## Chemistry

### Faculty

**Joseph Bornstein**, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

**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

**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

**Dunwei Wang**, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

**Jianmin Gao**, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University

**Kian Tan**, *Assistant Professor*; B.S., University of Virginia; Ph.D., University of California at Berkeley

**Chia-Kuang (Frank) Tsung**, *Assistant Professor*; B.S., National Sun Yat-sen University; Ph. D., University of California at Santa Barbara

**Eranthie Weerapana**, *Assistant Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology

**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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- Graduate Programs Information: Dale Mahoney, [mahonedf@bc.edu](mailto:mahonedf@bc.edu), 617-552-1735
- Department Reception: Terri Wallace, [wallactb@bc.edu](mailto:wallactb@bc.edu), 617-552-3605
- [www.bc.edu/chemistry](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 methods with laboratory (CH 554 and CH 557), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 209–210 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 Honors Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209–210 with PH 203–204); Calculus (MT 102–103 or MT 105); 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); elective or Core courses.

*Third year:* CH 575–576 Physical Chemistry; CH 557 Advanced Methods in Chemistry I with CH 554 Advanced Methods in Chemistry Laboratory I; elective or Core courses.

*Fourth year:* CH 461 Biochemistry (Chemistry Majors); elective or Core courses.

**Note:** All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

### Notes regarding the credit-based program for Classes of 2014, 2015, and 2016

The ten 1-semester chemistry courses that comprise the chemistry major amount to 37 credits. The five non-chemistry courses amount to 17 or 22 credits, depending on the selection chosen for Calculus.

### Information for First Year 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 Honors Modern Chemistry and CH 119 Honors 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 125D, 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. In accordance with University policy, a student may count no more than one course toward both a major and a minor.

The following courses for non-science majors cannot be used to complete the minor: CH 102 Intersection of Science and Painting, CH 105 Chemistry and Society I, CH 106 Chemistry and Society II, CH 107 Frontiers in the Life Sciences, CH 170 The Ethical Scientist, 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 102, 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 102, CH 105, CH 106, and CH 107.

### Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**CH 102 Intersection of Science and Painting (Spring: 3)**

Cross listed with FA 130

Satisfies Natural Science Core requirement

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 Natural Science Core requirement

For non-science majors or for those who do not require a lab science course

This is a two-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, and energy use and alternative energy sources. The goal of these courses 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 Armstrong*

**CH 109–110 General Chemistry I and II (Fall/Spring/Summer: 3)**

**Prerequisites:** One year of high school chemistry. CH 109 is a prerequisite for CH 110.

**Corequisites:** CH 111–114

Satisfies Natural Science Core requirement

These courses are intended for students whose major interest is science or medicine. They offer a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships and 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.

*The Department*

**CH 111–112 General Chemistry Laboratory I and II**

(Fall/Spring/Summer: 1)

**Corequisites:** CH 109–110

Lab fee required

Laboratory required of all students enrolled in CH 109–110. 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 semester concludes with a group project where students are required to design their own experiments to solve a problem.

*The Department*

**CH 117–118 Honors Modern Chemistry I and II (Fall/Spring: 3)**

**Prerequisite:** Permission of instructor. CH 117 is a prerequisite for CH 118.

**Corequisites:** CH 119–122

Satisfies Natural Science Core requirement

These courses are 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.

*Lawrence Scott*

*Dunwei Wang*

**CH 119–120 Honors Modern Chemistry Laboratory I and II**

(Fall/Spring: 1)

**Corequisites:** CH 117–118

Lab fee required

Laboratory required for all students enrolled in CH 117–118. 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. One three-hour period per week.

*Christine Goldman*

**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.

*The Department*

**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.

*David McFadden*

**CH 222 Introduction to Inorganic Chemistry (Spring: 3)**

**Prerequisites:** CH 109–110

**Corequisite:** CH 224

This course offers an introduction to inorganic chemistry. Topics include: applications of group theory to describe structure and bonding, coordination chemistry, organometallic chemistry, bioinorganic chemistry, crystal packing, and semiconducting and superconducting materials.

*Jeffery Byers*

**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.

*Kenneth R. Metz*

**CH 231–232 Organic Chemistry I and II (Fall/Spring/Summer: 3)**

*Prerequisites:* CH 109–110, CH 111–112, CH 231 is a prerequisite for CH 232

*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.

*The Department*

**CH 233–234 Organic Chemistry Laboratory I and II**

**(Fall/Spring/Summer: 1)**

*Prerequisite:* CH 233 is a prerequisite for CH 234

*Corequisites:* CH 231–232

**Lab fee required**

Laboratory required of all students enrolled in CH 231–232. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

*The Department*

**CH 241–242 Honors Organic Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 117–118, CH 119–120, CH 241 is a prerequisite for CH 242

*Corequisites:* CH 234, CH 243, CH 245–246

**Registration with instructor's approval only**

This course is a continuation of the CH 117–118 honors sequence and 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.

*Evan Kantrowitz*

*Marc Snapper*

**CH 243 Honors Organic Chemistry I Laboratory (Fall: 1)**

*Corequisite:* CH 241

**Lab fee required**

Laboratory course required for students enrolled in Honors Organic Chemistry (CH 241). 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.

*The Department*

**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.

*The Department*

**CH 351 Analytical Chemistry (Fall: 4)**

*Prerequisites:* CH 109–110

*Corequisites:* CH 353, CH 355

Designed primarily for sophomore and junior students, this course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data and widely-used

chemical methods and instrumental approaches such as chromatography, spectrophotometry, and electrochemistry. In the laboratory, the aims are for students to develop good analytical technique and to acquire accurate, precise data.

*Kenneth R. Metz*

**CH 353 Analytical Chemistry Laboratory (Fall: 0)**

*Corequisite:* CH 351

**Lab fee required**

Laboratory required of all students enrolled in CH 351. One four-hour period per week.

*Kenneth R. Metz*

**CH 391–392 Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisites:* CH 109–110

**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 231–232

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, and lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.

*Evan Kantrowitz*

**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. The following topics are covered: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy. Applications to biochemical systems are emphasized.

*Jianmin Gao*

**CH 554–555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)**

*Corequisites:* CH 557–558

**Offered periodically**

Laboratory required of all students enrolled in CH 557–558. Two four-hour periods per week.

*Kenneth R. Metz*

**CH 557–558 Advanced Methods in Chemistry I and II**

**(Fall/Spring: 3/4)**

*Prerequisites:* CH 351, CH 575

*Corequisites:* CH 554–555

**Offered periodically**

These courses discuss 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. They are intended mainly for third year students. The accompanying

laboratories include experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.

*Kenneth R. Metz*

**CH 575–576 Physical Chemistry I and II (Fall/Spring: 3)**

*Prerequisite:* CH 575 is a prerequisite for CH 576

*Corequisites:* MT 202 and PH 209–210 (or equivalent)

These courses deal 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, and thermodynamic descriptions of phase equilibria and chemical equilibrium; (2) kinetic theory of gases; (3) chemical reaction rate laws and mechanisms.

*Paul Davidovits*

*Frank Tsung*

**CH 591–592 Introduction to Chemical Research I and II**

(Fall/Spring: 3)

Seniors only.

Arrangement with an individual faculty member and departmental permission is required

This is a two-semester course and may not be taken for only one semester.

The essential feature of these courses 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 departmental permission is required

This is a two-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. A written report and an oral presentation are required at the end of the second semester.

*The Department*

**CH 595–596 Advanced Research in Chemistry I and II**

(Fall/Spring: 6)

Seniors only.

Arrangement with an individual faculty member and departmental permission is required

This is a two-semester course and may not be taken for only one semester.

A substantial 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, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

*The Department*

**CH 597–598 Advanced Research in Biochemistry I and II (Fall/Spring: 6)**

Seniors only.

Arrangement with an individual faculty member and departmental permission is required

This is a two-semester course and may not be taken for only one semester.

A substantial 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, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

*The Department*

***Undergraduate and Graduate Course Offerings***

**CH 523 Organometallic Chemistry (Spring: 3)**

Offered periodically

The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

This course will present concepts of organometallic chemistry, e.g., 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 531 Modern Methods in Organic Synthesis I (Fall: 3)**

Survey and analysis of reactions employed in the synthesis of medically 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.

*James Morken*

**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.

*Jeffery Byers*

**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. Examines the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.

*Marc Snapper*

**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.

*The Department*

**CH 561–562 Biochemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CH 231–232 or equivalent

*Corequisites:* CH 515–516

These are two-semester introductory-level courses 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.

*Mary Roberts*

*Eranthie Weerapana*

**CH 567 Chemical Biology: Structure and Function (Fall: 3)**

*Prerequisites:* CH 231–232, CH 561–562 or BI 435–440, CH 473 or CH 475–476, or permission of the instructor

A selection of current topics in chemical biology will be examined through critical analysis of current literature. Students are expected to have a basic understanding of biochemistry and organic chemistry. The course will involve student presentations, group discussions and independent research proposals geared toward gaining a comprehensive knowledge on the application of chemical tools to understanding complex biological processes.

*Eranthie Weerapana*

**CH 570 Introduction to Biological Membranes (Spring: 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 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 electrolytes. Emerging directions in solid state chemistry, including nanoscience, will be discussed as well.

*Dunwei Wang*

**CH 582 Advanced Topics in Biochemistry (Fall: 3)**

*Prerequisites:* CH 561–562 or CH 461 or CH 560 or BI 435 and BI 440

**Offered periodically**

A selection of current and important topics in biochemistry and chemical biology will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. The course will survey the structure and function of biopolymers. The recent developments in the emerging field of chemical biology will be discussed in depth.

*Jianmin Gao*

**CH 680 Advanced Quantum and Statistical Mechanics (Spring: 3)**

*Prerequisites:* CH 576, Calculus II

In quantum mechanics, topics covered will be particle-in-box, harmonic oscillator, rigid rotor, approximation methods, electron spin, time-dependent perturbation theory, vibrational and rotational spectroscopy. In statistical mechanics, topics covered will be canonical and grand canonical ensembles and its application to ideal gas, Bose and Fermi systems, and various problems in liquids and solid state physics.

*Udayan Mohanty*

**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**, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

**Kendra Eshleman**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

**Gail L. Hoffman**, *Assistant Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

**Daniel Harris-McCoy**, *Assistant Visiting Professor*; B.A., Reed College; Ph.D., University of Pennsylvania

**Contacts**

- Secretary: Lillian Reisman, 617-552-3661, [lillian.reisman@bc.edu](mailto:lillian.reisman@bc.edu)
- [www.bc.edu/classics](http://www.bc.edu/classics)

**Undergraduate Program Description**

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman worlds, as they can be studied both in the original languages and in English.

The department offers courses under four headings, including (1) elementary and intermediate courses in Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature, society, and culture, including Core Literature courses, taught in English and designed to acquaint a student broadly with the world of classical antiquity, (3) advanced reading courses in ancient

authors and genres taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Courses related to antiquity are also available in other departments.

#### Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or thirty credits), fall under three headings:

- Three courses or nine credits (minimum) in Latin and/or Greek at the advanced level
- Three courses or nine credits (minimum) in the area of ancient civilization and culture
- Four other courses or 12 credits, either in Latin and/or Greek language at any level (excluding only Elementary Latin) or in ancient civilization and culture, in any combination

#### NOTES:

- Students who may think of going on in Classics are strongly advised to study both languages and to take as many advanced courses as possible. They should also discuss their interest with a faculty member at the earliest opportunity.
- Courses in Modern Greek language and culture are also taught within the department, but cannot be counted towards the major

#### The Minor in Ancient Civilization

The interdisciplinary minor in Ancient Civilization is designed to make the study of the ancient world available to students, in a programmatic way, without the requirement of learning Latin or Greek. Students learn about the history, literature, art, and culture of antiquity in courses that emphasize the study of primary texts in English translation. As a minor, it naturally looks to students whose main interests lie in other areas, but who are curious about the ancient world, and who seek a program that is at once structured and interdisciplinary. It makes a good complement in particular to majors in English, History, Fine Arts, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

- One course in Greek History (CL 205) or Greek Civilization (CL 186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CL 206) or Roman Civilization (CL 262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology

#### Information for First Year Majors and Non-Majors

“Classics” as outlined above is a broad, interdisciplinary field of study. 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 and Greek.

If a student would like to begin a language now or has had only one year of a language in high school, he or she should choose an elementary course: CL 010 Elementary Latin I or CL 020 Elementary Greek I. If a student has studied a language for two or three years in high school, he or she should choose an intermediate course: CL 056 Intermediate Latin I or CL 052 Intermediate Ancient Greek I.

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 or 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 advised individually and, based on their academic records and the specific program, recommendations are made. 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 2011–12, for example, *Heroic Verse: Homer, Virgil and Beyond* (CL 217) and *Modern Greek Drama in Translation* (CL 166) were 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.

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### CL 010–011 Elementary Latin I and II (Fall/Spring: 3)

These courses will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.  
*The Department*

#### CL 020–021 Elementary Ancient Greek I and II (Fall/Spring: 3)

These courses 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)

These courses are 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)**

These courses give a thorough review of the essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

*Ian Halbert*

*Maria Kakavas*

**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)**

**Satisfies Fine 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*

**CL 390–391 Reading and Research I and II (Fall/Spring: 3)**

*The Department*

**CL 394 Senior Thesis (Spring: 3)**

*The Department*

**CL 399 Advanced Independent Research (Spring: 6)**

*The Department*

***Undergraduate and Graduate Course Offerings***

**CL 070–071 Intermediate Modern Greek I and II (Fall/Spring: 3)**

*Prerequisites:* CL 060–061 or equivalent

These second-year courses 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 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 (3000–323 BC), 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 230 Classical Mythology (Fall: 3)**

**Cross listed with EN 220**

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey*, Hesiod's *Theogony*, and Virgil's *Aeneid* will be read

using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.

*Brigitte Libby*

**CL 236 Roman Law and Family (Fall: 3)**

**Cross listed with HS 163**

We will look at the makeup and dynamics of the Roman household through legal sources, which allow investigation of Roman legal arguments and approaches to issues such as marriage, dowry, divorce, disciplining children, adultery, procreation, adoption, and women's rights, and the role of the *pater familias*. We will also observe similarities and differences between Roman family law and modern American family law. By the end of the course you will have gained a better understanding not only of the Roman family but also of how societies—including our own—use law to order and regulate family relationships.

*Kendra Eshleman*

**CL 254 The Culture of Athenian Democracy (Spring: 3)**

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

*Gail Hoffman*

**CL 268 The Christian East: *Oriente Lumen* (Spring: 3)**

**Cross listed with SL 283, TH 383**

**Satisfies Cultural Diversity Core requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**CL 337 Lucan's *Civil Wars* (Spring: 3)**

Lucan's epic, *De Bello Civili*, looks back in history to narrate the civil wars that ended the Roman Republic and put Julius Caesar in power. At the same time, the poem is clearly a reflection of the poet's own cultural context under the Emperor Nero. We will read much of Lucan's epic in Latin and the rest in English. Discussions will focus on Lucan's style and narrative structure as well as his portrayal of civil war, his relationship to Nero, and his status as an epic poet writing after Vergil.

*Brigitte Libby*

**CL 342 Livy (Spring: 3)**

Readings, for this course will come from Livy, Books I–V. Study of Livy's method of reconstructing and narrating early Roman history will also be discussed.

*Kendra Eshleman*

**CL 382 Herodotus I (Fall: 3)**

Reading in Greek Selections from Herodotus.

*Kendra Eshleman*

**CL 386 Studies in Words (Spring: 3)****Cross listed with EN 476, SL 376**

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly***CL 450 Roman Love Elegy (Fall: 3)**

We will trace the rise and fall of Roman Love Elegy, a literary genre with lasting impact on our modern idea of poetry. We'll find the origins of elegy in the poems of Catullus before seeing the genre truly emerge in the poetic books of Propertius and Tibullus. As we read, we will discuss the characteristics, themes, and techniques of this new poetic tradition and ask why elegy grew into a dominant poetic genre at Rome when it did. We'll end with Ovid's ingenious poetry, which shows elegy at its pinnacle but also destroys the genre for centuries to come.

**Communication****Faculty**

**Dorman Picklesimer, Jr.**, *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

**Lisa Cuklanz**, *Professor*; Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

**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

**Ashley Duggan**, *Associate Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

**Donald Fishman**, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

**Elfriede Fürsich**, *Research 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

**Seung-A Jin**, *Assistant Professor*; B.A., Yonsei University, Seoul, Korea; M.A., Ph.D., Annenberg School for Communication, University of Southern California

**Kelly Rossetto**, *Assistant Professor*; B.A., University of California–Davis; M.A. University of Montana–Missoula; Ph.D., University of Texas at Austin

**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

**Heather McIntosh**, *Visiting Assistant Professor*; B.A., M.A., Northern Illinois University; Ph.D., Pennsylvania State University

**Celeste Wells**, *Visiting Assistant Professor*; B.S., M.S., Ph.D., University of Utah

**Contacts**

- Director of Undergraduate Studies/Department Counselor: Christine Caswell, Maloney Hall, Room 515, 617-552-6148, christine.caswell@bc.edu
- New Major Advisor: Sanchali Biswas, Maloney Hall, Room 527, 617-552-2515, sanchali.biswas@bc.edu
- Office Administrator: Leslie Douglas, Maloney Hall, Room 513, 617-552-4280, leslie.douglas@bc.edu
- 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 research and theory. The department also offers upper-level courses in interpersonal communication, media and cultural studies, and rhetoric and public advocacy.

This program of study has led graduating majors to careers in communication industries and to success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Many majors have successfully completed graduate programs in communication, business, and law.

**Requirements for the Communication Major for the Class of 2013**

Eleven courses are required for the major, consisting of the following four common requirements, four distributed requirements, and three electives.

**Four Common Requirements (four courses)**

- CO 010 Rhetorical Tradition  
This course, and/or CO 020, should be taken before any other course in the major.
- CO 020 Survey of Mass Communication  
This course, and/or CO 010, should be taken before any other course in the major.
- CO 030 Public Speaking
- One of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural\*  
\*Please note for Classes of 2013 and 2014—CO 330, CO 340, or CO 350 can fulfill the major research methods requirements. CO 350 will be replaced by CO 330/340 beginning Fall 2012.

**Four Distributed Requirements (four courses)****One of the Cluster Courses:**

- CO 040 (formerly numbered CO 253) Interpersonal Communication
- CO 249 Communication Law
- CO 250 Mass Communication Ethics
- CO 251 Gender and Media
- CO 255 Media Aesthetics
- CO 260 American Public Address
- CO 263 Media, Law, and Society
- CO 268 Business of Electronic Media

**One of the Theory Courses:**

- Any course numbered between CO 360 and CO 380
- Theory courses should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of

Mass Communication, CO 030 Public Speaking, and one of CO 330 Communications Methods: Social Science or CO 340 Communication Methods: Critical/Cultural.

**Two Writing-Intensive Seminars:**

- Any two courses numbered between CO 425 and CO 475  
Note: These are upper-level courses and should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

**Three Electives (three courses)**

- May be chosen from available courses in the department.  
Note: Any three-hour class offered by the department can be counted as an elective, including CO 589 Senior Internship Seminar and CO 592 Honors Thesis.

**Requirements for the Communication Major for the Class of 2014**

Thirty-three credits are required for the major, consisting of the following four common requirements, four distributed requirements, and three electives.

**Four Common Requirements (12 credits)**

- CO 010 Rhetorical Tradition  
This course, and/or CO 020, should be taken before any other course in the major.
- CO 020 Survey of Mass Communication  
This course, and/or CO 010, should be taken before any other course in the major.
- CO 030 Public Speaking
- One of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural\*

\*Please note for the Classes of 2013 and 2014—CO 330, CO 340, or CO 350 can fulfill the major research methods requirement. CO 350 will be replaced by CO 330/340 beginning in Fall 2012.

**Four Distributed Requirements (12 credits)**

**One of the Cluster Courses:**

- CO 040 Interpersonal Communication
- CO 249 Communication Law
- CO 250 Mass Communication Ethics
- CO 251 Gender and Media
- CO 255 Media Aesthetics
- CO 260 American Public Address
- CO 263 Media, Law and Society
- CO 268 Business of Electronic Media

**One of the Theory Courses:**

- Any course numbered between CO 360 and CO 380
- Theory courses should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural

**Two Writing-Intensive Seminars:**

- Any two courses numbered between CO 425 and CO 475  
Note: These are upper-level courses and should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication,

CO 030 Public Speaking and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

**Three Electives (9 credits)**

- May be chosen from available courses in the department  
Note: Any three-hour class offered by the department can be counted as an elective, including CO 589 Senior Internship Seminar and CO 592 Honors Thesis.

**Requirements for the Communication Major beginning with the Class of 2015**

Thirty-three credits are required for the major, consisting of the following five common requirements, three distributed requirements, and three electives.

**Five Common Requirements (15 credits)**

- CO 010 Rhetorical Tradition  
This course, and/or CO 020 and CO 040, should be taken before any other course in the major.
- CO 020 Survey of Mass Communication  
This course, and/or CO 010 and CO 040, should be taken before any other course in the major.
- CO 030 Public Speaking
- CO 040 Interpersonal Communication  
This course, and/or CO 010 and CO 020, should be taken before any other course in the major.
- One of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural

**Three Distributed Requirements (9 credits)**

**One of the Theory Courses:**

- Any course numbered between CO 360 and CO 380
- Theory courses should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. CO 330 and CO 340 will be offered beginning Fall 2012.

**Two Writing-Intensive Seminars:**

- Any two courses numbered between CO 425 and CO 475
- These are upper-level courses and should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

**Three Electives (9 credits)**

May be chosen from any three-hour class offered by the department. Please note the following: (1) a maximum of six transfer credits will be accepted by the department and (2) a limit of one 3-credit internship may be taken as an elective.

Full-time communication majors in the College of Arts and Sciences can count one 3-credit course from the Woods College of Advancing Studies as a communication elective. This rule does not apply to courses transferred from another institution or to students transferring from another college within Boston College.

**Non-Cumulative Credits**

One-credit internships and/or 2-credit Debate Practicum cannot be combined to total a 3-credit course in any of the other required categories for the major.

**Information for First Year Majors**

Freshmen and sophomores can declare the Communication major with the New Major Advisor in Maloney Hall, Room 527. Juniors and seniors should schedule an appointment with the Director of Undergraduate Studies to determine whether they can reasonably complete the required course work prior to graduation.

The five required courses, CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and either CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural, are prerequisites for all other communication classes. Majors should not register for a theory course, writing-intensive seminars, or any elective until after they have completed the required common courses noted above. CO 330 and CO 340 will be offered beginning Fall 2012.

**Information for Study Abroad**

To receive the department's permission for study abroad, students must have completed seven Communication courses by the end of their junior year including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. The seven course requirement may be met by either of the following:

- Taking seven Communication courses at Boston College including 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 Christine Caswell, Department 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 589 Senior Internship Seminar, a 3-credit course, is open to Communication majors who have senior standing and a 3.1 overall 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, CO 030 Public Speaking, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural plus appropriate preparatory course work necessary for the specific field placement.

**Honors Program**

Juniors with a qualifying grade point average (3.75 or higher) are eligible for the program. To remain in the program, students must maintain a cumulative grade point average of 3.75 or higher until graduation. 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 at [www.bc.edu/courses](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.

*Celeste Wells*

**CO 020 Survey of Mass Communication (Fall/Spring: 3)****Required course for all Communication majors**

This course will introduce you to the basics of the field, including industries, industry trends, regulations, and ethics. It will address historical developments that have shaped the mass media, particularly through the rise of newspaper, book, music, radio, television, film, advertising, and public relations industries. It will consider the influences of new media and their impacts on culture and industry. It will explore topics such as blockbusters, globalization, digital photography, social media, sports, "fake news," fans and fan cultures, and media violence. Further, it will ask you to consider your position as a media consumer.

*Heather McIntosh*

**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.

*The Department*

**CO 040 Interpersonal Communication (Fall/Spring: 3)****Satisfies cluster requirement for Communication majors in classes of 2013 and 2014; required course for Communication majors in class of 2015 and beyond**

Interpersonal communication is the study of human interaction. This course provides an introductory survey of the main concepts and research findings in the study of Interpersonal communication. The course serves as a foundational course for further study in the Interpersonal and Organization Communication area of the field.

*Pamela Lannutti*

**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 two class debates, preparation of affirmative and negative arguments, completing an annotated bibliography on the debate topic, and writing a research paper.

*Patrick Waldinger*

### CO 213–214 Fundamentals of Audio I and II (Fall/Spring: 3)

#### Lab fee required

These courses are designed to introduce the student to the multi-faceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. These courses 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, and will take home a portfolio of work at the end of the semester.

*Jonathan Sage*

*Judy Schwartz*

### CO 222 Studio Television Production (Fall/Spring: 3)

#### Lab fee required

This course is designed to introduce students to the theories, tools, and techniques of television production. The focus of this class is on developing the production skills necessary for creating effective television communication. To pursue this goal, students will combine the information from the course's texts with practical experience in the form of exercises and the creation of their own television programs. While producing and directing their programs, students, working in crews, will learn to operate studio television equipment and develop an understanding of how messages are communicated using "live" or "life-on-tape" production methods.

*The Department*

### CO 223 TV Field Production (Fall/Spring: 3)

#### Lab fee required

This course is designed to develop the skills and disciplines necessary for creating television programs outside of a television studio. Emphasis will be placed on shooting programs with a single, portable video camera and then assembling the finished product using a non-linear editing system. Elements of production, such as videography, sound recording, location lighting, producing, performance, and directing, as well as other topics, will be featured. Students will work in groups to produce their own video programs.

*The Department*

### CO 249 Communication Law (Fall: 3)

**Satisfies the cluster requirement for Communication majors in the classes of 2013 and 2014; satisfies one communication elective for the class of 2015 and beyond**

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)

*The Department*

### CO 251 Gender and Media (Fall/Spring: 3)

**Satisfies the cluster requirement for Communication majors in the classes of 2013 and 2014; satisfies one communication elective for the class of 2015 and beyond**

This course will explore the ways gender factors into media production, representation, and audiences. In particular, it will focus on

gender across multiple media contexts, including sport, advertising, magazines, news coverage, fiction, film, documentary, television programming, online communities, social media, and popular music. It also will consider gender within both mainstream and independent media production. Further, it will explore how gender is used to study, construct, and address media audiences. Overall, this class will address how gender becomes a tool of social and cultural power and how its use both empowers and disempowers various cultural groups.

*Heather McIntosh*

### CO 254 Web Application Development (Spring: 3)

**Cross listed with CS 254**

See course description in the Computer Science Department.

*Katherine Lowrie*

### CO 255 Media Aesthetics (Fall: 3)

*The Department*

### CO 259 Cyberlaw (Spring: 3)

*Prerequisite:* CO 010

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 (Fall: 3)

*The Department*

### CO 268 The Business of Electronic Media (Fall/Spring: 3)

**Satisfies the cluster requirement for Communication majors in the classes of 2013 and 2014; satisfies one communication elective for the class of 2015 and beyond**

In this course, students will learn about the electronic media from a financial perspective. They will discover how media industries work. They will investigate electronic media business ownership and how those industries make profits. They will determine how the electronic media are controlled and how their products are measured for success. Students will delve into how new technologies are rewriting the economic models for media industries. Throughout the course, we will examine how the electronic media operate through the lenses of a variety of forces that influence and shape these engines of our economy.

*William Stanwood*

### CO 271 Communicating Nonverbal Messages (Fall: 3)

This course will explore different aspects of nonverbal communication (body language, facial expression, physical appearance, etc.) and the many ways in which they impact our lives. Class activities and discussions will be applicable directly to relationships with friends, family, and romantic partners. By the time you complete this course you will have acquired a resource-base to understand why and how nonverbal signals are used to communicate, to understand the role of theory related to nonverbal communication, and to improve your ability to apply these principles to your day-to-day interpersonal relationships and work settings.

*Ashley Duggan*

**CO 272 New Media and Society (Spring: 3)**

This course examines social psychological effects of new media and interactive communication technologies, including Internet, video/computer games, avatars, 3D virtual reality, virtual environments, haptic interfaces, robots, and social media (e.g., social networking sites like Facebook and Twitter). After introducing theories of Computer-Mediated Communication (CMC), Human-Computer-Interaction (HCI), and Human-Robot-Interaction (HRI), the course applies these theories to explain social psychological effects of new media in research and practice.

*Seung-A Jin*

**CO 285 Cultural Diversity in Media (Fall: 3)****Satisfies Cultural Diversity Core requirement**

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 291 Persuasion (Fall/Spring: 3)**

The course combines the theory and practice of persuasion. Students will examine current theories and research concerning influence, coercion, and manipulation. They will then apply these theories to current events and design a persuasive campaign.

*Donald Fishman*

*Rita Rosenthal*

**CO 330 Communication Methods: Social Science (Fall/Spring: 3)****One of CO 330 or CO 340 is required for the Communication major**

This course is designed to introduce students to social scientific methods in Communication research. Among the topics emphasized are: (1) development of questions and hypotheses, (2) quantitative and/or qualitative data collection methods (e.g., experiments, interviews, and surveys), and (3) data analysis and interpretation (e.g., interpretive and statistical analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a social science perspective.

*The Department*

**CO 340 Communication Methods: Critical/Cultural (Fall/Spring: 3)****One of CO 330 or CO 340 is required for the Communication major**

This course is designed to introduce students to historical, critical, and cultural methods in Communication research. Among the topics emphasized are: (1) development of theses and arguments, (2) critical/cultural data collection methods (e.g., archival research and locating texts), and (3) data analysis and interpretation (e.g., critical discourse analysis and textual analysis).

*The Department*

**CO 369 Social Protest Theory (Spring: 3)****Satisfies the required theory course in the Communication major**

In this course, we engage relevant theories of mobilization, maintenance, strategic engagement and discipline, and evolution of social protest in the United States. Interdisciplinary readings offer rhetorical, sociological, and historical perspectives, illustrated by numerous movements from the nineteenth through the twenty-first centuries.

*Charles Morris*

**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.

*The Department*

**CO 374 Human Communication Theory (Fall/Spring: 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.

*Seung-A Jin*

*Kelly Rossetto*

**CO 375 Argumentation Theory (Fall/Spring: 3)****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 of 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 408 Advanced Visual Communication and Aesthetics (Fall: 3)**

*Corequisite: CO 377*

**Satisfies one elective course for the Communication major**

Basic elements of visual design are explored through various media, and within the context of both a natural appreciation of beauty and social constructions and manipulations. Neurological principles provide the foundation for exploring visual persuasion, art appreciation, advertising techniques, political propaganda, and how visual culture creates our mental world. Topics include art, architecture, visual media, norms of physical beauty, and visually expressed ideals of a successful life.

*Ann Marie Barry*

**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 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 class will provide a forum for investigating the role of television in our society. Students will examine such topics as how television messages are crafted and distributed, the impact of TV's messages on public discourse, and other issues raised by television in our society. A variety of theoretical frameworks, research methods, and texts 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

Open to juniors and seniors.

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; the 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. This writing-intensive seminar is open to juniors and seniors.

*The Department*

### CO 436 Rhetorical Criticism (Fall: 3)

Satisfies one of two writing intensive courses required within the Communication major

In this course we will engage in the art of rhetorical analysis. Practicing rhetorical critics aim to explore, interpret, and evaluate the mysteries of persuasive texts, "reading" their configurations and performances in the contingent contexts that enable and constrain them, as well as in their circulation across space, time, and culture. Throughout the semester we will explore key issues and approaches in rhetorical criticism as embodied in theoretical discussions, essays by working critics, and diverse texts. Not only will we become competent rhetorical critics, we will be equipped to consume, engage, and perhaps transform the rhetorical cultures we inhabit.

*Charles Morris*

### CO 438 Rhetoric and Public Memory (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course engages in the theory, recovery, and analysis of the rhetorically-constructed past. We explore how symbolic constructions of memory—from diverse historical depictions to battlefields and museums to commemorative holidays and their ritual performances—function significantly in public life. By means of various interdisciplinary readings, we seek to explain how memory persuasively reflects, shapes, sustains, resists and transforms cultural and political meanings in the present, and provides a powerful vision of a collective future.

*Charles Morris*

### CO 441 Communication, Technology, and Identity (Fall: 3)

Offered periodically

Satisfies one of two writing intensive courses required within the Communication major

This writing intensive course discusses versatile virtual identity construction in technology-mediated virtual communication. This course examines psychological, social, and cultural implications of digital game technologies, human-computer-interaction (HCI), and computer-mediated communication (CMC) via social media (Facebook and Twitter) and virtual environments (Second Life) for people's virtual identity construction and virtual social interaction. This course will provide students with a deeper understanding of "CMC theories of self, identity, avatars, and virtual environments" and many other communication theories as well as the opportunity to conduct empirical online surveys and lab experiments.

*Seung-A Jin*

### CO 442 Intercultural Communication (Fall/Spring: 3)

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 society and as it occurs inter-culturally 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.

*Marilyn Matelski*

*Xuejian Yu*

### CO 447 Communication Criticism (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

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.

*Celeste Wells*

### 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 goal of the course is to make students more informed critics of our television-saturated age.

*Anne Sears*

**CO 449 Crisis Communication (Spring: 3)**

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. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

*Donald Fishman*

**CO 451 Gender Roles and Communication (Fall/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 and Gender Studies minor course. Focus is on the social construction of gender through communication. The early section of the course compares historical and theoretical approaches to representations of gender in communication texts. Then, building on these comparisons, students read about, examine, and analyze texts, focusing particularly on television programming and advertising.

*Lisa Cuklanz*

**CO 456 Relational Communication (Fall: 3)**

*The Department*

**CO 458 Radio in Culture and Society (Fall/Spring: 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) as well as in special areas of the general population. In the last quarter century, so-called “outerculture” or “fringe” groups have asserted their rights to 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 465 Health Communications (Spring: 3)**

*The Department*

**CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)**

*Prerequisites:* Enrollment in a BC-sponsored international program, permission of instructor

Satisfies Cultural Diversity Core requirement

This is a web-based, advanced intercultural communication course intended for those studying abroad. Students should be enrolled in a BC-sponsored international program. The purpose of this course is to measure the “immeasurable,” in three ways: (1) to extend students' intercultural scholarship through field research; (2) to prepare them for possible senior theses in some aspect of intercultural/international

communication; and (3) to help them to create a world view corresponding to the rising demands of globalization. For a complete description of the course and its assignments, check the website at [www2.bc.edu/marilyn-matelski](http://www2.bc.edu/marilyn-matelski).

*Marilyn 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/Summer: 1)**

*Prerequisite:* Permission of instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

*Christine Caswell*

**CO 589 Senior Internship Seminar (Fall/Spring: 3)**

*Prerequisites:* Senior standing, 3.1 overall GPA/3.2 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 15–20 hour per week internship in a specific field of Communication. Practical experience will be supplemented by discussions of relevant theoretical constructs. Periodic discussion group seminars will enhance a student's immersion in the industry. Adherence to professional protocol is expected. A field research paper is required as well as supervisor evaluations.

*Christine Caswell*

**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 593 Advanced Topics (Spring: 3)**

This course is an advanced seminar restricted to second-semester senior Women's & Gender Studies minors. Enrollment is by permission only.

*Lisa Cuklanz*

**CO 597 Readings and Research—Communication (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 defining characteristics of the course are that (1) it must involve extensive readings and (2) it must include a formal term paper of twenty or more pages.

*The Department*

**CO 599 Advanced Independent Research (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*; 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

**Robert Muller**, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

**Edward Sciore**, *Associate Professor*; Chairperson of the Department; 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*; B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser 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

- Administrative Assistant: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Systems Administrator, Phil Temples, 617-552-0153, ptemples@cs.bc.edu
- 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, and a concentration in Computer Science for students in the Carroll School of Management. The Information Systems Department offers a program in Information Systems. Consult their listing under the Carroll School of Management for a program description. For further information, contact the Computer Science Department in Maloney Hall 559, 617-552-3975.

The requirements for the major programs in Computer Science are being changed. The change consists of both the university-wide transition from a course-based to a credit-based system of requirements and the replacement of two required courses, CS 245 Discrete Mathematics and CS 385 Theory of Computation with two new courses, CS 243 Logic and Computation and CS 244 Randomness and Computation. Therefore, the description of the major requirements below lists two separate sets of requirements. Majors and prospective majors should read the requirements carefully and the instructions below in order to plan their program.

#### Bachelor of Arts in Computer Science: Class of 2014 and Following

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 34-credit computer science component, supplemented by a mathematics component rooted in Calculus. For most students, the program requires completion of four-teen 3-credit courses along with one 1-credit lab.

#### Computer Science Component

The 34 credits required for completion of the Bachelor of Arts major are grouped into two categories, seven required core courses (totaling 22 credits) and four electives (totaling 12 credits). The seven required Core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 383 Algorithms

All these courses are three credits with the exception of CS 273, which is a one-credit lab.

Computer Organization (CS 272) has a required one-credit corequisite lab (CS 273). The remaining twelve credits will typically be earned from four courses: at least nine of the credits must be earned from courses at the CS 300 level. The remaining credits may be earned through any CS courses numbered CS 200 or above.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is a prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

#### Mathematics Component

One semester of Calculus at the level of Calculus II or higher is required for completion of the Bachelor of Arts major. Students will 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 two-semester sequence.

#### Bachelor of Arts in Computer Science: Class of 2013

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 with required CS 273 Computer Organization Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

All these courses are three credits with the exception of CS 273, which is a one-credit lab.

Of the four electives, at least three must be numbered CS 300 and above. The fourth elective may be any course numbered CS 200 or above.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is a prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

#### 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 two-semester sequence. Students must complete the Discrete Mathematics requirement with the one-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.

**Class of 2013:** Students in this class who have taken Discrete Mathematics should have taken CS 385 in the fall of 2010 and complete the major requirements listed above. Students who have not taken Discrete Mathematics should instead have taken CS 244 in the spring of 2011 and CS 243 in the fall of 2011, but otherwise follow the requirements listed above.

#### Bachelor of Science in Computer Science: Class of 2014 and Following

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.

Bachelor of Science students must complete a 12-course (equivalent to 36 credits) computer science component, supplemented by a mathematics component and a natural science component.

#### Computer Science Component

A minimum of 38 credits in computer science are required for completion of the Bachelor of Science major in Computer Science. The computer science credits are grouped into two categories, eight required CS courses (totaling 26 credits) and four elective courses (totaling at least 12 credits).

The eight required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 372 Computer Architecture/CS 373 Computer Architecture Lab (this combination counts as one course)
- CS 383 Algorithms

Computer Organization (CS 272) has a required corequisite lab (CS 273); Computer Architecture (CS 372) has a required corequisite lab (CS 373). All these courses are three credits with the exception of CS 273 and CS 373, which are 1-credit labs.

Of the 12 credits of electives, at least nine must be from courses numbered CS 300 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CS 260–CS 269.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

#### Mathematics Component

At least 12 credits of mathematics 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)
  - MT 202 Multivariable Calculus
  - Two MT electives 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, this calculus requirement will often be met by enrolling in a two-semester sequence.

#### Science Component

Students are required to complete twelve credit hours of science courses for science majors. Course work must include one two-

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, BI 202/211 or BI 304, BI 305, BI 310/311)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Physics (PH 203/209, PH 204/210, PH 211/213, PH 212/214)
- Earth and Environmental Sciences  
Option 1: GE 132/133 followed by GE 220/221 or GE 250/251 or GE 264/265 or GE 285/286  
Option 2: two of GE 210/211, GE 202/212, GE 203/213, GE 204/214, GE 205/215, GE 206/216, GE 207/217, GE 208/218 followed by GE 220/221

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 earth and environmental sequences are eight credits so an additional four credits are required. The physics sequences are ten credits so an additional three credits are required.

### **Bachelor of Science in Computer Science: Class of 2013**

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.

Bachelor of Science 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 12 courses in computer science are required for completion of the Bachelor of Science major in Computer Science. The 12 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 with required CS 273 Computer Organization Lab
- CS 372 Computer Architecture with required CS 373 Computer Architecture Lab
- 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.

All these courses are three credits with the exception of CS 273 and CS 373 which are 1-credit labs.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

#### **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 two-semester sequence.

**Class of 2013:** Students in this class who have taken Discrete Mathematics should have taken CS 385 in the fall of 2010 to complete the major requirements listed above. Students who have not taken Discrete Mathematics should instead have taken CS 244 in the spring of 2011 and CS 243 in the fall of 2011, but otherwise follow the requirements listed above.

#### **Science Component**

Students are required to complete twelve credit hours of science courses for science majors. Course work must include one two-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, BI 202/211 or BI 304, BI 305, BI 310/311)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Physics (PH 203/209, PH 204/210, PH 211/213, PH 212/214)
- Earth and Environmental Sciences  
Option 1: GE 132/133 followed by GE 220/221 or GE 250/251 or GE 264/265 or GE 285/286  
Option 2: two of GE 201/211, GE 202/212, GE 203/213, GE 204/214, GE 205/215, GE 206/216, GE 207/217, GE 208/218 followed by GE 220/221

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 two 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.

Students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis. One section of CS 397 Honors Thesis may count as a CS elective.

### 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 with required CS 273 Computer Organization Lab (counts as one course)
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

All these courses are three credits with the exception of CS 273, which is a 1-credit lab. CS 272 has a required corequisite, CS 243. CS 243 will count at the CS 200 level elective for students choosing to take CS 272.

### 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:

#### Core Requirements:

- BI 420 Introduction to Bioinformatics **Note:** Students have the option to substitute a semester of undergraduate research (e.g., in the labs of Profs. Chuang, Clote, or Marth) in place of BI 420. If this option is used, no other course may be substituted by research.
- BI 524 Computational Foundations of Bioinformatics
- BI 561 Molecular Evolution
- MT 226 Probability for Bioinformatics (students may also substitute MT 426 Probability or BI 230 Biostatistics or BI 231 Biostatistics Honors)

#### Elective Requirements:

- **Any one additional biology course at the level of BI 200 or above.** BI 200 is recommended. Students with high school AP Biology may take BI 304 Cell Biology, BI 305 Genetics, BI 315 Intro to Genomics, BI 414 Microbiology, or BI 440 Molecular Biology instead.
- **Any three computer science courses at the level of CS 101 or above.** CS 101 and CS 102 are recommended. Upper-level courses well-suited to the concentration include CS 127 Introduction to Scientific Computation, CS 345 Machine Learning, and CS 383 Algorithms.
- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of Profs. Chuang, Clote, or Marth). Students wishing to pursue this option should see Kristen Adrien in the Biology Department (Higgins 355) for course approval.

Courses that count towards a student's primary major can be used to simultaneously count towards the Bioinformatics core or elective requirements as well. For example, the basic requirements for the

Biology major will automatically fulfill the required elective course requirement at the level of BI 200 or above, and the BI 420, BI 524, and BI 561 courses can double-count to fulfill Biology electives. Computer Science majors will naturally fulfill the three CS course requirements in their primary coursework. Computer science students taking the B.S. option will also naturally fulfill the Probability requirement through MT 426.

### Example Course Choices for a Biology Major

A Biology major wishing to complete the Bioinformatics concentration would typically choose BI 420, BI 524, and BI 561 as electives within the standard Biology major. Beyond this, the student would be required to take four additional courses to complete the Bioinformatics Concentration. Typically, these courses would be CS 101, CS 102, MT 226, and any additional CS course at a level above CS 101. This additional course could also be substituted by a semester of bioinformatics research within a lab.

### Example Course Choices for a Computer Science Major

A computer science major wishing to complete the bioinformatics minor would naturally complete the three CS courses as part of their major requirements. Beyond this, the student would be required to take five additional courses. These would be BI 420, BI 524, BI 561, a probability/statistics course, and one Biology elective. Typically, this elective would be BI 200, although students with high school AP Biology might take BI 304 or BI 305 instead. This elective could also be substituted by a semester of Bioinformatics research in a lab.

### Computer Science Concentration 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 with required CS 273 Computer Organization Lab (this combination counts as one course)
- The two elective courses are:
- One elective, CS 200 or higher
  - One elective, CS 300 or higher

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

CS 272 has a required corequisite, CS 243. CS 243 will count at the CS 200 level elective for students choosing to take CS 272

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 or Undergraduate Program Director about proper course placement (e.g., directly taking CS 102).

### First Year Non-Majors

The department offers six introductory 3-credit courses in computer science: CS 021, CS 074, CS 101, CS 127, CS 227 and CS 254.

CS 021 is designed to teach students about the role of information systems in management. 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).

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 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 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.

CS 227 is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language. It is the first course in the minor in Scientific Computation.

CS 254 is an introduction to web-based applications. Students begin by learning basic web page creation with TML and server side scripting with PHP. We cover assignments, conditionals, loops and arrays. Next we investigate XML followed by, database design, and database access techniques. Sample projects might include movie rentals, shopping-cart based sales, and student registration systems. The course is currently taught using HTML5, PHP, MySQL, and JavaScript. No prior programming experience is required.

### Transfer Credits and Placement for Computer Science Courses

The Computer Science Department will accept transfer credits from other schools with documentation (for example syllabi) sufficient for us to determine course equivalence. Before taking an external course, check BC's academic policies. AP, IB, and GCE scores are used to make placement decisions, but not for course credit. Specifically, students who score a 5 on the Computer Science A exam, or a 4 or 5 on the Computer Science AB exam, or who have significant programming experience should consult with Professor Edward Sciore, Chairperson of the Department or Professor Katherine Lowrie, Undergraduate Program Director about starting the Computer Science course sequence with CS 102.

### 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 Management Department in the Carroll School of Management. CS 260 is also cross listed with the Operations Management Department but it is not primarily management-oriented.

### Preparation for Graduate School

Students considering graduate school should be aware that they need to take the Computer Science Graduate Record Exam (GRE) by the fall of their senior year. Consequently, students should take the following courses, which cover material used heavily in the GRE, 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 at [www.bc.edu/courses](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.

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

See course description in the Information Systems Department.

*James Gips*

**CS 075 Digital World of Robots (Fall: 3)**

This course introduces students to problem solving, logic, programming and Computer Science using personal robots. The students will implement programs enabling robots to move around the world, react to obstacle detectors and use a color camera. We will emphasize the process and skills necessary to deal with problem solving in relation to writing programs: basic logic, data representation, decision-making and simple geometry for robot movement. We will also investigate topics such as Artificial Intelligence, vision and data manipulation using our robots. No programming experience is required. Several programming assignments will be assigned.

*Robert Signorile*

**CS 101 Computer Science I (Fall/Spring: 3)**

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. Students will use Java for programming.

*The Department*

**CS 157 Introduction to Programming for Management (Spring: 3)**  
Cross listed with MI 157

This course is required for Information Systems concentrators.

A&S students should register for the course under CS 157.

Students who have taken CS 101 may not take this course.

See course description in the Information Systems Department.

*James Gips*

**CS 227 Introduction to Scientific Computation (Fall: 3)**

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*

**CS 243 Logic and Computation (Fall: 3)**

*Prerequisite:* CS 101

A course in the mathematical foundations of Computer Science, illustrated throughout with applications such as sets and functions, propositional and predicate logic, induction and recursion, basic number theory and mathematical models of computation such as formal languages, finite state machines, and Turing machines.

*Howard Straubing*

**CS 244 Randomness and Computation (Spring: 3)**

*Prerequisites:* CS 101 and Calculus

A course in the mathematical and computational tools needed for problems that involve randomness, illustrated throughout with applications. Topics include combinatorics and counting, random experiments and probability, computational modeling of randomness, random variables and distributions, conditional probability, Bayes' rule, collective behavior of random phenomena (laws of large numbers), vectors and matrices, and Markov chains.

*Sergio Alvarez*

**CS 254 Web Application Development (Spring: 3)**

Cross listed with CO 254

In this course students create interactive web-based applications. We begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift 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.

*Katherine Lowrie*

**CS 255 Advanced Web Application Development (Spring: 3)**

*Prerequisite:* CS 254 or other programming experience

CS 255 is a programming intensive investigation of advanced web application design. This course is project oriented. Students will research advanced web programming technologies, then use results to implement websites individually and/or in groups.

*Katherine Lowrie*

**CS 257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisite:* CS 157/MI 157 or CS 101

**Cross listed with MI 257**

**This course is required for Information Systems concentrators.**

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

*Edward Sciore*

*John Spang*

**CS 258 Systems Analysis and Design (Fall/Spring: 3)**

*Prerequisites:* CS 021 and CS 157. CS 257 is recommended. CS 257 may be taken concurrently.

**Cross listed with MI 258**

See course description in the Information Systems Department.

*William Griffith*

**CS 267 Technology and Culture (Fall: 3)**

**Cross listed with SC 670**

**Satisfies Computer Science requirement, CSOM Computer Science Concentration requirement, and CSOM Information Systems Concentration requirement**

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. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms “citizen” and “ethics” in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications, and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.

*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

*Corequisites:* CS 273, CS 243

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), and 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 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 346 Data Mining (Spring: 3)**

*Prerequisite:* CS 101 or equivalent is required. CS 102 and either CS 244 or CS/MT 245 are recommended.

This course provides an overview of the field of knowledge discovery and data mining, which deals with the semi-automated analysis of large collections of data that arise in contexts ranging from medical informatics and bioinformatics to e-commerce and security. The goal of data mining is to discover patterns in data that are informative and useful. The course will cover fundamental data mining tasks, relevant concepts and techniques from machine learning and statistics, and data mining applications to real-world domains such as e-mail filtering, gene expression, analysis of biomedical signals, and fraud detection.

*Sergio Alvarez*

**CS 357 Database Systems Implementation (Spring: 3)**

*Prerequisite:* CS 102

**This course will not cover the use of commercial database systems; students interested in that topic should consider taking CS 257.**

An introduction to the internals of client-server database systems. A database system is large and sophisticated. By studying its components, one also learns techniques that apply to numerous other large systems. Topics include JDBC drivers, disk and memory management, transaction processing, and efficient query execution. This course will involve substantial programming in Java.

*Edward Sciore*

**CS 363 Computer Networks (Spring: 3)**

*The Department*

**CS 366 Principles of Programming Languages (Fall: 3)**

*The Department*

**CS 372 Computer Architecture (Spring: 3)**

*Prerequisites:* CS 272–273

*Corequisite:* CS 373

In this course we investigate how computer hardware works and considerations for design of a computer. Topics include instruction programming and control, computer arithmetic, processor design, pipelining, memory hierarchy, input/output, and advanced architecture topics.

*William Ames*

**CS 373 Computer Architecture Lab (Spring: 1)***Prerequisites:* CS 272–273*Corequisite:* CS 372

A laboratory-based study of computer hardware in which 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 381 Cryptography (Fall: 3)***Prerequisites:* CS 101 and CS 245, MT 216, or permission of instructor.

Can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? Can Bob ensure that the message he receives really came from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private and public key cryptography, digital signatures, cryptographic hash-codes, and authentication schemes. We will consider real world protocols and practices (e.g. SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).

*Howard Straubing***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 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.

*Hao Jiang***CS 397 Honors Thesis (Fall/Spring: 3)**

Arrangements with a faculty supervisor and the permission of the department is required

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 is required

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

*The Department***Earth and Environmental Sciences****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

**Emanuel Bombolakis**, *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

**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

**Noah P. Snyder**, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

**Douglas A. Edmonds**, *Assistant Professor*; B.S., Saint Louis University; M.Sc., Ph.D., Pennsylvania State University

**Dominic Papineau**, *Assistant Professor*; B.S., McGill University; Ph.D., University of Colorado

**Contacts**

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, [margaret.mccarthy.1@bc.edu](mailto:margaret.mccarthy.1@bc.edu)
- Department Chair: Dr. Gail C. Kineke, [gail.kineke@bc.edu](mailto:gail.kineke@bc.edu)
- Director of Undergraduate Studies: Dr. Alan Kafka, [kafka@bc.edu](mailto:kafka@bc.edu)
- Director of Graduate Studies: Dr. John E. Ebel, [ebel@bc.edu](mailto:ebel@bc.edu)
- [www.bc.edu/eesciences](http://www.bc.edu/eesciences)

**Note:** The major offerings and requirements have changed. Therefore, some previously required courses may no longer be available. These courses are marked with alternatives in the major requirements below.

**Undergraduate Program Description: Classes of 2014–2016**

An undergraduate in the Department of Earth and Environmental Services will develop a major program in one of two majors: Geological Sciences or Environmental Geoscience. 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, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences. Geoscientists study the earth's complex systems and the interrelations among the solid earth, hydrosphere, biosphere, and atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society continues to require ever greater 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 ultramodern laboratories equipped with the latest scientific and computing equipment, or commonly in some combination of these. Whether understanding hazards and environmental challenges such as earthquakes, landslides, floods, sea level rise, and climate change, exploring for petroleum thousands of feet below the surface of the

ocean, or working with governmental agencies or industry to analyze pollution problems, the earth sciences provide exciting possibilities for a rewarding career.

### Major Requirements: Environmental Geoscience (Classes of 2014–2016)

The field of Environmental Geoscience is new, interdisciplinary, and evolving. 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 law, environmental policy, or environmental studies. Students majoring in Environmental Geoscience should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area.

To provide students with training in the interdisciplinary nature of Environmental Geoscience, the major includes an introductory sequence in Environmental Systems (GE 201–208), consisting of eight 2-credit courses (plus associated labs, GE 211–208). These courses can be taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. Students are required to take six of these eight courses. They are offered as two-course pairs, with one course meeting for the first half of the semester and another course (usually the next in the sequence) meeting for the second half of the semester, in the same time slot. Students are welcome to take one or both of the courses in each of these pairs in any given semester. In general, four Environmental Systems courses will be offered each fall semester, and two in the spring semester. Over any given two-year period, all eight courses will be offered at least once.

Students in this major must complete the following course requirements:

(A) 12 credits from GE 201–208 (2 credits each, plus laboratories GE 211–218)

- Environmental Systems: The Human Footprint (GE 201)
- Environmental Systems: Ecosystems (GE 202)
- Environmental Systems: Water Resources (GE 203)
- Environmental Systems: The Critical Zone (GE 204)
- Environmental Systems: Climate Change (GE 205)
- Environmental Systems: Oceans (GE 206)
- Environmental Systems: Earthquakes (GE 207)
- Environmental Systems: Quantitative Methods (GE 208)

**Note:** Some substitutions are possible, but each substituted course only counts as two credits toward this requirement, and remaining credits cannot count toward the elective requirement below. Approved substitutions include: GE 167 for GE 201, GE 170 for GE 203, GE 250 for GE 204, GE 174 for GE 205, and GE 157 for GE 206.

(B) GE 220 Earth Materials (plus GE 221, 4 credits)

(C) At least 18 credits of elective courses. All GE courses count toward this requirement, with the following limitations:

- Up to three credits can be from 100-level courses
- Up to six credits can be from 200-level courses
- Up to six credits can be from approved non-GE courses (Approved courses: BI 401, BI 405, BI 407, BI 422, BI 436, BI 442, BI 456, BI 458, BI 486, BI 513, CH 231, CH 575, CS 127, EC 278, IN 260, MB145, MT 305, PH 301, PO 202, SC 348, SC 349, SC 350, SC 560, UN 256, or other courses,

such as field camps, by permission of the Undergraduate Studies Committee)

- Up to three credits of independent study (GE 596–GE 598) can count toward this requirement (D) Senior research experience (at least four credits)
- GE 582 and GE 583 Senior Capstone course (2 credits each), or
- GE 595 Senior Thesis (at least six credits) (E) Three corequisite courses in Natural Sciences and Mathematics (12 credits)
  - Calculus II (MT 101, MT 103 or MT 105) and
  - Two semesters of Physics (PH 209–210 or PH 211–212 with labs PH 203–204), or
  - Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120), or
  - Two semesters of Biology (BI 200 and BI 201 or BI 202 with lab BI 204)
    - AP credits cannot substitute for the Physics, Chemistry or Biology corequisite (E).

### Information for First-Year Environmental Geoscience Majors (Classes of 2014–2016)

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (GE 201–208, with laboratories GE 211–218) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

### Major Requirements: Geological Sciences (Classes of 2014–2016)

This major combines elements of the traditional Earth and Environmental Sciences programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Three required courses (12 credits)

- Exploring the Earth (GE 132) with laboratory GE 133, 4 credits
- Earth Materials (GE 220) with laboratory GE 221, 4 credits
- Geological Field Methods and Mapping (GE 288), 4 credits (or an approved field camp)

(B) At least 11 credits from the following courses

- Stratigraphy and Sedimentation (GE 264) with laboratory GE 265, 4 credits
- Introduction to Structural Geology (GE 285) with laboratory GE 286, 4 credits
- Introduction to Geophysics (GE 391), 3 credits
- Optical Mineralogy (GE 370) with laboratory GE 371, 2 credits
- Igneous Petrology (GE 372) with laboratory GE 373, 2 credits
- Sedimentary Petrology (GE 374) with laboratory GE 375, 2 credits
- Metamorphic Petrology (GE 376) with laboratory GE 377, 2 credits

(C) At least 15 credits of elective courses, with the following requirements:

- Electives include all GE courses and approved interdisciplinary options (below)
- Up to three credits toward this requirement may be from a 100-level course
- At least seven credits must be from GE courses numbered 300 or above
- Up to six credits from approved non-GE courses can count

toward this requirement (approved courses: MT 305, PH 301, CH 231, CH 575, or others by permission of the Undergraduate Studies Committee)

- Up to six credits from independent study or senior thesis (GE 595–GE 599) can count toward this requirement
  - (D) Five corequisite courses in Natural Sciences and Mathematics (20 credits)
    - Calculus II (MT 103 or MT 105)
    - Two semesters of Physics (PH 209–210 with labs PH 203–204)
    - Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120)
- AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

#### Information for First-Year Geological Sciences Majors (Classes of 2014–2016)

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)
- Two semesters of Calculus (MT 102–103)
- Two semesters of Chemistry (CH 109–110) with laboratories (CH 111–112)

#### Minor in Geological Sciences (Classes of 2014–2016)

In addition to the two major programs, a student may choose to minor in Geological Sciences. 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 should contact the Director of Undergraduate Studies (Prof. Alan Kafka) to ensure they receive advising about course selections.

A minor in the Department of Earth and Environmental Sciences consists of a minimum of six courses in the department structured as follows:

- (A) Two required courses (8 credits):
  - Exploring the Earth I (GE 132) with laboratory (GE 133)
  - Earth Materials (GE 220) with laboratory (GE 221)
- (B) At least seven additional credits from departmental courses numbered 100 or higher
- (C) At least three additional credits from a departmental course numbered 200 or higher
- (D) At least three additional credits from a departmental course numbered 300 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult this 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 Earth and Environmental Sciences.

#### *Undergraduate Program Description: Class of 2013*

An undergraduate in the Department of Earth and Environmental Sciences will develop a major program in one of 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, (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 greater amounts of energy and resources in the twenty-first century, and 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 scientific and 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.

#### Major Requirements: Environmental Geoscience (Class of 2013)

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 environmentally related fields. Students concentrating in Environmental Geoscience 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 Earth and Environmental Sciences, 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 (GE 132) with laboratory (GE 133)
  - Earth Materials (GE 220) with laboratory (GE 221)
  - Environmental Geology (GE 250) with laboratory (GE 251)
- Alternative:* GE 203 and GE 204
- GE 180 plus laboratory (GE 136) may substitute for GE 132–133 upon approval by the department Undergraduate Studies Committee
- (B) Four courses from among the following, with no more than two at the 100-level:
  - Geology of National Parks (GE 110)
  - Exploring the Earth II (GE 134) with laboratory (GE 135)
  - Oceanography (GE 157) with laboratory (GE 158)
  - Environmental Geosciences II (GE 168)
  - Rivers and the Environment (GE 170)
  - Weather, Climate, and Environment (GE 172) with laboratory (GE 173)
  - Climate Change and Society (GE 174) with laboratory (GE 175)

- Geoscience and Public Policy (GE 187)
- Introduction to Geochemistry (GE 230) with laboratory (GE 231)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Structural Geology (GE 285) with laboratory (GE 286)
- Geological Field Mapping and Methods (GE 288)
- Environmental Hydrology (GE 297)
- Topics in Geobiology (GE 335)
- Environmental Oceanography (GE 380)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Fluid Flow and Sediment Transport (GE 405)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Global Biochemical Cycles (GE 440)
- Watershed Science (GE 457)
- Geographical Information Systems (GIS) (GE 480) with laboratory (GE 481)
- Isotopes in Earth Science (GE 512) with laboratory (GE 513)
- Estuarine Studies (GE 518)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)

(C) 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 Studies Committee, such as: Environmental Biology (BI 401), Principles of Ecology (BI 442), Environmental Economics (EC 278), Environmental Policy (PO 202), Environmental Law and Policy (UN 256 or PO 270), and Environmental Sociology (SC 348). A geology or geophysics summer field course may be substituted for one of these elective courses. A file of summer field camp programs is kept in the department office.

(D) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following:

- Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120)
- Physics (PH 209–210) with laboratories (PH 203–204)
- Biology (BI 200 and BI 201 or BI 202) with laboratories (BI 204 or BI 210–211)

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 (D) above or Multivariable Calculus (MT 202), may be counted as one of the elective in (C) above. Other courses in the University pertinent to the Environmental Geoscience major may be substituted for the above requirements upon approval by the department's Undergraduate Studies Committee. AP credits cannot substitute for the laboratory science corequisite (D) above.

**Major Requirements: Geology (Class of 2013)**

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 (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134) with laboratory (GE 135)  
*Alternative:* At least 3 credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Petrology I and II (GE 372–374) with laboratories (GE 373–375)  
*Alternative:* GE 370–377
- Structural Geology (GE 285) with laboratory (GE 286)  
(B) At least three additional electives (with a minimum of two numbered 300 or above) in the Department to bring the total number of GE courses to ten. A geology or geophysics summer field camp may be substituted for one of these electives. 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 102–103)
- Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120)
- Two semesters of Physics (PH 209–210 with labs 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 for anyone planning a professional career in geology is a geology summer field course. Credit from a summer field course may be used for one of the 300-level Department electives upon written approval of the departmental Undergraduate Studies 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 approval by the departmental Undergraduate Studies Committee.

**Major Requirements: Geophysics (Class of 2013)**

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four courses:

- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134) with laboratory (GE 135)  
*Alternative:* At least three credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Structural Geology (GE 285) with laboratory (GE 286)  
(B) Four courses from the following list, with at least two in Geophysics:

- Petrology I (GE 372) with laboratory (GE 373)  
*Alternative:* GE 370–373
- Petrology II (GE 374) with laboratory (GE 375)  
*Alternative:* GE 374–377
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424) with laboratory (GE 425)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)

- 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 102–103, 202, 305)
- Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120)
- Two semesters of Physics (PH 209–210 with labs PH 203–204)

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 approval by the departmental Undergraduate Program Committee.

#### Major Requirements: Geology-Geophysics (Class of 2013)

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 (GE 132) with laboratory (GE 133)
- Exploring the Earth II (GE 134) with laboratory (GE 135)  
*Alternative:* At least three credits from GE courses numbered above 200
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Introduction Structural Geology I (GE 285) with laboratory (GE 286)
- Hydrogeology (GE 418)  
*Alternative:* GE 297, GE 400, or GE 535
- Environmental Geophysics (GE 424) with laboratory (GE 425)  
*Alternative:* GE 391, GE 455, GE 572, or GE 660

(B) Three courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372) with laboratory (GE 373)  
*Alternative:* GE 370–373
- Petrology II (GE 374) with laboratory (GE 375)  
*Alternative:* GE 374–377
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)

- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Geographical Information Systems GIS (GE 480) with laboratory (GE 481)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)
- 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 labs CH 111–112 or CH 117–118 with labs CH 119–120)
- Two semesters of Physics (PH 209–210 with labs 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 their advisor. Alternatives to this program may be substituted upon approval by the departmental Undergraduate Program Committee.

#### Minor in Geology and Geophysics (Class of 2013)

In addition to the four major programs, a student may choose to minor in Geology and Geophysics. 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 Alan Kafka, the department's Director of Undergraduate Studies, as early in their undergraduate careers as possible.

A minor in the Department of Earth and Environmental Sciences 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) with 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-level 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 Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult this 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.

#### Senior Thesis and the Department Honors Program (all classes)

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a two-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for Senior Thesis (GE 595)

each semester of the senior year. To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and provide a thesis proposal to the Undergraduate Studies Committee by the drop-add date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by April 20. Students can also write a senior thesis under the Arts and Sciences Honors and Scholar of the College programs. Theses that meet these requirements would normally meet the Department Honors requirements. 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 Studies Committee. In general, all 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 department Undergraduate Studies Committee.

### 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 variety of courses 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, 163, 167, 168, and 180 are courses that provide insight into the wide scope of geoscience subjects. The other Core offerings, GE 110, 146, 150, 157, 170, 172, 174, 177, 187, and 192, cover more specific sub-fields, such as oceanography, planetary, geology, astronomy, evolution, etc. Students wishing to find out more about department Core courses should contact the Department at 617-552-3640 (Devlin 213) or see the department Director of Undergraduate Studies (Prof. Alan Kafka) (kafka@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. Because the Department has more than one major, the prerequisites for study abroad vary with each individual major. Depending upon the student's plan of study 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 Studies Committee. There are no specific 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 be able to take courses abroad that they do not have the opportunity to take at Boston College. 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 department Undergraduate Studies Committee, the Foreign Study Advisor (Professor Douglas Edmonds) or the Department Chair. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school the student

attends 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 Professor Edmonds to plan their semester or year abroad.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### GE 125 Exploring Earth History (Spring: 3)

**Satisfies 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. The use of animations and demonstrations will enhance your understanding of some major topics.

*Kenneth G. Galli*

#### GE 132 Exploring the Earth I: Origin and Systems (Fall: 4)

*Corequisite:* GE 133

**Satisfies Natural Science Core requirement**

The Earth is a dynamic planet, one that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support the growing human population. This course discusses the origin and materials of the Earth and the processes by which it has evolved. It is designed as a first course for Geology, Geophysics, Geology-Geophysics, and Geological Sciences majors and provides a background in Earth Sciences for all majors and minors in the department and core students. The laboratory (GE 133) consists of in-class exercises, analysis of rocks, and a weekend field trip.

*Douglas Edmonds*

#### GE 133 Exploring the Earth I: Origin and Systems Lab (Fall: 0)

*Corequisite:* GE 132

*Douglas Edmonds*

#### GE 146 Origin and Evolution of Life on Earth (Spring: 3)

**Satisfies Natural Science Core requirement**

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.

*Paul K. Strother*

#### GE 150 Astronomy (Spring: 3)

**Satisfies 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.

*Thomas Kuchar*

**GE 167 Environmental Geosciences I: Resources and Pollution (Fall: 3)**

**Satisfies Natural Science Core requirement**

This course covers the ways we interact with the Earth by using and too often abusing its resources. Topics discussed include human population growth and its role in resource sustainability, soils and food production, drinking water supplies, air and water pollution, waste disposal, and meeting our energy needs through use of petroleum, coal, nuclear power, and renewable resources. The focus will be on existing and emerging technologies that will determine whether our planet has a sustainable future in the coming decades that will shape your lives.

*The Department*

**GE 168 Environmental Geosciences II: Earth Processes and Risks (Spring: 3)**

**Satisfies Natural Science Core requirement**

**This course may be taken independently of GE 167.**

This course will explore the dynamic processes operating on and within the earth and how those processes can impact humans. We will explore the nature of natural disasters, including river and coastal flooding, volcanic eruptions, earthquakes, landslides, severe storms, climate changes, and bombardment by rare extraterrestrial objects. Emphasis will be placed on understanding the current science used to predict the occurrences of these disasters, how accurate those predictions are, and the associated mitigation practices.

*Douglas Edmonds*

**GE 170 Rivers and the Environment (Spring: 3)**

**Satisfies 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 Snyder*

**GE 172 Weather, Climate, and the Environment (Fall: 4)**

*Corequisite: GE 173*

**Satisfies 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. A one hour laboratory/discussion is required.

*The Department*

**GE 173 Weather, Climate, and the Environment Lab (Fall: 0)**

*Corequisite: GE 172*

*The Department*

**GE 177 Cosmos (Fall: 3)**

**Satisfies Natural Science Core requirement**

**Open to all students**

There are more than a dozen interplanetary probes from numerous countries that are currently collecting data from several planetary bodies in the Solar System. These exploration missions are expanding knowledge of our Solar System, which is mostly built on only about half a century of space exploration. We will discuss these space missions and their scientific goals and results, which are increasingly oriented to answer questions on planetary evolution and the possibility of extraterrestrial biospheres. Throughout this course, the fundamentals of how science works will be emphasized. If weather permits, there might also be outdoor lectures for star-gazing opportunities.

*Dominic Papineau*

**GE 180-182 The Living Earth I and II (Fall/Spring: 4)**

*Corequisite: GE 181-183*

**Satisfies Natural Science Core requirement**

This 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, and rocks; properties of the earth's interior; geologic processes; earthquakes; volcanoes; plate tectonics; and the solar system.

*Alan Kafka*

*Michael Barnett*

**GE 181-183 The Living Earth I and II Lab (Fall/Spring: 0)**

*Corequisite: GE 180-182*

*Alan Kafka*

*Michael Barnett*

**GE 187 Geoscience and Public Policy (Spring: 3)**

**Satisfies Natural Science Core requirement**

In this course, we will explore the Massachusetts Ocean Management Plan as a case study that demonstrate the role of the earth sciences in addressing problems of public policy. 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 using the EV Index.

*The Department*

**GE 195 Introduction to Space Weather (Spring: 3)**

**Satisfies Natural Science Core requirement**

Space weather is an emerging field of science that deals with the relationship between physical processes on the Sun and changes in the space environment surrounding Earth. Harsh space weather conditions threaten astronaut safety and can disrupt satellite operations, communications, navigation, electric power grids, and petroleum pipelines. Topics covered with include solar radiation, solar wind, flares, coronal mass ejections, magnetic storms, Earth's upper atmosphere, and the

aurora. The goal of the course will be to develop skills for investigating and understanding the natural world in which we live, within the context of this new, exciting, and highly cross-disciplinary field.

*Charles Carrano*

**GE 201 Environmental Systems: The Human Footprint (Fall: 2)**

*Corequisite:* GE 211

Over the past 150,000 years, humans have become an increasingly significant force on the Earth system, affecting climate, vegetation patterns, water flow, and many other factors. This course explores the role of our species on our home planet. Topics include population growth, energy and climate, agriculture, and pollution. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

*Noah Snyder*

**GE 202 Environmental Systems: Ecosystems (Fall: 2)**

*Corequisite:* GE 212

This course provides an introduction to the science of ecology, the interaction of organisms and their physical environment. Concepts include food webs, trophic dynamics, and ecosystem services. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

*Martha Carlson Mazur*

**GE 203 Environmental Systems: Water Resources (Spring: 2)**

*Corequisite:* GE 213

**Offered biennially**

Life on Earth depends on the presence of liquid water. For humans, fresh water is a vital resource. This course explores the science of hydrology including: the water cycle, surface and ground water flow, water use by humans, and threats to water supply. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

*Martha Carlson Mazur*

**GE 204 Environmental Systems: The Critical Zone (Spring: 2)**

*Corequisite:* GE 214

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience Majors.

*Rudolph Hon*

**GE 205 Environmental Systems: Climate Change (Fall: 2)**

*Corequisite:* GE 215

Throughout Earth's 4.5 billion year history, climate has experienced periods both warmer and colder than we are currently experiencing as evidenced by records of environmental changes preserved in natural archives (e.g. tree rings, glacial ice, lake/ocean sediments, corals, cave formations). Today, human activity rivals nature as an agent of change in the global climate system. This course provides an introduction to how Earth's climate system works, emphasizing climate system processes, tools of paleoclimatology, the history of past climate changes, current trends and projected future conditions.

*The Department*

**GE 206 Environmental Systems: Oceans (Fall: 2)**

*Corequisite:* GE 216

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO<sub>2</sub>. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated, and vulnerable regions on earth. The course provides an introduction to the ocean's role in earth processes and explores topics and challenges facing a changing planet through case studies and critical and analytical thinking.

*Gail Kineke*

**GE 211 Environmental Systems: The Human Footprint Lab (Fall: 0)**

*Corequisite:* GE 201

*Noah Snyder*

**GE 212 Environmental Systems: Ecosystems Lab (Fall: 0)**

*Corequisite:* GE 202

*Martha Carlson Mazur*

**GE 213 Environmental Systems: Water Resources Lab (Spring: 0)**

*Corequisite:* GE 203

**Offered biennially**

*Martha Carlson Mazur*

**GE 214 Environmental Systems: The Critical Zone Lab (Spring: 0)**

*Corequisite:* GE 204

*Rudolph Hon*

**GE 215 Environmental Systems: Climate Change Lab (Fall: 0)**

*Corequisite:* GE 205

*The Department*

**GE 216 Environmental Systems: Oceans Lab (Fall: 0)**

*Corequisite:* GE 206

*Gail Kineke*

**GE 220 Earth Materials (Spring: 4)**

*Prerequisite:* GE 132 or at least two from GE 201–208

*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.

*Dominic Papineau*

**GE 221 Earth Materials Lab (Spring: 0)**

*Corequisite:* GE 220

*Dominic Papineau*

**GE 264 Stratigraphy and Sedimentation (Fall: 4)**

*Prerequisite:* GE 132

*Corequisite:* GE 265

**Offered biennially**

Sedimentary rocks cover most of the surface of the earth and are valuable repositories for energy and information about the history of the earth. The goal of this course is to teach students how to "read" the history recorded in these rocks. This course will cover the basics of sedimentary rock description recognition and correlation over long distances in the field. We will also learn about the processes that produce

sediment; transportation of sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. A 3-hour lab is required.

*Douglas Edmonds*

**GE 265 Stratigraphy and Sedimentation Lab (Fall: 0)**

*Corequisite:* GE 264

**Offered biennially**

*Douglas Edmonds*

**GE 285 Introduction to Structural Geology (Spring: 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. We will also discuss some inter- and intra- granular deformation mechanisms. The 3-hour laboratory consists of in-class problems and some field-based problems.

*The Department*

**GE 286 Introduction to Structural Geology Lab (Spring: 0)**

*Corequisite:* GE 285

**Offered biennially**

*The Department*

**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 580 Environmental Seminar (Spring: 3)**

*Prerequisite:* Permission of the Director of Environmental Studies Program Director or the instructor

*Corequisite:* GE 581

**This seminar is required for and limited to seniors with an Environmental Studies Minor.**

We investigate environmental issues from scientific, historic, economic, and cultural perspectives and explore paths toward sustainable solutions. Outside experts 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 goal is for each student to make use of the skills, knowledge, and background they bring to the conversation at this time in their academic career.

*Martha Carlson Mazur*

*Tara Pisani-Gareau*

**GE 595 Senior Thesis Seminar (Fall/Spring: 3)**

*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. Normally runs for two semesters of the senior year.

*The Department*

**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.

*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.

*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 310 Agroecology (Fall: 3)**

*Prerequisite:* BI 201

**Offered periodically**

The agriculture of the future must conserve natural resources and processes, and sustain yields to support the food needs of a growing human population. Food represents one of our most fundamental connections to ecosystems. In this course we will learn how the principles of ecology can be applied to the design, management, and analysis of agroecosystems and agricultural landscapes. Lectures will also cover the social, political, and economic forces that drive production systems—from the crops grown to the distribution and transportation of food around the globe.

*Tara Pisani-Gareau*

**GE 398 Statistical Analysis of Scientific Data (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.

*Alan Kafka*

**GE 420 Ecohydrology (Fall: 3)**

*Prerequisites:* Hydrology (GE 170, GE 203, or GE 297) and ecosystem science (GE 202 or BI 201), or by permission of instructor

**Offered periodically**

This interdisciplinary course will explore the hydrologic mechanisms that underlie ecological patterns and processes by examining climate-soil-vegetation dynamics. Drawing extensively from the primary literature in lectures and discussions, we will cover ecohydrologic interactions at various scales in terrestrial and aquatic ecosystems, including drylands, grasslands, forests and woodlands, lake margins, streams and rivers, and wetlands, among others. Ecosystem management and anthropogenic perturbations to ecohydrologic dynamics also will be discussed.

*Martha Carlson Mazur*

**GE 424 Environmental Geophysics (Fall: 3)**

*Prerequisites:* MT 102–103, PH 211–212, or permission of instructor

**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. A one-hour discussion/laboratory is required.

*John E. Ebel*

**GE 440 Global Biogeochemical Cycles (Spring: 3)**

*Prerequisite:* At least one college-level earth science course, or permission of instructor. Additional coursework in biology, chemistry, and/or the earth sciences is helpful.

Biogeochemical cycles are pathways through which biologically important elements and their molecules are transformed and exchanged between the lithosphere, atmosphere, hydrosphere, and biosphere. This course will focus on the reservoirs of these elements and the physical, chemical, and biological processes that exchange them at various scales and in different types of environments. Stable isotope geochemistry is a key tool to trace the influence of microbial metabolisms on biogeochemical cycles and climate in modern and ancient environments. Historical aspects of biogeochemical evolution will be studied to stimulate thinking on the likely consequences of ecological and climatic perturbations caused by human activities.

*Dominic Papineau*

**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 Lab (Spring: 0)**

*Corequisite:* GE 455

**Offered periodically**

*John E. Ebel*

**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. Students will gain working experience of applying GIS to their studies and research and achieve practical skills for the marketplace.

*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 535 Coastal Processes (Spring: 3)**

*Prerequisite:* 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). Includes problem sets and field trip(s) to the coast.

*Gail Kineke*

**Economics****Faculty**

**David A. Belsley**, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**James E. Anderson**, *Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., University of Wisconsin

**Susanto Basu**, *Professor*; A.B., 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*; B.S., Purdue University; Ph.D., University of Minnesota

**Arthur Lewbel**, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

**Alicia Munnell**, *Professor*; B.A., Wellesley College; Ph.D. Harvard University

**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*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

**Richard W. Tresch**, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

**Zhijie Xiao**, *Professor*; B.Sc., M.Sc., Renmin University, China; 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

**Stefan Hoderlein**, *Associate Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

**Francis M. McLaughlin**, *Associate Professor*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**Julie Mortimer**, *Associate Professor*; B.A. Carleton College; Ph.D. University of California—Los Angeles

**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

**M. Utku Unver**, *Associate Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

**Andrew Beauchamp**, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., Duke University

**Karim Chalakh**, *Assistant Professor*; B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego

**Sanjay Chugh**, *Assistant Professor*; B.A., M.A., Ben-Gurion University; Ph.D., University of Pennsylvania

**Eyal Dvir**, *Assistant Professor*; B.A., M.A., Hebrew University, Israel; Ph.D., Harvard University

**Scott Fulford**, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., Princeton University

**Ben Li**, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

**Georg Strasser**, *Assistant Professor*; M.A., University of Southern California; M.Sc., Universität Karlsruhe, Germany; Ph.D., University of Pennsylvania

**Mathis Wagner**, *Assistant Professor*; B.A., University of Cambridge; Ph.D., University of Chicago

**Christopher Maxwell**, *Adjunct Associate Professor*; B.A., University of Pennsylvania; Ph.D., Harvard University

#### Contacts

- Director of Undergraduate Studies: Frank Gollop, 617-552-3693, gollop@bc.edu
- Director of Graduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu
- Administrative Assistant: Kathy Tubman, 617-552-3670, tubman@bc.edu
- 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, health economics, sports economics, evolutionary economics, energy economics, urban economics, economic development, and various topics in advanced theory.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college professors, 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) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may 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

The faculty has recently been revising the major, with the result that the requirements for the major vary by classes.

The requirements for the major by class are as follows:

- **For the Class of 2013**—a minimum of 30 credits, consisting of six required courses and four electives. The required courses are: 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 Econometrics (EC 228). At least two of the four electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite.
- **For the Class of 2014 and all following classes**—a minimum of 33 credits, consisting of six required courses and five electives. The required courses are: 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

Econometrics (EC 228). At least three of the five electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (EC 201 or 203) and Macroeconomic Theory (EC 202 or 204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

**Please Note:** All Economics courses counting toward the major and minor are 3-credit courses with the exception of Statistics (EC 151) and Econometrics (EC 228) which become 4-credit courses beginning in the fall 2012 semester.

The Economics major is designed 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. (Please consult the Department's web page at [www.bc.edu/economics](http://www.bc.edu/economics) for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses).

Those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would generally take Theory classes, Econometrics, and an elective in the 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 instructor, 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 [preferred], or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic 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 (preferred), or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in Mathematics.

### **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

Econometrics (EC 228). MT 100–101, MT 102–103 (preferred), or the equivalent are prerequisites for both Honors Theory courses 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. Honors students take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only 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 minor in Economics consists of five required courses and two electives, a minimum of 21 credits. The required courses are: Principles of Economics (EC 131–132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), and Macroeconomic Theory (EC 202 or 204). At least one of the two electives must be an upper-level course. For the class of 2014 and all following classes, at least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MT 100, MT 102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

### **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, for a total of at least 21 credits in Economics. The four additional courses are 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. For the class of 2014 and all following classes, at least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

### **Double Majors**

Requirements for double majors are the same as those for the major.

### **Courses Taken Outside the Department**

The Department requires that at least seven of the courses for the major (eight for the class of 2014 and all following classes), and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the three courses that may be taken outside the Department, the following limits apply: a maximum of one of the three introductory courses (Micro and Macro Principles and Statistics) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses and Econometrics may not be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston

College. (The transferred courses may include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. The limits apply in total to all courses taken outside the Department. For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for at most one elective taken abroad.

### Economics Internship

EC 199 Economics Internship, a 1-credit course, is available to 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 or organization supervisor must provide an evaluation to the Director of Undergraduate Studies. The internship is graded on a pass/fail basis. Credits received through internships cannot be applied to the credits required for completing the major, minor, or CSOM concentration. They also cannot be applied to the total credits required for graduation.

### Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors and the Office of International Programs 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 ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have six courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and at least one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

- Department policies on study-abroad courses are as follows:
- Up to two of the four electives (class of 2013) or five electives (class of 2014 and all following classes) that are required for the Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements.
  - The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad.
  - Electives previously transferred from outside the Department, such as from a summer program or the Woods College of

Advancing Studies, reduce the number of electives that can be transferred from study abroad.

- Microeconomic and Macroeconomic Theory and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. This is especially true of majors in the class of 2014 (and all following classes), since both Theory courses must be completed by the end of junior year. For example, students in the class of 2014 and all following classes who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

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 should meet with their advisors 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.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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: 4) 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: 4) 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.  
*Frank Gollop*

**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 (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.

*Tayfun Sonmez*

**EC 204 Macroeconomic Theory—Honors (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 228 Econometric Methods (Fall/Spring: 4)**

*Prerequisites:* Calculus I and EC 151 or EC 155

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.

*The Department*

**EC 229 Economic and Business Forecasting (Fall: 3)**

*Prerequisites:* Calculus I and EC 151 or EC 155

**Cross listed with MF 606, MD 606**

**Course is open only to economics majors, economics minors, and CSOM economic concentrators.**

See course description in the Operations Management Department.

*Richard McGowan, S.J.*

**EC 233 History of Economic Thought (Fall/Spring: 3)**

*Prerequisites:* EC 131–132

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. Attention will also be given to contemporary developments.

*Francis McLaughlin*

**EC 261 Money, Banking, and Financial Markets (Fall/Spring: 3)**

*Prerequisites:* EC 131–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, the Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

*Hossein Kazemi*

**EC 271 International Economic Relations (Spring: 3)**

**Cross listed with IN 271**

*Prerequisites:* EC 131–EC 132

This course provides an introduction to economic relations among countries. Primarily designed for international studies majors, it is also appropriate for economics and other social science majors. Topics include the determinants of trade in goods, services and capital; the economic policies that nations use to influence such trade; the theory and practice of international macroeconomics; and problems of coordinating macroeconomic policies among countries. The course features the usefulness (and limitations) of game theory for explaining international economic interactions. Given the comprehensive coverage of the course, the workload is heavy and expectations for students are high.

*James Anderson*

*Eyal Dvir*

**EC 273 Development Economics (Spring: 3)**

*Prerequisites:* EC 131–EC 132

**Satisfies Cultural Diversity Core requirement**

**Not open to students who have completed EC 374 or EC 375**

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences and will discuss aid and international institutions.

*Scott Fulford*

**EC 275 Economic Development: The Experience of El Salvador (Spring: 3)**

*Prerequisites:* EC 131–EC 132

**Satisfies Cultural Diversity Core requirement**

**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 (Fall/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.

*Madhubani Ghosh**Frank Gollop***EC 295 International Economic Policy and Political Economy Seminar (Fall/Spring: 1)***Prerequisites:* EC 131–EC 132

This seminar is available to undergraduate students as the one-credit, pass/fail course EC 295.

This course does not count as an economics elective.

This interdisciplinary seminar series focuses on topics of relevance for current economic policymaking, including analysis of political and strategic dimensions. The series features speakers from the academic world with experience in policymaking and/or a record of policy-relevant research as well as speakers from policy institutions. The seminars will focus on the substantive insights that the speakers will offer on present-day policy questions rather than technique. The target audience includes undergraduate and graduate students as well as faculty in economics, political science, international studies, finance, and history.

*Fabio Ghironi***EC 299 Independent Study (Fall/Spring: 3)**

The student works under the direction of an individual professor.

*Frank Gollop***EC 308 Game Theory in Economics (Fall/Spring: 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.

*The Department***EC 312 Evolutionary Economics (Spring: 3)***Prerequisites:* EC 201 or EC 203 and EC 228

This course investigates how evolutionary thought—evolutionary biology in particular—helps us better understand the utility function, a central concept in economics. Why are people risk averse? Why are they impatient? What explains novelty seeking, habits, addictions? Where do the preferences that govern parent-child relationships come from? In addition to the questions above, evolutionary thought will be brought to bear on a variety of diverse topics: violence, adolescent risk taking, sexual behavior, mating preferences, marriage and divorce, rearing and investing in children, extended families, trade and specialization, cooperation and conflict, cults and gangs, religion, and interactions between genetic and cultural forces.

*Donald Cox***EC 327 Financial Econometrics (Spring: 3)***Prerequisites:* EC 228 or equivalent and Calculus I**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.

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 329 Decisions: Theory and Experiments (Fall: 3)***Prerequisites:* EC 201 or EC 203 and Calculus I

In this course we will cover some of the experimental literature concerning individual and social decision making under uncertainty. Such experiments were done by psychologists and by economists to challenge the standard notions of rationality used by economists. We will discuss some of the theoretical responses to these experiments and see how the concept of rational behavior changed to accommodate some of the experimental data.

*Uzi Segal***EC 338 Law and Economics (Fall: 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. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis McLaughlin***EC 341 Microeconomics of Black-White Inequality (Fall: 3)***Prerequisites:* EC 201 or EC 203 and EC 228**Enrollment limited****Significant writing/research component**

This course studies the economic causes and consequences of black-white inequality in the US context. Topics of study will include discrimination, crime, schooling, labor market and household behavior. Students will prepare an original research project over the course of the term addressing an empirical question related to racial inequality.

*Andrew Beauchamp***EC 352 Economics of the Firm (Spring: 3)***Prerequisite:* EC 201 or EC 203

This course examines the economics of the firm. We will cover both the major motivations for the existence of firms in a market economy, as well as the detailed analysis of firm behavior. The analysis will be formal and utilize concepts and techniques from intermediate microeconomics. Topics include oligopoly competition, collusion, price discrimination, product differentiation, advertising, and entry and exit.

*Andrew Beauchamp*

**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

The primary aim is to examine government regulation of the behavior of firms and consumers within the context of issues classified as antitrust and regulation. The course will consider the various ways in which government attempts to alter socially undesirable business behavior through the use of antitrust legislation, industry regulation, and social regulation. The course will review basic concepts of industrial organization, such as monopoly and oligopoly. It will then study socially undesirable firm behavior that may be remedied via antitrust legislation. Finally, the course will analyze situations where government regulation is economically desirable and implemented.

*James Dalton*

**EC 361 Monetary Theory and Policy (Fall/Spring: 3)**

*Prerequisites:* EC 202 or EC 204 and EC 228

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 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.

*Anthony Laramie*

*Richard Tresch*

**EC 370 Sports Econometrics (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 228 and/or EC 327

**The empirical workload in this course has been rated "off the charts." This is not a sports history/trivia class.**

This applied economics course explores various aspects of the economics of sports and sports leagues. The focus is empirical analysis and features extensive application of econometric and statistical methods. Topics include the business and economics of professional team sports and sports broadcasting, analysis of competitive balance policies, and player relations issues including analysis of the drivers of players' salaries. If time permits, we will also consider the public finance aspects of sports teams and stadium financing, antitrust issues, and issues in collegiate sports. A term-long empirical research project is an important part of the course.

*Christopher Maxwell*

**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.

*Ben Li*

**EC 372 International Finance (Fall/Spring: 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 373 Impact Evaluation in Developing Countries (Fall: 3)**

*Prerequisites:* EC 201 and EC 228

**Enrollment limited**

**Significant writing/research component**

This course reviews advanced econometric techniques and research designs used to estimate the causal effect of programs or policies implemented in developing countries. Fixed effects, difference-in-difference, instrumental variable, and propensity score methods are discussed as are regression discontinuity, natural experiment, and randomized experiment designs. The economic rationale for such programs is also addressed. Topic areas include health, education, service delivery, insurance, and micro-finance.

*Paul Cichello*

**EC 374 Development Economics and Policy (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 202 or EC 204

**Cross listed with IN 374**

**Satisfies Cultural Diversity Core requirement**

**Enrollment limited**

**Significant writing/research component**

The purpose of this course is to understand the lives of the poor and the economies of poor countries in order to understand what—if anything—can be done to improve their lives. We will examine various theories of why some countries and groups are rich while others are not, with emphasis on understanding what changes might occur to promote development. We will consider what might be holding the poor back, including lack of infrastructure and capital, population growth, lack of education, poor health, corruption, and institutional impediments such as poorly developed or tightly constrained markets.

*Scott Fulford*

**EC 375 Economic Growth and Development (Fall: 3)**

*Prerequisites:* EC 201 or EC 203 and EC 202 or EC 204

This course surveys the field of economic growth and development. The course is designed primarily for economics majors, but is also appropriate for international studies majors and other students seeking an understanding of growth and development. We will study the underlying determinants economic growth, including factor accumulation and technological progress. We also will explore how political and social institutions influence the process of economic development. Our goal is to explain why some countries experience rapid increases in their standard of living while others do not. A central feature will be the role policy plays in affecting economic success or failure.

*Robert Murphy*

**EC 377 World Economy: Gold Standard to Globalization (Spring: 3)**

*Prerequisite:* EC 202 or EC 204. Recommended: EC 201 or EC 203.

Any previous exposure to international economics would be helpful, with EC 372 or EC 271 more so than EC 371.

This course explores the history and functioning of international monetary arrangements and economic relations from the early twentieth

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 381 History of Financial Crises (Fall: 3)

*Prerequisites:* EC 201 (EC 203) and EC 202 (EC 204)

#### Enrollment limited

#### Significant writing/research component

History of speculation and financial crises, from the Tulip Mania in Holland, John Law and the Mississippi Company in France, the South Sea Bubble in England, on through to the Panic of 1907 in the U.S., the Roaring Twenties and the Collapse of 1929, and the most recent financial crisis. We will look at these crises through the lens of Minsky's financial instability hypothesis and will, of course, ask why they continue to happen, over and over again.

*Harold Petersen*

### EC 385 Health Economics (Fall/Spring: 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 an 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.

*The Department*

### EC 399 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

*Frank Gollop*

### 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: 6)

Required of all seniors seeking a degree with Scholar of the College status.

*Frank Gollop*

## English

### Faculty

**Leonard R. Casper**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

**John L. Mahoney**, *Rattigan Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

**Kristin Morrison**, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

**Richard Schrader**, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

**E. Dennis Taylor**, *Professor Emeritus*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

**Judith Wilt**, *Newton College Alumnae Professor Emerita*; A.B., Duquesne University; Ph.D., Indiana University

**John J. Fitzgerald**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

**Joseph A. Longo**, *Associate Professor Emeritus*; B.S., M.Ed., A.M., Ph.D., Rutgers University

**John F. McCarthy**, *Associate Professor Emeritus*; A.B., Harvard University; A.M., Ph.D., Yale University

**Daniel McCue, Jr.**, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Columbia University

**Andrew J. Von Hendy**, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

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**Mary Thomas Crane**, *Thomas F. Rattigan Professor*; 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

**Elizabeth Kowaleski Wallace**, *Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia 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*; Chairperson of the Department; B.A., Portland State University; M.A., Ph.D., University of Washington

**Kevin Ohi**, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

**Philip T. O'Leary**, *Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

**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

**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

**Christopher P. Wilson**, *Professor*; A.B., Princeton University; Ph.D., Yale University

**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

**Christina Klein**, *Associate Professor*; B.A., Wesleyan University; Ph.D., Yale 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

**Kalpna Seshadri**, *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; M.A., Clark University; 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

**Robert Lehman**, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

**Maia McAlevey**, *Assistant Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University

**Julie Orlemanski**, *Assistant Professor*; B.A., University of Georgia; A.M., Ph.D., Harvard University

**Allison Adair**, *Adjunct Associate Professor*; B.A., Brown University; M.F.A., University of Iowa

**John Anderson**, *Adjunct Associate Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

**Eileen Donovan-Kranz**, *Adjunct Associate Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

**Joseph Nugent**, *Adjunct Associate Professor*; B.A., Ph.D., University of California, Berkeley

**George O'Har**, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

**Christopher Boucher**, *Adjunct Assistant Professor*; B.A., Brandeis University; M.F.A., Syracuse University

**Lori Harrison-Kahan**, *Adjunct Assistant Professor*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

**Thomas Kaplan-Maxfield**, *Adjunct Assistant Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

**Susan Roberts**, *Adjunct Senior Lecturer*; B.A., St. Michael's College; M.A., Boston College

**Bonnie K. Rudner**, *Adjunct Senior Lecturer*; B.A., Rutgers University; M.A., Boston College

**Treसानne Ainsworth**, *Adjunct Lecturer*; Assistant to the Chair; B.A., M.A., Boston College

### Contacts

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- [www.bc.edu/english](http://www.bc.edu/english)

### 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 offers 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 to a range of transnational literatures written in English.

By the successful completion of the English major at Boston College, students will be able to demonstrate:

- an ability to write clear, coherent, organized, and stylistically correct papers;
- an ability to close-read, interpret, and analyze texts (including poetic texts);
- a knowledge of literary genres and appropriate use of critical terminology;
- a recognition of the historical specificity of literary works and/or other cultural products;
- an awareness that there are a variety of critical approaches to literary and cultural texts.

#### 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.

#### Courses for English Language Learners

The Department offers Core level courses in language and literature for English language learners. These classes require department permission for registration. Interested students should contact the ELL coordinator, Lynne Anderson, for more information: [lynne.anderson@bc.edu](mailto:lynne.anderson@bc.edu).

#### Major Requirement: Class of 2013

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 EN 133 Studies in Narrative. 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 courses comprising:

- 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 EN 131 Studies in Poetry.

Students complete the English major by taking five elective courses of their choice.

#### Major Requirements: Class of 2014

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 3-credit Core courses, students must take 30 credits (in the form of ten, 3-credit courses) from the Department's offerings. These must include EN 131 Studies in Poetry (three credits) and EN 133 Studies in Narrative, 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 nine credits comprising:

- Three credits in pre-1700 English or American Literature
- Six credits in pre-1900 English or American Literature

These courses may be taken at any time in the student's major, but preferably after the completion of EN 131 Studies in Poetry.

Students complete the English major by taking 15 credits in elective courses of their choice.

#### Major Requirements: Class of 2015 and Following

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 3-credit Core courses, students must take 33 credits (in the form of eleven, 3-credit courses) from the Department's offerings. These must include EN 131 Studies in Poetry (three credits) and EN 133 Studies in Narrative (three credits), 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.

Because it is important for students to understand the foundations of literary traditions, English majors are also required to take nine credits in British or American literature, pre-1900, to be distributed in the following manner:

- Three credits in medieval or early-modern literature (before 1700)
- Three credits in eighteenth or nineteenth-century literature (between 1700–1900)
- Three additional credits in either category (i.e., pre-1900)
- The final required course is Theories and Methods of Interpretation (three credits), taught under a variety of rubrics emphasizing disciplinary approaches to literary and cultural study. The 12 credits of required courses may be taken at any time in the student's major, but preferably after the completion of EN 131 Studies in Poetry and EN 133 Studies in Narrative. Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as EN 170–171 Introduction to British Literature and Culture I and II and the EN 141 American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements, in discussion with their major advisor. They will have many options from among the 30 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 cannot be counted toward the major.*

### Advanced Topic Seminars

Advanced seminars are designed for English majors who want to pursue a topic or field in more depth than is possible in larger electives. The advanced seminar, with its small class size and intensive focus, is designed to foster an intimate learning community where students are encouraged not only to study an issue intensively but also to engage actively in intellectual exchange with a faculty member and a select group of committed peers. These courses are intended mainly for juniors and seniors, and students are required to have completed both Studies in Poetry and Studies in Narrative and at least one additional elective before taking an advanced seminar. Students should expect to produce a longer seminar research paper (15–20 pages) as well as one or more shorter papers and make at least one oral presentation. Students who intend to apply to graduate school in English are strongly urged to take at least one advanced seminar.

### 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 (for the class of 2014 and after, six credits) 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.

#### • **Minor Requirements: Class of 2013**

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.

#### • **Minor Requirements: Class of 2014 and Following**

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits 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 as the American Studies senior seminar for that year. Also, EN 277 Introduction to American Studies, is strongly recommended for minors, but not yet required.

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 [www.bc.edu/amstudies](http://www.bc.edu/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 three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

The minor in Irish Studies requires students to complete 6 courses drawn from more than one discipline and designated as appropriate by the Irish Studies program. (These courses may not be "double counted" towards both a major and minor.) Students should contact Irish Studies at 617-552-3938 to arrange a meeting with the Director 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. A listing of Irish Studies-approved courses is posted on our website and is also available at Connolly House.

Students pursuing the minor are encouraged to take advantage of the partnership programs that the Irish Studies program 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.

#### **Women's and Gender Studies**

Please contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's and Gender Studies.

#### **Creative Writing Concentration**

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- For the class of 2013, the creative writing concentrator undertakes a twelve-course English major instead of the usual ten courses. At least three of these courses must be writing workshops in any genre, selected with the help of the student's Concentration advisor.
- For the class of 2014, working within the credit-based system, requirements change as follows: The creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's Concentration advisor.
- For the class of 2015 and beyond, the creative writing concentrator undertakes a 39-credit English major instead of the usual 33 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's Concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wishing to declare should see Treseanne Ainsworth in Carney 444.

#### **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 Studies in Narrative, 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, 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, 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 Studies in Narrative. Because each student's background varies, students are advised on an individual basis. Two courses per semester (six credits, for the class of 2014 and following) from an English speaking country and one course per semester (three credits, for the class of 2014) from a non-English speaking country may be counted for major credit. These courses may fulfill historical requirements or 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: 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 and Cork, and 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.

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**EN 009 First Year Writing Seminar/English Language Learners (Fall/Spring: 3)**

**Satisfies Writing Core requirement**

**This course may be taken in place of EN 010**

This course is designed for students whose first language is not English. It focuses on the academic writing skills that are necessary for content courses. Students will read and respond to literary works and gain practice in the writing of academic essays, focusing on a range of English rhetorical styles. Attention to skills such as paraphrase, summary, and critical synthesis will be explored in class. English grammar is taught in the context of the readings and student-generated writing.

*Lynne Anderson*

*Deborah Schwartz*

**EN 010 First Year Writing Seminar (Fall/Spring: 3)**

**Limited to 15 students**

**Satisfies Writing Core requirement**

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. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

*The Department*

**EN 079 Literary Forms for English Language Learners (Spring: 3)**

**Satisfies Literature Core requirement**

This course is designed specifically for students whose first language is not English. Students will gain awareness of form and genre as significant factors in the experience of reading literature. Formal genres such as the short story, drama, and poetry will be explored. Course readings will include examples of each from different literary periods to study variety and development. This course satisfies the Literature Core requirement and may be taken in place of EN 080.

*Lynne Anderson*

*Deborah Schwartz*

**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)**

**Cross listed with GM 063, RL 393, SL 084**

**Satisfies Literature Core requirement**

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 An Introduction to Modern Irish I and II (Fall/Spring: 3)**

The Irish language in its cultural environment: a course for total beginners. Over the course of the semester, we'll aim to develop conversational and compositional skills and, in particular, your ability to read Irish prose and poetry. Texts and lectures will also introduce you to major themes in Irish history and culture associated with the rise and fall of Gaelic over the centuries. In the spring semester you can build on what you've gained and later, if you wish, fulfill your A&S language requirement by completing the two semesters of Continuing Modern Irish.

*Joseph Nugent*

**EN 097–098 Continuing Modern Irish I and II (Fall/Spring: 3)**

**Completion of the both semesters will fulfill the A&S language proficiency requirement.**

These are continuing courses in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in various genres. With the skills

we developed in EN 093-094, we'll progress towards further vocabulary and work especially to improve our abilities with translation of modern poetry and prose.

*Joseph Nugent*

**EN 125 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with HS 148, SC 225**

See course description in the Sociology 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 Studies in Narrative (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; narrative genres, conventions, and discourses; the construction of the character and the ways of representing consciousness; and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

*The Department*

**EN 141 American Literary History I (Fall: 3)**

**Fulfills the pre-1900 requirement**

**Students need not take these courses in chronological order.**

From Anne Bradstreet's meditation on the burning of her house to Thoreau's determination to simply his life, from Frederick Douglass' denunciation of slavery to the troubling passivity of Melville's *Bartleby*—EN 141 provides an overview of American literary history between the landing of the *Mayflower* and the start of the Civil War. In addition to those already mentioned, writers studied will include Mary Rowlandson, Edward Taylor, Olaudah Equiano, Benjamin Franklin, Nathaniel Hawthorne, Susanna Rowson, and Walt Whitman.

*Paul Lewis*

**EN 142 American Literary History II (Fall: 3)**

**Fulfills the pre-1900 requirement**

This is the second course surveying American literature, from the end of the Civil War to World War I. A number of literary movements, including Regionalism, Naturalism, and Realism, reflected anxieties over the developing image of the U.S. as a nation, over the philosophical challenge of Darwinism, over the impact of new technologies and immigrant populations, over the increasing dominance of economic factors and the sway of markets, over the new psychology. Authors may include Henry James, Mark Twain, W.E.B. DuBois, and Stephen Crane.

*James Wallace*

**EN 143 American Literary History III (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. The class will focus on novels by Hemingway,

Fitzgerald, Larsen, Faulkner, DeLillo, and perhaps Morrison; we will also read selected short fiction, one or two plays, and poetry by Eliot, Stevens, Ginsberg, and others.

*Katie Daily-Bruckner*

**EN 170 Introduction to British Literature and Culture I (Fall: 3)**

**Fulfills the pre-1700 requirement**

This course, along with Introduction to British Literature and Culture II, given the following semester, will offer an historical survey of British literature from Beowulf to the present. This first part will cover the Middle Ages, Renaissance, Restoration, and earlier eighteenth-century literature, offering a basic map of British literature and culture as they developed during these periods and introducing the major authors and cultural themes, as well as lesser known authors and historical background.

*Robert Stanton*

**EN 171 Introduction to British Literature and Culture II (Spring: 3)**

**Fulfills the pre-1900 requirement**

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which they were written.

*James Najarian*

**EN 172 The City in Literature and Film (Fall: 3)**

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* and *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 175 Jewish Writers in Russia and America (Spring: 3)**

**Cross listed with SL 375**

**Satisfies Cultural Diversity Core requirement**

**All readings and classes conducted in English.**

The experience of Jewish writers living in Russia and America from the 1880s until the present, examined through prose, poetry, drama, and memoirs written in English or translated into English from Russian, Yiddish, and Hebrew. The responses of Jewish writers to Zionism, the Russian Revolution, and the Holocaust with attention to anti-Semitism, emigration, limits of assimilation, and the future of Jews in Russia and America. The works of authors such as An-sky, Babel, Bagritskii, Bellow, Bialik, Erenburg, Malamud, Arthur Miller, Ozick, Philip Roth, Sholom Aleikhem, and Ulitskaia.

*Maxim D. Shrayner*

**EN 220 Classical Mythology (Fall: 3)**

**Cross listed with CL 320**

See course description in the Classical Studies Department.

*Brigitte Libby*

**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 course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

*The Department*

**EN 227 Classics of Russian Literature (in translation) (Fall: 3)**

Cross listed with SL 222

Offered periodically

Conducted entirely in English

Undergraduate major elective

Required for Russian majors

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. All readings and discussions are in English.

*Maxim D. Shrayner*

**EN 228 Twentieth-Century Russian Literature (in translation) (Spring: 3)**

Cross listed with SL 223

Offered periodically

Conducted entirely in English

Undergraduate major elective

Required for Russian majors

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.

*Cynthia Simmons*

**EN 230 Literature and Social Change (Fall: 3)**

This course will examine the possibility of using literature as a force of social change in the twentieth century. We will explore the way in which literary worlds reflect, transform or revise contemporary attitudes towards topics such as racial violence in America, poverty and work, violence against women and domestic abuse. We will examine works that self-consciously assume the task of depicting specific social conditions, but our focus will not be limited to those works.

*Laura Tanner*

**EN 237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)**

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 238 Medieval Women Writers (Spring: 3)**

Fulfills the pre-1700 requirement

Fulfills the Women Writers requirement for LSOE/EN majors

This course examines a female-authored texts from the Middle Ages, ranging from the eighth to the fifteenth centuries. This body of

work is remarkable for its size and range, given the limitations on women's writing: we will read Anglo-Saxon nuns' letters, Old English women's songs, biography, autobiography, saints' lives, fables, love poetry, mystical and visionary literature, utopian literature, political theory, and the correspondence of aristocratic women. Can we find essential characteristics of female-authored texts, can we locate a female literary ethos in particular genres, or are we encountering a fortuitous selection of typical literature? All texts are in English translation.

*Robert Stanton*

**EN 241 Playwriting I (Fall: 3)**

Cross listed with CT 384

See course description in the Theatre Department.

*Ronan Noone*

**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. This means that we will read at least one book-length work from each of the following ethnic groups: Filipino, Japanese, Chinese, Korean, South Asian, and Vietnamese. Together, the readings provide us with an opportunity to reflect on the long sweep of Asians in America struggling to give expression to their experiences. Discussion will often touch on many sensitive topics, so I wish to emphasize the importance of keeping an open mind, being respectful of others' opinions, and keeping up with the reading.

*Min Song*

**EN 259 Introduction to Literary Theory (Spring: 3)**

Intended primarily for English majors, 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 277 Introduction to 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. Members of the American Studies faculty will present guest lectures to highlight various aspects of the field.

*Lori Harrison-Kaban*

**EN 284 Race and Visual Culture (Spring: 3)**

Cross listed with BK 280

This course considers representations of race in U.S. film, television and the visual arts. We will consider how the U.S.'s history of racial conflict and cooperation is imagined in various genres including art installations, television and film. We will consider how such depictions are enabled or limited by their particular genre. How do police procedurals handle race differently than do sci-fi or family dramas?

What typical metaphors, characters and/or visual signs arise and which topics seem particularly prevalent or taboo? Texts under consideration may include *The Wire*, *Battlestar Galatica*, *Torchwood*, *For Coloured Girls*, *The Siege*, and *The Help*.

*Cynthia Young*

**EN 288 God and the Imagination: Epitaphs for the Journey (Fall: 3)**

A radically new course of readings dealing with the final questions of death, annihilation, tallies and losses, and the things that remain: love, faith, justice, hope, the endless questioning, the endless quest. Selections will range from Biblical texts to Dante's Hell and Purgatory, the Metaphysicals, Hopkins, Rosenberg and Owen on the horrors of war, the Hell Variations offered by poets like Hardy, Larkin, Hecht, Hart Crane, Berryman, Plath and Sexton, through the purgatorial ascent of T.S. Eliot, Thomas Merton, Flannery O'Connor, Seamus Heaney, William Carlos Williams, Wallace Stevens, Cormac McCarthy, and a number of new voices in poetry.

*Paul Mariani*

**EN 302 Witches and Apocalypses in Young Adult Fiction**

(Spring: 3)

Cross listed with BK 312

Recent young adult fiction seems oddly focused on both the supernatural and the post-apocalyptic. In our quest to understand why, we will trace the genre looking specifically at how supernatural entities might uniquely speak to adolescent readers; how post-9/11 fears have been translated into stories where the protagonist must survive in a post-apocalyptic world or navigate a pre-apocalyptic setting in which s/he must save the world. Finally, we will consider how earlier themes: social pressure, race and class tension, family dysfunction, and addiction find expression in the current strand of young adult fiction.

*Cynthia Young*

**EN 305 Weird Style: Greatness and Strangeness of Medieval Writers**

(Spring: 3)

*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

Counts toward German major, German minor, and German Studies minor

See course description in the German Studies Department.

*The Department*

**EN 310 Shakespeare (Fall/Spring: 3)**

Fulfills the pre-1700 requirement

The goal of this lecture course is to introduce students to a wide range of works from Shakespeare's career (poems and plays) and to explore the cultural contexts from which his works emerged. Students will do a variety of projects to help them engage with the scholarly and artistic possibilities that Shakespeare's works open up: they will develop and film an off-stage scene, research the secondary criticism on a particular topic, and work with the Early English Books Online database. Students will meet once a week in small discussion sections to supplement the twice-weekly lectures.

*Caroline Bicks*

*Matthew Freedman*

**EN 323 History of the Book: From Codex to Kindle (Spring: 3)**

Do we really judge books by their covers—or by their bindings, paper, typography, or design? This course will investigate the history of book technologies and their role in literature. From illuminated medieval manuscripts to ebook readers, we will explore the social and literary consequences of transformations in the book trade. Students will have the opportunity to handle and examine a wide range of rare, beautiful, and inventive bibliographic artifacts from the Burns Library and encounter literary works that reflect on book production.

*Andrew Kubn*

**EN 333 British Modernism (Fall: 3)**

In this class, we will study the great works of literary modernism with an eye toward the ways in which this revolution became our own tradition. Though this course focuses on British modernism in particular, the global character of modernism will necessitate some attention to American and Continental European influences. We will also have the opportunity to compare literary modernism to developments in architecture, film, and painting. Authors to be discussed will include Samuel Beckett, Joseph Conrad, H.D., T. S. Eliot, James Joyce, Wyndham Lewis, Ezra Pound, Rebecca West, and Virginia Woolf.

*Robert Lehman*

**EN 334 Gender Crossings (Fall: 3)**

Where does gender reside? Is it biological, genetic, cultural, psychological? How are notions of a gendered identity variously shaped and understood by medical discourse, social imperative, and personal preference? In this course, we'll be reading theorists from Freud to Fausto-Sterling, as well as recent transgender scholarship in order to explore how theories of gender inform modes of interpretation. We will consider figures and literary texts from a variety of time periods that represent instances of gender crossing, reading them through the lenses of these various theoretical models.

*Caroline Bicks*

**EN 337 Victorian Marriage/Victorian Sex (Spring: 3)**

Fulfills the pre-1900 requirement

The Victorian era may call to mind strict gender roles and romantic novels culminating in marriage. Yet this period also saw rampant prostitution, feminist agitation for rights, and arguments over competing masculinities. This course explores the interrelation between the literary form of the novel and Victorian debates about gender and sexuality. Texts may include: Brontë's *Jane Eyre*, Trollope's *Small House at Allington*, Braddon's *Lady Audley's Secret*, Hardy's *Tess of the D'Urbervilles*, and Doyle's "The Man with the Twisted Lip." Along the way, we will encounter a wide range of readings, from books of household advice to pornography.

*Maia McAleavey*

**EN 340 Milton (Spring: 3)**

Fulfills the pre-1700 requirement

This course will explore the major poetry and prose of John Milton. After reading shorter poems from the 1645 volume, we'll spend six weeks studying in depth Milton's great poem *Paradise Lost*, considering topics such as epic and nationalism, Hell and revolutionary poetics, gender and suffering, desire and expulsion. The last part of the course will focus on *Paradise Regained* and *Samson Agonistes*.

*Amy Boesky*

**EN 341 Fictions of Empire (Fall: 3)**

In its day, the British Empire outdid Rome's power and grandeur. It reveled in ceremony and invented traditions and sustained itself with notions of the civilizing mission and illusions of permanence. The literary arts responded to these fictions in various ways and were an important accessory to imperialism. This course will take up the representative literature and select policy documents of the Empire to discover the stories that the English told themselves in order to justify their conquest and subjugation of others. Works will include poems, adventure tales, short stories and novels.

*Kalpana Seshadri*

**EN 348 Modern Middle Eastern and Arabic Literature (Fall: 3)**

Cross listed with RL 292, SL 148

Satisfies Cultural Diversity Core requirement

Offered periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

*Frank Salameh*

**EN 350 Troy, in Love and War (Fall: 3)**

This course traces a tension shaping the literature of Troy from Homer to Shakespeare—namely, the tension between the violent, public events of war and the romantic, private experiences of love. The backbone of the class will consist in a progression through Chaucer's *Troilus and Criseyde*, Robert Henryson's *The Testament of Cresseid*, and Shakespeare's *Troilus and Cressida*. We will also read from Homer, Virgil, Ovid, Augustine, various medieval chroniclers of Troy, Chaucer's *House of Fame*, and John Lydgate. The content will be primarily medieval, with some classical and early modern texts.

*Julie Orlemanski*

**EN 351 British Romantic Poetry (Fall: 3)**

Fulfills the pre-1900 requirement

In this course we will read and discuss the poetry of Burns, Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism and the New Historicism, that bring out the cultural, social, and historical contexts of the poems.

*Alan Richardson*

**EN 371 British Short Fiction, 1840–1940 (Fall: 3)**

Fulfills the pre-1900 requirement

From 1840 through the twentieth century, we cover works in their historical, formal, ideological, and periodical contexts, with particular attention to the ways in which authors use short forms to test the boundaries of narrative, the expectations of fiction, and the purposes of storytelling. We will be reading a large variety of works—some as familiar as James Joyce's *The Dead*, others less famous. Course includes works by Charles Dickens, Anthony Trollope, Thomas Hardy, Oscar Wilde, Ada Levenson, Rudyard Kipling, D.H. Lawrence, E.M. Forster, Katherine Mansfield, Virginia Woolf, James Joyce, and Elizabeth Bowen, among others.

*James Najarian*

**EN 387 The Literary Essay (Fall: 3)**

"The essay can do everything a poem can do," according to Annie Dillard, "and everything a short story can do—everything but fake it."

We will study literary essays in a wide range of forms (e.g., personal, lyrical, satirical, experimental) in order to understand how they are similar to—but also different from—poems, short stories, and academic or journalistic articles. Reading and writing assignments will include both literary and scholarly essays. Authors on the reading list will include Swift, Woolf, Orwell, Baldwin, Didion, Wolfe, McPhee, Orlean, Dillard, and Sedaris.

*Laurence Tobin*

**EN 393 Jane Austen and Her Contemporaries (Fall: 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.

*Elizabeth Kowaleski Wallace*

**EN 403 Hauntings: Twentieth Century Southern Fiction**

(Fall/Spring: 3)

This course will survey twentieth century Southern fiction, with an emphasis on the haunting role of memory, religion and history. We will explore issues of war, race, class, gender and community. Finally, we will ask how Southern literature is struggling to find new modes of representing both its ghosts and its hope for the future. Readings include novels and short stories by Charles Chesnutt, William Faulkner, Eudora Welty, Katherine Ann Porter, Toni Morrison, Wendell Berry, Cormac McCarthy, and Barry Hannah.

*Maureen Benes*

**EN 404 Literary Boston 1790–1860 (Spring: 3)**

Walk the streets of Old Boston in this course that explores familiar and forgotten chapters of literary history. Spend a night at the Federal Street Theatre during the 1790s. Search early Boston magazines for forgotten treasures. Meet the poet buried on Boston Common. Find out why Edgar Allan Poe called members of the Boston literati "Frog-Pondians." And watch the American Renaissance flower. Authors studied will include Judith Sargent Murray, Lydia Maria Child, Charles Sprague, Henry Wadsworth Longfellow, Nathaniel Hawthorne, and Poe—Bostonians all! Visits to literary sites and explorations of online archival materials will help transport us back in time.

*Paul Lewis*

**EN 411 American Fiction and the Wild West (Spring: 3)**

While cowboys, Indians, and ponies remain prevailing icons of the "Wild West," this course strives to complicate and supplement these images by studying American texts that recycle, reimagine, or otherwise reflect on the West. When does American literature need Western narratives, and how does it use them? How can literature remark on, reshape, or frustrate common Western themes like violence, exploration and discovery, authenticity, cross cultural contact, cowboy masculinity and domestic femininity, and the human-non human relationship? What role do politics, class, and labor play in imagining the literary West, given Manifest Destiny and America's often ruthless continental development?

*Kiara Kharpertian*

**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 430 Literature and Journalism in America (Fall: 3)**

This is an upper-division elective that examines the development of mainstream and alternative American journalism over the last eighty years, with a special focus on the late twentieth and early twenty-first century. We will examine the border areas and conflicts between American nonfiction and news reporting in four areas: reporting on crime, the underclass, and transnational urban spaces; war and foreign correspondence; the New (and newer) journalism; and memoir. Our subject will be the interdependence of narrative forms and the social conditions they address.

*Christopher Wilson*

**EN 458 Rhetoric as Cultural Studies (Spring: 3)**

Rhetoric is an ancient art focusing on how people or groups use language and images to negotiate, gain power, and make meaning in the world. Rather than studying rhetoric itself, this course will consider how selected ideas and concepts from rhetoric can serve as a toolkit for studying a wide range of “cultural texts,” such as films, speeches, advertisements, images, or places. The goal of this course is to understand culture as dynamic and performative—to help us better understand the created nature of all human culture, while pointing to possibilities for acting and being in the world.

*Paula Mathieu*

**EN 461 Regionalism in America (Spring: 3)**

North, South, East, West: Explain. Everybody knows what a “Western” is—the frontier, Indians, adventure, the Code of the West—but what about “Easterns” or “Northerns” or “Southernns”? This course explores the concept of literary regionalism developed by Leslie Fiedler in *The Return of the Vanishing American* to explore the geography of a fictional America. Readings will include fiction by Jack Schaefer and Thomas Pynchon; Poe, Faulkner, and Flannery O’Connor; Hemingway, Edith Wharton and Louise Erdrich.

*James Wallace*

**EN 471 Gothic Women Writers (Fall: 3)**

After reading Horace Walpole’s foundational Gothic text, *The Castle of Otranto*, we will examine a range of Gothic novels by women writers during the late eighteenth and early nineteenth centuries. How can we characterize Gothic texts? Why did tales of terror take on a prominent role in literary culture? Is there a special affinity between the Gothic tradition and women? Other texts may include Clara Reeve’s *The Old English Baron*, Jane Austen’s *Northanger Abbey*, Mary Shelley’s *Frankenstein*, and Emily Brontë’s *Wuthering Heights*.

*Alison Fanous*

**EN 472 Contemporary American Short Fiction (Fall: 3)**

In this course, we will pay rigorous attention to the short story form by reading a range of contemporary American stories and critical/theoretical essays. Texts may include work by Donald Barthelme, Jhumpa Lahiri, Gish Jen, Edward P. Jones, Lorrie Moore, and George Saunders. What, we will ask, historically constitutes the short story

form, and how do these writers draw on or push the boundaries? How do issues of class, gender, sexual, ethnic, national, and transnational identity come into play?

*Elizabeth Graver*

**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 478 Poe and the Gothic (Fall: 3)**

**Fulfills the pre-1900 requirement**

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto* to “The Yellow Wallpaper” and beyond. In addition to Poe, we will read work by some of the following writers: Horace Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft, and Stephen King.

*Paul Lewis*

**EN 482 African American Writers (Fall: 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.

*Cynthia Young*

**EN 486 Drama of Harlem and Irish Renaissance (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

This course offers a comparative study of theatrical developments in two ethnic revival movements of the early twentieth century, the so-called Irish and Harlem “Renaissances.” Among topics to be discussed will be the intentions of the playwrights in both movements, their attempts to explore and define national and racial identities, their problematic relations with their audiences, and their use of myth, history, and dialect.

*Philip T. O’Leary*

**EN 491 Eighteenth Century Comic Constructions (Spring: 3)**

**Fulfills the pre-1900 requirement**

What does a comedy do, besides make us laugh? How does it work? How might constructing entertainments in comic modes display, hide, or reframe cultural anxieties or complacencies and contribute to shaping the no-less-constructed social world outside the text? We’ll encounter a variety of silly, sophisticated, sententious, salacious, scathing, scintillating plays and novels produced during a period when comedy flourished in both genres. Along with short readings in comic theory, we’ll scrutinize works by the likes of Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, and Sheridan.

*Robert Chibka*

**EN 492 Queer Origins (Fall: 3)**

How have thinkers responded to the question of queer origins? We will look at three overlapping categories: etiological accounts of the origin of homosexuality (Freud; physiological, biological, and environmental theories of sexuality; sexology; theories of gay desire by apologists, activists, and the (often violently) disapproving); mythological and philo-

sophical accounts of desire (Plato's *Symposium* and *Phaedrus*, Narcissus, Orpheus, Oedipus, Deleuze, queer theory); and literary representations of gay initiation, seduction, and origination (including works by Shakespeare, Swinburne, Wilde, Proust, Nabokov, and contemporary queer writers). To take the course without its title appearing on your transcript, contact the instructor for alternative registration options.

Kevin Ohi

**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 512 Old Irish (Spring: 3)**

*Prerequisite:* Previous familiarity with an inflected language or with Modern Irish

**Cross listed with SL 343**

See course description in the Slavic and Eastern Languages and Literatures Department.

M.J. Connolly

**EN 518 Reading Irish Childhood (Spring: 3)**

Why study Irish childhood now? Representations of the child dominate recent Irish culture, from Oscar winning movies to Pulitzer winning memoirs and Booker-winning novels. This course evaluates this cultural turn. It examines how understandings of the Irish child change over time. It investigates the relationship between children and nation. It asks how nostalgia and memory frame childhood. It considers education, play, adoption, child abuse, and institutionalization. Texts include Yeats' "Prayer for my Daughter," Joyce's *Dubliners*, novels by Kate O'Brien, Roddy Doyle, and Anne Enright, memoirs by Frank McCourt and Julia O'Faolain, films including *The Butcher Boy* and *In America*.

James Smith

**EN 522 Advanced Creative Nonfiction: Memoir, Biography, Profile (Fall: 3)**

An advanced creative nonfiction workshop on writing memoir and literary profiles. Weekly readings by contemporary writers will serve as models for writing by each workshop member (4–5 pages of new work weekly through early November; the last month of class will focus on revision). Our emphasis will be on student writing and critique, with attention given to genre, audience, and revision. Workshop assessment and peer-review will be supplemented by conferences. Given the intensive nature of the workshop, attendance and participation are especially important. Final assessment by portfolio.

Amy Boesky

**EN 526 Shakespeare: Early Plays (Spring: 3)**

**Fulfills the pre-1700 requirement**

**Optional 1-credit workshop will be offered which will focus on issues and strategies related to teaching the subject matter of this course.**

In this class we will read plays from the early part of Shakespeare's career: *Richard III*, *A Midsummer Night's Dream*, *Titus Andronicus*, *The Merchant of Venice*, *All's Well That Ends Well* and others. We also will be reading a variety of non-literary texts from the period in order to put the plays into their cultural context. In addition to learning about how the plays were produced and put on, we will consider how they were playing with notions of monarchy, gender, race, and recent royal history.

Mary Crane

**EN 534 Advanced Creative Nonfiction: Writing About Family (Spring: 3)**

Patricia Hampl's definition of memoir as "the intersection of narration and reflection" will serve as the stylistic foundation for this course on writing about family history. We will explore different practical approaches and structural techniques as we also consider moral and philosophical questions. When is it permissible to invent facts in a memoir or history? Can we ever hope to render real people fairly? How can we avoid judging past events by present standards? Our reading list will include such authors as Virginia Woolf, James Baldwin, Maxine Hong Kingston, Vladimir Nabokov, and Mary Karr.

Suzanne Berne

**EN 535 Advanced Creative Nonfiction: Writing Across Cultures (Fall: 3)**

Using creative non-fiction as a tool for cross-cultural inquiry, students will write a number of brief pieces and three long essays. Among the topics we will examine are the immigrant experience, the traveler's experience, and the writer as journalist-observer of a cultural "pocket" that brings you into new terrain. We will engage with the complexities of writing about a culture foreign to you, as well as the complexities of writing about your own culture(s). Students will do research, interviewing and reporting. Readings include work by Anne Fadiman, Darcy Frey, Andre Aciman, Jamaica Kincaid, Adrien LeBlanc, and Ruth Behar.

Elizabeth Graver

**EN 536 Joyce's *Ulysses* (Fall: 3)**

One semester. One class. One hugely important book. 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. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

Marjorie Howes

**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 (e.g., pitching a story). Expect to write short pieces every week, workshop other students' prose every week, and write and revise two longer articles during the semester. We will also consider models provided by accomplished journalists. By November 2, 2012, submit a writing sample of not more than 10 pages to Carlo Rotella's mailbox in the English Department office.

Carlo Rotella

**EN 551 Literary and Cultural Theory (Fall: 3)**

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from *The Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

*Frances Restuccia*

**EN 552 London in the Novel (Fall: 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 *Our Mutual Friend* and George Gissing's *The Nether World*, to early twentieth century works like in Virginia Woolf's *Mrs. Dalloway* and Sam Selvon's *The Lonely Londoners*, to later twentieth 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 560 Beyond Tradition: Experimental Arts in the Twentieth Century (Fall: 3)**

This course will focus on several key figures in the twentieth century whose experimental work has challenged the most basic conventions and assumptions of Western culture and aesthetics. We will explore the role of chance, collage aesthetic, spectatorship, sexuality and gender, and more. Material will include the work of the avant-gardes from the early decades (Duchamp, Gertrude Stein, Breton and others) and the explosion of a neo-avant-garde in the latter half of the century (Cage, Burroughs, Wittig, Beckett). This interdisciplinary course will explore textual as well as visual experimentation.

*Robin Lydenberg*

**EN 577 Writing Workshop: Poetry (Fall: 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.

*Susan Roberts*

**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. 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.

*The Department*

**EN 588 Business Writing (Fall/Spring: 3)**

For CSOM students, the course is also available as MH 588.

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.

*Marla Derosa*

*Adrian Van Young*

**EN 599 Undergraduate Reading and Research (Fall/Spring: 3)**

*The Department*

**601 Internship (Fall/Spring: 1)**

*Treseanne Ainsworth*

**EN 602 Advanced Topic Seminar: Contemporary Novels of the World (Spring: 3)**

Focus on contemporary novels by authors from various places across the globe. We will explore the ideas, narrative structures, and styles of writers such as Mahfouz (Egypt), Kundera (former Czechoslovakia), Sebald (Germany), Pamuk (Turkey), Hosseini (Afghanistan), Tahar Ben Jelloun (Morocco), and Coetzee (South Africa). Through close reading, we will examine the aesthetic dimension of each novel, comparing the books as we proceed. We will also be attuned to their political, social, and historical dimensions. With as much sensitivity as possible, we will address questions of cultural difference. Relevant post-colonial and psychoanalytic theory will also be included.

*Frances Restuccia*

**EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)**

**Cross listed with HS 665, SC 664**

See course description in the Sociology Department.

*The Department*

**EN 604 Advanced Topic Seminar: Emily Dickinson (Fall: 3)**

**Fulfills the pre-1900 requirement**

**Fulfills the Women Writers requirement for LSOE**

The old idea that Emily Dickinson's originality and poetic genius arose from her separation from the world around her is far too simple. It encourages us to think of Dickinson condescendingly, as a natural wonder rather than an educated and self-conscious artist; moreover, this idea causes us to miss some of Dickinson's most interesting meanings. She was, in fact, thoroughly versed in the science and politics of her day, acquainted with a good number of contemporary writers, and aware of many more, fascinated (though often with satirical intent) by the whims of fashion.

*John Anderson*

**EN 606 Advanced Topic Seminar: Futures Past: Time and History in Modernism (Spring: 3)**

In this class, we will examine how modernist novelists, poets, filmmakers, and philosophers struggled to master or to escape the past, how these struggles resulted in modernism's creative representations of time and history, and how these representations continue to influence our contemporary understanding of artistic innovation and political transformation. Texts to be discussed will most likely include works by Charles Baudelaire, Walter Benjamin, Henri Bergson, Sergei Eisenstein, T. S. Eliot, Wyndham Lewis, Karl Marx, Friedrich Nietzsche, and Virginia Woolf.

*Robert Lehman*

**EN 612 Advanced Topic Seminar: Whiteness and the Narratives of Race (Fall: 3)**

Do races exist? Is “White” a color like “Black” or “Asian” or “Hispanic”? What is whiteness and why is it the norm against which “people of color” are identified? What is the relation between race and nationality, or race and language group? Given its competing definitions, how should we understand the term “racism”? This seminar will discuss legal, political and cultural theories about race and racism in relation to narratives from around the world. Our goal is to understand how color, nationality and identity become political by probing the underlying logic of social inequality.

*Kalpana Seshadri*

**EN 615 Advanced Fiction Writing Workshop (Spring: 3)**

**Admission by permission of instructor only**

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. Students are expected to produce a steady stream of fiction throughout the semester and to revise their work deeply and extensively. 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 essential. Individual conferences with the instructor and readings of published texts will supplement our workshop discussions.

*Robert Chibka*

**EN 627 Capstone: Ways of Knowing (Spring: 3)**

**Cross listed with UN 513**

See course description in the University Courses Department.

*Carol Hurd Green*

**EN 632 Advanced Topics Seminar: Friendship, Love, and Social Taboo (Spring: 3)**

This course will explore why taboo-defying relationships—in particular, interracial friendships and romances, interfaith marriages, adultery, incest, and same-sex love—have been central to American literature and cultural history. Beginning with classic nineteenth-century works by writers such as James Fenimore Cooper, Nathaniel Hawthorne, Walt Whitman, and Mark Twain, the course will move on to a study of twentieth-century writers such as Israel Zangwill, W.E.B. Du Bois, Nella Larsen, William Faulkner, James Baldwin, and Alice Walker and of cultural texts such as *West Side Story* and *Lone Star*. Readings will include literary criticism, theory, and historical documents.

*Lori Harrison-Kahan*

**EN 634 Advanced Topic Seminar: Digital *Dubliners* and the Literary Future (Fall: 3)**

Bring your critical, creative, writing, and visual expertise to bear on the future of Digital Humanities while developing skills for tomorrow. This is a unique opportunity to construct, edit, and e-publish, for iPad, a critical edition of Joyce’s *Dubliners* incorporating sound, images, video, and text. The data you’ll research, and your own critical essays and annotations will be published and sold on iBooks. With the methodological and conceptual issues encountered, we’ll interrogate the future of e-publishing, the book, and of the literary imagination. Edited and authored by you, the book will be called *The Dubliner’s Guide for Students by Students*.

*Joseph Nugent*

**EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Fall: 3)**

**Cross listed with UN 544**

**Satisfies Cultural Diversity Core requirement**

See course description in the University Courses Department.

*Dorothy Miller*

**EN 645 American Nature Writing (Spring: 3)**

In this course we will read literature from the perspective of the fact that when we read a book we are holding a dead tree. Many of the authors we will encounter, however, are themselves aware of this perspective and use it in their work to raise questions about the relation between humanity, or culture, and nature. Our texts will represent a variety of genres (poetry, essay, fiction), and our authors will include Emerson and Thoreau, as well as such recent writers as Edward Abbey, Annie Dillard, Wendell Berry, and Gary Snyder (among others).

*Robert Kern*

**EN 654 Junior Honors Seminar (Spring: 3)**

**Permission of the instructor required**

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 for the English major and/or go on to graduate work in literary studies. Assigned readings will commonly include a series of primary texts, critical monographs responding to those texts, and theoretical essays. Because this class is designed to prepare students for writing an Honors thesis, the seminar may also discuss the form of the Honors thesis proposal.

*Christopher Wilson*

**EN 661 American Studies Honors Thesis (Fall: 1)**

*Carlo Rotella*

**EN 670 Capstone: Into The Woods (Spring: 3)**

**Cross listed with UN 541**

See course description in the University Courses Department.

*Bonnie Rudner*

**EN 671 Magazine Editing and Publishing (Fall: 3)**

In this course, we will explore the history and current state of magazine publishing in the U.S. How has the magazine evolved from its original purpose of an information clearinghouse to its modern manifestation as a vehicle for opinion, advocacy, and entertainment? How does the dominance of new media affect the print industry? What are the nuts and bolts of magazine editing and publishing? How do we define a magazine?

*Christopher Boucher*

**EN 672 American Studies Senior Seminar: America and its Futures (Fall: 3)**

Drawing on literary and non-literary texts, this seminar focuses on contemporary attempts to imagine the near future. We will cover issues such as the environment, energy, technological innovation, demographic change, and globalization. The seminar explores how these topics take on a different and renew urgency when we turn our gaze forward in time. We will take a special interest in the year 2050, as this is a year that is distant enough that a lot of significant changes to the ways we live our lives will occur but close enough that it is well within our likely lifespans.

*Min Song*

EN 675 Art and Craft of Literary Translation (Spring: 3)

Cross listed with RL 899, SL 427

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. Shrayer*

### *Undergraduate and Graduate Course Offerings*

EN 392 Syntax and Semantics (Spring: 3)

Cross listed with SL 344

See course description in the Slavic and Eastern Languages and Literatures Department.

*Claire Foley*

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 699 Seminar: Old English (Fall: 3)

Fulfills the pre-1700 requirement

Anglo-Saxons ruled England for 600 years, and their language is both familiar and strange. The core of English (*stone, water, bone*) comes from Old English, but English has changed in 900 years. Grammar is learned quickly. Then a world of literature opens up: violent poetry, mournful elegy, spiritual meditations, fanciful romance. We read *Genesis*, *Anglo-Saxon Chronicle*, Bede's *Ecclesiastical History*, mesmerizing homilies, Boethius' *Consolation of Philosophy*, and unforgettable poetry: the moody elegies *The Wanderer*, *The Wife's Lament*, and *The Husband's Message*, the Christian psychedelia of *Dream of the Rood*, the cryptic remnant *Wulf and Eadwacer*, and the feminist Biblical narrative *Judith*.

*Robert Stanton*

## 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*; Chairperson of the Department; A.B., Carleton College; Ph.D., Northwestern University

**John Michalczyk**, *Professor*; 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

**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

**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, 617-552-4295, joanne.elliott@bc.edu
- [www.bc.edu/finearts](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 Art History major offers undergraduate students an opportunity to acquire specialized knowledge and understanding of visual artifacts from prehistory to the present day, from Western and non-Western cultures. As a humanistic discipline, the history of art closely relates the analysis of visual culture to other modes of intellectual inquiry; accordingly, art history students and faculty frequently participate in interdisciplinary programs across the university. Contributing to the broad foundation that constitutes a liberal arts education, departmental courses prepare students for graduate work leading to professional careers in the arts, including teaching and research, art criticism, museum curatorship, art conservation, museum directorship, and art appraising. They also prepare the student to hold positions in commercial galleries and auction houses. The skill sets developed in art historical studies, however, do not apply exclusively to the analysis of works of art. The ability to evaluate material evidence, to study the cultural contexts in which it was discovered, to assess critically the various interpretations works of art have elicited, and to fashion clear and persuasive arguments in kind, are valuable in any program of study or professional situation. In a world increasingly dominated by images, visual literacy is as indispensable to navigating one's every day environment as it is to analyzing products of high culture. To tailor departmental offerings to suit their specific needs, students majoring in art history plan integrated programs in consultation with their faculty advisors, and are encouraged to take courses in history, philosophy, theology, and other fields related to their specialization. For those contemplating graduate study in art history, it is highly recommended that language courses in French and German be taken as early as possible. For the Art History major a minimum of 11 courses (33 credits) must be completed in the following way:

- FA 101–102 Introduction to Art History (six credits)
- FA 103 or FA 104 Art History Workshop (three credits)

These three courses should normally be completed by the end of the sophomore year.

- Eight additional courses of which three must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least one course must be chosen from each of the following periods:
  - Ancient Art
  - Medieval Art
  - Renaissance through Eighteenth Century Art
  - Nineteenth and Twentieth Century Art
  - Non-Western Art

FA 401 Seminar in Art Historical Research (three credits) is required and must be taken during the Junior or Senior year. This course is counted as one of the required eight courses discussed above. Please note: This course is offered only in the Fall semester of each year. For students graduating in 2013, one additional 400 level course (three credits) is required.

Students having earned a score of five on their AP exam may have the option of waiving the FA 101 and FA 102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four may waive either 101 or 102, but not both.

### 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 (36 credits), 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. They 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.

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 (3 credits)
- Choose two of the following four courses (6 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 (3 credits) or FS 211 Hot Off the Shelf (3 credits)
- Six additional courses with FS numbers over 100 (18 credits). These must include at least two 200-level and two 300-level courses. Effective for the class of 2014 and following, six additional courses with FS numbers over 200 (18 credits). These must include at least three 300 level courses.
- Two semesters of the senior project (FS 498) (6 credits)  
Students must have taken at least four semesters of work relating to his/her senior project prior to his/her 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  
 FA 355 Gaughin to Dali  
 FA 361 Issues in Contemporary Art

Summer travel and summer courses are recommended for enrichment. Consult the 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 e-mail at mulhernm@bc.edu or by calling 617-552-4296.

The minor comprises six (6) classes to be selected as follows:

- Required introductory course for all Studio Minors:  
 FS 103 Approaches and Issues to Studio Art (3 credits)
- One introductory level class to be selected from the following: (3 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 (6 credits)  
 One class at the 300 level (3 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 he/she has not taken an introductory course in, he/she 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 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 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 Art 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.

### Art History

#### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **FA 101 Art: Prehistoric to 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. Assignments will include museum visits and the study of significant works of art in Greater Boston.

*Pamela Berger*

*Kenneth Craig*

#### **FA 102 Art: 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. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in Greater Boston.

*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 two-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 who have taken FA 101–102 cannot take this class.**

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 Clues to Seeing (Fall/Spring: 3)****Satisfies Arts Core requirement**

Everyone looks, not everyone sees. This course aims to develop students' ability to see the visual clues and cues that artists use in their works to communicate meaning. First students learn to see and read artists' visual vocabulary. Then students use skills to uncover underlying meaning in works of art from various times and places to reveal understandings about the contexts in which artworks were created. In addition to developing skills to analyze any artwork and insights into a few cultural moments, students take away a heightened ability to see and understand all aspects of visual experience.

*Judith Bookbinder*

**FA 130 Intersection of Science and Painting (Spring: 3)****Cross listed with CH 102**

See course description in the Chemistry Department.

*David McFadden*

**FA 174 Islamic Civilization (Fall: 3)****Cross listed with HS 171, IC 199****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.

*Sheila Blair*

*Jonathan Bloom*

**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 221 Mysteries and Visions: Early Medieval Art (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 Imagination and Imagery: Later Medieval Art (Spring: 3)****Satisfies Arts Core requirement**

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

*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 (Spring: 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 242 Introduction to the Conversation of Works of Art (Fall: 3)**

*The Department*

**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 Nabum*

**FA 257 Nineteenth-Century Art (Spring: 3)**

**Satisfies Arts Core requirement**

An introduction to European and American art of the late eighteenth century to 1900. The work of major painters and sculptors will be investigated in the context of contemporary cultural and political developments. Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh and Rodin.

*Jeffery Howe*

**FA 258 Modern Art: Nineteenth and Twentieth Century (Fall: 3)**

**Satisfies Arts Core requirement**

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada, and Surrealism.

*Claude Cernuschi*

**FA 263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)**

**Cross listed with HS 131**

**Satisfies Arts Core requirement**

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 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)**

**Satisfies Cultural Diversity Core requirement**

**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.

*Sheila Blair*

**FA 311 Greek Art and Archaeology (Fall: 3)**

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)**

**Satisfies Cultural Diversity Core requirement**

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 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, understand how Michelangelo's art continuously evolved, and how other artists reacted to the challenge of the High Renaissance.

*Stephanie Leone*

**FA 335 Italian Palaces From 1450 to 1650 (Spring: 3)**

In mid-fifteenth-century Florence, the Medici, the city's de facto ruling family, built a private palace unprecedented in its monumentality. This bold move prompted other wealthy families, first in Florence and

then in centers like Rome and Venice, to express their status through grand private residences. This seminar will study the architecture, painted decoration, and material culture (furniture, collections, and objects) of Italian palaces from 1450 to 1650. Particular focus will also be placed on the motives and justifications behind living magnificently in Renaissance and Baroque Italy.

*Stephanie Leone*

**FA 342 Age of Rembrandt (Fall: 3)**

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

*Kenneth Craig*

**FA 350 The Art of the Object/Islamic Art (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

Unlike other traditions, much Islamic art comprises everyday objects—dishes, bowls, jugs, bottles, etc.—that are transformed into works of art by their forms and decoration. This seminar focuses on the manufacture, function, collecting and exhibition of these objects. The class will meet several times at the Museum of Fine Arts, and students will be expected to present a paper on an object in their collection.

*Sheila Blair*

**FA 356 Art Since 1945 (Spring: 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 (Fall: 3)**

A study of emergence of museums tracing development from private, ecclesiastical collections of classical and medieval periods to their present form as public institutions. Topics include the following: selecting, researching and installing works of Classical 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*

**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. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

*Claude Cernuschi*

**FA 403–404 Independent Study I and II (Fall/Spring: 3)**

These courses may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department*

**FA 405 Vienna 1900 (Spring: 3)**

**Offered periodically**

An analysis of the interdisciplinary crossfire that is Vienna 1900, concentrating on the interaction of aesthetics, culture, music, politics, philosophy, and psychology. Special emphasis on how the issues raised by the painting (Klimt, Kokoschka, Schiele) and architecture (Loos, Hoffmann, Wagner, Olbrich) of the period intersect with other domains, e.g. the philosophy of Wittgenstein, the music of Schoenberg and Strauss, the psychoanalysis of Freud, and the writings of Karl Kraus and Hugo von Hofmannsthal.

*Claude Cernuschi*

**FA 417 Paper Trails (Fall: 3)**

*The Department*

**FA 427 Early Medieval Art in Ireland and Britain (Spring: 3)**

*The Department*

**FA 453 Art and the Mind (Fall: 3)**

How can art be interpreted psychoanalytically? The focus of this seminar is on late nineteenth century artists such as, but not limited to, Manet, Gauguin, Cézanne, and Van Gogh, and on those psychoanalytic ideas that have been, and have yet to be applied to art. We will read Freud, Ernst Kris and Donald Winnicott, and presumably, the most recent ideas in psychoanalysis. 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 as the means of psychoanalytic interpretation.

*Katherine Nahum*

**FA 467 A History of Christian Architecture (Fall: 3)**

**Cross listed with TH 467**

**Offered periodically**

See course description in the Theology Department.

*Patricia DeLeeuw*

**FA 469 Goya, Spain, and Modernism (Spring: 3)**

**Offered periodically**

Goya, the commanding figure of Spanish art at the end of the eighteenth century has garnered a complex scholarship. Writers have addressed his Spanishness, his position within history as the ordinary modernist, and his vital psychology. We will explore these topics as well as the realist/idealist nature of his paintings and prints, and his enlightened interpretation of human seeing and not seeing—as a way of understanding the coherence of the man and his art.

*Katherine Nahum*

**FA 480 History, Literature, and Art of Early Modern Rome (Fall/Spring: 3)**

**Cross listed with 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*

*Sarah Ross*

**Film Studies****Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 or expression and communication. A class for beginners. Equipment is provided.

*Gautam Chopra  
John Hoover*

**FM 202 Introduction to Film Art (Fall/Spring: 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. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

*Richard Blake, S.J.  
Gautam Chopra*

**FM 273 Filmmaking II (Fall: 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.

*John Hoover*

**FM 274 Digital Non-Linear Editing (Fall/Spring: 3)**

**Prerequisite:** Departmental permission

**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*

**FM 275 Final Cut Pro Editing (Fall: 3)**

**Some equipment required**

**Restricted to majors**

This course is an introduction to digital video editing using the Final Cut Pro software environment. 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. The introduction of sound will include some early films of Frank Capra.

*Richard Blake, S.J.*

**FM 282 Political Fiction Film (Fall: 3)**

Political fiction film has often served as a dramatic means to deliver an ideological message. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915). During World War II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) combined thriller elements with a non-conventional political perspective. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

*John Michalczyk*

**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 290 American Film History: Pre-War Period (Spring: 3)**

*Richard Blake, S.J.*

**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. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.

*The Department*

**FM 302 Adaptation: Fiction Into Film (Fall: 3)**

This course explores the interplay between film and literature, in particular, the transposition of different forms of fiction to the movie screen. Using short stories, novellas and plays, students will study and analyze how the screenwriter and director adapt source material to make the film version of that same story. Students will read the original works before watching all or part of the resulting film and discussing the differences and the reasons therefore.

*The Department*

**FM 303 Advanced Screenwriting (Fall: 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. In the early part of the class, students will select an idea for a film and transform that idea into a story suitable for the screen. From there, in a round-table setting, students will complete a series of exercises to help them focus their stories, eventually moving on to writing a finished first act (28–30 pages) by the semester's end.

*The Department*

**FM 310 The Working Cinematographer: On the Set (Fall: 3)**

*Prerequisite:* Filmmaking I or equivalent 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.

*The Department*

**FM 314 Cinema of the Greater Middle East (Fall: 3)**

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 331 Independent American Film (Spring: 3)**

**Offered periodically**

How might contemporary independent cinema be seen as both an alternative and a response to mainstream Hollywood fare? How has the acquisition of indie studios, such as Miramax and New Line Cinema, transformed the industry? Has the affordability of technology and accessibility of audiences truly created a democratization of film? This course emphasizes critical examination of contemporary American Independent film from the 1980s films of John Cassavetes, Steven Soderbergh, Spike Lee through the 1990s and 2000s with features from Kevin Smith, Allison Anders, Richard Linklater, Quentin Tarantino; shorts from Wes Anderson and Jane Campion; and current festival hits.

*The Department*

**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.

*The Department*

**FM 355 The Cinema of Revolution and Revolt (Spring: 3)**

**Offered periodically**

*Pamela Berger*

**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 (Spring: 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 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 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 394 Documentary Film Production (Spring: 3)**

*Prerequisite:* Filmmaking II or Cinematography

**Offered periodically**

This advanced, hands-on course focuses on student production of documentary films and will fulfill the senior production requirement. After learning the components of contemporary documentaries, students will produce their own original 20-minute film based on a polished script, technical filming, and skilled artistic editing.

*John Michalczyk*

**FM 395 Teaching Assistantship (Fall: 3)**

*John Hoover*

*John Michalczyk*

### FM 396 Advanced Screenwriting II (Spring: 3)

*Prerequisite:* FM 303

Department permission required

Limited to 12 students

The course will feature more exercises and outlining, leading to the writing of the remainder of their script. As in Advanced Screenwriting, students will critically examine each other's exercises and writing under the guidance of the professor.

*The Department*

### FM 440 Independent Study (Fall/Spring: 3)

*The Department*

### FM 461 Filmmaking III (Spring: 3)

*Gautam Chopra*

### FM 499 Advanced Independent Research (Fall/Spring: 6)

*John Michalczyk*

### FM 598 Teaching Assistantship (Spring: 3)

*The Department*

## Studio Arts

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

### 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. This course incorporates historical components and writing assignments.

*The Department*

### 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. Students are expected to paint in the studio during class and to complete outside assignments. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

*The Department*

### FS 103 Issues and Approaches to Studio Art (Fall/Spring: 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 is intended for Studio majors and minors and serious students with previous studio experience. 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, and imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses.

Discussions and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

*Sheila Gallagher*

### FS 104 Seeing is Believing (Fall/Spring: 3)

Satisfies Fine Arts Core requirement

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks "good" without applying meaningful criteria? Using a variety of approaches and materials including photography, charcoal, and collage, assignments, exercises, and field trips are designed to strengthen visual acuity and the ability to communicate dynamically and creatively. This class is designed for both advanced and entry-level students with 2-D and 3-D assignments providing enough flexibility to meet each student at whatever level they are.

*Debra Weisberg*

### FS 141–142 Ceramics I and II (Fall/Spring: 3)

Lab fee required

These courses 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. These courses cover 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 146 Sculpture and Collaboration (Fall: 3)

An Independent Study class for Fine Art majors, minors, and students across the university interested in creating sculpture and/or collaborative projects that cross disciplines and media. These projects can be individually driven or created by collaborative teams developed from within the class. The collaborative teams can include a range of interests, from Fine Arts to math, business, nursing, psychology, and the range of areas of study offered at Boston College.

*Mark Cooper*

### FS 150 Painting Plus: Collage (Fall: 3)

Satisfies Arts Core requirement

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. Slide lectures, class work, critiques, discussion, and museum visits will be used to expand ideas about art. The course incorporates historical components and a writing assignment.

*Alston Conley*

### FS 161 Photography I (Fall/Spring: 3)

Lab fee required

Camera required

Some of Karl Baden's classes will meet on Wednesday evenings.

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. Class time will be devoted to slide lectures

on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly photographing and printing assignments, and a final project portfolio. This course requires additional work outside of class time.

*The Department*

**FS 204 Drawing III: Introduction to the Figure (Fall: 3)**

*Prerequisite:* FS 203 or permission of the instructor

**Lab fee required**

The purpose of this course is to help students obtain the basic skill of drawing the figure, including anatomy, through observation of the human form and fundamental exercises in gesture, contour, outline, and tonal modeling. Emphasis will be placed on finding a balance between gestural response, anatomical analysis, and individual invention.

*Sheila Gallagher*

**FS 206 Large Scale Drawing in Another Dimension (Fall: 3)**

*The Department*

**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)**

*Prerequisites:* At least two art courses at the 200-level or above or permission of the instructor

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photomontage, assemblage, stenciling, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Weekly classes follow historical development of concept, process, and imagery through the twentieth century.

*Alston Conley*

**FS 223 The Power of Objects: Intermediate Painting (Spring: 3)**

*Prerequisites:* FS 101–102 or permission of the instructor

**Lab fee required**

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting 1. Assignments are aimed toward encouraging the student to respond to contemporary issues in image making in order to further the development of a more personal vision. We work from complex still lifes to develop strong optical and technical painting skills in addition we will consider the meanings, references and psychological charge that objects may have.

*Andrew Tavarelli*

**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. The student will be introduced to a variety of painting styles and techniques through side presentations and

assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.

*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 serve as the basis for our projects. The majority of the studio time is spent working but includes critiques, slide lectures, reading assignments and gallery visits.

*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*

**FS 230 Introduction to Video Art (Fall/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.

*The Department*

**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. Students are expected to produce work in series and to present a final portfolio. This course requires additional work outside of class time.

*Michael Buhler-Rose*

**FS 276 Art and Digital Technology (Fall/Spring: 3)**

**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.

*The Department*

**FS 280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)**

**Permission of instructor required**

Students learn and use advanced techniques in Adobe Photoshop, Illustrator and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. Technical demonstrations, critiques, discussions of established photographers is part of each class. The goal is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc). Digital Diaries is an intermediate/advanced level course. Students must have their own camera (film or digital), basic familiarity with Photoshop (Art and Digital Technology or its equivalent) and permission of instructor to enroll.

*Karl Baden*

**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. Studio work will include finished drawings from observing the model, as well as studies from reproductions of art, memory and imagination. Specific attention is placed on examining the figure through a broad variety of art historical and cultural resources.

*Michael Mulhern*

**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. Class time is organized around painting, complemented by slide lectures, critiques, readings and gallery visits.

*Mary Armstrong*

**FS 328 Senior Minor Project (Spring: 3)**

**Required for Studio Art minor**

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. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

*Sheila Gallagher*

**FS 330 Pandora's Box (Fall: 3)**

**Offered periodically**

This is an all media (painting, drawing, photo, collage,) intermediate level studio class. The class will use myth, fable, and fairy tales to generate ideas for art making. Students should have taken at least one studio class in their preferred medium. In addition to in-class studio work there will be assigned readings, class critiques, and slide lectures as well as studio, museum, and gallery visits and a final portfolio review.

*Andrew Tavarelli*

**FS 352 Stage Design I (Spring: 3)**

**Cross listed with CT 352**

**Supplies fee required for this course.**

This course will concentrate on set design for the stage. We will study communicating with image and creating three dimensional spaces appropriate to dramatic action on stage. This will include some basic work at script analysis from the perspective of a designer. The student will learn techniques of drafting, rendering and model-making skills that are then used to create a final design project.

*Crystal Tiala*

**FS 357 Costume Design (Fall: 3)**

**Cross listed with CT 357**

See course description in the Theatre Department.

*Jacqueline Dalley*

**FS 361 Photography III (Spring: 3)**

*Prerequisites:* Two of the following courses are required: FS 161, FS 261, or FS 276 and 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. Lectures and assignments will concentrate on both traditional photographic-based picture making and digital technologies. Students will be expected to develop their own project ideas and to work in series. This course requires additional work outside of class time.

*Karl Baden*

**FS 385–386 Independent Work I and II (Fall/Spring: 3)**

*Prerequisite:* Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

These courses allow students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts.

*The Department*

**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 485–486 Independent Work III and IV (Fall/Spring: 3)**

*Prerequisite:* Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

These courses allow the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

*The Department*

**FS 498 Senior Project I (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

**Open only to juniors and seniors**

**Enrollment is limited to one student per class.**

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

*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

**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 30 credits or 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 30 credits or ten semester courses, a minimum of 12 credits or 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, 10 one-semester courses in German numbered 100 and above—or 30 credits at that level—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 or 30 credits which constitute the major, a minimum of four courses or 12 credits 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, Berlin, Heidelberg, Vallendar, and Vienna are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**GM 001–002 German A (Elementary I and II) (Fall/Spring: 3)**

**True beginners should also sign up for GM 003.**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. These courses are supplemented with a workbook, online videos, and audio programs. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background.

*The Department*

**GM 003–004 Elementary German Practicum I and II**

**(Fall/Spring: 1)**

*Corequisites:* GM 001–002

These intensive one-hour supplementary courses give students extra help mastering concepts presented in GM 001–002 through review and recycling of material. It is open to all students concurrently enrolled in GM 001–002 that feel they need more “time on task.” These classes are an excellent opportunity to practice conversation in a smaller, more informal group.

*The Department*

**GM 050–051 Intermediate German I and II (Fall/Spring: 3)**

*Prerequisites:* GM 001–002 or equivalent

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted primarily in German**

**Counts toward German minor**

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. These courses

include readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.

*The Department*

**GM 063 Triumphs and Failings of Modern Man (Spring: 3)**

Cross listed with EN 084.05

Satisfies Literature Core requirement

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 that 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*; Sigmund Freud, *An Outline of Psychoanalysis*; Erich Maria Remarque, *All Quiet on the Western Front*; Wolfgang Borchert, *The Man Outside*; Heinrich Böll, *Stories*; and Friedrich Dürrenmatt, *The Physicists*.

*Christoph Eykman*

**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 201–202 German Composition and Conversation I and II**

(Fall/Spring: 3)

*Prerequisites:* GM 050–051 or their equivalent

Satisfies Foreign Language Proficiency Core requirement

Auditors must register.

Required for German major and German minor

These courses are 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 and compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading.

*Christoph Eykman*

**GM 210–211 History of German Literature I and II**  
(Fall/Spring: 3)

*Prerequisites:* GM 050–051 (with a B- or better) or the equivalent  
Satisfies Foreign Language Proficiency Core requirement

Offered biennially

Conducted in German

Required for German major

Counts toward German minor and German Studies minor

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 222 Music and Word: The German Musical Heritage (Fall: 3)**

*Prerequisites:* GM 050–051 or the equivalent

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 240 King Arthur in German Literature (Spring: 3)**

Cross listed with EN 304

Offered biennially

Conducted in English with all texts in English translation

Counts toward German major, German minor, and German Studies minor

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.

*The Department*

**GM 242 Germany Divided and Reunited (Fall: 3)**

Cross listed with HS 160

Offered biennially

Conducted in English

Required for the German Studies minor

Counts toward German major and German minor

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)

*Prerequisites:* GM 050–051 or the equivalent

**Conducted in German**

**Counts toward German major and German Studies minor**

**Required for German 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, and 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)

*Prerequisite:* Permission of the chairperson

**By arrangement**

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.

*The Department*

### 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 four 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.

*The Department*

### GM 699 Honors Thesis (Fall/Spring: 3)

*Prerequisite:* Permission of the chairperson

**By arrangement**

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. The thesis is a major scholarly enterprise entailing independent research and writing; the final product is an essay embodying the

results of original research and substantiating a specific view of the subject matter. Interested students should initiate the preparatory planning during junior year.

*The Department*

## 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*; Chairman of the Department; 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**, *University Professor*; Ph.D., St. John's University

**Marilynn S. Johnson**, *Professor*; 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

**Patrick Maney**, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland

**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**, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

**Prasannan Parthasarathi**, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

**David Quigley**, *Professor and Dean of Arts and Sciences*; B.A., Amherst College; M.A., Ph.D., New York University

**Heather Cox Richardson**, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

**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

**Julian Bourg**, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

**Benjamin Braude**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**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**, *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

**Devin Pendas**, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

**Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

**Sarah Ross**, *Associate Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

**Franziska Seraphim**, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

**Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

**Owen Stanwood**, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

**Martin Summers**, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University

**Frank Fonda Taylor**, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

**Jeremy Clarke, S.J.**, *Assistant Professor*; B.A., Macquarie University; B.D., Theol. M., Melbourne College of Divinity; Ph.D., Australian National University

**Charles R. Gallagher, S.J.**, *Assistant Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

**Zachary Morgan**, *Assistant Professor*; B.A., Hunter College; M.A., Ph.D., Brown University

**Arisa Oh**, *Assistant Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago

**Dana Sajdi**, *Assistant Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University

**Sylvia Sellers-Garcia**, *Assistant Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley

**Ling Zhang**, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

**Karen Miller**, *Adjunct Associate Professor*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

**Robert Savage**, *Adjunct Associate Professor*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

### Contacts

- Department Administrator: Colleen O'Reilly, Maloney Hall, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Maloney Hall, 412F, 617-552-3781, rebecca.rea.1@bc.edu
- [www.bc.edu/history](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, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

### Major Requirements

In addition to the two-semester (6-credit) University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a two-semester (6-credit) sequence in U.S. History (HS 181–182). 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 or world history fulfills the two-semester (6-credit) University Core requirement in history, and a similar score on the AP test in American history fulfills the two-semester (6-credit) U.S. History requirement.

### For students beginning with class of 2014 and following

In addition to the University Core sequence in modern history, the History major is required to complete at least 30 additional credits in history, including the following: four credits of HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 11 credits of upper-division electives (numbered 200–699) in addition to HS 300. All students who are not writing a senior honors thesis in History must take four of their upper-division credits in the form of either a senior colloquium (HS 691) or a senior research seminar (HS 692). Note that some upper-division electives also satisfy the non-Western requirement. At least nine credits of the electives, including six credits 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 [www.bc.edu/history](http://www.bc.edu/history).

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the 30 required major credits beyond the University Core. Likewise a maximum of six summer credits may be taken for major credit, but at least 18 credits, including HS 300 and six of the upper-division credits, must be taken at Boston College during the regular academic year.

### For students in the class of 2013

In addition to the University Core sequence in modern history, 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 [www.bc.edu/history](http://www.bc.edu/history).

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.)

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 worth at least 18 credits. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200–699) worth at least six credits. In between, students can choose two other courses (worth at least six credits) freely from among the Department's offerings. Because many 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 (worth at least six credits) in order to complete the required six courses (and 18 credits).

### Information for First Year Majors and Non-Majors

The University Core requirement is a two-semester sequence in modern history from the late medieval period to the present. All history courses numbered between HS 001–094 fulfill this requirement. Every student must take one first-half and one second-half of a sequence (i.e., one of your courses must be odd-numbered and one even-numbered). 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.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for Core credit must get permission from the Core moderator, and they are strongly urged to do so before going abroad. Such a course must cover more than one century and more than one country. Similar guidelines apply to courses transferred from a previous institution, and at least one of the Core courses must be taken at Boston College.

No more than one of the two Core courses may, with the permission of the department's Core moderator, be fulfilled with a summer class.

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 (12 credits) abroad for major credit (and a maximum of two courses—six credits—for upper-division credit), although six history courses (18 credits) 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 (six credits) abroad for minor credit (including one upper-division course worth three credits).

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 [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 [www.bc.edu/schools/cas/history/undergrad/minor.html](http://www.bc.edu/schools/cas/history/undergrad/minor.html).

If you have further questions about your study abroad, please contact Professor Mark Gelfand, Director of Undergraduate Studies, at 617-552-8451 or by email at [mark.gelfand@bc.edu](mailto:mark.gelfand@bc.edu).

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### HS 011–012 Atlantic Worlds I and II (Fall/Spring: 3)

*Corequisites:* HS 013–014

**Satisfies History Core requirement**

**Offered periodically**

These courses survey 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.

*Robert Savage*

*Owen Stanwood*

**HS 015–016 The Making of the Modern World I and II (Fall/Spring: 3)***Corequisites:* HS 017–018*The Department***HS 019–020 Democracy, Rights, and Empire I and II (Fall/Spring: 3)***Corequisites:* HS 021–022**Satisfies History Core requirement****Offered periodically**

These courses are 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 the Enlightenment. Looked at another way, these courses are chiefly about the first global economy and European greed, racism, exploitation, and fanaticism, out of which, in the eighteenth 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.

*Devin Pendas**Alan Rogers***HS 023–024 Eurasia in the World I and II (Fall/Spring: 3)***Corequisites:* HS 025–026**Satisfies History Core requirement****Offered periodically**

These classes will discuss the changing frontiers of Europe's religious, economic, cultural, technological, and the interactions that defined that liminal space. Europeans from the Middle Ages through the French Revolution created their identities, both individual and communal, through their interactions with other peoples, and they often used these relationships to declare their status within European society. We will explore geographic boundaries as Europeans became increasingly active outside of Europe proper, but we will also examine other frontiers that were crossed in this period, as technologies, economies, and religions expanded because of Europe's contact with other parts of the world.

*Benjamin Braude***HS 031–032 Europe and the Modern World I and II (Fall/Spring: 3)***Corequisites:* HS 033–034**Satisfies History Core requirement****Offered periodically**

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, these courses focus particular attention on Europe. Nonetheless, they also trace 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; and the Enlightenment and the French Revolution.

*The Department***HS 035–036 Europe and the Modern World I and II (Fall/Spring: 3)***Corequisites:* HS 037–038**Satisfies History Core requirement****Offered periodically**

These courses survey European history from the Renaissance through the French Revolution, emphasizing economic, political, and social developments. The courses pay 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.

*Julian Bourg**Sarah Ross***HS 041–042 Europe in the World I and II (Fall/Spring: 3)***Corequisites:* HS 043–044**Satisfies History Core requirement****Offered periodically**

The purpose of these courses are two-fold. First, as an essential part of a liberal education, the courses will assist students to develop their skills of critical reading, thinking, speaking, and writing. Second, the courses will introduce students to some of the broad outlines of European politics, society, and culture from the Renaissance and Reformation to the outbreak of the French Revolution.

*The Department***HS 045–046 The Making of the Modern World I and II (Fall/Spring: 3)***Corequisites:* HS 047–048**Satisfies History Core requirement***The Department***HS 055–056 Globalization I and II (Fall/Spring: 3)***Corequisites:* HS 057–058**Satisfies Cultural Diversity Core requirement****Satisfies History Core requirement****Offered periodically**

“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.

*The Department***HS 063–064 Latin America in the World I and II (Fall/Spring: 3)***Corequisites:* HS 065–066**Satisfies Cultural Diversity Core requirement****Satisfies History Core requirement****Offered periodically**

These courses run from the 1490s to the 1790s and are a survey of the rise of capitalism and colonialism and their impact (economic, social, and cultural) upon Europeans and Latin Americans (Indigenous,

Iberian, and African), including the rise of Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France, and their American colonies.

*Deborah Levenson-Estrada*

*Sylvia Sellers-Garcia*

**HS 081–082 Modern History I and II (Fall/Spring: 3)**

**Satisfies History Core requirement**

These courses cover several centuries of time and trace 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, these courses seek 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**

These courses cover several centuries of time and trace 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, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department*

**HS 100 Major Political Rivalries in American History (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**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 001–094

**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 106 Teaching History Content Lab (Fall/Spring: 1)**

**Offered Periodically**

This course will focus on issues and strategies related to teaching the subject matter of the course to which it is attached. It is highly recommended for Lynch School of Education students, but is also open to any students interested in teaching.

*Cynthia Lyerly*

*Devin Pendas*

**HS 107 Internship (Fall/Summer: 1)**

*Prerequisites:* Any two semesters of HS 001–094

**Pass/fail**

*The Department*

**HS 111 America's War in Vietnam (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

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 115 Spies, Spying, and the Presidency (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

This survey course will examine the relationship between U.S. intelligence agencies and their impact on presidential decision-making. We will examine the history of intelligence and the presidency from the period of the American War for Independence through the present U.S. war actions in Iraq and Afghanistan. The course aims not only to provide a discussion of U.S. political history, but also incorporates elements of the relationship between intelligence studies and literature, philosophy, and religion. Questions of civil liberties, legal history, the role of Congress, and moral and ethical questions surrounding the gathering and effectuation of intelligence will be under study.

*Charles Gallagher, S.J.*

**HS 118 American Thought Since 1865 (Spring: 3)**

*The Department*

**HS 121 People and Nature: History and Future of Human Impact on the Planet (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with SC 025**

**Offered periodically**

See course description in the Sociology Department.

*Juliet Schor*

**HS 126 God in America: Survey of American Religious History (Spring: 3)**

*The Department*

**HS 131 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with FA 263**

**Offered periodically**

See course description in the Fine Arts Department.

*Judith Bookbinder*

**HS 137 China From Antiquity to the Middle Ages (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

**Fulfills the Non-Western requirement for the History major**

This survey offers a basic understanding of the historical transitions of Chinese society, politics, and culture. Among the topics covered are: the historical discourse of the emergence of early China; archaeological representations of early kingdoms and their path toward the formation of empire; territorial expansion versus the growth of a Chinese identity vis-à-vis non-Chinese ethnic groups; Confucianism as political and ethical philosophy; the Medieval Economic Revolution; and maritime China and its early encounters with the West.

*Ling Zhang*

**HS 145 Gender and War in Eastern Europe (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with SL 249**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Cynthia Simmons*

**HS 148 Introduction to Feminisms (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with EN 125, SC 225**

See course description in the Sociology Department.

*The Department*

**HS 149 Europe from 1750 to 1914 (Fall: 3)**

*The Department*

**HS 160 Germany Divided and Reunited (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with GM 242**

**Offered periodically**

See course description in the German Studies Department.

*Christoph Eyckman*

**HS 163 Roman Law and Family (Fall: 3)**

**Cross listed with CL 236**

See course description in the Classical Studies Department.

*Kendra Eshleman*

**HS 169 Celluloid Salvation: Redemption in American History and Film (Spring: 3)**

*The Department*

**HS 171 Islamic Civilization (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with FA 174, IC 199**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills the Non-Western requirement for the History major**

See course description in the Fine Arts Department.

*Jonathan Bloom*

*Dana Sajdi*

**HS 172 Post-Slavery History of the Caribbean (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills the Non-Western requirement for the History major**

*Frank Taylor*

**HS 174 Modern Latin America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Fulfills the Non-Western requirement for the History major**

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.

*Deborah Levenson-Estrada*

**HS 181–182 U.S. History I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

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. These courses seek to provide a firm chronological foundation for the study of the American past but seek 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 186 Seeing Workers Across the Americas: Cinema and Working Class History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

The aim of this course is to examine differences and similarities in the lives of the rural and urban poor and working classes in the U.S. and Latin America, areas which have been affected in different ways by international political economy. Films offer a unique lens into the social imagination of these radically changing post-World War II years. Viewing films from the United States, Argentina, Bolivia, Chile, Brazil and Nicaragua, themes of formal and informal labor, working-class culture, immigration, religion, gender, race, and war will be examined.

*Marilynn Johnson*

*Deborah Levenson-Estrada*

**HS 187 An Outsider's History of the High and Late Middle Ages (Spring: 3)**

*The Department*

**HS 189–190 African-American History I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 104–105**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

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, and civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller*

**HS 192 Black Education Movements (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 222**

**Offered periodically**

See course description in the African and African Diaspora Studies Department.

*Lyda Peters*

**HS 241 Capstone: Boston's College—Your Life (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with UN 532**

See course description in the University Courses Department.

*J. Joseph Burns*

**HS 280 History of Black Nationalism (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

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 nationalistic 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 300.06 Study and Writing of History: Boston College at 150 (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

In 2012–2013, Boston College celebrates the 150th anniversary of its founding and its 100th anniversary on the Chestnut Hill campus. The anniversary offers the occasion to study the history of the school, the development of its academic programs and extracurricular life, and its role in the wider community of Boston and the nation. Students will draw on original sources in the university's own archives and those off-campus.

*James O'Toole*

**HS 300.13 Study and Writing of History: The 1990s (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

For most of the decade, Bill Clinton occupied the White House. The first two-term Democratic president since FDR and only the second president to be impeached, he ranks among the most controversial presidents in modern American history. Even today, twelve years after Clinton left office, his presidency—and the decade he presided over—spark sharply differing assessments. They are either models to be emulated, especially in economic matters, or the origins of current domestic and foreign crises. This course examines the major events, policies, and personalities of these years. It also gives students an opportunity to learn the historian's craft by researching and writing an original paper on a specific aspect of the decade.

*Patrick Maney*

**HS 300.14 Study and Writing of History: Slavery and Memory: The WPA Narratives and Antebellum Slavery (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

This course has one central database that students will use as their primary source(s): the over 2,000 accounts of former slaves collected by Works Progress Administration interviewers during the depression. These sources are problematic, and raise interesting questions about the difference between history and memory, how to use sources that are deeply prejudiced and slanted, and about horrific experiences, like enslavement, can be represented. Students will write on some aspect of antebellum slavery or its memory using the WPA narratives and the secondary sources that contextualize them. Writing and reading intensive.

*Cynthia Lyerly*

**HS 300.25 Study and Writing of History: The Montgomery Bus Boycott (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

The dual purpose of this course is to analyze sources, methodologies, and approaches to writing about history and to incorporate that knowledge in the production of a significant research paper that treats a specific theme within the framework of the mid-twentieth century Civil Rights Movement (1945–1975). Assignments include review of course readings, production of a research paper, development of a bibliography, research design, methodological approach, thesis, arguments related to production of a final research project that employs primary, secondary, and electronic source materials

*Karen Miller*

**HS 300.39 Study and Writing of History: The Global Cold War (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

The global Cold War, viewed through the prism of new historical works and recently declassified top secret documents from the U.S., former Soviet Union and other communist nations—now readily available in English on-line virtual archives—along with the information on the progress of the arms race over time (from 1945 on) found in the databases of NGOs, will allow you to see the Cold War over the shoulders of those who led it. This course will develop students' research, writing and analytical skills in using both primary and secondary sources. In the process, we will see how the global Cold War, Superpower rivalries and interventions, and the colonial rebellions of 1946–1975 created the world of the twenty-first century in which we live.

*Roberta Manning*

**HS 300.44 Study and Writing: Black Migrations: Movement and Mobility in the African Diaspora (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

This course examines the historical experiences of people of African descent through the lens of movement and mobility. Operating on the premise that these concepts are not synonymous, we will explore the ways in which the history of people of African descent has been a history of spatial movement both voluntary and involuntary, and social mobility, both upward and downward. We will look at how this movement and mobility has produced and sustained a diaspora, focusing primarily on the communities and cultures of people of African descent in the Americas.

*Martin Summers*

**HS 300.66 Study and Writing of History: The Arabian Nights (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

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 300.81 Study and Writing of History (Spring: 4)**

*Prerequisites:* Any two semesters of HS 001–094

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. Reading for the course will be chosen from primary sources (trial records, pamphlet literature, demonology, theology) and historians' interpretations. After a few weeks of common reading, students will work on individual projects.

*Virginia Reinburg*

**HS 300.84 Study and Writing of History: Writing the Conquest of the Americas (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094

While the historical sources available pertaining to the conquest of the Americas have remained more or less the same, the way in which the conquest has been written has changed dramatically. From romantic portrayals of Spanish adventurers written in the nineteenth century to quantitative studies of demography and disease written in the twenty-first century, the conquest has been repeatedly rewritten and revised. Is it even accurate to speak of conquest at all? This course will introduce students to various versions of the so-called spiritual and military conquest of what became Spanish and Portuguese America. Building on these readings, students will write research papers based on original letters, journals, and accounts. Most of these sources are available in translation, but reading knowledge of Spanish or Portuguese will be a plus.

*Sylvia Sellers-Garcia*

**HS 300.96 Study and Writing of History (Spring: 4)**

*Prerequisites:* Any two semesters of HS 001–094

This class will examine the history of immigration, citizenship, and nation in the United States by focusing on illegal immigration, immigration fraud, and attempts by the U.S. government and individuals to establish and police national borders. We will discuss different

forms of immigration to the U.S. including marriage migration, paper sons, smuggling, trafficking and asylum seekers, and attempts by the U.S. government to detect and prevent fraudulent claims to entry and membership.

*Arissa Oh*

**HS 300.97 Study and Writing of History: The Intellectual Roots of Race and Nation in Modern Latin America (Spring: 4)**

*Prerequisites:* Any two semesters of HS 001–094

In the 19th and 20th centuries, the nations of Latin America shifted from accepting racial hierarchies that were central to the colonial structure, to a new nationalism that in many cases either rejected racism as part of an imperial structure or rejected European and North American ideas of racism. In their place, they created alternate models that “valued” the racial diversity that existed in these young nations. Students will read primary documents in translation addressing this developing nationalism throughout Latin America, and do research and write papers on specific examples of this phenomenon.

*Zachary Morgan*

**HS 320 Modern Brazil (Spring: 3)**

*Zachary Morgan*

**HS 329 Caribbean During Cold War (Spring: 3)**

*Frank Taylor*

**HS 339 Travelers in Latin America (Spring: 3)**

*Sylvia Sellers-Garcia*

**HS 341 The Inquisition (Spring: 3)**

*Sylvia Sellers-Garcia*

**HS 691 Senior Colloquium (Spring: 4)**

*Prerequisites:* Any two semesters of HS 001–094, HS 300  
*The Department*

**HS 692 Senior Seminar (Fall: 4)**

*Prerequisites:* Any two semesters of HS 001–094, HS 300  
**Offered periodically**

**Senior History major standing**

*Seth Jacobs*

**HS 693 Honors Seminar (Fall: 4)**

*Prerequisite:* Approval through the 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.

*Julian Bourq*

*Marilynn Johnson*

**HS 694 Honors Thesis (Spring: 4)**

*Prerequisite:* Approval through the Honors Committee

Students who have the approval of the History Department to enroll in a special honors project 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 695–696 Advanced Independent Research (Fall/Spring: 4)**

*Prerequisite:* Approval through the Honors Committee

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 699 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisites:* Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001–094

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 323 Slaves, Soldiers, and Citizens: Afro-Latin America (Fall: 3)**

*The Department*

**HS 324 Populism and Military Rule in Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Satisfies Cultural Diversity Core requirement**

**Fulfills the Non-Western requirement for the History major**

**Offered periodically**

This course examines the broad dynamics of political change in twentieth century Latin America by focusing on two specific models of governance. It examines Latin American politics from the rise of populism in the 1930s to the widespread collapse of democracy and establishment of military regimes in the 1960s–1970s. Through these patterns, we will consider the causes and consequences of industrialization, nationalization, authoritarianism, democratization, and neo-liberalism. The course will focus primarily on Argentina, Brazil, and Chile. We will consider theoretical approaches to Latin American history to understand both the general processes of change and differences that exist among these countries.

*Zachary Morgan*

**HS 325 Revolutionary Cuba: History and Politics (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 325**

**Satisfies Cultural Diversity Core requirement**

**Fulfills the Non-Western requirement for the History major**

**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 001–094

**Cross listed with PO 420**

**Satisfies Cultural Diversity Core requirement**

**Fulfills the Non-Western requirement for the History major**

**Offered periodically**

See course description in the Political Science Department.

*Ali Banuazizi*

**HS 343 Rise and Fall of the Ottoman Empire (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Satisfies Cultural Diversity Core Requirement**

**Fulfills the Non-Western requirement for the History major**

**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 359 History of Terrorism (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

This course examines the genesis and shifting development of the phenomenon of terrorism in the modern era. We will investigate ideas and arguments behind the various forms of political terror that have emerged in the nineteenth and twentieth centuries. Emphasis will be placed on problematizing and historicizing the relationships between violence and democracy. Primary topics include the Terror of the French Revolution, anarchism, and totalitarian state terror. We will also have occasion to touch on anti-colonial violence, 1960s radicalism, and, obviously, Al-Qaeda and jihadism.

*Julian Bourq*

**HS 365 Odysseys in the Western and Islamic Traditions (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Fulfills the Non-Western requirement for the History major**

**Offered periodically**

Bridging the traditional divide between "East" and "West," "Christendom" and "Islamdom" and viewing cultural production as rooted in the human experience, this course focuses upon similar literary and intellectual trajectories across Europe and the Middle East from antiquity to the late eighteenth century. We will examine a series of parallel texts that span the genres of epic, poetry, biography, autobiography and travel narrative. Students will be asked to read these texts in two ways: as an individual perspective (male or female) and as an odyssey—a literary repository of socio-cultural transformation and exchange.

*Sarah Ross*

*Dana Sajdi*

**HS 368 Early Modern British Expansion: Ireland to America**

**(Spring: 3)**

*The Department*

**HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Cross listed with BK 373

Satisfies Cultural Diversity Core requirement

Fulfills the Non-Western requirement for the History major

Offered periodically

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 385 Introduction to Modern South Asia (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Fulfills the Non-Western requirement for the History major

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 387 The First Emperor of the Qin (Spring: 3)**

*The Department*

**HS 390 China Regionalized: Environment, History, and Culture**

(Spring: 3)

*The Department*

**HS 400 Romans and Barbarians (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

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. The course will emphasize archaeological evidence as much as traditional textual evidence.

*Robin Fleming*

**HS 401 The Reformation (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Offered periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila.

However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.

*Virginia Reinburg*

**HS 410 Disunited Kingdom (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Offered periodically

This course will provide an overview of British and Irish history in the nineteenth and twentieth centuries by exploring issues of nationalism and culture within both the United Kingdom and Ireland. Although Ireland and Irish-British relations will be the primary focus of the course, students will also consider how Scotland and Wales have developed dual identities which enable citizens of both nations to consider themselves "British" as well as Scottish or Welsh.

*Robert Savage*

**HS 417 The Politics and Literature of the Irish Nation, 1800–1922 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Offered periodically

This course explores Irish literature and history during a century of turbulent social and political change as Ireland moved from Union with Great Britain (1800) to rebellion and independence. (1921). By studying some key works of fiction, poetry and drama, we will examine contesting visions of national identity as well as evidence about Ireland's material culture. We will also explore the connections between literary works and the political rhetoric and actions of a rapidly changing society. Whenever appropriate, we will look at the cultural evidence of visual art as well.

*Kevin O'Neill*

**HS 421 Irish Women Emigrants (Fall: 3)**

*The Department*

**HS 444 End of History and After (Spring: 3)**

*The Department*

**HS 450 Nazi Germany (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Offered periodically

Nazi Germany stands as one of the most obvious examples of evil in world history. Yet to think about the Third Reich historically means to understand that evil in all of its multiple dimensions: as a popular dictatorship, based on a radical social agenda domestically and an aggressive, expansionist foreign policy, and above all, in both cases, as a state based on explicit principles of racial community. This course will consider the Nazi regime as a social, political, military and ideological phenomenon, tracing it from its origins through its murderous apex to its final apocalyptic demise.

*Devin Pendas*

**HS 458 St. Petersburg/Leningrad: From Peter the Great to Putin (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

Offered periodically

Through historical works, memoirs, film and literature, we will experience daily life and culture in Russia's second capital from its construction as a city of palaces on a swamp by day laborers to the present day. We will study Petersburg's monarchs, aristocrats, writers, artists, terrorists, serfs and the new industrial working class that toppled the monarchy and brought the Communists to political power for 75

years. We will examine Stalinism and the Terror in Leningrad, the city's heroic 900-day Siege in World War II, and the postwar blue collar Leningrad childhood of Russia's President Putin.

*Roberta Manning*

**HS 460 Hitler, Churches, and the Holocaust (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with HP 259, TH 482**

**Offered periodically**

See course description in the Theology Department.

*Donald Dietrich*

**HS 480 History, Literature, and Art of Early Modern Rome (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

**Not open to students who have taken HS 232.**

This course focuses on early modern Rome, and considers the city from the interdisciplinary perspectives of history, art, architecture, and literature. Jointly taught by professors from the history, fine arts and Italian departments, the course will consider the connections between society and culture in the age of the Renaissance and the Baroque. Rome will be discussed as an early modern urban environment, as the artistic capital of Europe, and as a center of Italian culture. At the same time, the city will also be considered as a world center of Roman Catholicism.

*Sarah Ross*

**HS 488 The French Revolution (Spring: 3)**

*Paul Spagnoli*

**HS 493 From Diatribe to Dialogue (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with TH 485**

See course description in the Theology Department.

*Charles Gallagher*

*Ruth Langer*

**HS 500 The Plains Indians (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

This course will examine the changing experience of Plains Indians, primarily the Lakota, Cheyenne, Kiowa, Comanche, and Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.

*Heather Cox Richardson*

**HS 506 History of the American West (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**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 514 The American Civil War and Reconstruction (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 514**

**Offered periodically**

In this course, we will study how the wrenching changes of the Civil War era created modern America. We will study political and military developments from 1861 to 1865 and will also focus on changes in government, economy, and society in the North, South, and West during and immediately after the war years.

*Heather Cox Richardson*

**HS 518 U.S. Constitutional History II (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**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 519 1863: One Year in History and Literature (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

*David Quigley*

**HS 520 Race, Riots, and Rodeos: U.S. 1865–1900 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

In this course we will study the years from the end of the Civil War to the beginning of the twentieth century. While these decades often seem confusing in texts that treat them topically, they are, in fact, some of the most exciting and coherent years in American history. We will look at Reconstruction, urbanization, cowboys, industrialists, laborers, Indians, immigrants, and so on, to see how Americans made sense of the dramatic changes of the post-Civil War years.

*Heather Cox Richardson*

**HS 526 Law and American Society (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

**Not open to students who have taken HS 253**

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.

*Mark Gelfand*

**HS 536 Women and Religion in America (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

Religion has been a force for both repression and liberation in American women's lives. In this course we will explore the impact religions and religious ideas have had on women, the influence women have had on religion, and the way religion has functioned in women's lives. Themes we will cover include women in reform (from temperance, antislavery, western missions, opposition to war, and the civil

rights movement), fundamentalism and the New Right, and racial, class, and ethnic diversity in religious experience, and religious expression in literature and music.

*Cynthia Lyerly*

**HS 544 American Masculinities (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 405**

**Offered periodically**

This course surveys the history of masculinity in the United States from the colonial era to the late twentieth century. It explores how men and women have constructed ideas of manhood; how those ideas have been shaped by other categories of identity—such as race, ethnicity, class, sexuality, and region; and how men have performed their identities as gendered beings. This course will examine the ways in which masculinity has been historically constituted in the United States and how men and women of varying backgrounds have affirmed, contested, and/or disrupted these historically-constituted meanings of manhood.

*Martin Summers*

**HS 547 Gender and Sexuality in African American History (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Cross listed with BK 340**

**Offered periodically**

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.

*Martin Summers*

**HS 551 U.S., 1929–1960 (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

**Not open to students who have taken HS 549**

This course will explore the significant political, economic, and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

*Patrick Maney*

**HS 552 The U.S. Since 1960 (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

**Not open to students who have taken HS 550**

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.

*Patrick Maney*

**HS 561 A Tale of Two Cities: New York and Boston (Spring: 3)**

*The Department*

**HS 565 American Immigration I (to 1865) (Fall: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

This is the first half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and ante-bellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.

*Kevin Kenny*

**HS 566 American Immigration II (from 1865) (Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

**Offered periodically**

This is the second half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.

*Arisa Oh*

**HS 571–572 U.S. Foreign Relations I and II (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094

These courses are two semester surveys 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 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)**

*Prerequisites:* Any two semesters of HS 001–094, permission of instructor

**Cross listed with EN 603, SC 664**

**By A&S regulation, this is a pass/fail course and therefore cannot be taken for major credit.**

See course description in the Sociology Department.

*The Department*

## The Honors Program

### Contacts

- Acting Director: Dean David Quigley, 617-552-3315
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- www.bc.edu/schools/cas/honors

### *The Structure of the Honors Program*

#### Freshman and Sophomore Year

In their first two years, (each semester of their first two years for members of the Class of 2014 and following), students take a course called The Western Cultural Tradition. This has been defined as a four-semester, 6-credit course, equal to two of the five courses BC students take each semester.

This two-year double-credit course 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. **Please Note: The University has converted from a course-based system to a credit-based system, beginning with the Class of 2014.**

Though individual instructors vary their reading lists, there is broad agreement about the central texts in the first two years of the Honors Program. 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, generally culminating in Dante. 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 Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal 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 two-semester course (hitherto defined as 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. See below for provisions for those Honors Program students studying abroad as juniors.

#### 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 (advanced) seminars where they will re-read certain key texts that they may have studied years earlier (*The Divine Comedy*, 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. Depending on the student's situation, the Honors Program is willing to defer part or all of 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), 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 four-year curriculum.

#### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### HP 001–002 Western Cultural Tradition I (Fall: 3)

*Corequisites:* HP 001–002

**Satisfies Philosophy Core requirement**

**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 003–004 Western Cultural Tradition III and IV (Spring: 3)**

*Corequisites:* HP 003–004

**Satisfies Literature Core requirement**

**Satisfies Philosophy 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 031–032 Western Cultural Tradition V and VI (Fall: 3)**

*Corequisites:* HP 031–032

**Satisfies Social Sciences Core requirement**

See course description under HP 001–002.

*The Department*

**HP 033–034 Western Cultural Tradition VII and VIII (Spring: 3)**

*Corequisites:* HP 033–034

**Satisfies Social Sciences Core requirement**

See course description under HP 001–002.

*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. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

*Martin Cohen*

**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.

*Martin Cohen*

**HP 199 Readings and Research (Fall/Spring: 3)**

*The Department*

**HP 254 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 the Liturgy (Fall: 3)**

**Cross listed with SL 221, TH 198**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Michael J Connolly*

**HP 259 Hitler, Churches, and the Holocaust (Fall: 3)**

**Cross listed with HS 460, TH 482**

See course description in the Theology Department.

*Donald Dietrich*

**HP 260 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? Is there such a thing as a “democratic aesthetic”?

*Martha Bayles*

**HP 262 Americans, Ugly or Beautiful (Spring: 3)**

*Martha Bayles*

**HP 263 Kerouac’s Desolation Dharma (Fall: 3)**

**Offered periodically**

Seminar investigates Buddhist and Catholic dimensions of Kerouac’s works including *Visions of Gerard*, *On the Road*, *Dharma Bums*, *Subterraneans*, *Big Sur*, *Desolation Angels*, *Some of the Dharma*, and *Mexico City Blues*. Kerouac claimed both Catholicism and Buddhism in his writings as answers to his experience of “desolation” before the “void.” Class meets once per week to discuss the religious sources—e.g. Pascal or “The Diamond Sutra”—and writers Kerouac reacted to or influenced—e.g., Gary Snyder, Thomas Merton, or Henri de Lubac. The course requires class participation and substantial critical or research paper.

*Michael Martin*

**HP 270 Dante: Reflecting on Our Journey (Spring: 3)**

The primary text will be Dante’s *Commedia: Inferno, Purgatorio, Paradiso*, translated by Hollander. With the understanding that most Honors Program students have had some experience reading Dante’s epic poem as freshmen, the seminar will be based upon the text while addressing broader topics such as government, religion, poetry, history and the like. There may be greater exploration of politics, philosophy, psychology, science, social structure within the context of medieval

Florence, supported by additional texts, such as the *Vita Nuova*, *De Monarchia* (Dante's works) and other works by various poets, religious figures from classical times through medieval including contemporary interpretations.

*Susan Michalczyk*

**HP 272 Autobiographical Novel/Memoir (Fall: 3)**

This seminar will focus upon the genre of autobiography, its origins and evolution and the resulting variations that have emerged from the traditional concept, as established with Augustine's *Confessions*. Moving from the fundamentals of the genre, as defined in Gerd Gaus's essay on the pact between author and reader, our pattern will be a comparative study of texts such as Brontë's *Wuthering Heights*, Svevo's *The Conscience of Zeno*, Goethe's *Sorrows of Young Werther* and Akhmatova's *Requiem* as well as more contemporary texts including Dubus and Munro. In addition to careful analysis of selected texts, we will explore Olney's essays on autobiography.

*Susan Michalczyk*

**HP 273 Reading *Moby-Dick* (Spring: 3)**

Offered Periodically

*Michael Martin*

**HP 298 Humanities Research Lab (Fall: 3)**

This course is taken in tandem with HP 001–002 (fall), but is open to all Honors Program students.

For the well-prepared and interdisciplinary-minded honors student, this one credit course is preparation for the study of the art, architecture and music in the Western cultural tradition sequence of courses. By means of hands-on digital skills workshops and evening presentations of art and music from Durer to Beethoven, the student learns the basics of handling multi-media content (visual art, music, architecture, and film) for use in the Honors Program curriculum. The student who completes HP 298 will begin thinking across media boundaries, recognizing the synergies possible in finding connections across media.

*Timothy Duket*

**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, Maloney Hall, Room 485, 617-552-3688, [murphyro@bc.edu](mailto:murphyro@bc.edu)
- Associate Director: Hiroshi Nakazato, Adjunct Assistant Professor, Carney 247, 617-552-4892, [nakazato@bc.edu](mailto:nakazato@bc.edu)
- Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-3272, [mclaugpp@bc.edu](mailto:mclaugpp@bc.edu)
- [www.bc.edu/isp](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. Admission to the major is by competitive application at the end of freshman year. Approximately 70 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), faculty letter of recommendation, student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is early May, at the end of freshman year. The application form and further details about the program are available online at [www.bc.edu/isp](http://www.bc.edu/isp).

### Major Requirements

For students graduating in 2014 and later, 42 credits as described below. For students graduating before 2014, 14 courses as described below.

#### International Studies Core: 22 credits

- IN 500/PO 500 Introduction to International Studies (3 credits)
- EC 131 Principles of Microeconomics (3 credits)
- EC 132 Principles of Macroeconomics (3 credits)
- One Comparative Politics (PO 4xx) Course (3 credits)
- IN 563/TH 863 Ethics, Religion and International Politics (3 credits)
- Two of the following History, Culture, and Society courses (6 credits):
  - EN/IN 503 Global Englishes
  - HS 005–006 Asia in the World I and II
  - HS 055–056 Globalization I and II
  - HS 059–060 Islam and Global Modernities I and II
  - HS 063–064 Latin America in the World I and II
  - HS 572 U.S. Foreign Policy II 1945–present
  - SC 003 Introductory Anthropology
  - SC 040 Global Sociology
  - TH 161–162 The Religious Quest
  - TH 386 Ethics in a Comparative Perspective
  - TH 507 Introduction to Comparative Theology
  - Upper-division history, social science, or humanities courses that are approved by the International Studies Director or Associate Director.

#### Disciplinary Base: 17–18 credits

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

#### Economics Base:

- EC 201 or EC 203 Microeconomic Theory (3 credits)
- EC 202 or EC 204 Macroeconomic Theory (3 credits)
- EC 151 or EC 157 Statistics (3 credits)
- EC 228 Econometrics or EC 308 Game Theory in Economics (3 credits)

- Two electives chosen from (6 credits):
  - EC 271 International Economic Relations
  - IN 273/EC 273 Development Economics
  - EC 275 Economic Development: The Experience of El Salvador
  - EC 371 International Trade
  - EC 372 International Finance
  - IN 374/EC 374 Development Economics and Policy
  - EC 375 Economic Growth and Development
  - EC 377 The World Economy: From the Gold Standard to Globalization

**Political Science Base:**

- PO 041–042 Fundamentals I and II (6 credits)
- IN 540 Research Methods in International Studies or another methods course, e.g., PO 415 Models of Politics (3 credits)
- Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 400 or 500 level) (9 credits)

**History, Culture, and Society Base:**

- Choose either the Ethics and International Social Justice track 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 (3 credits):

- 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 373 Fundamental Moral Theology
- TH 496 The Moral Dimensions of the Christian Life
- 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 (3 credits):

- HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies)
- IN 540 Research Methods in International Studies
- PO 415 Models of Politics
- PO 422 Comparative Social Movements
- EC 234 Economics and Catholic Social Teaching
- EC 271 International Economic Relations
- EC 273 Development Economics
- SC 003 Introduction to Anthropology
- SC 049 Social Problems
- SC 093 Comparative Social Change
- SC 210 Research Methods
- SC 215 Social Theory
- NU 210 Public Health (with relevant concentration)

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 (12 credits)
- *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, access to healthcare, the pursuit of economic justice, racial justice, or gender justice (12 credits)
- *Area Option:* Four electives focusing on the study of questions of social justice in one geographic region (12 credits)

**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 (3 credits):

- CO 442 International and Intercultural Communication
- EN 232 Literature and Social Change
- EN 551 Introduction to Literary and Cultural Theory
- FA 109 Clues to Seeing
- 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 (3 credits):

- HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies)
- IN 540 Research Methods in 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

- 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 (12 credits)
- *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 (12 credits)
- *Area Option:* Four electives focusing on the study of culture in one geographic region (12 credits)

**Senior Year Requirements: 3 or 6 credits**

- IN 530 International Studies Seminar (3 credits) *or*
- Senior Thesis:
  - IN 497 Senior Honors Research (3 credits) or
  - IN 498 Senior Honors Thesis (3 credits)
 Note: IN 497 may count as an elective toward a student's disciplinary base.

**Minor Requirements**

For students graduating in 2014 and later, 18 credits as described below. For students graduating before 2014, six courses as described below.

The International Studies minor consists of 18 credits (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\*
- \*Select electives according to ONE of the following options for GCS:
- Global Culture and the Humanities option
  - Global Culture, History, and the Social Sciences option
  - Area option

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization (3 credits) or IN 546 World Politics (3 credits) 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 (3 credits)
- Thematic Concentration Electives: Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration (12 credits)

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 [www.bc.edu/isp](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 web site at [www.bc.edu/isp](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

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for Political Science track for International Studies major as well as social science requirements of the University Core.

- PO 041 and PO 042 Fundamentals of Politics

To enroll in PO 041 or PO 042 students need to declare a Political Science major.

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 059–060 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. International Studies minors may transfer credit for a maximum of two courses toward their International Studies minor.

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 e-mail with their thesis adviser.

For more information, contact Patricia McLaughlin, International Studies Program Administrator at [mclauggp@bc.edu](mailto:mclauggp@bc.edu) or 617-552-3272.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**IN 199 International Studies Internship (Fall/Spring: 1)**

*Prerequisite:* Department permission required

**Must be taken pass/rail**

*Patricia McLaughlin*

**IN 260 International Environmental Science and Policy (Fall: 3)**

**While no specific science classes are required as prerequisites, students should be familiar with basic scientific methods and principles.**

This course examines both the science underlying today's international environmental problems and the policy decisions that drive human actions and responses. The natural environment underlies every other human system: economic, political, cultural/religious, etc., and when it is perturbed, every system above it feels the effects. We will study the science behind climate change, deforestation, ocean/wildlife issues, and food security and look at how U.S. domestic laws, international treaties and conventions, international organizations like UNEP, and NGOs shape the way humanity deals with these problems.

*Vesela R Veleva*

## ARTS AND SCIENCES

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### IN 271 International Economic Relations (Spring: 3)

*Prerequisites:* EC 131–132

Cross listed with EC 271

See course description in the Economics Department.

*James Anderson*

*Eyal Dvir*

### IN 299 Independent Study (Fall/Spring: 3)

*Prerequisite:* Department permission required

**By arrangement**

*Hiroshi Nakazato*

### IN 374 Development Economics and Policy (Fall: 3)

*Prerequisites:* Department permission required. EC 201 or EC 203 and EC 202 or EC 204

Cross listed with EC 374

**Satisfies Cultural Diversity Core requirement**

See course description in the Economics Department.

*Scott L. Fulford*

### IN 497 Senior Thesis (Fall: 3)

**By arrangement**

Weekly seminar/workshop for IS seniors writing a senior thesis.

*Hiroshi Nakazato*

### IN 498 Senior Thesis (Spring: 3)

**By arrangement**

*Hiroshi Nakazato*

### IN 500 Introduction to International Studies (Spring: 3)

*Corequisite:* IN 505.01 through IN 505.07

*Peter Krause*

*Hiroshi Nakazato*

### IN 510 Globalization (Fall/Spring: 3)

*Prerequisite:* Department permission required

Cross listed with PO 510

**Satisfies Cultural Diversity Core requirement**

See course description in the Political Science Department.

*Paul Christensen*

### IN 521 International Law (Fall: 3)

Cross listed with PO 521

See course description in the Political Science Department.

*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.

*Brian J. Gareau*

*Paul Gray*

### IN 531 Politics of Energy in the U.S., Comparative and Global Perspectives (Fall: 3)

Cross listed with PO 531

See course description in the Political Science Department.

*David A. Deese*

### IN 540 Research Methods in International Studies (Fall: 3)

This course is designed specifically for students in the Political Science and the History, Culture, and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses

offered in other departments to augment the material covered here. This course complements and supplements IN 497 Senior Thesis, but the two courses are independent.

*Hiroshi Nakazato*

### IN 546 World Politics: Conflict and Cooperation (Spring: 3)

*Corequisite:* IN 547.01 through IN 547.03

**Satisfies Foundation I requirements for the International Studies minor**

**Course may be used as an elective for certain IS minor concentrations (ICC, IPE, EISJ).**

**Students with IN 500 may not take the class.**

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.

*Hiroshi Nakazato*

### IN 601 Advanced Independent Research (Fall/Spring: 6)

*Prerequisite:* Department permission required

**By arrangement**

*Hiroshi Nakazato*

## *Undergraduate and Graduate Course Offerings*

### IN 600 Ethics, Religion, and International Politics (Fall/Spring: 3)

*Prerequisite:* Department permission required

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.

*David Hollenbach*

*Erik Owens*

## **Islamic Civilization and Societies**

### **Contacts**

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Adjunct Associate Professor, Political Science, McGuinn 528, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 109A, 617-552-9139, susan.leonard.1@bc.edu
- [www.bc.edu/ics](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 (30 credits) 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. Visit the department website at [www.bc.edu/ics](http://www.bc.edu/ics) for the list of approved courses.

**Departmental Foundation Courses: Two courses**

- Political Science: PO 041/042 Fundamentals of Politics I and 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 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/IC 225 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 the 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 found on our website at [www.bc.edu/ics](http://www.bc.edu/ics). Electives must be distributed among at least two other departments in addition to the disciplinary base.

**Senior Seminar and Research Project/Honors Thesis: Two Courses**

All majors will be required to enroll in a thesis 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 four 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, Kuwait, Yemen, Cairo, and at the School of Oriental and African Studies at the University of London (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 and Flagship Fellowships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, Boston University, Brandeis, 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.

**Minor Requirements**

Students seeking to earn an Islamic Civilization and Societies minor must submit a proposed plan of study to the Associate Director, listing the courses that will be taken to fulfill the requirements. In general, proposed plans of study for the minor should be submitted no later than the second semester of the sophomore year. The Associate Director will review the proposed plan of study, in consultation with the student and Program Director, and if accepted, the Committee will grant approval for the student.

Fill out and email the proposed plan of study form before scheduling an appointment with the Associate Director. Whenever possible, the Associate Director will arrange for each student to receive continuing academic advisement from a faculty member in the student's academic major who is affiliated with the Islamic Civilization and Societies Program. Students will be expected to consult with the Associate Director at each semester registration period to update their plan of study.

**Requirements for the Islamic Civilization and Societies Minor**

- Six courses from the approved course list
- Selected courses must be from three different academic departments
- Required multidisciplinary foundation course IC 199 (fall semester) cross listed with HS 207/FA 174/TH 174
- Two courses in Arabic or an equivalent language, at the intermediate level or above

**Requirements for the Arabic Studies Minor**

The Department of Slavic and Eastern Languages and Literatures has approved a minor in Arabic Studies, which covers areas of Modern Standard Arabic and Modern Hebrew, Modern Middle Eastern Literature and Cultural History, and Near Eastern Civilizations.

- Six approved one-semester courses
- Two in Modern Standard Arabic, above the intermediate level
- Four in Middle Eastern languages, cultures, literatures and civilizations. May include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations

For additional information see Slavic and Eastern Languages and Literatures.

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**IC 199 Islamic Civilization (Fall: 3)**

**Cross listed with FA 174, HS 171**

**Satisfies Cultural Diversity Core requirement**

See course description in the Fine Arts Department.

*Jonathan Bloom*

*Dana Sajdi*

**IC 250 Conversion, Islam, and Politics in the Balkans (Spring: 3)**

**Cross listed with SL 250**

**Satisfies Cultural Diversity Core requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Mariela Dakova*

**IC 400 Islam and Liberal Democracy (Fall: 3)**

**Cross listed with PO 615**

See course description in the Political Science Department.

*David M DiPasquale*

**IC 500 ICS Senior Seminar (Fall: 3)**

*Prerequisite:* Department permission required

**Seniors only**

*Kathleen Bailey*

**IC 501 ICS Senior Thesis (Spring: 3)**

*Prerequisite:* Department permission required

*The Department*

**Mathematics**

**Faculty**

**Gerald G. Bilodeau**, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University

**Paul R. Thie**, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame

**Gerard E. Keough**, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University.

**Joseph F. Krebs**, *Assistant Professor Emeritus*; A.B., M.A., Boston College

**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

**Martin J. Bridgeman**, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

**Solomon Friedberg**, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

**Benjamin Howard**, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University

**Margaret J. Kenney**, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University

**G. Robert Meyerhoff**, *Professor*; 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

**Daniel W. Chambers**, *Associate Professor*; 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

**William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

**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

**John A. Baldwin**, *Assistant Professor*; A.B., Harvard University; Ph.D., Columbia University

**Dawei Chen**, *Assistant Professor*; B.S., Peking University; Ph.D., Harvard University

**Joshua E. Greene**, *Assistant Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University

**Julia Elisenda Grigsby**, *Assistant Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley

**Dubi Kelmer**, *Assistant Professor*; B.Sc., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

**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

#### Contacts

- Department Offices: Carney Hall, Rooms 301 and 318
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- [www.bc.edu/math](http://www.bc.edu/math)

#### Undergraduate Program Description

The Mathematics Department offers two undergraduate degree programs, leading to the Bachelor of Science and to the Bachelor of Arts.

##### Bachelor of Arts (B.A.)

The Bachelor of Arts program in Mathematics 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. Students who succeed in the program make excellent candidates for law school and other professional schools.

##### Requirements for Mathematics B.A. for the Classes of 2014 and Following

The Mathematics B.A. major requires completion of at least 33 credits, including:

- 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
- Eighteen elective credits chosen from MT courses numbered 400 or higher

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MT courses numbered 400 or higher for each.

##### Requirements for Mathematics B.A. Majors for the Class of 2013

The Mathematics B.A. major requires completion of at least 11 courses, including:

- 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 courses numbered 400 or higher

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting MT courses numbered 400 or higher.

##### Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics is designed to give students a rigorous and thorough mathematical experience, one that includes connection to another area of scholarship in which mathematics is an essential tool. In particular, the program is strongly recommended for those who wish to pursue graduate study in mathematics.

##### Requirements for Mathematics B.S. Majors for the Classes of 2014 and Following

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 311–312 Algebra I, II
- MT 321–322 Analysis I, II
- MT 460 Complex Variables
- Twelve elective credits in mathematics numbered 400 or above
- Twelve credits in natural science, computer science, or economics courses (listed below)

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MT courses numbered 400 or higher for each.

##### Requirements for Mathematics B.S. Majors for the Class of 2013

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 311–312 Algebra I, II
- MT 321–322 Analysis I, II
- MT 460 Complex Variables
- Four elective courses in mathematics numbered 400 or above
- Four courses in natural science, computer science, or economics (listed below)

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting MT courses numbered 400 or higher.

**Corequisite Science Courses for B.S. in Mathematics**

- BI 200 Molecules and Cells
- BI 202 Organisms and Populations
- BI 304 Cell Biology
- BI 305 Genetics
- BI 420 Introduction to Bioinformatics
- BI 524 Computational Foundations of Bioinformatics
- CH 109–110 (CH 117–118) General (Modern) Chemistry I, II
- CH 351 Analytical Chemistry
- CH 575–576 Physical Chemistry I, II
- CS 227 Introduction to Scientific Computation
- CS 244 Randomness and Computation
- CS 381 Cryptography
- CS 383 Algorithms
- CS 385 Theory of Computation
- EC 228 Econometric Methods
- EC 308 Game Theory in Economics
- EC 311 Mathematics for Economists
- GE 132–134 Exploring the Earth I, II
- GE 391 Introduction to Geophysics
- PH 209( 211)–210 (212) Introduction to Physics (Calculus) I, II
- Any upper division course for majors in Physics

**Additional Major Requirement (all students)**

A grade point average 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. Exceptionally strong students may apply for the Honors Section of MT 202, and should contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at [www.bc.edu/mathadvise](http://www.bc.edu/mathadvise).

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

**Departmental Honors**

Candidates for either the Bachelor of Arts or the Bachelor of Science who meet the following requirements will be awarded Departmental Honors in Mathematics:

- Completion of the mathematics requirements for the B.S. degree
- A grade point average of at least 3.3 in all math courses numbered 300 and above
- Completion, as one of the required electives, of an independent study course (MT 499) under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 800 level; or participation, as one of the required electives, in the Honors Seminar MT 695

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

**The Minor in Mathematics**

The Mathematics Department also offers a program for majors in other disciplines leading to the Minor in Mathematics.

**Requirements for the Minor in Mathematics for the Classes of 2014 and Following:**

- MT 101 Calculus II, MT 103 Calculus II (Math/Science), or MT 105 Calculus II
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- Nine elective credits, chosen from:
  - MT 216 Introduction to Abstract Mathematics
  - MT 226 Probability for Bioinformatics
  - MT 245 Discrete Mathematics
  - MT 305 Advanced Calculus (Science majors)
  - MT 310 Introduction to Abstract Algebra
  - MT 320 Introduction to Analysis
  - MT major courses numbered 400 or higher

Only one of MT 226 and MT 426, and only one of MT 305 and MT 410, may be counted toward the Mathematics minor.

No more than three credits may be accumulated toward the minor in courses granting fewer than three credits.

**Requirements for the Minor in Mathematics for the Class of 2013**

The Mathematics minor requires completion of six courses, including:

- MT 101 Calculus II, MT 103 Calculus II (Math/Science), or MT 105 Calculus II
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- Three electives, chosen from:
  - MT 216 Introduction to Abstract Mathematics
  - MT 226 Probability for Bioinformatics
  - MT 245 Discrete Mathematics
  - MT 305 Advanced Calculus (Science majors)
  - MT 310 Introduction to Abstract Algebra
  - MT 320 Introduction to Analysis
  - MT major courses numbered 400 or higher

Only one of MT 226 and MT 426, and only one of MT 305 and MT 410 may be counted toward the Mathematics minor.

**Five-Year Combined B.A./M.A.**

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the Spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs.

**Information for Study Abroad**

Normally, Mathematics majors should have completed all required Calculus courses at the 200 and 300 level before going abroad. Candidates for the B.S. degree who are planning a semester abroad face significant disruption of their programs, so should consult with the Assistant Chair for Undergraduate Programs beforehand.

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 at the 200 and 300 level may be available while abroad. However, these titles are generic, and thus it is extremely important that students check with the Department beforehand about taking any of these courses abroad. For course approval, contact the Assistant Chair for Undergraduate Programs.

#### 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 Calculus 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, Computer Science (B.S.), Environmental Geosciences, or Geological Sciences

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. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. Exceptionally strong students may apply for the Honors Section of MT 202, and should contact the Assistant Chair for Undergraduate Programs.

#### Majors in Biology or Computer Science (B.A.), 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 102–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 Probability and Applications
- MT 007 Ideas in Mathematics
- MT 180 Principles of Statistics for the Health Sciences (CSON students)
- MT 190 Fundamentals of Mathematics I (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 [www.bc.edu/mathadvise](http://www.bc.edu/mathadvise).

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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:* MT 121, MT 122, etc., depending on which 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., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in MT 102.**

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 and 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:* MT 141, MT 142, etc., 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., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in either MT 103 (Spring) or MT 105 (Fall).**

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, 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 students 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)**

**Satisfies Mathematics Core requirement**

**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., Environmental Geosciences, Geological Sciences, 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. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

**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: 3)**

**Satisfies Mathematics Core requirement**

**Restricted to Lynch School of Education students**

MT 190–191 is a course sequence 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 Lynch School of Education 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)**

*Prerequisites:* MT 101, MT 103, MT 105, or permission of instructor

**Satisfies Mathematics Core requirement**

**This course is for students majoring in Chemistry, Computer Science/B.S., Geology, 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 291 Geometry for Teachers (Spring: 3)**

*Prerequisites:* MT 190–191

**Offered biennially**

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 manipulative, 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

**Students may not take both MT 310 and MT 311.**

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including sub-rings, 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 311 Algebra I (Fall: 3)**

*Prerequisites:* MT 210 and MT 216

**Students may not take both MT 310 and MT 311.**

This course, with MT 312, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

**MT 312 Algebra II (Spring: 3)**

*Prerequisite:* MT 311. With the permission of the Assistant Chair for Undergraduates, students who have taken MT 310 may be allowed to take MT 312. However, they may need to do additional work on their own to make that transition.

This course, with MT 311, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

**MT 320 Introduction to Analysis (Fall/Spring: 3)**

*Prerequisites:* MT 202 and MT 216

**Students may not take both MT 320 and MT 321.**

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 321 Analysis I (Fall: 3)**

*Prerequisites:* MT 202 and MT 216

**Students may not take both MT 320 and MT 321.**

This course, with MT 322, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable

functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

**MT 322 Analysis II (Spring: 3)**

*Prerequisite:* MT 321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MT 320 may be allowed to take MT 322. However, they may need to do additional work on their own to make that transition.

This course, with MT 321, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

**MT 460 Complex Variables (Fall/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, and the residue theorem and applications to definite integrals.

**MT 498 Honors Thesis (Spring: 3)**

This course may be taken to complete the requirements for Departmental Honors in Mathematics. Students must make arrangements with an individual faculty member, and receive permission from the Assistant Chair for Undergraduates.

*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 412 Partial Differential Equations (Spring: 3)**

*Prerequisite:* MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

**MT 414 Numerical Analysis (Spring: 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, and approximation theory.

**MT 426 Probability (Fall/Spring: 3)**

*Prerequisites:* 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 (Fall/Spring: 3)**

*Prerequisites:* MT 426, familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and 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 435 Mathematical Programming (Fall: 3)**

*Prerequisite:* MT 210

This course 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 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, and geometry and the study of physical space.

**MT 453 Euclid's *Elements* (Fall/Spring: 3)**

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.

**MT 455 Mathematical Problem Solving (Spring: 3)**

*Prerequisites:* MT 202, MT 210, MT 216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

**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. The course will be of particular use to future secondary math teachers.

**MT 806–807 Algebra I and II (Fall/Spring: 3)**

These courses will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

**MT 808–809 Geometry/Topology I and II (Fall/Spring: 3)**

These courses will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co)homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

**MT 810 Real Analysis (Fall: 3)**

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on  $\mathbb{R}$ , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

**MT 811 Complex Analysis (Spring: 3)**

Local and global theory of analytic functions of one variable.

**MT 821–822 Number Theory I and II (Fall/Spring: 3)**

Possible topics of these courses include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

**MT 854 Fuchsian Groups (Spring: 3)**

**Offered periodically**

Selected topics in the theory of Fuchsian Groups with emphasis on connections to the study of manifolds and orbifolds.

**MT 855 Topics in Geometry and Topology (Fall: 3)**

**Offered periodically**

Selected topics in Geometry and Topology.

**Music**

**Faculty**

**T. Frank Kennedy, S.J.**, *Professor*; The Peter Canisius Chair; Director, Jesuit Institute; 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

**Michael Noone**, *Professor*; Chairperson of the Department; B.A., M.A., University of Sydney; Ph.D., University of Cambridge

**Jeremiah W. McGrann**, *Adjunct Associate Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

**Ralf Yusuf Gawlick**, *Assistant Professor*; B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.M.A., New England Conservatory

**Sandra Hebert**, *Adjunct Assistant Professor*; B.M., Boston University; M.M., Boston University; D.M.A., Boston University

**John Finney**, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

#### Contacts

- Administrative Assistant: Mary Ellen Royer, 617-552-8720, musicdep@bc.edu
- 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 Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition 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 various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Monteverdi). MU 030 History of Popular Music 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 Irish Folk Music, Music in America, History of Jazz) and non-Western traditions. MU 301 Introduction to Musics of the World, MU 306 African Music, and MU 307 Musics of Asia 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, communications, arts administration, 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, ethnomusicologists, or educators. 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 art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

#### Performance

The Music Department offers individual instruction in voice and instruments either for credit (MU 099—one credit per semester) or not for credit (MU 100–102). Individual Instrumental Instruction, either credit or non-credit, require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles. Private lessons, when taken for credit, require three semesters for the equivalent of a 3-credit class.

#### Major Requirements

(Minimum of 12 courses or 38 credits starting with the class of 2014)

- *Theory, Analysis, and Composition Courses*: (12 credits 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 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar, MU 316 Tonal Composition
- *Historical Courses*: (nine credits total)  
*Required of all majors*: MU 209 Twentieth Century Music  
*Choice of any two*:\* MU 201 Medieval-Renaissance Music, MU 202 Music of the Renaissance, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era  
\*With permission of the Director of the Undergraduate Program in Music, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses*: (six credits 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 306 African Music\*
  - MU 307 Musics of Asia\*
  - MU 350 Topics in Ethnomusicology
\*MU 301, MU 306, and MU 307 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 326 History of Jazz
  - MU 330 Introduction to Irish Folk Music
- *Required Senior Seminar*: (one semester, 3 credits)  
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*: (six credits)  
The student will choose a minimum of two 3-credit 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. Three semesters of private instruction for credit may be used as an elective only upon completion of the jury at the end of the third semester of lessons.

- *Performance Ensemble Experience:* (minimum of two semesters) Each major must have two semesters 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, student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal students groups (by consultation with the Director of the Undergraduate Program in Music), 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:* (1 credit)  
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MU 081–082 Ear-Training and Sight-Singing are 1-credit classes designed and recommended as an aid to passing this test.

#### **Minor Requirements**

(Minimum of six courses, 18 credits beginning with the class of 2014)

The Music Department has designed a minor in music as an alternative for students who are interested in music, but do not wish either to make music their career or to 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 (3 credits): MU 070 Fundamentals of Music Theory (required 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 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 (6 credits): MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives (9 credits): One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in consultation 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.

#### **Honors**

In order to graduate with departmental honors, a student must maintain a grade point average 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 401 Senior Recital Preparation 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 030 History of Popular Music 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* below. 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, MU 306 African Music, and MU 307 Musics of Asia 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 12 credits fulfilled abroad.

Students should contact 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. 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 or MU 030 History of Popular Music in the U.S. Arts Core courses in Fine Arts or Theatre 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, 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 at [www.bc.edu/courses](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 and acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts and as autonomous works of art.

*Donald James*

#### **MU 051 Irish Fiddle/Beginner (Fall: 0)**

##### **Performance course**

**One credit for class 2013; zero credit for class 2014 and beyond**

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 Tina Lech, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small portable recorder is required.

*Tina Lech*

#### **MU 052 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)**

*Prerequisite:* MU 051

##### **Performance course**

**One credit for class 2013; zero credit for class 2014 and beyond**

For students who have taken a full semester of Beginner Irish Fiddle (MU 051) or 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. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

*Seamus Connolly*

*Tina Lech*

#### **MU 053 Irish Fiddle/Intermediate (Fall/Spring: 0)**

*Prerequisite:* MU 051

##### **Performance course**

**One credit for class 2013; zero credit for class 2014 and beyond**

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 who 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-time Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

*Seamus Connolly*

#### **MU 054 Traditional Irish Dance (Fall/Spring: 0)**

This course will introduce students to the sean-nós ("old-style") dance traditions of Ireland, including solo step dance footwork as well as group strengthening exercises, while also gaining a greater understanding of traditional Irish music and its intrinsic connection to the dance patterns. All levels welcome.

*Kieran Jordan*

#### **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.

*The Department*

**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.

*The Department*

**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 Christmas Concert with the University Chorale. Recent programs have included Haydn's Symphony No. 99, Tchaikovsky's Symphony No. 5, and Copland's *Appalachian Spring*. The orchestra sponsors the annual Concerto/Aria Competition. 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 Kniffin*

**MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)****For music majors****Usually taken concurrently with MU 110 or MU 211**

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)****For music majors**

A continuation of MU 081. See description for MU 081.

*Michael Burgo*

**MU 083 Introduction to Improvisation (Fall/Spring: 0)****Performance course****One credit for class 2013; zero credit for class 2014 and beyond**

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. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

*Erik Kniffin*

**MU 084 Intermediate Improvisation (Fall/Spring: 0)**

*Prerequisite:* MU 083 or permission of instructor

**Performance course****One credit for class 2013; zero credit for class 2014 and beyond**

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 Kniffin*

**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.

*Judy Grant*

**MU 086 Advanced Improvisation (Fall/Spring: 0)**

*Prerequisite:* MU 084 or permission of instructor

**Performance course****One credit for class 2013; zero credit for class 2014 and beyond**

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 Kniffin*

**MU 087 Tin Whistle/Beginner (Fall: 0)****Performance course****One credit for class 2013; zero credit for class 2014 and beyond**

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. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

*Jimmy Noonan*

**MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 0)***Prerequisite:* MU 087**Performance course****One credit for class 2013; zero credit for class 2014 and beyond**

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)****Performance course**

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: 0)****Cross listed with BK 290****Performance course**

**No experience is required for membership, but a voice placement test is given to each student.**

**One credit for class 2013; zero credit for class 2014 and beyond**

See course description in the African and African Diaspora Studies Department.

*Chauncey McGlathery***MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)****Performance course****Fee required**

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. 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.

*Sandra Hebert***MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)****Performance course****Fee required**

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. 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)**

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)**

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 110 Harmony (Fall/Spring: 3)***Prerequisite:* MU 070 or permission of the Department*Corequisite:* MU 080**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. It is recommended that music majors sign up for MU 081 Ear Training/Sight-Singing Lab.

*The Department***MU 130 Education Through Music (Spring: 3)****Offered periodically**

This is a course in general education, especially appropriate for majors and minors in education and music. The objectives of this course are to equip prospective teachers with strategies and methods of teaching and integrating music within the PreK-12 curriculum and to develop basic music competencies and understanding to engage a student's artistic, emotional, cognitive, physical, and psychological faculties. These objectives will be addressed through a variety of experiences: assigned readings, writings and research projects on topics of music philosophy and aesthetics, theories of children's musical development/learning, teaching methodologies and materials, hands-on activities, and in-class teaching opportunities.

*Barbara Gawlick***MU 205 Music of the Classic Period (Fall: 3)****Historical period**

This course will consider the musical trends of the eighteenth and early nineteenth centuries (c. 1750-c. 1815) that are characterized by

the movement towards simplicity in melody and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the two great composers who lived and worked in or around Vienna in the period 1780–1800: Haydn and Mozart.

*Jeremiah W. McGrann*

**MU 207 Music of the Romantic Era (Spring: 3)****Historical period**

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.

*Sandra Fallon-Ludwig*

**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, and 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; nationalist composers like Bartok, Britten, and Copland; and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

*Ralf Gawlick*

**MU 211 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MU 110

*Corequisite:* MU 080

**Theory course**

**It is recommended that music majors take MU 081 or MU 082**

This course covers the basic principles of chromatic progression. The proper use of secondary dominants, diminished seventh chords, and augmented triads precedes an in-depth study of the harmonization of Bach chorales, the concept of modulation using modal exchange, and 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*

**MU 220 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—Monteverdi, Handel, Mozart, Verdi, and Wagner. 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 W. McGrann*

**MU 260 J.S. Bach (Fall: 3)****Offered periodically****Composer course**

This course studies Johann Sebastian Bach's career as composer, performer, and teacher, noting the wide variety of ways his instrumental and vocal works reflect and influence creative thought from the eighteenth century to the present.

*Peter Watchorn*

**MU 270 Beethoven (Spring: 3)****Composer course**

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****Cross-cultural course within the major/minor**

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; Western, Central, and Southern African; Arabic; Persian; Hindusthani; Karnatak; Javanese; and Japanese musics. Musical training and background are not required and are not presumed.

*Julie Hunter*

**MU 306 African Music (Fall: 3)****Cross listed with BK 292****Satisfies Cultural Diversity Core requirement****Cross-cultural course within the major/minor**

**The ability to read western European music notation is not required.**

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.

*Julie Hunter*

**MU 312 Counterpoint (Fall/Spring: 3)**

*Prerequisite:* MU 110

**Theory course**

In this course we will study the fundamentals of two- and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions, first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon, and invertible

counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony and analysis of contrapuntal compositions of the Baroque period.

*Mark Berger*  
*Ralf Gawlick*

**MU 315 Seminar in Composition (Fall/Spring: 3)**

*Prerequisite:* MU 211

**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.

*Ralf Gawlick*  
*Thomas Oboe Lee*

**MU 320 Music and America (Spring: 3)**

**Offered biennially**

**Cross-cultural course within the major/minor**

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. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

*Jeremiah W. McGrann*

**MU 326 History of Jazz (Fall: 3)**

**Offered biennially**

**Cross-cultural course within the major/minor**

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, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

*Donald James*

**MU 330 Introduction to Irish Folk Music (Spring: 3)**

**Cross-cultural course within the major/minor**

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. Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

*Donald James*

**MU 400 Readings and Research (Fall/Spring: 3)**

*The Department*

**MU 401 Senior Recital Preparation (Spring: 3)**

**Restricted to music majors**

A course preparing for a 40-minute concert with research paper required.

*The Department*

**MU 403 Honors Thesis Preparation (Fall/Spring: 3)**

*The Department*

**MU 405 Senior Seminar (Fall: 4)**

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). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

*Michael Noone*

**Philosophy**

**Faculty**

**Richard Cobb-Stevens**, *Professor Emeritus*; Ph.D., University of Paris

**William J. Richardson, S.J.**, *Professor Emeritus*; Ph.L., Woodstock

College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

**Jacques M. Taminiaux**, *Professor Emeritus*; Doctor Juris, Ph.D.,

Maître-Agrégé, University of Louvain

**Norman J. Wells**, *Professor Emeritus*; A.B., Boston College; L.M.S.,

Pontifical Institute of Mediaeval Studies; A.M., Ph.D., University of

Toronto

**James Bernauer, S.J.**, *Kraft Family 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 at Stony Brook

**Oliva Blanchette**, *Professor*; A.B., A.M., Boston College; S.T.L.,

Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de

Louvain

**Patrick Byrne**, *Professor*; B.S., A.M., Boston College; Ph.D., State

University of New York at Stony Brook

**Jorge Garcia**, *Professor*; B.A., Fordham University; Ph.D., Yale

University

**Richard Kearney**, *Charles 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.**, *Albert J. Fitzgibbons, III Professor*;

Chairperson of the Department; A.B., Fordham University; A.M.,

Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

**David M. Rasmussen**, *Professor*; A.B., University of Minnesota;

B.D., A.M., Ph.D., University of Chicago

**John Sallis**, *Frederick J. Adelman, S.J., Professor*; B.A., University of

Arkansas; M.A., Ph.D., Tulane University

**Eileen C. Sweeney**, *Professor*; B.A., University of Dallas; M.A.,

Ph.D., University of Texas at Austin

**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

**Marina B. McCoy**, *Associate Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

**Vanessa P. Rumble**, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

**Jean-Luc Solère**, *Associate Professor*; M.A. University of Paris–Sorbonne; Ph.D., University of Poitiers

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Sarah Byers**, *Assistant Professor*; B.A., St. Joseph's University; M.A., Ph.D., University of Toronto

**Daniel McKaughan**, *Assistant Professor*; B.A., University of Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

**Andrea Staiti**, *Assistant Professor*; B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

**Brian J. Braman**, *Adjunct Associate Professor*; Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**David McMenamín**, *Adjunct Associate Professor*; Director, PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

**Michael R. Kelly**, *Adjunct Assistant Professor*; B.A., Connecticut College; Ph.D., Fordham University

**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

**Holly Vande Wall**, *Adjunct Assistant Professor*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

**Laura L. Garcia**, *Resident Scholar*; B.A., Westmont College; Ph.D., Notre Dame

### Contacts

- Administrative and Undergraduate Program Specialist: Peggy Bakalo, 617 552-3877, bakalo@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- 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.

Philosophy has been central to the educational mission of Boston College since its founding. The prominence of Philosophy in the curriculum reflects the Jesuit heritage of this University. From the very beginning, Jesuit colleges placed heavy emphasis on the values of authentic Christian humanism, chief among which was respect for the power of human intelligence and the depth of human experience to arrive at an independent knowledge of the truth. For this reason, the study of Philosophy was always considered essential to the Jesuit educational mission.

The study of Philosophy remains among the most relevant and urgent of pursuits. Each human being desires answers to life's perennial questions—questions regarding the ultimate meaning of life, such as knowledge, truth, rationality, language, being, transcendence, God, faith, beauty, good, justice, humanity, friendship, love, sexuality, identity, power, and authenticity. Reflection on such questions remains the core of the study of Philosophy. Answers to these questions proposed by philosophers of the past remain with us today, not only inscribed in books, but embedded in the practices and institutions of our contemporary society. The mission of the Philosophy Department at Boston College is to provide an encouraging and supportive environment for the exploration of these questions, and for the critical examination of the pluralism of philosophical traditions that continue to inform our personal and corporate lives.

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 ethics, social and political philosophy, phenomenology, philosophy of science, philosophy of religion, aesthetics, and several other areas of interest. 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 and offers a select number of students the opportunity to work on a senior honors thesis, by invitation. The Department also participates in the Scholar of the College Program, details of which can be found in the Arts and Sciences section.

A philosophy major prepares students for work in a variety of professional and academic fields, such as law, business, or medicine. Students with particular ability and who wish to be prepared for graduate study in Philosophy ought to consult with their advisor to prepare a suitable program of study beginning late in the sophomore or early in the junior year.

### Major Requirements: Beginning With the Class of 2014

The Philosophy major will consist of a total of 30 credits: six credits of Philosophy Core (two 3-credit courses), followed by 24 credits of philosophy electives (eight 3-credit courses). Substitutions may be approved by the Director of Undergraduate Studies or the Chairperson upon the recommendation of the student's faculty advisor.

The two Philosophy Core courses must be drawn from one of the following five options:

- PL 070–071 Philosophy of the Person (Fall/Spring: 6 credits)
- PL 088–089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits)
- PL 090–091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring: 6 credits)
- HP 001–003 Western Cultural Tradition I–III (Honors Program) (Fall/Spring: 6 credits)
- PL 281–282 Philosophy of Human Existence (Fall/Spring: 6 credits)

The eight 3-credit elective courses will be selected in consultation with the student's faculty advisor. 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.

#### Major Requirements: Class of 2013

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.

#### Philosophy Minor: Beginning With the Class of 2014

The Philosophy minor will consist of a total of 18 credits: six credits of Philosophy Core courses (two 3-credit courses) followed by 12 credits of philosophy electives (four 3-credit courses). The Philosophy minor is structured to give students several thematic options that 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 two 3-credit Core courses. In consultation with a faculty advisor, each student will design his or her own minor, consisting of four additional 3-credit elective courses, for a total of 12 elective credits. Each program will consist of a coherent blend of required and elective courses. Substitutions may be approved by the Director of Undergraduate Studies or the Chairperson in cases in which coursework in another department includes substantial work in philosophy.

#### Philosophy Minor: Class of 2013

The Philosophy minor is structured to give students several thematic options that 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 two-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 two-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281–282 Philosophy of Human Existence  
This is a two-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 normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. 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 two-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 two-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 two-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 two-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 12-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, Telling Truths: Depth Writing as Service, and Witness: Writings on Service, Spirituality and Justice.

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 two-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

#### The Honors Program in Philosophy

##### Admission to the Philosophy Honors Program:

Ordinarily students will be nominated for membership in the Honors Program during second semester sophomore or first semester junior year, although exceptions will be granted in unusual circumstances. Ordinarily, students in the top 15% of Philosophy GPA's will be nominated. In addition, members of the Philosophy faculty may nominate students whom they deem to be especially worthy. Invitations to the Perspectives Honors track will be extended by the Director of the Perspectives Program, and to the History of Philosophy Honors track by the Director of Undergraduate Studies, both in consultation with the Philosophy Department's Undergraduate Program Committee. The two tracks are as follows:

##### The Honors Majors Track

The honors major track is intended for students who may wish to pursue graduate work in the field of philosophy, or other closely related disciplines such as political science, law, and/or international studies.

In addition to their core philosophy courses, students in this track should be advised to take:

- One course each in the four (4) major historical periods in

Western Philosophy: ancient, medieval, modern, and contemporary

- A course in logic, either elementary or at the higher level
- At least one elective course in the 500-700 level
- Courses that prepare the student for future graduate work in their selected field

In addition, Honors students will participate in the Senior History of Philosophy Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with her or his advisor in the spring semester of the senior year. Students will be expected to complete a thesis of approximately 75-100 pages by the end of the spring semester of their senior year and are encouraged to undertake an Advanced Independent Research project where possible.

##### The Perspectives Honors Majors Track

The Perspectives Honors Major track is a four-year interdisciplinary course of study grounded in the great texts of Western Culture that seeks to integrate the humanities, the social sciences, and natural sciences. The Perspectives Program seeks to promote the ideal of liberal education, i.e., the liberation from unexamined assumptions that are passed along as a matter of course in a culture. The Perspectives Program seeks to form students who are intelligent, responsible, reasonable, and attentive.

Students selected for the Perspectives Honors Major track will complete all four of the two-semester Perspectives courses:

- Perspectives I: Perspectives on Western Culture
- Perspectives II: Modernism and the Arts
- Perspectives III: Horizons of the Social Sciences
- Perspectives IV: New Scientific Visions

In addition, Perspectives Honors students will participate in the Senior Perspectives Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with her or his advisor in the spring semester of the senior year. Such a senior thesis will ordinarily consist of original research in the field, in close work with a faculty advisor, culminating in the production of a 50-70 page senior thesis.

##### 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 year 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.

*Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**PL 070–071 Philosophy of the Person I and II (Fall/Spring: 3)**

**Satisfies Philosophy Core requirement**

**Two-semester, 6-credit course**

These courses introduce 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. These courses are 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 Theology Core requirement**

**Satisfies Philosophy Core requirement**

**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 courses are very limited.

*The Department*

**PL 090–091 Perspectives on Western Culture I and II**

**(Fall/Spring: 6)**

*Corequisites:* TH 090–091

**Satisfies Theology Core requirement**

**Satisfies Philosophy Core requirement**

**Freshmen only**

These courses introduce 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**

**Satisfies Cultural Diversity Core requirement**

See course description in the Theology Department.

*Stephen F. Brown*

**PL 160 The Challenge of Justice (Fall/Spring: 3)**

**Cross listed with TH 160**

**This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining the problems of building a just society are welcome.**

See course description in the Theology Department.

*Matthew Mullane*

*Stephen Pope*

*Meghan Sweeney*

**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, homelessness, 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 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross listed with SC 250, TH 327**

**The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.**

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, including 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)**

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. Students may expand on an issue that has affected them personally or which they have observed in their service work while at BC.

*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 291–292 Philosophy of Community I and II (Fall/Spring: 3)**

*Prerequisite:* Limited to Members of the PULSE Council

**Offered biennially**

These seminars explore 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 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.

*David McMenamin*

**PL 314 Mind and Body (Fall: 3)**

What does it mean to be a person? Am I the same as my brain? Is there a spiritual dimension to life beyond the capacities of matter? These are some of the questions this course will explore.

*Ronald K. Tacelli, S.J.*

**PL 343 Introduction to Black Philosophy (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

**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 377 Normative Ethical Theories (Fall: 3)**

This course examines approaches to morality's theoretical reconstruction that respectively emphasize: (1) achieving good results, (2) performing dutiful actions, and (3) cultivating virtuous character. Readings will be selected from classic works by such philosophers as J.S. Mill, Kant, and Aristotle, as well as from recent writings by contemporary thinkers, including M. Baron, C. Korsgaard, P. Pettit, T.M. Scanlon, M. Slote, and L. Zagzebski.

*Jorge Garcia*

**PL 403 Does God Exist? (Fall: 3)**

**Offered biennially**

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

*Ronald K. Tacelli, S.J.*

**PL 405 Greek Philosophy (Fall: 3)**

*Prerequisites:* Philosophy of the Person I–II or Perspectives I–II

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle, and, more briefly, some Hellenistic authors such as

Plutarch, Epictetus, and Plotinus. Topics include theories of material bodies and of change; whether anything immaterial or immutable exists, and if so whether it is single or multiple and its relation to this changing world; the human soul; the question of the criterion of truth, and the process by which humans may come to know; and the question of the criterion of ethics.

*Sarah Byers*

**PL 406 History of Modern Philosophy (Fall: 3)**

The course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the emergence of the modern mind, the development of scientific knowledge and transformations of Western societies, during a period in which conquering rationality asserted its autonomy and gave rise 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. We will analyze representative sources, paying attention to their argumentative structures, and highlighting the logic in the unfolding of problems and answers

*Jean-Luc Solere*

**PL 407 Medieval Philosophy (Spring: 3)**

*Prerequisite:* Ancient Philosophy

Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were proposed to make sense of the world and of human life. The legacy of Antiquity, the philosophic and scientific knowledge of the time, and religious views were combined in original syntheses. The aim of the course is to provide a precise picture of this diversity, through a study of the main problems that a wide range of authors (Christian thinkers from St. Augustine to Ockham, but also Islamic and Jewish philosophers) faced.

*Jean-Luc Solere*

**PL 408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)**

*Prerequisite:* Some background in Kant, although not mandatory, is strongly recommended.

This class will be devoted to some of the most important issues in philosophy in the past two centuries. In particular, we will study the development of Kantian transcendental philosophy in German Idealism, Neokantianism, and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

*Andrea Staiti*

**PL 429 Freud and Philosophy (Spring: 3)**

*Prerequisite:* Philosophy Core

This introductory course for the interdisciplinary minor in psychoanalysis is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology; and the implications of the ongoing revisions in Freud's classification of the drives.

*Vanessa P. Rumble*

**PL 442 Romanticism and Idealism (Fall: 3)**

*Prerequisites:* Philosophy Core and preferably some exposure to Kant's thought

**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 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 but universal. We will examine Gandhian thought through his own writings, 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 B. Thaker*

**PL 470 Philosophy of World Religions (Fall: 3)**

*Prerequisite:* Philosophy Core

**Satisfies Cultural Diversity Core requirement**

The purpose of this course is as follows: (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 538 Capstone: Journey to Self-Discovery (Spring: 3)**

*Prerequisite:* Philosophy Core

**Cross listed with UN 542**

As historical beings, our lives constitute a story that unfolds in time. Our lives narrate a journey from sin to salvation, despair to faith, sickness to health, death to life, darkness to light, and ignorance to knowledge. This is a journey to selfhood. We are sojourners struggling to understand more deeply who we are as this self, and what is our place in the world. This seminar will explore the four fundamental capstone issues of spirituality, citizenship, relationships, and work in terms of this notion of our life as a narrative, a journey to selfhood.

*Brian J. Braman*

**PL 550 Capstone: Building A Life (Fall: 3)**

**Cross listed with UN 550**

See course description in the University Courses Department.

*David McMenamini*

**Undergraduate and Graduate Course Offerings****PL 472 Buddhist Ethics: Ancient and Contemporary (Spring: 3)**

**Cross listed with TH 472**

**Offered periodically**

See course description in the Theology Department.

*John Makransky*

**PL 500 Philosophy of Law (Fall: 3)**

**Offered periodically**

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); (3) political liberalism, public reason, and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

*David M. Rasmussen*

**PL 512 Philosophy of Existence (Fall: 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 514 Philosophy of Love and Friendship (Spring: 3)**

In this course we will examine a number of works on the philosophy of friendship and romantic love from authors both ancient and modern. The course will include readings in philosophy as well as literary works that encourage philosophical reflection on love, friendship, and marriage.

*Marina B. McCoy*

**PL 518 Philosophy of Imagination (Spring: 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); and (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 531 Discourse and Metaphysics of Ethics (Fall: 3)**

**Offered periodically**

We examine most of the twentieth century's principal positions on the metaphysics, knowledge, and modes of discourse within and behind moral judgment, as developed within Anglo-American philosophy: axiological non-naturalism, deontological non-naturalism, emotivism, prescriptivism, neo-naturalism, anti-realism, projectivism, and constructivism. Readings will be selected from such thinkers as G.E. Moore, W.D. Ross, J.N. Findlay, A.J. Ayer, C.L. Stevenson, R.M. Hare, P. Foot, E. Anscombe, J. Mackie, S. Blackburn, and J. Rawls.

*Jorge Garcia*

### PL 532 Philosophy of Religion in Human Subjectivity (Spring: 3)

*Prerequisite:* Two courses in philosophy completed

A course on how the question of God or of supernatural religion arises in a post-modern existential philosophy of subjectivity and how it comes to be answered in the affirmative as seen in Maurice Blondel's *Philosophy of Action*.

*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 B. Thaker*

### PL 542 Themes in Modern Political Philosophy (Fall: 3)

**Offered periodically**

We will study themes which became central to the tradition of Western political philosophy in the modern period, when revolutionary changes were occurring in religious and political spheres due to the Reformation, Wars of Religion, and the intellectual sphere due to the burgeoning Scientific Revolution. After a look at ancient and medieval philosophers such as Plato, Aristotle, Augustine and Aquinas to understand what was genuinely new in modern political thought, we will turn to intensive engagement with great modern figures such as Hobbes, Locke, Hume, and Rousseau, and end with some contemporary approaches to political authority and obligation.

*Jonathan Trejo-Mathys*

### PL 552 God, Ethics, and the Sciences (Spring: 3)

**Cross listed with TH 552**

**Offered periodically**

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

*Patrick Byrne*

*Stephen Pope*

### PL 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)

**Cross listed with UN 553**

See course description in the University Courses Department.

*Paul McNellis, S.J.*

### PL 577 Symbolic Logic: Theory and Practices (Fall: 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 578 Kant's *Critique of Pure Reason* (Fall: 3)

This course serves as an introduction to Kant's *Critique of Pure Reason*. Virtually every section of Kant's masterwork has led to conflicts in interpretation, and an introductory course cannot comprehensively address these controversies. Instead, we will focus our efforts on a close exegesis of the text, touching on fundamental conflicts of interpretation when necessary, while at the same time situating Kant's position in relation to both his predecessors and the contemporary debates of his time.

*Mary S. Troxell*

### PL 583 Philosophy of Biology (Spring: 3)

An introduction to core and cutting edge issues in three central areas of the history and philosophy of biology: (1) evolutionary theory, (2) genetics and molecular biology, and (3) embryology and developmental systems theory. Topics to be discussed include attempts to integrate these three areas into a unified theoretical perspective, conceptual issues in evolutionary theory (natural selection, fitness, adaptation, species-concepts, units of selection, theoretical structure, evolutionary psychology, and recent developments), origins of life, reductionism, determinism, teleology and mechanism, naturalism, and associated social-philosophical issues such as the creation-evolution controversies, concepts of race and gender, and attempts to relate biology to ethics.

*Daniel McKaughan*

### PL 586 Platonic Dialogues (Fall: 3)

*Prerequisite:* Philosophy Core

**Offered periodically**

In this course, we will read a range of Platonic dialogues as an introduction to the epistemological, moral, and political content of Plato's work. Special consideration will be given to his understanding of the nature of philosophical practice as exhibited in the dialogue form.

*Marina B. McCoy*

### PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth-century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism/anti-realism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, the methods, scope, and limits of science, and whether science provides anything like a worldview.

*Daniel McKaughan*

### PL 604 Social Construction (Spring: 3)

**Offered biennially**

This course explores recent claims that important categories of social life—notably including race, ethnicity, and gender—are not

grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.

*Jorge Garcia*

**PL 611 Global Justice and Human Rights (Spring: 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, and on to its contemporary reconstruction in John Rawls, David Held, Jurgen 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 the ever-increasing problems associated with homelessness on a world scale.

*David M. Rasmussen*

**PL 614 Passions: Medieval and Modern Views (Fall: 3)**

**Offered periodically**

This course will look at how philosophers from Aquinas to Kant have understood the emotions and appetites, their relationship to the body, to reason, and to the moral life. Can the emotions be controlled by the mind? Is reason the slave of the passions? Are our actions moral only when they are devoid of passion? We will read the works of Aquinas, Descartes, Hobbes, Hume, Rousseau, and Kant with an eye both to the way their accounts of the emotions fit into their larger philosophical views and how their accounts of the emotions mesh with our own emotional experience.

*Eileen C. Sweeney*

**PL 625 The Problem of Self-Knowledge (Fall: 3)**

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness and have language and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know Thyself."

*Brian Braman*

**PL 632 Ethical Classics (Spring: 3)**

An exploration of 14 short Great Books in ethics centering on the practical, personal question What is the good life? (1) Ecclesiastes, (2) Plato's *Gorgias*, (3) Aristotle's *Nicomachean Ethics*, (4) Epictetus' *Enchiridion*, (5) Jesus' *Sermon on the Mount*, (6) Augustine's *Confessions* (excerpts), (7) Aquinas' *Summa* (excerpts), (8) Lao Tzu's *Tao Te Ching*, (9) Kant's *Metaphysics of Morals*, (10) the *Humanist Manifesto*, (11) C.S. Lewis' *The Abolition of Man*, (12) Sartre's *Existentialism and Human Emotions*, (13) Marcel's *The Philosophy of Existentialism*, and (14) Frankl's *Man's Search for Meaning*.

*Peter J. Kreeft*

**PL 643 Freud's Civilization and Its Discontent (Fall: 3)**

*Prerequisite:* Basic familiarity with Freudian thought desirable, but not strictly necessary.

**Offered periodically**

This course will develop a close reading of Freud's text, with attention to the therapeutic concerns and technical difficulties that frame it

and the cultural critique that it proposes. We will also consider the question of Freud's legacy, as debated between ego psychology and the interpretation developed by Jacques Lacan.

*Jeffrey Bloechl*

**PL 670 Technology and Culture (Fall: 3)**

**Cross listed with MI 267**

See course description in the Information Systems Department.

*William Griffith*

**PL 794 Philosophy and the Church Fathers (Spring: 3)**

**Cross listed with TH 794**

See course description in the Theology Department.

*Margaret Schatkin*

**Physics**

**Faculty**

**Pradip M. Bakshi**, *Distinguished Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

**Kevin Bedell**, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

**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

**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**, *Evelyn J. & Robert A. Ferris Professor*; Chairman of the Department; B.S., Saint John Fisher College; M.A., 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

**Andrzej Herczynski**, *Associate Research Professor and Laboratory Director*; M.S., Warsaw University, M.S., Ph.D., Lehigh University

**Vidya Madhavan**, *Associate 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.**, *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

**Willie Padilla**, *Associate Professor*; B.S., California State University San Diego; M.S., Ph.D., University of California San Diego

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Ying Ran**, *Assistant Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

**Stephen Wilson**, *Assistant Professor*; B.S., Ph.D., University of Tennessee

## Contacts

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## 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.

Boston College has adopted a credit-based requirement system with the admission of the class of 2014.

### Major Requirements Beginning with the Class of 2014 and Beyond

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional corequisites in Mathematics and other sciences.

#### Physics requirements:

- PH 209 Introductory Physics I (Fall: 4 credits)
- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)
- PH 401 Mechanics (Fall: 4 credits)
- PH 402 Electricity and Magnetism (Spring: 3 credits)
- PH 407 Quantum Physics I (Fall: 3 credits)
- PH 408 Quantum Physics II (Spring: 3 credits)
- PH 409 Contemporary Electronics Laboratory (Fall: 2 credits)
- PH 420 Statistical Mechanics and Thermodynamics (Fall: 4 credits)
- At least three credits of an advanced laboratory course\*, chosen from:
  - PH 430 Numerical Methods and Scientific Computing\*\* (Spring: 4 credits)
  - PH 532 Senior Thesis\*\*\* (Spring: 3 credits)
  - PH 535 Experiments in Physics (Spring: 3 credits)

\*A&S Honors Program Thesis or Scholar of the College Thesis when supervised by a Physics faculty member will also meet this requirement.

\*\*Students need a background in computer programming, for example, CS 127 Introduction to Scientific Computation.

\*\*\*Students will need prior agreement from a physics faculty supervisor to enroll in this course.

- At least six credits of an advanced (at or above the 400 level) elective course. Courses vary from year-to-year, but recent offerings include:
  - PH 412 Particle Physics (3 credits)
  - PH 425 Introduction to Condensed Matter Physics (3 credits)
  - PH 441 Optics (3 credits)
  - PH 540 Cosmology and Astrophysics (3 credits)
  - PH 545/MT 440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult with the Undergraduate Program Director regarding current elective offerings.

#### Corequisites

Students are also required to take the following mathematics courses:

- MT 202 Multivariable Calculus (4 credits)
- MT 305 Advanced Calculus (4 credits)

(Note that students without advanced math placement will need to take introductory calculus courses as well, which are prerequisites for MT 202 and MT 305)

Physics majors are also required to take eight credits of CH 109–110 and associated labs; other science courses, along with their associated labs, may also qualify, but require approval by the Department Chair.

### Major Requirements for the Class of 2013

The minimum requirements for the B.S. program include 11 lecture courses. Of the 11, two are introductory physics (PH 209–210 or equivalent), and nine are numbered at or 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. Other electives may be offered. At least two elective courses will be offered each year. Students should consult with the Undergraduate Program Director regarding current elective offerings.
- The required laboratory courses are the following: PH 203–204, PH 409, and at least one of PH 430, PH 532, or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127; students planning to take PH 532\* need approval from their faculty mentor. PH 532 is recommended for students planning graduate work in physics.
  - \*A&S Honors Program Thesis or Scholar of the College Thesis, when supervised by a physics faculty member, will also meet this requirement.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305; students with advanced math placement (MT 105 or above) are encouraged to substitute MT 210 and MT 410 for MT 305.
- The final requirement is two approved courses in a science other than physics (along with the associated laboratory), normally CH 109–110.

**Minor Requirements Beginning with the Class of 2014**

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PH 209 Introductory Physics I (Fall: 4 credits)
- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)

Also required are six credits in courses at or above the 400 level. Students should discuss course selection with the Undergraduate Program Director.

**Corequisites\***

- MT 102 Calculus I (4 credits) and MT 103 Calculus II (4 credits) or
- MT 105 Calculus II-AP (4 credits) are required

\*Students who have been placed by the Mathematics Department at a level above MT 105 will have satisfied this corequisite.

MT 202 (4 credits) and MT 305 (4 credits) are required as pre-requisites for some of the upper-level physics courses.

**Minor Requirements for the Class of 2013**

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) or three credits or more each. 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 or MT 105 are required. MT 202 and MT 305 are typically required as prerequisites for 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 2-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**

Physical science, computer science, and mathematics majors planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Biology majors and premedical students should enroll in 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, 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.

Students who are interested in studying abroad are strongly 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. Students should inquire early at the Office of International Programs, 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 Chemistry and Physics majors; Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 300 are advanced offerings primarily for Physics majors.

***Undergraduate Course Offerings***

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**PH 115–116 Structure of the Universe I and II (Fall/Spring: 3)  
Satisfies Natural Science Core requirement**

Introductory courses 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.

*Pradip Bakshi  
Rein Uritam*

**PH 183–184 Foundations of Physics I and II (Fall/Spring: 3)****Satisfies Natural Science Core requirement****Recommended laboratory (optional): PH 101–102**

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.

*Cyril Opeil, S.J.***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 203–204 Introductory Physics Laboratory I and II****(Fall/Spring: 1)****Lab fee required**

Laboratory courses that provide an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209–210 or PH 211–212.

*Andrzej Herczynski***PH 209–210 Introductory Physics I and II (Calculus)****(Fall/Spring: 4)***Prerequisites:* MT 102–103 (May be taken concurrently)*Corequisites:* PH 203–204**Satisfies Natural Science Core requirement**

These courses are a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211–212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.

*The Department***PH 211–212 Introduction to Physics I and II (Calculus)****(Fall/Spring: 4)***Prerequisites:* MT 100–101 (May be taken concurrently)*Corequisites:* PH 213–214**Satisfies Natural Science Core requirement****PH 203–204 are the laboratory courses to supplement the lecture course material.**

These courses are 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.

*Michael Graf***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.

*Andrzej Herczynski***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.

*Ziqiang Wang***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.

*Gabor Kalman***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. Time permitting, we will discuss radiation from moving charges.

*Vidya Madhavan***PH 407 Quantum Physics I (Fall: 3)**

First of a two-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.

*Stephen Wilson*

**PH 408 Quantum Physics II (Spring: 3)**

Second semester of the PH 407–408 sequence, focusing on applications. 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.

*Andrzej Herczynski*

**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.

*Willie Padilla*

**PH 412 Nuclei and Particles (Spring: 3)**

This is a course at the intermediate level that includes the following: structure of the nucleus; the neutron; the deuteron; alpha decay; beta decay; nuclear models; nuclear reactions; collision theory; nuclear forces; high energy physics; systematics and properties of elementary particles and symmetries.

*Rein Uritam*

**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.

*Jan Engelbrecht*

**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 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 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. This course is highly recommended for majors considering graduate study in physics.

*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.

*Michael Naughton*

**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. Requirements are with the approval of the Chairperson.

*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

**Robert C. Bartlett**, *Bebrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

**David A. Deese**, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

**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**, *Thomas P. O'Neill, Jr. Professor of American Politics*; 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**, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

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**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

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**Timothy W. Crawford**, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

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**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 and Director of the Clough Center*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

**Jonathan Laurence**, *Associate Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

**Kathleen Bailey**, *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

**Jennifer L. Erickson**, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

**David A. Hopkins**, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

**Peter Krause**, *Assistant Professor*; B. A., Williams College; Ph.D., Massachusetts Institute of Technology

### Contacts

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### 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.

**Please Note:** The University has converted from a course-based system to a credit-based system, beginning with the Class of 2014. Therefore, for students in the Class of 2014 and beyond, special information on course requirements is included in **(bold)**.

The Political Science major at Boston College consists of ten courses (**30 credits**): two introductory courses (those beginning with the number “zero”); at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields.

### The Introductory Sequence

With some exceptions as noted below under **Qualifications, Exceptions, and Special Rules**, all majors must take one of the following introductory courses: Fundamentals of Politics I (PO 041) or How to Rule the World (PO 021). After taking one of these two courses, students will be able to choose from among Fundamentals of Politics II (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081); or other introductory courses as they become available in the future (and they will be clearly identifiable by their course number, which will always begin with “zero”).

**NB:** It is not essential to take Fundamentals of Politics I or How to Rule the World before Fundamentals II, Introduction to American Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either section of the AP exam in Government and Politics may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses (**30 credits**) in the major. You will need to get a form from the Office of Student Services in Lyons Hall signed by the Director of Undergraduate Studies in McGuinn 518 in order for this waiver to be reflected on your Degree Audit.

The Introductory sequence in Political Science is not like the introductory courses in some other majors, such as economics or the natural sciences. That is, it does not present a single curriculum or a precise body of knowledge and techniques which all students are expected to know before moving on to higher level courses. Rather, the Introductory sequence is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches introductory courses has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, uses a variety of reading materials to explore fundamental political ideas and problems: political philosophy texts, biography, history, speeches, and other public documents, along with writing assignments and classroom discussions. This is generally the approach taken by our new course, *How to Rule the World*.

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 by looking at other modern states as well.

Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class and by the manageable size of the classes. We try to limit enrollment in the Fundamentals courses to 40 students or fewer. That is small enough to foster not only conversation but also close associations among students and with faculty that often endure.

The other introductory courses—PO 061, PO 081, and similar courses to be offered in the future—have a few things in common as well. First, they are open to non-majors as well as majors and satisfy the University Core Social Science requirement. Fundamentals I and II (PO 041 and PO 042) also satisfy the University Core Social Science requirement but are open only to majors. For this reason they will usually have much larger enrollments than Fundamentals I and II, and will feature lectures by full-time faculty members and discussion sections led by advanced graduate students. Each of these introductory classes focuses on one of the subfields of political science.

To summarize: Students will be required to take two introductory courses: Fundamentals I or *How to Rule the World*; and one additional course from the introductory list: Fundamentals II (PO 042); Introduction to American Government (PO 061); Introduction to International Politics (PO 081); and other introductory courses as they become available.

### Beyond Fundamentals

Students go directly from Fundamentals or other introductory courses into upper-level electives. The courses taken beyond Fundamentals do not have to be taken in any particular order, and the course numbers do not indicate a preferred sequence or level of difficulty. The numbers indicate only the category in which the courses fall: courses beginning with a “3” are in American Politics; courses beginning with “4” are in Comparative Politics; courses beginning with “5” are in International Politics; and courses beginning with “6” are in Political Theory. Students must take eight courses (**24 credits**) beyond the introductory courses, and at least one course (**3 credits**) must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses (**credits**) that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements must be satisfied by courses taken (**credits earned**) in the department; courses taken (**credits earned**) abroad or transferred from other institutions may be used to fulfill elective requirements, or the second introductory course. To fulfill the major, at least six courses (**18 credits**) of the ten courses (**30 credits**) required must be taken at Boston College.

There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to

undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 19 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. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

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

- Two introductory courses (**six introductory credits**) including, Fundamentals I (PO 041) or *How to Rule the World* (PO 021) and one course (**3 credits**) from the list of other introductory offerings: Fundamentals II (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081), or other introductory courses as they become available.
- At least one course (**3 credits**) 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), for a total of four subfield courses (**12 subfield credits**).
- Four electives (**12 credits**) from among any courses offered by the department that are not introductory courses. **NB:** PO 021 (*How to Rule the World*) may also satisfy the subfield requirement in Political Theory. It may not, however, satisfy the Introductory requirement and the Political Theory subfield requirement at the same time.

**Note:** Courses designated as PO 200–299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered PO 700 and above are graduate courses.

#### Qualifications, Exceptions, and Special Rules

- Introductory courses do not have to be taken in any particular sequence, and students entering the major late may have to take Fundamentals II, or one of the other “second” Introductory courses before Fundamentals I or *How to Rule the World*.
- Students who join the major after their sophomore year are not required to take Fundamentals of Politics I or II. With department permission, they may substitute other courses (**credits**) for the standard introductory courses (**credits**) (PO 021, 041, 042, 061, 081). Students who have scored at least a 4 on the American Government or Comparative Government AP exams may place out of the second introductory course (042, 061, 081). In either of these cases, students will still need to take ten courses (**30 credits**) and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their Degree Audits.
- 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. The Fundamentals of Politics course taught in the Woods College does not fulfill the Introductory requirement for Political Science majors in

the College of Arts and Sciences. 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 (**24 credits**) in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements.

**Please Note:** Even after the University has accepted a transfer or a foreign study course for your A&S requirements, you will still need to see the Director of Undergraduate Studies or one of the Foreign Study Advisors for special forms to move those classes into the appropriate categories on your Degree Audit.

### 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 the sophomore year are invited to join the Honors program. Selection is based on 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.

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 (**30 credits**) otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses (**36 credits**) 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 Director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars, subject to the approval of the faculty member teaching the seminar.

*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 two-semester project, for which students earn credit for two elective courses in the major

(Honors Thesis I and II, designated in the catalog as PO 291 and PO 292). 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 12 courses (**36 credits**) 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 choose to write an Honors Thesis will be eligible to receive High or Highest Honors.

For further information on the Political Science Honors Program, contact the Director of Undergraduate Studies.

### 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 one of Department's two study abroad advisors, Professor Gerald Easter and Professor Kenji Hayao. 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 and by speaking with Professor Easter or Professor Hayao.

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.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses (**credits**) acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with the department's Foreign Study Advisor or the Director of Undergraduate Studies.

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 advisor 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 advisor 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. Always ask first, and if circumstances in the host country change (as they frequently do), email the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses (**six credits**) per semester from an institution abroad or four courses (**12 credits**) for an entire year. These courses (**credits**) will count as major electives only. The four courses (**12 credits**) 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 (**credits earned**) abroad will be accepted for these distributional requirements. Final approval of courses (**credits**) taken abroad requires the signature of the Department's Study Abroad Advisor on the Approval Forms available from the Office of International Programs in Hovey House.

#### Washington Semester

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad (i.e., a 3.2 GPA overall and in the major). Students interested in the Washington Semester programs should schedule an appointment with Christina Dimitrova at the Office of International Programs. For more information, visit [www.bc.edu/international](http://www.bc.edu/international).

#### Special Programs

##### *Thesis Writing Outside the Honors Program*

With department permission, students who are not members of the Honors Program may still have the opportunity to write a thesis, by enrolling in PO 283–284 (Thesis I and II). This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as your thesis supervisor. The thesis courses do not satisfy subfield requirements in the major but may be used to satisfy elective requirements.

##### *Scholar of the College Program*

Scholar of the College 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 grade point average of 3.700 or better. Students interested in this program should consult the University's website for further information. In this Department, Scholars projects are done under the course number PO 399 Advanced Independent Research.

#### Awards and Fellowships

##### *Advanced Study Grants*

The Boston College Advanced Study Grants were established to encourage, support, and give visible recognition to undergraduates who have that special spark of scholarly initiative and imagination. Students with these qualities should also be thinking of themselves as prospective candidates for national fellowships, such as the Rhodes, Marshall, Fulbright, Goldwater, or Truman. An Advanced Study Grant for a summer project can be an important step along the way. For more information on the ASG program, consult the University's website.

Advanced Study Grants are for student-designed projects. They are not awarded for projects in which a student proposes to work with

a faculty member on the faculty member's research. For such faculty-designed projects, Boston College has Undergraduate Research Fellowships.

##### *Undergraduate Research Fellowships Program*

The Undergraduate Research Fellowships program enables students of at least sophomore status 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 of at least sophomore status 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 directly with faculty to express your interest in being involved in their research.

##### *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 Vice Provost for Undergraduate Academic Affairs, 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, consult the website for the University Fellowships Committee.

#### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **PO 021 How to Rule the World: Introduction to Political Theory (Fall: 3)**

*Corequisite:* PO 022

#### **For Majors and Non-majors**

**This course may be used as a substitution for PO 041, fulfill the field requirement in Political Theory, or fulfill one of the elective requirements in the major. It cannot satisfy more than one of these requirements.**

This course will explore the highest political theme: the requirements of great political rule. What must we do and know in order to govern well? Should we be guided by the concern for justice, for example, or by the sometimes nasty demands of "national security"? We'll read a small number of foundational texts that all deal, in very different ways, with the requirements of great political leadership. Along the way we'll encounter the founder of the Persian Empire, the greatest king in the Hebrew Bible, Shakespeare's wickedest king, America's greatest president, and the teacher of princes, Machiavelli.

*Robert C. Bartlett*

**PO 041 Fundamental Concepts of Politics I (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, which is the sphere of PO 042. All sections focus on important questions and truths about the nature of politics.

*The Department***PO 042 Fundamental Concepts of Politics 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. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. Each of the course instructors will also draw on other materials aimed at providing some comparative perspective and especially an understanding of the ways in which the American system is different or unique.

*The Department***PO 061 Introduction to American Politics (Spring: 3)***Corequisite:* PO 063**Satisfies Social Sciences Core requirement****For Majors and Non-majors**

An overview of contemporary American government and politics focusing on how the institutions envisioned by the Framers of the Constitution (Congress, the judiciary, the executive) function today. Particular emphasis will be placed on how developments since the 1960s have affected the interaction of national, state, and local governmental actors, political participation, the articulation of interests, and policy formulation and implementation. Topics covered will include the media, public interest and advocacy organizations, campaign technologies and consultants, and public policy research institutes (think tanks). Whenever possible, comparisons between the U.S. and other advanced industrial democracies will be explored.

*Marc Landy***PO 281–282 Individual Research in Political Science I and II****(Fall/Spring: 3)****Permission of instructor required**

These are one-semester research courses directed by a Department member that culminate in a long paper or equivalent.

*The Department***PO 283–284 Thesis I and II (Fall/Spring: 3)***The Department***PO 291–292 Honors Thesis in Political Science I and II****(Fall/Spring: 3)***The Department***PO 295 Honors Seminar: Debating the Modern American State (Fall: 3)**

This seminar will consider the political thought concerning the establishment of the modern interventionist, regulatory, social welfare

state in the late nineteenth and early twentieth century United States. Emphasis will be on fierce advocacy for, and resistance to, new departures in American government.

*Ken I. Kersch***PO 296 Honors Seminar: Capitalism and its Critics (Spring: 3)**

This seminar will examine the philosophical, political, and moral foundations of capitalism by reading the works of its most thoughtful proponents and critics. Such an examination is meant to provide a more adequate framework for understanding our contemporary economic woes.

*Nasser Behnegar***PO 305 American Federalism (Fall: 3)****Offered periodically**

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 and 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)****Offered periodically**

A general survey of American political parties and elections. Investigation of such topics as campaigning, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the 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 2012 election as it unfolds.

*Kay Schlozman***PO 312 Women in Politics (Spring: 3)****Offered periodically**

In this course we probe the role of women in American politics and the efforts that have been made in the past—and are being made today—on behalf of the collective political interests of women. We consider gender differences among citizens in public opinion, political participation, and vote choices and gender differences in the experiences and comportment of political leaders. Finally, we analyze the politics of a number of public policies having a special impact on women among them, employment discrimination, equal opportunity in education, and sexual harassment.

*Kay L. Schlozman***PO 317 The American Presidency (Fall: 3)**

This course examines the American presidency in the views and actions of major Presidents, electoral politics, and relations with political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy***PO 327 U.S. Constitutional Development (Fall: 3)****Offered periodically****This course is open to sophomores, juniors, and seniors only.**

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 Great Depression/New Deal, 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 334 Political Behavior and Participation (Fall: 3)**

**Offered periodically**

This course explores the ways in which citizens acquire political knowledge and attitudes and how they act on these beliefs in the political arena. Topics covered include political learning, socialization, group influence, news media effects, evaluation of candidates, voter turnout, and political activism. While the course will focus primarily on research conducted within the United States, many of its findings are more broadly applicable.

*David A. Hopkins*

**PO 341 American Political Thought I (Spring: 3)**

**Offered periodically**

This course examines American political thought from the colonial settlements through the end of the Civil War. Topics include: religion and politics; modern liberalism; republican and democratic ideas in the colonies and states; the Constitution; parties; race and slavery; equalitarian ideas in politics, religion, and private life; judicial review, federalism, the democratic executive, constitutionalism, and representative government.

*Dennis Hale*

**PO 342 American Political Thought II (Spring: 3)**

**Offered periodically**

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 include Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society liberalism, civil rights, the Beat Generation, Black Power, the student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.

*Ken I. Kersch*

**PO 350 Tip O'Neill and the Evolution of American Politics**

**(Fall: 3)**

**Offered periodically**

This course examines how American politics has changed over the past 75 years by focusing on the career of Speaker of the House Tip O'Neill. O'Neill entered politics in an era of strong local parties, became Speaker while the "Watergate babies" were reforming Congress, and left office at the beginning of an era of intense partisan polarization. The course examines these three periods of American politics, asking how they shaped—and were shaped by—Speaker O'Neill's long political career. Class lectures and discussions will be supplemented by talks by prominent congressional scholars.

*R. Shep Melnick*

**PO 358 Seminar: American Culture War (Fall: 3)**

**By instructor permission only**

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 359 Seminar: Liberalism and Conservatism (Spring: 3)**

**Offered periodically**

**By instructor permission only**

This course will examine the two dominant ideologies of today by examining classic works in each tradition, contemporary efforts to restate and reformulate their key assumptions, and the dilemmas that result when politicians adopt each ideology to the world of campaigns and elections.

*Alan Wolfe*

**PO 386 Civil Liberties (Spring: 3)**

**Offered periodically**

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)**

**Offered periodically**

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. The course is intended for majors who have completed the introductory courses for political science and plan to take more specialized courses in comparative politics.

*Kenji Hayao*

**PO 410 Latin American Politics (Fall: 3)**

**Offered periodically**

This course examines efforts by Latin Americans to create more inclusive, representative, and participatory democracies in a region once dominated by authoritarian regimes of various types.

*Jennie Purnell*

**PO 411 Indigenous Politics in Latin America (Spring: 3)**

**Offered periodically**

This course explores the emergence of indigenous social movements and political parties in Latin America over the past three decades. Topics to be covered include: the politics of race and ethnicity in Latin America; transnational politics and the emergence of indigenous identities and movements; the relationship between neo-liberal economics and multicultural politics; and indigenous peoples and environmental justice. Previous coursework on Latin America is recommended but not required.

*Jennie Purnell*

**PO 420 Modern Iran (Fall: 3)****Cross listed with HS 326****Satisfies Cultural Diversity Core requirement**

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society; social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's postrevolutionary experience as an Islamic Republic.

*Ali Banuazizi***PO 431 Radical Political Economy: From Marx to Anti-Globalization (Spring: 3)****Offered periodically**

This course examines the work of radical thinkers from Marx to contemporary critics of globalization. The course examines Marx's theory of history and his writings on capitalist economics and politics. It explores the evolution of radical thinking on issues such as the state; the role of class in contemporary societies, particularly in relation to issues of gender, ethnicity, and religion as bases for identity and power; and prospects for progressive social transformation. We conclude with a critical examination of theories imperialism and globalization, and what they imply for the future of societies at different stages of development.

*Paul Christensen***PO 436 Children's Rights in Comparative Perspective (Spring: 3)****Offered periodically**

This seminar explores debates over the rights of children. Topics to be considered include children in international human rights law; child labor and economic globalization, trafficking, and sexual exploitation of children; and child soldiers in armed conflicts.

*Jennie Purnell***PO 437 Cops, Colonels, and Spies (Spring: 3)****Offered periodically**

This course develops a comparative analytical framework to understand the role of organized state coercion in domestic politics, protest politics and regime change. Cases are drawn from across different regions and regime-types, with an emphasis on the communist and post-communist regimes of Eastern Europe. The analytical themes covered include: origins of modern police forces; campaigns of dirty war in authoritarian and democratic regimes; espionage during the cold war; policing protest politics; and role of coercion in cases of regime change.

*Gerald Easter***PO 444 Seminar: Intellectuals and Politics in the Middle East (Spring: 3)****Open to juniors and seniors only**

This course examines the role of intellectuals, both religious and secular, in several Middle Eastern countries in analyzing the key problems of their societies, articulating visions for change, supporting or challenging the political status quo, and at times acting directly as agents of social change. The main themes to be explored in the works of a number of prominent Middle Eastern intellectuals include: the conflict between tradition and modernity; the encounter with the West

and the quest for authenticity; secularism, human rights, minority rights, and democracy; and reformist versus radical strategies for political, social, and cultural change.

*Ali Banuazizi***PO 469 The Politics of Japan and the Republic of Korea (Spring: 3)**  
**Offered periodically**

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 501 Introduction to International Politics (Spring: 3)****Open to freshmen and sophomores only****Not open to students who have taken IN 500 and IN 546**

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.

*Robert Ross***PO 502 U.S.–Iran Relations since World War II (Spring: 3)**

This course examines the domestic, ideological, and strategic dimensions of the troubled relationship between the United States and Iran since the Second World War. After a brief overview of the relationship in the pre-war period, it will focus on the war-time occupation of Iran by the Allied powers and the subsequent onset of the Cold War; Iran's oil nationalization crisis and the 1953 CIA-sponsored coup; U.S.'s unstinting support for the Pahlavi monarch after the coup until his fall in 1979; and the state of mutual distrust, tension, and hostility between the two countries since the Islamic Revolution.

*Ali Banuazizi***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 U.S. 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 519 The European Union in World Affairs (Fall: 3)**

This course examines the external relations of the European Union, as it seeks to establish an economic, normative, and military power status in world affairs. It will employ theoretical approaches to understand in what capacity and to what effect the EU is involved with global governance and relations with states outside its borders. It will introduce the institutional arrangements of EU external relations and

delve into EU activity in policy areas including human rights and democracy promotion, international peacekeeping, and trade and economic development.

*Jennifer L. Erickson*

**PO 521 International Law (Fall: 3)**

**Cross listed with IN 521**

This course examines the role of international public law in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law; and the laws on territory, jurisdiction, human rights, security, and other relevant topics.

*Hiroshi Nakazato*

**PO 527 Seminar: Terrorism and Political Violence (Fall: 3)**

Terrorism and insurgency dominate the headlines today, but how much do we really know about these forms of political violence? Are they inventions from the modern era, or do they have a deeper past? What drives an individual to join an armed group? Why do some groups choose to employ violence, while others do not? Are terrorism and insurgency effective political tactics? Just how significant is the threat of terrorism? This course will address these and other questions, while introducing students to relevant analytical frameworks, theories, and cases concerning terrorism, insurgency, and related forms of political violence.

*Peter Krause*

**PO 528 International Relations of the Middle East (Fall: 3)**

Media coverage of the Middle East increases by the day, but in-depth knowledge of the region and its politics remains in short supply. Why has the Middle East seemingly experienced so much conflict? How do ethnic and religious identities, domestic politics, and the balance of power between nations help explain state behavior in the region? This course will address the international relations of the Middle East from World War I to today. Students will gain a solid foundation in the region's recent history and politics, allowing them to develop a more sophisticated understanding of recent events like the "Arab Spring."

*Peter Krause*

**PO 531 Politics of Energy in the U.S., Comparative and Global Perspectives (Fall: 3)**

**Cross listed with IN 531**

**Offered periodically**

Why is energy policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy, including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; and analyze how energy policy and politics shapes global security, climate change, and sustainability. Class members will also simulate a severe international energy crisis and use the extensive resources and contacts developed from 2008–2011 BC summer course in Kuwait—Oil and Politics in The Gulf.

*David A. Deese*

**PO 561 Seminar: Modern Classics of International Relations (Fall: 3)**

**This course is open only to juniors and seniors.**

This seminar will examine five major books, and related articles, published in the field of International Relations over the last sixty years. Each deals theoretically and empirically with the nature of the international system and the sources of order, stability, and war within it. Through close readings, intensive discussions and critical writing, we will explore each book and, cumulatively, the connections among them. The ultimate objective is to build conceptual and theoretical foundations for thinking about the present state and future prospects of international order while achieving, along the way, a deeper understanding of international political systems of the past

*Timothy Crawford*

**PO 609 Markets, Justice, and the Public Interest (Spring: 3)**

**Offered periodically**

A consideration of the political and moral basis and limits of market society. Texts will include Aristotle, Locke, Smith, Marx, and a variety of contemporary readings.

*Susan Shell*

**PO 615 Islam and Liberal Democracy (Fall: 3)**

**Cross listed with IC 400**

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

*David DiPasquale*

**PO 626 Shakespeare's Politics (Fall: 3)**

**Offered periodically**

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays.

*Nasser Behnegar*

**PO 637 Politics and the Pursuit of Happiness (Spring: 3)**

**Offered periodically**

The Declaration of Independence guarantees us the right to pursue happiness. We will examine a selection of books, ancient and modern, that explore the meaning, and the challenge, of the "pursuit of happiness."

*Robert C. Bartlett*

**PO 649 Rousseau and Practice (Spring: 3)**

This course will explore the abstract theoretical account of politics given in Rousseau's *Social Contract* and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.

*Christopher Kelly*

**PO 654 Rousseau's *Emile, or On Education* (Fall: 3)**

**Offered periodically**

This course will focus on Jean-Jacques Rousseau's *Emile, or On Education*. The major issue of the course will be the question of whether an education devoted to making individuals happy also makes them into good citizens.

*Christopher Kelly*

**PO 655 The Question of Justice (Spring: 3)**

This seminar is primarily for sophomores.

Juniors are 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 Kelly*

***Undergraduate and Graduate Course Offerings*****PO 301 Policy and Politics in the U.S. (Spring: 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 the use of public lands.

*R. Shep Melnick*

**PO 330 Immigration: Processes, Politics, and Policies (Fall: 3)**

Offered periodically

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political institutions and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of various policy responses to the continuing controversy over immigration.

*Peter Skerry*

**PO 360 Seminar: Rights in Conflict (Fall: 3)**

This seminar is primarily for sophomores.

Juniors are 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.

*R. Shep Melnick*

**PO 402 Comparative Revolutions (Fall: 3)**

Offered periodically

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)**

Satisfies Cultural Diversity Core requirement

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, and Iran, as well as Muslim 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 and 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, the rise of nationalism, and religious radicalism, terrorism, and war. Reform strategies and models will be discussed.

*Kathleen Bailey*

**PO 415 Models of Politics (Spring: 3)**

Offered periodically

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 421 The Politics of Northern Ireland, 1921–Present (Fall: 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)**

Offered periodically

The course examines the multi-dimensional reforms underway in 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 506 UN and International Security (Fall: 3)**

The course begins with the League of Nations and the origins of the UN and its key structures. Then we examine the UN's role in collective security, arms control and disarmament, and peacekeeping as these activities were practiced during the Cold War and as they have evolved in recent years. We then turn to UN activities that go beyond treating the symptoms of conflict and aim instead to fight its root causes, such as racism and human rights violations. Finally, we close with an exploration of the meaning of UN legitimacy and the future prospects of the Security Council.

*Timothy Crawford***PO 510 Globalization (Fall/Spring: 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 512 The Causes of War (Fall: 3)**

In the first two-thirds of the course we will survey the major strands of theory concerning the causes of war and apply them to the First World War—a monumental human disaster for Europe and a pivotal event in world politics, therefore making it a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier as well as new ones.

*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 590 East Asian Security (Spring: 3)***Prerequisites:* PO 081, PO 500, or PO 507

**This course is open to juniors, seniors, and graduate students only. Not open to students who have previously taken PO 514**

This 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 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 state behavior and prospects for regional stability and instability.

*Robert Ross***PO 631 Ethics and Politics (Spring: 3)**

Offered periodically

A consideration of two or three classic texts on the problem of reconciling political rule with thoughtfulness, justice, and a good life. We begin with a few illustrative speeches by American presidents.

*Robert K. Faulkner***Psychology****Faculty****Hiram H. Brownell**, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University**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**Ellen Winner**, *Professor*; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University**Donnah Canavan**, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University**Elizabeth A. Kensinger**, *Associate Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology**Michael Moore**, *Associate Professor*; 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**Scott D. Slotnick**, *Associate Professor*; M.S., Ph.D., University of California, Berkeley**Joseph J. Tecce**, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America**Sara Cordes**, *Assistant Professor*; B.A., University of California; M.S., Ph.D., Rutgers University**Sean MacEvoy**, *Assistant Professor*; Sc.B., Ph.D., Brown University**Gorica D. Petrovich**, *Assistant Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California**Ehri Ryu**, *Assistant Professor*; M.A., Ph.D., Arizona State University**Alexa Veenema**, *Assistant Professor*; M.Sc., Ph.D., University of Groningen, the Netherlands**Hao Wu**, *Assistant Professor*; B.S., Beijing University; Ph.D., Ohio State University**Liane Young**, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University**Andrea Heberlein**, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa**Gene Heyman**, *Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University**Jeffrey A. Lamoureux**, *Lecturer*; A.B. University of Vermont; Ph.D., Duke University

### Contacts

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- Managing Editor, Emotion Review: Beatriz Valdés, 617-552-2954, beatriz.valdes.1@bc.edu
- www.bc.edu/psychology

### Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Psychology focuses on basic, normal psychological functions such as memory, emotion, visual perception, social interaction, development and learning, and problem solving and creativity, as well as on abnormal processes such as psychopathology, dementia, and retardation. Psychologists study universals as well as individual and cultural differences in mental functioning. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and a deeper understanding of the scientific method as applied to the human condition. Our courses also provide the knowledge and tools necessary for students to prepare for graduate training.

The Psychology Department offers two majors: The Psychology Bachelor of Arts (B.A.) major, and the Psychology Bachelor of Science (B.S.) major. Both degree options introduce students to the broad range of topics that psychologists study, while also allowing students to choose an individualized course of study and focus on some aspects of psychology in greater depth. Both options allow students to gain research experience working in one or more of our psychology labs.

The Psychology B.A. major is particularly suited to students who wish to understand human behavior and mental functioning at the behavioral level. Students will take Psychology courses relevant to social, developmental, and cognitive psychology and will learn how animal models can be used to inform human behavior. Together these courses will provide students with an appreciation for the theories that have been put forth to explain human behavior and for the importance of considering clinical, cultural, social, and developmental factors when trying to understand why humans think, feel, and act as they do.

The Psychology B.S. major is particularly suited to students who wish to explore the brain mechanisms of human and animal behavior

and mental functioning. Students will take courses from the Psychology, Biology, and Chemistry Departments that are related to evolution, genetics, physiology, neurobiology, and the neural basis of higher cognitive and emotional processes in humans. Together these courses will provide students with a strong foundation in the neurobiological processes that underlie behavior, motivation, and cognition. Pre-med students who are interested in majoring in Psychology are advised to pursue the Psychology B.S. major.

### Requirements for B.A. Majors for the Class of 2014 and On

Students must take a minimum of **33 credits** 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 (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order. (3 credits each)
- Introduction to Behavioral Statistics and Research I (PS 120) (3 credits) and Introduction to Behavioral Statistics and Research II (PS 121) (3 credits). These courses 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, PS 287, or PS 289)
  - Cognitive (PS 272 or PS 274)
  - Developmental and Clinical (PS 260 or PS 234)
  - Social and Personality (PS 241 or PS 242) (3 credits each)
- Four additional courses in Psychology, at least three of which must be at the 300-level or higher and the fourth course at the 200-level or higher. (3 credits each)

### Requirements for Psychology B.A. Majors for the Class of 2013

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 (preferably 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, PS 287, or PS 289)
  - Cognitive (PS 271, PS 272, or PS 274)
  - Developmental and Clinical (PS 260 or PS 234)
  - Social and Personality (PS 241 or PS 242)
- 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.

### Requirements for Psychology B.S. Majors for the Class of 2014 and On

Students must take a minimum of **59 credits**, including the following required courses:

- Thirty (**30 credits**) within the Department
- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should

both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order. (3 credits each)

- Introduction to Behavioral Statistics and Research I and II (PS 120 [3 credits] and PS 121 [3 credits]) should be taken in the sophomore year, when possible.
- PS 285 (3 credits) Behavioral Neuroscience
- PS 272 (3 credits) Cognitive Psychology: Mental Processes and their Neural Substrates
- Any one of the following (3 credits) courses:
  - PS 234 Abnormal Psychology
  - PS 241 Social Psychology
  - PS 242 Personality Theories
  - PS 260 Developmental Psychology

• Three (3 credits each) Psychology neuroscience courses: one from one of the following clusters, and two from the other cluster. One of these must be a laboratory course from one of these clusters.

*Cognitive/Affective Neuroscience Cluster:*

- PS 338 Topics in Abnormal Psychology
- PS 341 Psychology of Morality
- PS 371 Cognitive Neuroscience: Exploring Mind and Brain
- PS 372 Affective Neuroscience
- PS 375 Psychology and Neuroscience of Human Memory
- PS 378 Vision
- PS 391 Ethical Controversies in Psychology and Neuroscience
- PS 473 Event-Related Potentials (laboratory course)
- PS 540 Advanced Topics in Social Psychology
- PS 541 Moral Emotions
- PS 570 Advanced Topics in Cognitive Neuroscience
- PS 571 Controversies in Cognitive Neuroscience
- PS 574 Neuroscience of Sensation and Perception
- PS 575 Advanced Affective Neuroscience
- PS 576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

- PS 490 Senior Thesis I (laboratory course)
- PS 495 Senior Honors Thesis I (laboratory course)
- PS 497 Scholars Project Research (laboratory course)

*Systems Neuroscience Cluster:*

- PS 380 Neuroscience of Psychopathology
- PS 381 Neurobiology of Social Behavior
- PS 382 Neurobiology of Stress
- PS 383 Neurobiological Basis of Learning and Memory
- PS 384 Neurobiology of Sensory and Motor Systems
- PS 385 Neurobiology of Motivation and Emotion
- PS 386 Psychopharmacology
- PS 387 Developmental Neuroscience and Behavior
- PS 388 Neurobiology of Eating and Eating Disorders
- PS 580 Neural Systems and Stress
- PS 581 Neurobiology of Mental Illness
- PS 584 Epigenetics and Mental Disorders

- PS 585 Brain Systems: Motivation and Emotion
- PS 589 Neural Systems and Social Behavior

Any one of the following courses in a Behavioral Neuroscience laboratory (Numan, Petrovich, Veenema). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

- PS 490 Senior Thesis I (laboratory course)
- PS 495 Senior Honors Thesis I (laboratory course)
- PS 497 Scholars Project Research (laboratory course)

- Minimum of **29 credits** outside the Department
- Three Biology Courses (at least 9 credits total):

- BI 200 Molecules and Cells
- BI 201 Ecology and Evolution (or BI 202 Organisms and Populations)

Any one of the following intermediate or advanced Biology courses (one semester, 300-level or above):

- BI 303 Introduction to Physiology (or BI 316 Physiology)
- BI 304 Cell Biology
- BI 305 Genetics
- BI 315 Introduction to Genomics
- BI 319 Genetics and Genomics
- BI 322 Microbial Genetics
- BI 426 Human Anatomy
- BI 432 Developmental Biology
- BI 435 Biological Chemistry
- BI 437 Developmental Neuroscience and Behavior
- BI 442 Principles of Ecology
- BI 445 Animal Behavior
- BI 458 Evolution
- BI 481 Introduction to Neuroscience
- BI 485 Research in Neuroscience Lab
- BI 527 Neurobiology of Disease
- BI 551 Cell Biology of the Nervous System

- Two Chemistry courses (8 credits total):
  - CH 109 General Chemistry I with Lab (CH 111)
  - CH 110 General Chemistry II with Lab (CH 112)
- Two Mathematics courses (at least 6 credits total):
 

Two courses at the level of MT 004 Finite Math or above, one of which may be a Computer Science course in CSOM (CS 021 or CS 074). MT 100 and MT 101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):
 

At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology Neurosciences courses listed above at the 300-level or above. Students planning on applying to Doctoral Programs in Neuroscience should consult with their advisor about which of these courses to choose. Biology courses must be 300-level or above. Chemistry and Physics courses must be 200-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.

Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CH 231 Organic Chemistry I and CH 232 Organic Chemistry II, or PH 209 Introduction to Physics I and PH 210 Introduction to Physics.

**Requirements for Psychology B.S. Majors for the Class of 2013**

Students must take a minimum of **19 courses**, including the following required courses:

Ten courses within the Department

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (preferably 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.
- PS 285 Behavioral Neuroscience
- PS 272 Cognitive Psychology: Mental Processes and their Neural Substrates
- Any one of the following courses:
  - PS 234 Abnormal Psychology
  - PS 241 Social Psychology
  - PS 242 Personality Theories
  - PS 260 Developmental Psychology
- Three Psychology neuroscience courses: one from one of the following clusters, and two from the other cluster. One of these must be a laboratory course from one of these clusters.
  - Cognitive/Affective Neuroscience Cluster:*
    - PS 338 Topics in Abnormal Psychology
    - PS 341 Psychology of Morality
    - PS 371 Cognitive Neuroscience: Exploring Mind and Brain
    - PS 372 Affective Neuroscience
    - PS 375 Psychology and Neuroscience of Human Memory
    - PS 378 Vision
    - PS 391 Ethical Controversies in Psychology and Neuroscience
    - PS 473 Event-Related Potentials (laboratory course)
    - PS 540 Advanced Topics in Social Psychology
    - PS 541 Moral Emotions
    - PS 570 Advanced Topics in Cognitive Neuroscience
    - PS 571 Controversies in Cognitive Neuroscience
    - PS 574 Neuroscience of Sensation and Perception
    - PS 575 Advanced Affective Neuroscience
    - PS 576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

- PS 490 Senior Thesis I (laboratory course)
- PS 495 Senior Honors Thesis I (laboratory course)
- PS 497 Scholars Project Research (laboratory course)
- Systems Neuroscience Cluster:*
  - PS 380 Neuroscience of Psychopathology
  - PS 381 Neurobiology of Social Behavior

- PS 382 Neurobiology of Stress
- PS 383 Neurobiological Basis of Learning and Memory
- PS 384 Neurobiology of Sensory and Motor Systems
- PS 385 Neurobiology of Motivation and Emotion
- PS 386 Psychopharmacology
- PS 387 Developmental Neuroscience and Behavior
- PS 388 Neurobiology of Eating and Eating Disorders
- PS 580 Neural Systems and Stress
- PS 581 Neurobiology of Mental Illness
- PS 584 Epigenetics and Mental Disorders
- PS 585 Brain Systems: Motivation and Emotion
- PS 589 Neural Systems and Social Behavior

Any one of the following courses in a Behavioral Neuroscience laboratory (Numan, Petrovich, Veenema). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):

- PS 490 Senior Thesis I (laboratory course)
- PS 495 Senior Honors Thesis I (laboratory course)
- PS 497 Scholars Project Research (laboratory course)

- Nine courses outside the Department
- Three Biology Courses:
  - BI 200 Molecules and Cells
  - BI 201 Ecology and Evolution (or BI 202 Organisms and Populations)
- Any one of the following intermediate or advanced Biology courses (one semester, 300-level or above):
  - BI 303 Introduction to Physiology (or BI 316 Physiology)
  - BI 304 Cell Biology
  - BI 305 Genetics
  - BI 315 Introduction to Genomics
  - BI 319 Genetics and Genomics
  - BI 322 Microbial Genetics
  - BI 426 Human Anatomy
  - BI 432 Developmental Biology
  - BI 435 Biological Chemistry
  - BI 437 Developmental Neuroscience and Behavior
  - BI 442 Principles of Ecology
  - BI 445 Animal Behavior
  - BI 458 Evolution
  - BI 481 Introduction to Neuroscience
  - BI 485 Research in Neuroscience Lab
  - BI 527 Neurobiology of Disease
  - BI 551 Cell Biology of the Nervous System

- Two Chemistry courses:
  - CH 109 General Chemistry I with Lab (CH 111)
  - CH 110 General Chemistry II with Lab (CH 112)
- Two Mathematics courses:
  - Two courses at the level of MT 004 Finite Math or above, one of which may be a Computer Science course in CSOM (CS 021 or CS 074). MT 100 and MT 101 (Calculus I and II) are highly recommended for those who plan to go on to a doctoral program in neuroscience.
- Two of the following courses:
  - At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology

neurosciences courses listed above at the 300-level or above. Students planning on applying to doctoral programs in neuroscience should consult with their advisor about which of these courses to choose. Biology courses must be 300-level or above. Chemistry and Physics courses must be 200-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.

Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CH 231 Organic Chemistry I and CH 232 Organic Chemistry II, and PH 209 Introduction to Physics I and PH 210 Introduction to Physics.

#### Advanced Placement

For either the Psychology B.A. major or the Psychology B.S. major 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.

#### Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors 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 in the fall and/or PS 491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. 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.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department, but not noted on their transcripts.

#### Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. Although the concentration does not lead to a license for such careers, it does lay a foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program in a clinical field.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration, along with a listing of the additional required courses, is available at [www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html](http://www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html). Students should contact the concentration adviser, Karen Rosen, for additional information, if necessary.

This concentration is normally not open to Psychology B.S. majors. We are concerned that the heavier load of the B.S. requirements along with the added requirements of the Clinical Concentration will interfere with students becoming involved in

research early in their studies and their undertaking an independent research project in their senior year. However, B.S. Majors may petition the Department for permission to pursue the Clinical Concentration by contacting Dr. Michael Moore, the Department's Director of Undergraduate Studies as early as possible.

#### Neuroscience Concentration

**Please note:** This concentration is available only to Psychology B.A. majors from the class of 2013. Students from the class of 2014 and on are advised to consider the Psychology B.S. major.

The Neuroscience concentration within the Psychology B.A. major allows students to engage in course work and research that will provide them with a strong understanding of the brain mechanisms 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; neurobiology of behavioral development; molecular neurobiology of behavior; neural basis of higher cognitive and emotional processes in humans; evolution and genetics of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences, but will also be valuable to premedical students or those interested in the health-related professions. The requirements for the concentration are listed at [www.bc.edu/schools/cas/psych/undergrad/opportunities/neuroscience.html](http://www.bc.edu/schools/cas/psych/undergrad/opportunities/neuroscience.html). Students should see one of the faculty advisers (Michael Numan, Gorica Petrovich, Scott Slotnick, and Elizabeth Kensinger) for additional advice, if necessary.

#### Honors Program

The Psychology Honors Program offers students in both the Psychology B.A. major and the Psychology B.S. major 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 their Psychology major 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 15 of their junior year, students need to submit a Thesis Proposal Approval Form to the Psychology Department. 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 495–496 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 major requirements for both B.A. and B.S. Psychology majors. The second

semester of the Senior Honors Thesis course (PS 496) and the 500-level course are taken in addition to the courses required for the majors. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

A copy of the thesis, accompanied by an Honors Thesis Approval Form needs to be submitted to the Department by May 1 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, visit 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 Associate Chair for permission to apply courses taken abroad towards meeting major requirements. Approval should be obtained before the start of the study abroad program.

### Fifth Year Program: B.A.-B.S./M.A.

The B.A.-B.S./M.A. program is limited to students who are majoring in Psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. 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.-B.S. 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's areas of concentration are:

- Behavioral Neuroscience
- Cognitive Psychology and Cognitive Neuroscience
- Social Psychology
- Developmental Psychology
- Quantitative Psychology

Visit the Department's website at [www.bc.edu/psychology](http://www.bc.edu/psychology) for additional information on these areas.

### Fifth Year Program: B.A./M.S.W.

Please note: This program is available only to Psychology B.A. majors.

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 B.A. 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. Contact faculty advisor Michael Moore in the Psychology Department for more information.

### Faculty Advisement

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty members provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor. Students who desire to change advisors should contact the Associate Chairperson.

Psychology majors who do not have an academic advisor (i.e., 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 numbers between 010 and 111 (e.g., PS 011, PS 021, PS 029, PS 032, PS 045, PS 072, PS 110, and PS 111).

Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half of the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

### 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 110–PS 111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- **PS 120–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.

*Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**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 lifestyle.

*Joseph Tecce*

**PS 021 Art, Creativity, and Genius (Fall: 3)**

**Satisfies Social Sciences Core requirement**

**Does not provide credit toward completion of the Psychology major**

This course introduces students to psychology through the study of the visual arts. Art is a universal human activity that confronts us with many puzzling questions: How does our mind allow us to look at a flat drawing and see a three-dimensional world? How can blind people draw using linear perspective? How can a retarded autistic child draw horses like Leonardo da Vinci? What is the relationship between creativity and mental illness? What happens to drawing ability after brain damage? Why do so few art prodigies become great artists? We will examine how psychological research has investigated these questions.

*Ellen Winner*

*Angelina Hawley*

**PS 029 Mind and Brain (Spring: 3)**

**Satisfies Social Sciences Core requirement**

**Does not provide credit toward completion of the Psychology major**

This course is an introduction to the field of biopsychology, an approach to psychology stressing brain function as the source of cognition and behavior. We begin the course by establishing a "common vocabulary" by reviewing basics of brain and neuronal function. The bulk of the course addresses how brain function controls perception of the physical world, is altered by drugs and physical damage, and controls basic behaviors—eating, sleeping, language, and sex—that make humans so unique. A major underlying theme will be how the brain and mind have evolved over time and develop within an individual.

*Jeffrey Lamoureux*

**PS 032 Emotion (Fall: 3)**

**Satisfies Social Sciences Core requirement**

**Does not provide credit toward completion of the Psychology major**

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include such questions as: What are the functions of emotion, interpersonally and intrapersonally? What are some ways that emotions can be dysfunctional? Are emotions the same across cultures? How do we know what

someone else is feeling? How does emotion interact with decision-making? In addressing these questions, we will incorporate discussions of how psychological experiments are constructed, performed, and interpreted.

*Andrea Heberlein*

**PS 072 Memory in Everyday Life (Fall: 3)**

**Satisfies Social Sciences Core requirement**

**Does not provide credit toward completion of the Psychology major**

Memory doesn't just help us to excel on exams or to reminisce with friends. The ability to learn from past experiences makes us who we are and allows us to function in society. This course uses the study of memory as a way to explore the psychological research process. We will examine how we remember and why we forget, how our memories are tied to our sense of self and to our relations to others in society, and how everyone from advertisers to professors can capitalize on the nature of memory to influence what we remember about an experience.

*Elizabeth Kensinger*

**PS 110 Introduction to Psychology as a Natural Science**

**(Fall/Spring: 3)**

**Satisfies Social Sciences Core requirement**

**PS 110 and PS 111 can be taken in any order.**

This course is one of two introductory courses required for Psychology majors, along with PS 111. 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)**

**Satisfies Social Sciences Core requirement**

**PS 110 and PS 111 can be taken in any order.**

This course is one of two introductory courses required for Psychology majors, along with PS 110. 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 two-semester sequence surveying research methodologies and statistical procedures used in psychological research. In the first semester, the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential data analysis such as averages, measures of variability, shapes of distributions, probability, sampling distributions, hypothesis testing, effect size, statistical power, correlation and regression, t-tests, and analysis of variance.

*The Department*

**PS 121 Introduction to Behavioral Statistics and Research II**

**(Spring: 3)**

*Prerequisite:* PS 120

The second semester of the PS 120–121 sequence will examine common research methodologies in conjunction with appropriate statistical analysis so that students will learn both how to design and critique empirical research and how to apply statistical procedures. Topics will include behavioral observation, surveys, psychological measurement and

test construction, single subject designs, and standard experimental and quasi-experimental designs used in laboratory research. Some statistical procedures not covered in PS 120 will be introduced as relevant, such as multiple regression, repeated measures analysis of variance, and analysis of frequencies. Students will collect and analyze data and write reports.  
*Hiram Brownell*

**PS 200 Introduction to Social Work (Fall/Spring: 3)**

Cross listed with SC 378

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*

**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 234 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.

*Marilee Ogren*

**PS 241 Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 111

This course explores the scientific study of social thought and behavior. How do we understand, interact with, and influence other minds—and our own? How might we apply psychology to social problems? Topics include mind perception, emotion, persuasion, stereotyping, and moral psychology.

*Andrea Heberlein*

**PS 242 Personality Theories (Fall: 3)**

*Prerequisite:* PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*James Russell*

**PS 260 Developmental Psychology (Fall: 3)**

*Prerequisite:* PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.  
*Sara Cordes*

**PS 272 Cognitive Psychology: Mental Processes and their Neural Substrates (Spring: 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.

*Andrea Heberlein*

**PS 274 Sensation and Perception (Fall: 3)**

*Prerequisite:* PS 110

How do our senses tell us what is really in the world around us, and can our senses be trusted? These questions have been pondered by philosophers for centuries, and more recently by psychologists and neuroscientists. This course will explore the anatomical/biological basis of sensation (how the world that we perceive is translated into the raw language of the nervous system) and the cognitive processes underlying perception (how our brains reconstruct the physical world from these neural inputs). We will examine these questions for vision, hearing, touch, smell, and taste.

*Sean MacEvoy*

**PS 285 Behavioral Neuroscience (Spring: 3)**

*Prerequisite:* 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.

*Marilee Ogren*

**PS 287 Learning and Motivation (Fall: 3)**

*Prerequisite:* PS 110

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. Do animals simply acquire stimulus-response tendencies, or do they have expectations and cognitions? How would we ask this experimentally? Finally, we will discuss recent findings regarding the brain mechanisms underlying simple learning.

*Jeffrey Lamoureux*

**PS 289 Comparative Psychology: Study of Animal Behavior (Spring: 3)**

*Prerequisite:* PS 110

This course is a survey of animal behavior from the psychologist's perspective. The methods and aims of comparative psychology are presented as we consider how and why psychologists should study animal behavior. All species are faced with fundamental problems such as navigating, finding food and water, defending against predators, communicating with conspecifics, attracting a mate, and learning and remembering information. The course will examine the very different

strategies that various species, including humans, have evolved for solving these problems, and discuss reasons for why these different kinds of strategies have evolved.

*Jeffrey Lamoureux*

**PS 329 Psychophysiology of Stress (Spring: 3)**

*Prerequisite:* PS 110 or permission of the instructor

This course explores the psychological and physiological factors underlying stress, including basic principles of psychophysiology and fundamental concepts of stress. Topics include emotion, motivation, multitasking, attention, arousal, and distraction. Physiological mechanisms underlying stress will be examined relative to health and abnormal behaviors, such as addictions, mood disorders, and violence. Students will be instructed in methods of stress control, including cognitive behavioral techniques and meditation.

*Joseph Tecce*

**PS 331 Developmental Psychopathology (Spring: 3)**

*Prerequisite:* PS 260

This course will provide an introduction to the field of developmental psychopathology, 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 334 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. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

*Amy Tishelman*

**PS 336 Clinical Psychology (Spring: 3)**

*Prerequisite:* PS 234 or 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 338 Topics in Abnormal Psychology (Fall: 3)**

*Prerequisite:* PS 234

This course considers several adult neuropsychiatric disorders such as Alzheimer's disease, stroke, schizophrenia, depression, bipolar disorder, and savant syndrome. We will consider basic research as well

as case studies to analyze these disorders in terms of their neurological and psychological basis, etiology, symptomology, diagnosis, treatment, and prognosis.

*Marilee Ogren*

**PS 341 Psychology of Morality (Fall: 3)**

*Prerequisite:* PS 241 or PS 272, or permission of the instructor

How do we decide between right and wrong? When do we behave well, when do we behave badly, and why? In this course, we will explore moral judgment and behavior—the evolution and development of human morality, its psychological and brain basis, and moral “pathology” in clinical populations. Topics will include: emotion, mind perception, self-concept, motivated cognition, group membership, and connections to religion, politics, and the law.

*Liane Young*

**PS 344 Psychology of Gender (Fall: 3)**

*Prerequisite:* PS 241

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 345 Social Motivation (Fall: 3)**

How do other people affect our motivation to act? Psychology has given too much emphasis to extrinsic rewards and too little to the ways in which our relationships with others determine our choices, feelings, and thoughts. Many of our behaviors are motivated primarily by our relationships with others. In this course we will explore the influence of others on our behavior. Topics to be considered include kindness and cruelty, cooperation and competition, and conformity and rebellion.

*Donnah Canavan*

**PS 353 Culture and Emotions (Fall: 3)**

*Prerequisite:* Any course at the 200-level or with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.

*Mary Kayyal*

**PS 354 Culture, Identity, and Asian-American Experience (Fall: 3)  
Cross listed with UN 354**

See course description under University Courses.

*Ramsay Liem*

**PS 362 Animal Cognition (Fall: 3)**

This course explores intelligence and cognitive processes across a variety of animal species, including humans. It addresses such questions as, do chimpanzees lie? Can dolphins count? What makes us uniquely human? Topics include mental representation, memory, tool use,

counting, problem-solving, self-awareness, social knowledge, and communication/language. For each area, we will examine the evidence from both wild and laboratory settings, continually returning to the questions of what such knowledge tells us about non-human animals, and how this knowledge informs our theories of human cognition.

*Kelly Jaakkola*

**PS 366 Social and Emotional Development (Spring: 3)**

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence. The influences of parents, siblings, peers, and caregivers will be examined, as will the issues of individual differences, stability and change, and coherence of development across contexts and over time.

*Karen Rosen*

**PS 377 Psycholinguistics (Fall: 3)**

Cross listed with SL 361

See course description in the Slavic and Eastern Languages and Literatures Department.

*The Department*

**PS 376 Experimental Psychology Research (Spring: 3)**

*Prerequisite:* PS 110 and PS 120, or permission of the instructor

Students will conduct original experiments on cognition, perception, and choice and decision making. Students will analyze their data and learn to write up the results in scientific, journal-style format. Course readings and class discussion will provide the necessary background for how to conduct the studies and analyze the results.

*Gene Heyman*

**PS 382 Neurobiology of Stress (Spring: 3)**

*Prerequisite:* PS 285

The course provides an overview of the neurobiological mechanisms underlying the stress response from the cellular to the systems level. It explains the effects of stress on neuronal plasticity, learning and memory, mental health, and the immune system. Emphasis is also on the long-term consequences of early life stress on cognitive, emotional and social behaviors. Current research findings in both animals and humans will be discussed.

*Alexa Veenema*

**PS 383 Neurobiological Basis of Learning (Fall: 3)**

*Prerequisite:* PS 285 or an equivalent neuroscience course

This course will explore the neural mechanisms that underpin basic processes of learning and memory. We will investigate both systems-level neuroscience (e.g., What do the hippocampus, amygdala, VTA, etc. actually do?), as well a more molecular view of the role of specific intracellular processes in producing changes in synaptic connections. The molecular focus of the course will comprise a detailed investigation of long-term potentiation (LTP), and its relation to endogenous memory processes. Systems-level topics will focus on fundamental associative and non-associative learning phenomena in non-human animal models.

*Jeffrey Lamoureux*

**PS 385 Neurobiology of Motivation and Emotion (Spring: 3)**

*Prerequisite:* PS 285 or PS 287

This course will review the neurobiology underlying motivated and emotional behaviors. The current neuroscience findings from animal models will be the primary focus of the course; however, results from human studies will be incorporated in some discussions. The course structure will include lectures and discussions of the assigned readings.

*Gorica Petrovich*

**PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Spring: 3)**

*Prerequisite:* PS 285 or an equivalent neuroscience course

This course explores psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry as 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.

*Jeffrey Lamoureux*

**PS 388 Neurobiology of Eating and Eating Disorders (Fall: 3)**

*Prerequisite:* PS 285, PS 287, PS 384, 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 Petrovich*

*Christina Reppucci*

**PS 391 Ethical Controversies in Psychology and Neuroscience (Fall: 3)**

*Prerequisite:* A 200-level Psychology elective or permission of the instructor

Can fMRI machines really “see” your thoughts? Should our brains or our free will be held responsible for our behavior? Should psychotropic drugs be used for neural enhancement, or only to treat illness? Psychology and neuroscience raise a host of ethical controversies—from claims to peer into the privacy of the mind, to applications in the courtroom, to treatment of experimental subjects. Rather than determining the “right” answers, this course explores the scientific, political, social, moral, and religious values these debates involve. Readings include works by scientists, philosophers, historians, theologians, and ethicists. Students enact the roles of stakeholders in in-class debates.

*Nadine Weidman*

**PS 431 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.

*Donnah Canavan*

**PS 433 Addiction, Choice, and Motivation (Spring: 3)**

*Prerequisite:* PS 110 and at least two 200-level courses or higher in Psychology, Economics, or a Natural Science, or permission of instructor

This is a research-based seminar on topics in addiction and choice. The drug research includes biographical accounts, epidemiological studies, and experiments on drug choice. The choice research includes studies in animals and humans that shed light on optimizing outcomes, impulsiveness, and risk taking.

*Gene Heyman*

**PS 436 Clinical Field Work in Psychology (Fall/Spring: 3)**

*Prerequisite:* PS 336 or PS 360

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 437 Stress and Behavior (Fall/Spring: 3)**

*Prerequisite:* PS 234, PS 329, or permission of the instructor

This course provides an in-depth examination of causes of stress and effects of stress on behavior. Topics include the expression of body language, detection of deception, and the formation of psychosomatic diseases. Behavioral control of stress is evaluated relative to real-life factors, such as self-destructive social relationships, family dysfunction, and unhealthy life styles. Students will be instructed in methods of stress control, including cognitive behavioral techniques and meditation.

*Joseph Tecce*

**PS 442 Research Practicum in Emotion (Spring: 3)**

*Prerequisite:* Permission of the instructor, or PS 120 and PS 241 or PS 260. PS 343 or PS 353 is preferred, but not required.

**Psychology majors may substitute this course for PS 12**

This course introduces students to psychological research methods used to study emotion recognition. Students will read about and evaluate a range of behavioral methods employed in prior research, and then use this knowledge to conduct their own study. Students will work on a group project that involves each step of the research process—a literature review on a specific topic, study design, data collection and analysis, and the write-up of an independent report in APA format.

*Mary Kayyal*

**PS 444 Research Practicum in Social Psychology (Fall: 3)**

*Prerequisite:* PS 241

**For Majors only**

This course provides students with a hands-on approach to research in psychology with an emphasis on personality and social approaches. The course requires students to put into practice the knowledge of psychological science that they have accumulated from previous

courses. By the end of the course, students will have experienced the research process from beginning to end; i.e., writing a literature review on some topic in social or personality psychology, hypothesis formation, experimental design, analysis of data, and writing up results in publishable manuscript form.

*Donnah Canavan*

**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 448 Achievement Motivation (Spring: 3)**

*Prerequisites:* PS 111, PS 120–121, PS 241, or PS 242

Achievement Motivation is an advanced undergraduate seminar. This course presents a wide-ranging set of theories/ideas about achievement and what facilitates and hinders it. Topics include intrinsic and extrinsic motivation, success, productivity, competition, fear of success, fear of failure, greed, risk, and social energy. Some of the psychological processes that will be covered are the childhood, cultural, and educational origins of achievement motivation, the development of expertise, and success and psychological health.

*Donnah Canavan*

**PS 463 Research Practicum in Psychology of the Visual Arts (Fall: 3)**  
**Psychology majors may substitute this course for PS 121**

This course introduces students to research methods in the study of visual arts. In this course, students will be introduced to theoretical perspectives on the visual arts and will learn about methods used to examine neurobiological, cognitive, emotional, and social aspects of how children and adults understand and create visual art. Students will conduct a group research project on how children and adults understand art. Throughout this course, students will learn how to pose a research question, write a literature review, analyze data, interpret results, and write a research paper in APA style.

*Angelina Hawley-Dolan*

**PS 466 Current Issues in Developmental Psychology (Spring: 3)**

*Prerequisite:* PS 260

**Recommended for juniors and seniors**

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 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.

*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 497 Scholars Project Research (Fall/Spring: 6)

This course is limited to Psychology majors who are conducting their Scholar of the College research.

*The Department*

## Undergraduate and Graduate Course Offerings

### PS 506 Structural Equation Modeling (Spring: 3)

*Prerequisite:* Permission of instructor

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

*Ebri Ryu*

### PS 541 Moral Emotions (Spring: 3)

What is the relationship between morality and emotion? Do uniquely moral emotions exist? In what contexts do moral emotions arise? This course explores the nature of emotion and the nature of morality and their relationship, from the perspectives of social, cognitive, developmental psychology, and neuroscience. Topics include: emotion regulation, prosocial behavior, inter-group attitudes, perspective-taking.

*James Russell*

*Liane Young*

### PS 560 Advanced Topics in Developmental Psychology (Spring: 3)

*Prerequisite:* PS 260 and permission of instructor

This seminar explores major theories and issues in cognitive developmental psychology. Students gain a historical understanding of the emergence of developmental psychology as a field, become familiar with Piagetian theory, and explore more recent theories and findings in the aftermath of Piaget. For graduate students and advanced undergraduates.

*Sara Cordes*

### PS 575 Advanced Affective Neuroscience (Spring: 3)

*Prerequisites:* PS 285 or PS 241 or PS 242 and permission of instructor

Affective and cognitive processes have traditionally been studied in isolation. Yet in most circumstances, there are interactions among these different types of processes. Affective neuroscience applies the tools traditionally used to study cognition (neuroimaging, neuropsychology) to better understand the neural bases of affective processes and the ways

that affective processes interact with cognitive ones. Students will critically evaluate the design, methods, and interpretation of studies and will learn how the methods of cognitive neuroscience are best applied to examine affective processing.

*Elizabeth Kensinger*

### PS 581 Neurobiology of Mental Illness (Fall: 3)

*Prerequisite:* One of the following: PS 285, PS 287, PS 382, PS 385, or PS 386.

**It is assumed that all students have a basic knowledge of the nervous system.**

The course will discuss current views of the pathophysiology and etiology of mental illness. We will discuss recent findings from human studies and from animal models. Emphasis will be on alterations in brain circuits and neurotransmitter systems underlying major depression, PTSD, autism, and schizophrenia. We will explore the involvement of neurotransmitters in mental illness, including serotonin and dopamine, neuropeptides such as vasopressin and oxytocin, and stress hormones and how they mediate the regulation of emotion, cognition and behavior. Finally, we will discuss how genetic background and early environment can be important risk factors for the development of mental illness.

*Alexa Veenema*

### PS 608 Multivariate Statistics (Spring: 3)

*Prerequisite:* PS 606

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, and hierarchical linear model are discussed in this course.

*Ebri Ryu*

## 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 M. 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; Ph.D., Yale University

**Dwayne Eugène Carpenter**, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California, Berkeley; Ph.D., Graduate Theological Union, Berkeley

**Rena A. Lamparska**, *Professor*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**Franco Mormando**, *Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

**Ouida Mostefai**, *Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

**Kevin Newmark**, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

**Elizabeth Rhodes**, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

**Norman Araujo**, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

**Sarah H. Beckjord**, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

**Stephen Bold**, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

**Ernesto Livon-Grosman**, *Associate Professor*; 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

**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

**Régine Michelle Jean-Charles**, *Assistant Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

**Jeff Flagg**, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Joseph Breines**, *Adjunct Associate Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland 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

**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
- www.bc.edu/rl
- 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.

**Please Note:** The University has converted from a course-based system to a credit-based system, beginning with the Class of 2014. Therefore, for students in the Classes of 2014 and beyond, special information on course requirements is included in **boldface type and in [brackets]**.

#### Major in French

Requirements: Ten 3-credit courses [30 credits]

- Four courses [12 credits] 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 [12 credits] in French language, literature, or culture at the 400 level or above
- Two electives [6 credits] to be chosen among the following:
  - RL 210 French Composition, Conversation, and Reading II
  - Additional courses at the 300 or 400 level
  - RL 572 Comparative Development of the Romance Languages
  - RL 597 Foreign Language Pedagogy
  - RL 210 French Composition, Conversation, and Reading II can be taken for elective credit as the first course in the major.
  - Only one course [3 credits] may be in English.

Senior Year Requirement: All majors must take one advanced course [3 credits] each semester of their senior year.

#### Minor in French

Requirements: Six 3-credit courses [18 credits]

- Two foundation courses [6 credits] 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 [3 credits] at the 400 or 700 level.
- Three electives [9 credits] 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 [3 credits] during a single semester of their senior year.

#### Major in Hispanic Studies

Requirements: Ten 3-credit [30 credits] courses that must include the following:

- RL 395 Contextos [3 credits]
- Four 600-level advanced courses [12 credits] in literature and culture, which must include one course [3 credits] in each of the following categories:
  - Pre-1900 Peninsular literature and culture
  - Pre-1900 Latin American literature and culture
  - Post-1900 Peninsular literature and culture
  - Post-1900 Latin American literature and culture
- Five electives [15 credits], 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
  - Only one course [3 credits] may be in English.

Senior Year Requirement: All majors must take one advanced course [3 credits] 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 RL 392 Naturalmente or equivalent.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses [9 credits] 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 [6 credits] outside the Department of Romance Languages and Literatures.

### **Minor in Hispanic Studies**

Requirements: Six 3-credit courses [18 credits] that must include RL 395 Contextos [3 credits] and at least two courses [6 credits] at the 600-level.

### *Note the following conditions:*

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition, and Reading II.

Senior Year Requirement: All minors must take one advanced course [3 credits] during a single semester of their senior year.

### **Major in Italian**

Requirements: Ten 3-credit courses [30 credits]

- Six advanced courses [18 credits] in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Two electives [6 credits] to be chosen from 300, 500, or 800 level courses
- RL 213 and 214 Italian Conversation, Composition, and Reading I and II [6 credits] (or the equivalent).
- Only one course [3 credits] may be in English.

Senior Year Requirement: All majors must take one advanced course [3 credits] each semester of their senior year.

### **Minor in Italian**

Requirements: Six 3-credit courses [18 credits]

- Two foundation courses [6 credits]: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses [6 credits]: in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives [6 credits]: RL 300 (or above) courses in culture, or approved course taken abroad.

Senior Year Requirement: All minors must take one advanced course [3 credits] during a single semester of their senior year.

For further information or to declare a major or minor, please 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 degrees 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 one advanced course in either semester of 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, or 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 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 program 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.

For a list of courses that will satisfy the Literature Core requirement, visit [www.bc.edu/core](http://www.bc.edu/core).

#### **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.

#### **The Departmental 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.

To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a grade point average 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.

Faculty members will nominate students for the Honors Program in April of their junior year. 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.

#### **Study Abroad Guidelines and Policies**

Romance Languages and Literatures students should be aware that not all study-abroad programs available to Boston College students will have courses acceptable toward the major or minor. 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.

Students are urged to gain approval for specific courses from the Department's study-abroad advisor before departing. Students who seek approval only after they return from abroad risk not getting Romance Languages and Literatures credit for study-abroad courses. Final approval of courses taken abroad requires the signature of the Department's study-abroad advisor on the Approval Forms available from the Office of International Programs in Hovey House.

To schedule appointments with the Director of Undergraduate Studies, contact the Departmental Administrator in Lyons 304B.

#### **Transfer of Credit from Study Abroad**

**RLL majors** may earn credit for up to three courses [**nine credits**] toward their major in a single semester of study abroad, and credit for up to five courses [**15 credits**] in a year-long program.

**RLL minors** may 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 courses [**nine credits**] in a year-long program.

#### **Applying for Study Abroad**

To obtain information on programs, and to apply, please contact the Office of International Programs in Hovey House, 617-552-3827.

#### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **RL 003–004 Elementary Italian I and II (Fall/Spring: 3) Conducted in Italian**

**These courses are for those who have not studied Italian previously. Students with prior Italian experience are admitted only by placement test.**

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. While memorization and mechanical practice are 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) Corequisites: RL 011-012**

**Conducted primarily in French**

**Students with prior French experience are admitted only by placement test.**

These courses are designed for students with no prior French experience and those who have studied French before and have placed into this level. Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France. Elementary French I and II are film-based courses and are supplemented with web-based assignments and an online language lab.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 011–012 Elementary French Practicum I and II (Fall/Spring: 1) Corequisites: RL 009-010**

**Open to other students of RL 009–010 only by permission of the coordinator**

These intensive, one-hour supplementary courses give “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French.

*Andrea Javel (Coordinator)*

*The Department*

#### **RL 015–016 Elementary Spanish I and II (Fall/Spring/Summer: 3)**

**These courses are for beginners. Students with prior Spanish experience are admitted only after taking the placement test.**

**Conducted in Spanish**

**May be taken concurrently with RL 017–018**

These courses are 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 017–018. 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 015–016 with no prior experience in Spanish

Open to other students of RL 015–016 only by permission of the coordinator

Only open to students concurrently enrolled in RL 015–016

These intensive, one-hour supplementary courses give “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 015–016.

*Debbie Rusch (Coordinator)*

*The Department*

**RL 023–024 Elementary Portuguese I and II (Fall/Spring: 3)**

Offered periodically

Conducted in Portuguese

These beginning courses are designed for students with little or no knowledge of the Portuguese language. They are an introduction to the language and cultures of the Portuguese-speaking world: Portugal, Brazil, Mozambique, Angola, Guinea-Bissau, Cape Verde, Sao Tome and Principe and East Timor. Students will be engaged in basic activities and conversation, read simple texts, and study basic grammar structures and vocabulary (personal and family information, daily routines, food, housing, hobbies).

*The Department*

**RL 041 Intensive Elementary Spanish for Proficiency (Spring: 6)**

Conducted in Spanish

Open to students with no prior experience in Spanish

The course meets five days per week.

The aim of this six-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.

*The Department*

**RL 042 Intensive Elementary French for 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.

*Jeff Flagg*

**RL 043 Intensive Elementary Italian for Oral Proficiency**

(Spring: 6)

Conducted in Italian

This course is for beginners.

Students with prior Italian experience are admitted only by placement test.

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 the following fall or participation in the Parma summer language program or the fall semester at Parma.

*The Department*

**RL 109–110 Intermediate French I and II (Fall/Spring: 3)**

*Prerequisites:* RL 010, RL 042, RL 109, or admission by placement test  
Satisfies Foreign Language Proficiency Core requirement

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. Classroom work will be supplemented with web-based assignments and an online audio program.

*Andrea Javel (Coordinator)*

*The Department*

**RL 113–114 Intermediate Italian I and II (Fall/Spring: 3)**

*Prerequisite:* Admitted by placement test, consent of instructor, or completion of RL 004 and RL 113

Satisfies Foreign Language Proficiency Core requirement

Conducted in Italian

Elective for the Italian minor when taken as first course in language sequence

The prime objective of these courses 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 115–116 Intermediate Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* RL 016, RL 041, RL 115, or admission by placement test.

Satisfies Foreign Language Proficiency Core requirement

Conducted in Spanish

These courses build 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.

*Catherine Wood Lange (Coordinator)*

*The Department*

**RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)**

*Prerequisite:* Admission by placement test, consent of instructor, or completion of RL 113

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in Italian**

**Elective for the Italian minor when taken as first course in language sequence**

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, including 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 153–154 Adelante I and II (Fall/Spring: 3)**

*Prerequisite:* RL 016, RL 041, or admission by placement test

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in Spanish**

Adelante I and II can be taken in lieu of Intermediate Spanish I and II. They are 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. They also provides excellent preparation for study abroad. Adelante I and II build 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.

*Alexandria Burk*

**RL 181 Intensive Intermediate Spanish for Proficiency (Fall: 6)**

*Prerequisite:* RL 016, RL 041, or permission of instructor

**Conducted in Spanish**

**The course meets five days per week.**

The aim of this six-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.

*Michael Kelly*

**RL 182 Intensive Intermediate French for Proficiency (Fall: 6)**

*Prerequisite:* RL 010, 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. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week.

*Jeff Flagg*

**RL 209–210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 110, RL 182, or admission by placement test

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in French**

**Elective for the French minor when taken as first course in language sequence**

These courses 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. These courses are 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.

*The Department*

**RL 213–214 Italian Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* Admitted by placement exam, consent of instructor, or completion of RL 114, RL 151, or RL 213

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in Italian**

**Elective for the Italian major or minor**

**Strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad**

Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments, and oral presentations.

*The Department*

**RL 215–216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* RL 116, RL 215, admission by placement test, or appropriate score on SAT II or AP Exam

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in Spanish**

**Elective for the Hispanic Studies major or minor**

These courses will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings centering on contemporary Spain will form the basis for classroom discussions and compositions.

*The Department*

**RL 217 French CCR Practicum I (Fall: 1)**

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this one-credit, 50 minute weekly supplementary practicum.

*The Department*

**RL 292 Modern Middle Eastern and Arabic Literature (Fall: 3)**

**Cross listed with SL 148, EN 348**

**Satisfies Cultural Diversity Core requirement**

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)**

*Prerequisite:* Four years of high school French or RL 210

**Satisfies Literature Core requirement**

**Satisfies Cultural Diversity Core requirement**

**Conducted in French**

**Elective for the 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. Students will also work on topics of French grammar through guided exercises.

*Jeff Flagg*

### **RL 304 Boston et Ses Rencontres Françaises (Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209

**Satisfies Foreign Language Proficiency Core requirement**

**Offered periodically**

**Conducted in French**

**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. Students will collaborate on a writing project culminating in the composition of a collection of essays reflecting on the significance of these encounters.

*Jeff Flagg*

### **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 readings, 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.

*Joseph Breines*

### **RL 307 Masterpieces of French Literature (Fall: 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.

*Stephen Bold*

### **RL 308 Advanced Language Studies: French (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 will help you deepen your mastery of the structures of written French, develop your appreciation of style, and enrich your vocabulary. Selected topics of advanced grammar and stylistics will be examined in context in order to help you prepare for a wide range of exercises in written composition. Special attention will also be given to the enrichment of your active vocabulary. As you develop your analytical reading skills, you will use a wide variety of textual models for your own writing.

*Stephen Bold*

*Ourida Mostefai*

### **RL 309 Topics in French Culture and Civilization (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 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*

*Anne Kearney*

### **RL 320 Le Française des Affaires (Spring: 3)**

*Prerequisite:* Four years of high school French or RL 209 or RL 210

**Satisfies Foreign Language Proficiency Core requirement**

**Conducted in French**

**Elective for the 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, study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares students 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 328 Islam and the Iberian Peninsula (Fall: 3)**

**Cross listed with IC 328**

*Elizabeth Goizueta*

**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 360 Literature et Culture Francophones (Fall: 3)**

Cross listed with BK 466

Satisfies Cultural Diversity Core requirement

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Conducted in French

Elective for the 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 following writers' works will be discussed: 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 (Fall: 3)**

Cross listed with FA 480

Offered periodically

Conducted in English

Not open to students who have already taken HS 232

Elective for the 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, 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 (Spring: 3)**

Satisfies Literature Core requirement

Offered periodically

Conducted in English

Elective for the 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

Elective for 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. Students will develop their vocabulary, increase their knowledge of idiomatic expressions, and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

*The Department*

**RL 378 L'Identita Italiana (Spring: 3)**

*The Department*

**RL 386 Critical Reading and Writing (Fall: 3)**

Offered periodically

Conducted in Italian

Through in-depth readings of short narrative texts by modern and contemporary Italian writers, this course aims to examine some of the constitutive elements that define literary works, such as events, characters, plot, time and space. Practice includes textual analysis, discussion of selected critical sources and guided short essay writing.

*Cecilia Mattii*

**RL 389 Italian for Business and Travel (Fall: 3)**

*Prerequisite:* RL 214 or equivalent, or by permission of instructor

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Conducted in Italian

Elective for the Italian major or minor

Italy is one of the leading economic powers of Europe and most popular tourist destinations. This course is designed to help those contemplating a visit to Italy or a career involving the Italian business world to develop the necessary skills (reading, writing, and oral communication) and cultural background. The course will also be useful to those who simply seek to improve their command of Italian and acquaint themselves better with the culture of contemporary Italy, especially the practicalities of daily life: traveling by train or air, using banks, making hotel reservations, reading newspapers, etc.

*Franco Mormando*

**RL 392 Naturalmente (Fall/Spring: 3)**

*Prerequisite:* RL 216, Spanish CCR II, a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing RL 216, to be determined by the Department

Satisfies Foreign Language Proficiency Core requirement

Conducted in Spanish

Elective for the Hispanic Studies major and minor

In this one-semester intensive course, the students will assimilate, at an advanced proficiency level, the communicative functions of narration and description in past, present, and future time frames, as well as of hypothesis, analysis, and the defense of opinions on topics relevant to contemporary Spanish speaking cultures. Students will participate in intensive and structured practice, including reading, writing, listening

comprehension, and speaking in formal and informal situations. The goal is to make the accurate use of the past tenses and the subjunctive mood part of the student's spontaneous use of spoken Spanish.

*The Department*

**RL 393 Literatures of the World: Life Stories (Fall: 3)**

**Cross listed with EN 084.03**

**Satisfies Literature Core requirement**

**Offered periodically**

**Conducted in English**

**Elective for the French major**

This course will concentrate on texts following the path of a person on his/her journey from alienation, loss, hardship, through a turning point. We will read stories of people who were caught in a major life crisis but who managed to keep a deep connection with themselves and the world: people who survived to share their experience with others. We will read three books and a play, as well as letters, book extracts, and Nobel Prize addresses in a coursepack. Some films will be discussed. The course will be discussion based.

*Anne 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**

Contextos introduces students to the analysis of a wide range of Hispanic texts, including genres such as poetry, narrative, drama, essay, and film. Special attention to written work and discussion allows them to become familiar with the concepts and terminology essential for original critical thinking.

*The Department*

**RL 399 Readings and Research (Fall/Spring: 3)**

**By arrangement**

*The Department*

**RL 450 Nineteenth Century French I (Fall: 3)**

*The Department*

**RL 455 Nineteenth Century French II (Spring: 3)**

*The Department*

**RL 462 French Cinema (Spring: 3)**

*The Department*

**RL 468 The Poetry of Modernity: Baudelaire and Mallarmé**

**(Spring: 3)**

*The Department*

**RL 501 Dante: *Inferno* (Fall: 3)**

*Prerequisite:* Open to students who have completed CCR or equivalent

**Offered periodically**

**Elective for the Italian major or minor**

A close encounter with *Inferno*, the class will focus on Dante's moral universe, as well as the way in which Dante uses poetry to paint that universe and to persuade the reader that the voyage through *Inferno* is actually taking place. The class will also examine *Inferno* as a staging ground for the other two books of the *Divina Commedia*. This undergraduate seminar will be conducted in Italian.

*Laurie Shepard*

**RL 507 Impossible Love in Italian Literature (Fall: 3)**

**Satisfies Foreign Language Proficiency Core requirement**

**Offered periodically**

**Conducted in Italian**

**Required for the Italian major**

Through the analysis of "impossible love" in selected works by Foscolo, Leopardi, Verga, D'Annunzio, Tozzi, and 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 to selected video-stories situated in diverse cultural periods.

*Rena A. Lamparska*

**RL 511 Manzoni's *I Promessi Sposi* (Spring: 3)**

*Prerequisite:* Admitted by placement test, consent of instructor, or completion of RL 214 (CCR II)

**Offered periodically**

**Conducted in Italian**

**Elective for the Italian major or minor**

A critical reading of Alessandro Manzoni's nineteenth-century novel, *I Promessi Sposi*, the fascinating story of simple but star-crossed peasant lovers seen against the turbulent historical backdrop of the Spanish domination of seventeenth-century Lombardy. Universally acclaimed as the greatest and most important novel of Italian literature as well as one of the foundational texts of post-unification Italian national identity, the novel will be analyzed from a multiplicity of interdisciplinary perspectives (literary, political, theological, psychological, etc.). Accompanying our reading of the text will be a study of the two film versions of the novel produced in the 1940s and 1960s.

*Franco Mormando*

**RL 522 The Most Beautiful Pages of Italian Literature (Spring: 3)**

**Satisfies Foreign Language Proficiency Core requirement**

**Offered periodically**

**Conducted in Italian**

**This course is for undergraduates only**

**Fulfills the requirements for the Italian major and minor**

In our itinerary through selected texts of Italian literature (from Marino to Calvino) we will be exploring the most compelling and profound thoughts, ideas, and feelings. The analysis and the discussion of their significance, of their modes of expression and impact on the reader will be the focus of class meetings.

*Rena A. Lamparska*

**RL 541 The Genius of Machiavelli (Spring: 3)**

*Prerequisite:* Open to students who have completed CCR or equivalent

**Offered periodically**

**Conducted in Italian**

**Elective for the Italian major or minor**

We will read and discuss two of the greatest works by Niccolò Machiavelli, *Il Principe* and *La Mandragola*, as well as several other works (*La Vita di Castruccio Castracani*; Libro VIII of the *Istorie Fiorentine*), as time permits. Our objective is to define the originality of Machiavelli as a reader, thinker and writer, and to understand the challenge that his ideas posed to traditional political philosophy.

*Laurie Shepard*

**RL 601 Books of Reflection: Introduction to Spanish Empire (Spring: 3)***Prerequisite:* RL 395 Contextos**Offered periodically****Conducted in Spanish****Fulfills the pre-1800 Peninsular major requirement****For sophomores and juniors only**

This course studies important texts of early modern Spain of several genres that not only enable but require a response from their readers, asking us to examine important questions: what is love, what makes a good friend, how important is money, what is honor and how important is public reputation versus private behavior and who decides these things?

*Elizabeth Rhodes***RL 614 History and Identity in Spanish America (Fall: 3)***Prerequisite:* Contextos or permission of instructor**Satisfies Cultural Diversity Core requirement****Offered periodically****Conducted in Spanish****Fulfills the Latin American pre-1800 major requirement**

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged. Readings will be drawn from a variety of genres (historiography, novel, short story, essay, poetry) and will include selections by authors such as Bernal Díaz, Cabeza de Vaca, El Inca Garcilaso, Rodríguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.

*Sarah H. Beckjord***RL 615 Contemporary Latin American Writers (Fall: 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 the 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 (Fall: 3)***Prerequisite:* Contextos or equivalent**Offered periodically****Conducted in Spanish****Fulfills the pre-1900 Peninsular major requirement**

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 ingrained in Hispanic culture and in our own culture today?

*Elizabeth Rhodes***RL 638 Building the Modern Latin American Metropolis (Fall: 3)***Prerequisite:* Contextos or permission of instructor**Offered periodically****Conducted in Spanish****Fulfills the Latin American post-1800 major requirement**

This course will explore the development of the modern Latin American city through poetry, fiction, and film. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis, looking closely at social issues and their representations. We will discuss works by Allison Anders, Roberto Arlt, Washington Cucurto, González Tuñón, Fernando Vallejo, and Luis Zapata, among others.

*Ernesto Livon-Grosman***RL 646 The “Eye” of Latin American Film (Spring: 3)***Prerequisite:* Contextos or permission of instructor**Offered periodically****Conducted in Spanish****Readings in English and Spanish****Fulfills the Latin American post-1800 major requirement**

This course focuses on recent Latin American cinema in order to explore the aesthetic and critical trends of its most recent films. How are those films shaped by always changing political circumstances? What do they tell us about Latin America's present political realities? We will see films and read texts by Gonzalo Aguilar, Carlos Reygadas, Fernando Solanas, and Robert Stam among others. This class requires that in addition to critical readings students watch movies outside class time. Screenings will be on Wednesday evenings.

*Ernesto Livon-Grosman***RL 660 Literature of the Hispanic Caribbean (Spring: 3)***Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor**Offered periodically****Conducted in Spanish****Fulfills the pre-1900 requirement for the Hispanic Studies major Elective for the Latin American Studies minor**

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 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 H. Beckjord***RL 698 Honors Research Seminar (Fall: 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 (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 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 436 Comedy of Molière (Fall: 3)**

*Prerequisites:* Two courses from RL 305–309

**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 438 La Fontaine and Perrault (Spring: 3)**

**Offered periodically**

**Conducted in French**

**Fulfills one of the 400-level requirements for the French major or minor**

Jean de La Fontaine and Charles Perrault occupy special places in the history of seventeenth-century French literature: though they practiced forms apparently aimed at a young audience (fables and fairy tales) they also played crucial roles in cultural and political debates that divided intellectual of the times. We will rediscover these minor classics with new eyes and multiple perspectives.

*Stephen Bold*

**RL 448 Literature and Culture of the French Revolution (Fall: 3)**

*Prerequisites:* Two courses from RL 305–309

**Offered periodically**

This course will study the literature and culture of the revolutionary period in France. Through a variety of media (books, pamphlets, songs, plays, films, and art) we will analyze some of the most profound changes in French society during the period: the abolition of privileges, the declaration of rights, freedom of the press, and national festivals. We will also examine the contradictions of the French Revolution, including the failure of the anti-slavery movement, the exclusion of women from citizenship, and the suppression of regional languages. Works by Rousseau, Sade, Mercier, Robespierre, Danton, Olympe de Gouges, as well as contemporary films.

*Owrida Mostefai*

**RL 454 Contemporary Francophone Women Writers (Fall: 3)**

*Prerequisites:* Two courses from RL 305–309

**Offered periodically**

**Conducted in French**

**Elective for the French major or minor**

Borrowing from Hélène Cixous' model of *Écriture féminine*, this course explores the specificity of francophone women's writing in a contemporary context, examining narratives from a wide variety of geographic locations including the Caribbean, North Africa and Sub-Saharan Africa. The question of genealogy is central to this course as we attempt to delineate a matrilineal francophone literary tradition. As such we will also consider these narratives in relation to feminist theory, history, socio-cultural politics, culture and ethnicity. Some of the themes we will study include silence and voice, the female body, mother-daughter relationships, migration and immigration, and canon formation.

*Régine Michelle Jean-Charles*

**RL 469 Literature and Liberty (Fall: 3)**

*Prerequisites:* Two courses from RL 305–309

**Offered periodically**

This course asks what literature has to do with the concept and practice of liberty. Freedom of thought and freedom of speech imply the possibility of imagining and writing things independently of criteria that govern other aspects of human behavior. In fact, this possibility can be taken as one sense of the word "fiction." How do literary texts interrogate and exemplify individual acts of freedom? What sort of promise and/or pitfalls do such acts hold out to us? Readings will be taken from texts by Diderot, Sade, Baudelaire, Mallarmé, Lautréamont, Gide, Breton, Sartre, Beckett, and Duras.

*Kevin Newmark*

**RL 470 Paris Noir (Spring: 3)**

*Prerequisite:* Two courses from RL 305–309

**Offered periodically**

**Conducted in French**

Since the Negritude movement of the 1930s, Africans and the diaspora have been making their mark on Paris. This course explores Black Paris through the different manifestations of the French fascination with Blackness, the presence of African-Americans during the Harlem Renaissance, and in various forms of cultural expression (literature, film, autobiography and music) by Black Parisians themselves. Taking on subjects as different as the "Venus Hottentot," Negritude poetry, performances by Josephine Baker, French rap, and "banlieue" films and novels by Calixthe Beyala and Bernard Dadie, among others.

*Régine Michelle Jean-Charles*

**RL 597 Foreign Language Pedagogy (Fall: 3)**

**Cross listed with ED 303, SL 430**

**Offered periodically**

**Conducted in English**

**This course can count as an elective for the French, Italian, or Hispanic Studies majors, but not for the minors.**

See course description in the School of Education.

*Mariela Dakova*

**Slavic and Eastern Languages and Literatures**

**Faculty**

**Maxim D. Shroyer**, *Professor*; 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

**Sing-chen Lydia Chiang**, *Associate Professor and Coordinator, East Asian Languages*; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

**Michael J. Connolly**, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

**Franck Salameh**, *Assistant Professor and Coordinator, Arabic and Hebrew*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

**Contacts**

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- [fmwww.bc.edu/SL/SL.html](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), and East European Studies (interdisciplinary). Students may also participate in the Minor in Asian Studies (interdisciplinary). Departmental honors require successful completion of honors requirements. For information, contact the Department at 617-552-3910.

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.

References to the number of credits required pertain to students enrolled in the class of 2014 and beyond, but also correlate with the number of full one-semester courses required.

#### **Major in Linguistics (ten 1-semester courses, 30 credits)**

The focus of the Linguistics program does not lie in the acquisition of language skills alone, 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 (3 credits)
- SL 344 Syntax and Semantics (3 credits)
- SL 367 Language and Language Types (3 credits)
- Two courses (6 credits) of a philological nature on the detailed structure of a language
- Five additional courses (15 credits) 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 6 approved one-semester courses (18 credits):

- One course SL 311 General Linguistics (3 credits)
- One course SL 344 Syntax and Semantics (3 credits)
- Two courses on philological topics (6 credits)
- Two courses on general linguistic topics (6 credits)

#### **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, 30 credits):**

- Three courses (9 credits) in Russian grammar, composition, and stylistics beyond the intermediate level
- Three courses (9 credits) in Russian literature, including two survey courses for classical and modern Russian literature (SL 222 and SL 223)
- One course (3 credits) in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three electives (9 credits) in Russian literature or advanced Russian linguistics (list of approved courses available)

#### **Track 2: Russian Culture and Civilization (10 one-semester courses, 30 credits):**

- One course (3 credits) in Russian Civilization (usually SL 285 Russian Civilization and Culture)
- Two courses (6 credits) in Russian language beyond the intermediate level
- Two survey courses (6 credits) for classical and modern Russian literature (normally SL 222 and SL 223)
- Five electives (15 credits) from Russian and Slavic offerings, of which at least three (9 credits) must be in Russian literature or culture

#### **Minor in Russian (Departmental)**

The departmental minor in Russian requires a minimum of six approved courses (18 credits):

- Two courses (6 credits) in Russian at or above the intermediate level
- Two courses (6 credits) in Russian literature: one pre-twentieth century and one post-nineteenth century
- Two courses (6 credits) in Russian literature, culture, or linguistics

#### **Major in Slavic Studies (Ten courses, 30 credits)**

The major in Slavic Studies provides broadly-based training in scholarship about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

- Two courses (6 credits) in a Slavic language at or above the intermediate level
- One course (3 credits) in Slavic civilizations (usually SL 231 Slavic Civilizations)
- Two courses (6 credits) in a Slavic literature
- Two courses (6 credits) in Slavic history or social sciences
- Three electives (9 credits) 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 one-semester courses (18 credits):

- Two courses (6 credits) in Modern Standard Arabic above the intermediate level
- Four courses (12 credits) 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 one-semester courses (18 credits):

- Two courses (6 credits) in modern Mandarin Chinese above the intermediate level
- Four courses (12 credits) 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, Rebecca Nedostup, nedostup@bc.edu, 617-552-3017.

**Minor in East European Studies (Interdisciplinary)**

The East European Studies interdisciplinary minor requires a minimum of 6 approved one-semester courses (18 credits), distributed as follows:

- One introductory course (3 credits) either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One additional course (3 credits) in Russian or East European history or politics
- Two courses (6 credits) in Russian or another East European language at or above the intermediate level
- Two approved elective courses (6 credits) from related areas such as: art history, economics, film studies, literature, linguistics 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, simmons@bc.edu

**Minor in Jewish Studies (Interdisciplinary)**

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of 6 three-credit courses (18 credits), including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the program's webpage, at [www.bc.edu/schools/cas/jewish](http://www.bc.edu/schools/cas/jewish).

**Study Abroad**

The Slavic and Eastern Languages and Literatures Department 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 must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

**Office of International Programs**

Students taking classes in the Slavic and Eastern Languages and Literatures Department participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit [www.bc.edu/international](http://www.bc.edu/international).

**Teachers of English to Foreign Students**

The Slavic and Eastern Languages and Literatures Department offers a number of linguistics courses for training teachers of English to foreign students. The English Department offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117–120).

**Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**SL 003–004 Elementary Russian I and II (Fall/Spring: 4)**

Courses for beginners that stresses thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

*Elena Lapitsky*

**SL 009–010 Elementary Chinese I and II (Fall/Spring: 3)**

*Corequisite:* SL 015

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary, including exercises in pronunciation and sentence structure and 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: 3)**

*Corequisite:* SL 025

An introduction to the study of literary and formal spoken Arabic. These courses are designed to develop simultaneously the fundamental skills of reading ability, aural comprehension, and oral and written self-expression. Includes exercises in pronunciation, grammar, and reading. Additional conversation practice and language laboratory work required.

*The Department*

**SL 023–024 Elementary Japanese I and II (Fall/Spring: 4)**

An introduction to the study of modern Japanese. These courses are designed to develop the fundamental skills of reading ability, aural comprehension, and oral and written self-expression.

*The Department*

**SL 037-038 Introduction to Modern Hebrew I and II (Fall/Spring: 3)**

*The Department*

**SL 045–046 Continuing Bulgarian I and II (Fall/Spring: 3)***Prerequisite:* SL 036 or equivalent**Satisfies Foreign Language Proficiency Core requirement****Offered biennially**

These courses are designed to develop active language skills through intensive communication exercises and translation. They provide 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*Corequisites:* SL 055–056**Satisfies Foreign Language Proficiency Core 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: 3)***Prerequisite:* SL 010 or equivalent*Corequisite:* SL 069**Satisfies Foreign Language Proficiency Core requirement**

Continuation of coursework 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.

*Sing-chen Lydia Chiang***SL 063–064 Intermediate Japanese I and II (Fall/Spring: 4)***Prerequisite:* SL 024 or equivalent**Satisfies Foreign Language Proficiency Core requirement**

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

*Ritsuko Sullivan***SL 075–076 Continuing Korean I and II (Fall/Spring: 3)***Prerequisite:* SL 032 or equivalent**Satisfies Foreign Language Proficiency Core requirement****Offered biennially****Conducted mostly in Korean**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

*Choong Nam Yoon***SL 081–082 Continuing Modern Hebrew I and II (Fall/Spring: 3)***Prerequisite:* SL 037/TH 037**Cross listed with TH 081–082****Satisfies Foreign Language Proficiency Core requirement****Offered biennially**

A study of the Hebrew language, including 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 084 Literatures of the World (Spring: 3)****Cross listed with EN 084****Satisfies Literature Core requirement****Offered periodically**

See course description in the English Department.

*The Department***SL 089–090 Intermediate Arabic I and II (Fall/Spring: 3)***Prerequisite:* SL 018 or equivalent**Satisfies Foreign Language Proficiency Core requirement****Conducted mostly in Arabic**

Continuation of coursework in reading and writing literary Arabic with coextensive conversation practice.

*Franck Salameh***SL 091–092 Biblical Hebrew I and II (Fall/Spring: 3)****Cross listed with TH 582–583**

See course descriptions in the Theology Department.

*Jeffrey I. Cooley**Yonder Gillihan***SL 147 Language, Memory, and Identity in the Middle East****(Spring: 3)****Cross listed with SC 148****Satisfies Cultural Diversity Core requirement****Offered periodically**

A broad-based overview of the role of language choice plays in the construction of national and cultural identity in the Middle East. We will examine the role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism, and the role of local dialects in the conceptualization of competing national identities and territorial nationalisms. In particular, and in addition to Arab Nationalism and Zionism, we will examine the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.

*Franck Salameh***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 the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written in 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 157–158 Third-Year Russian I and II (Fall/Spring: 3)***Prerequisite:* SL 052 or equivalent**Conducted in Russian**

**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*.

*Aleksey Berg*

**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.

*The Department*

**SL 208–209 Advanced Russian I and II (Fall/Spring: 3)**

*Prerequisite:* SL 158 or equivalent

**Conducted in Russian**

**Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.**

**Undergraduate major elective**

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.

*Aleksey Berg*

**SL 221 The Language of Liturgy (Fall: 3)**

**Cross listed with HP 258, TH 198**

**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 (Fall: 3)**

**Cross listed with EN 227**

**Offered periodically**

**All readings and discussions in English**

**Undergraduate major elective**

See course description in the English Department.

*Maxim D. Shrayner*

*Cynthia Simmons*

**SL 223 Twentieth-Century Russian Literature (Spring: 3)**

**Cross listed with EN 228**

**Offered periodically**

**All readings and discussions in English**

**Undergraduate major elective**

**Russian major requirement**

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 (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Undergraduate major elective**

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of the Slavic early-shared history to the diaspora of the Slavs of Central, Eastern, and

Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history. A selection of readings (all in English) illustrates some of the most prominent Slavic contributions to the culture of the world.

*Mariela Dakova*

**SL 245–246 Advanced Chinese I and II (Fall/Spring: 3)**

*Prerequisite:* SL 166 or equivalent

**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.

*The Department*

**SL 249 Gender and War in Eastern Europe (Spring: 3)**

**Cross listed with HS 145**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

**Undergraduate major elective**

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 ongoing 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)**

*Prerequisite:* SL 172 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, style, and careful translation of advanced texts.

*The Department*

**SL 257–258 Advanced Japanese I and II (Fall/Spring: 3)**

*Prerequisite:* SL 168 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.

*The Department*

**SL 264 Wisdom and Philosophy of the Far East (Fall: 3)**

**Cross listed with TH 260**

**Offered biennially**

**Taught in English**

This course focuses on the belief systems of East Asia, including Confucianism, Daoism, Shamanism, Shinto, and Mahayana Buddhism. Special attention will be paid to the mutual enrichment of these diverse ideologies and their profound influence on the development of East Asian civilizations.

*Sing-chen Lydia Chiang*

**SL 280 Society and National Identity in the Balkans (Fall: 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 283 The Christian East: *Oriente lumen* (Spring: 3)**

Cross listed with CL 268, TH 383

Satisfies Cultural Diversity Core requirement

Offered periodically

The spirituality and traditions of Eastern Christianity across places and times. The worlds of Eastern Orthodoxy, Oriental Orthodoxy, and the Catholic Eastern Churches in their doctrine and practice. Liturgy and ritual; iconography and architecture; music, chant and hymnography; languages, social order, and ethnicity; history and the present. With emphasis on Byzantine Greek, Syrian, and Slavonic usages and the Armenian church, but not neglecting the Nestorian churches and Coptic and Ethiopian Christianity.

*M.J. Connolly***SL 294 Advanced Readings in Persian Texts (Fall/Spring: 3)**

This course examines classical and contemporary texts covering both prose and poetry for advanced students of the Persian language. Emphasis is placed on comprehension, speaking, and writing.

*Hassan Tabatabai***SL 382 Business Arabic (Spring: 3)**

Offered periodically

This course is intended for learners who have completed two years (approximately 200 hours) of Arabic study. Students are introduced to the specialized structure and vocabulary of business Arabic by examining media sources such as newspapers, video, radio, and the web. Authentic and recent business Arabic materials will be examined with a view to introducing learners to the variety of stylistic features and terminologies pertinent to business. Situational topics related to travel, social, and business interactions and organized around topical issues are supported by audio and video cassettes and dialogues. This course is not available in English translation.

*The Department***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 393 Advanced Tutorial: Chinese (Fall/Spring: 3)**

Offered periodically

May be repeated for credit

A course of directed study on 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 183–184 Turkish for Scholars I and II (Fall/Spring: 3)**

Familiarity with Turkish script recommended

An intensive and rapid introduction to the phonology and grammar of Turkish followed by the reading of literary and expository texts.

*The Department***SL 250 Conversion, Islam, and Politics in the Balkans (Spring: 3)**

Cross listed with IC 250

Satisfies Cultural Diversity Core requirement

Offered periodically

Through a study of fiction, works of scholarship, folklore, and movies, the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with the goal of identifying the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.

*Mariela Dakova***SL 311 General Linguistics (Fall: 3)**

Cross listed with EN 527

Undergraduate Linguistics major elective

An introduction to the history and techniques of the scientific study of language in its structures and operations, including 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 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 342 Seminar in Russian Poetry (Fall: 3)

*Prerequisite:* A reading knowledge (at least two years) of Russian

Offered periodically

All texts read in Russian

This course will both cover the history of poetic forms in Russian and present some of Russian poetry's key monuments, from Derzhavin to Brodsky. Students will be expected to present on, and write about, one poet.

*Thomas Epstein*

### SL 343 Old Irish (Spring: 3)

*Prerequisite:* Previous familiarity with an inflected language or with Modern Irish

Cross listed with EN 512

Offered periodically

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

*M.J. Connolly*

### SL 344 Syntax and Semantics (Spring: 3)

Cross listed with EN 392

Offered biennially

Undergraduate Linguistics major elective

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*Claire A. Foley*

*Margaret Thomas*

### SL 361 Psycholinguistics (Fall: 3)

*Prerequisite:* Some background in linguistics or psychology recommended

Cross listed with PS 377

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 by both children and by adults; and the innateness hypothesis.

*Margaret Thomas*

### SL 365 Readings in Chinese Literature and Philosophy (Spring: 3)

*Prerequisite:* SL 062 or instructor's consent

Offered periodically

Classes conducted in both modern Mandarin and English

By way of readings in Chinese literary and philosophical canons, this course introduces students to the basic diction and grammar of classical Chinese. Classical Chinese is the Latin of East Asian written traditions, the gateway to the cultural and historical legacy of East Asia, and the foundation of modern literary Chinese. We will read and translate selected passages from Chinese classics, including the *Analects* of Confucius, Mencius, the *Daodejing*, and Zhuangzi. Class discussion will center on major philosophical concepts and their historical contexts.

*Sing-chen Lydia Chiang*

### SL 366 Business Chinese (Spring: 3)

*Prerequisite:* SL 062 or equivalent

Offered periodically

Conducted entirely in Chinese

An analysis of the patterns and distinctive characteristics of business transactions and reporting in Chinese, along with numerous practical exercises. Business correspondence, report writing, the Chinese curriculum vitae and resume, questionnaires, commercial law and regulations. Specialized vocabularies for import-export, marketing, finance, and economics.

*The Department*

### SL 375 Jewish Writers in Russia and America (Spring: 3)

Cross listed with EN 175

Satisfies Cultural Diversity Core requirement

Offered periodically

All readings and classes conducted in English

See course description in the English Department.

*Maxim D. Shrayer*

### 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 430 Foreign Language Pedagogy (Fall: 3)

Cross listed with ED 303, RL 597

Offered periodically

See course description in the Lynch School of Education.

*Mariela Dakova*

## 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

**Lynda Lytle Holmstrom**, *Professor Emerita*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

**Sarah Babb**, *Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern 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 Guillemain**, *Research Professor*; A.B., Harvard University; Ph.D., Brandeis University

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**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, Madison

**Juliet Schor**, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

**John B. Williamson**, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard 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

**Shawn McGuffey**, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

**Charlotte Ryan**, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

**Natasha Sarkisian**, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

**Eve Spangler**, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

**Brian Gareau**, *Assistant Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

**Sara Moorman**, *Assistant Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin–Madison

**Gustavo Morello**, *Assistant Professor*; B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

#### Contacts

- 617-552-4130
- [www.bc.edu/sociology](http://www.bc.edu/sociology)
- [sociolog@bc.edu](mailto:sociolog@bc.edu)

#### Undergraduate Program Description

The undergraduate program in sociology is designed to satisfy the intellectual, career, and civic 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 University 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. 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 30 credits (generally ten courses) in Sociology. 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
- Six electives numbered SC 002 or above. Of these six electives, at least three must be upper level courses (SC 299 or higher).

#### Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). 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
- Two electives, at least one of which must be numbered SC 299 or above

#### Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.50 GPA, 3.50 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 Juliet Schor.

#### Information for Majors and Non-Majors

Sociology majors are required to take a minimum of 30 credits (generally ten courses). SC 001 Introductory Sociology is required for majors (preferably SC 001.01).

For non-majors, courses from SC 001 through SC 099 provide Social Science Core credit. Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

#### 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.

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. The department recommends not more than two Sociology courses in any one semester or five

Sociology courses in a full year. Courses taken in other departments will not be considered for Sociology credit unless a syllabus and reading list are submitted. All Sociology majors should consult with Professor Michael Malec, McGuinn 427, 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 February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at [www.bc.edu/schools/gsas/admissions.html](http://www.bc.edu/schools/gsas/admissions.html).

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.50 with at least a 3.50 GPA in Sociology courses. For details, consult Professor Juliet Schor.

#### 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 Sara Moorman.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 may include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations, among others. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

*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*

#### SC 024 Gender and Society (Fall: 3)

*The Department*

#### SC 025 People and Nature: History and Future of Human Impacts on the Planet (Fall: 3)

*Corequisite:* SC 029

**Cross listed with HS 121**

**Offered periodically**

The twenty-first century opened with combined crises of climate, bio-diversity, and eco-system collapse. While it is not often recognized, human disruption of eco-systems is an old story, and environmental historians have identified major human impacts over the last 500 years. This course combines contemporary analyses of how humans are altering the planet with the historical record and explores both the familiar and the novel in the realm of ecological challenges. Topics include climate change, de-forestation, water shortages, the spread of disease, limits to growth, the global consumer culture, food systems, and culture and values.

*Juliet Schor*

#### SC 030 Deviance and Social Control (Fall/Spring: 3)

**Satisfies Social Sciences Core requirement**

**Satisfies requirement in the Women's Studies Program and the Pre-Law Program.**

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. Pfobl*

#### SC 031 Society and Environmental Transformations (Spring: 3)

*The Department*

#### SC 036 Introduction to Latin American Societies (Fall: 3)

*The Department*

#### SC 037 Introduction to American Indian Societies (Fall: 3)

**Offered periodically**

**Satisfies Social Science Core requirement**

**Satisfies Cultural Diversity Core requirement**

This course examines social institutions in American Indian societies, such as the family, religion, and government. Focusing on southeastern peoples, especially the Cherokee, the course begins with the period of "first contact" and investigates the impacts of European cultures. It pays special attention to the development of the institution

of African American slavery in American Indian societies, and the consequences for contemporary legal-political controversies among White, Black, and Native Americans.

*Eva Garrouette*

**SC 038 Race, Class, and Gender (Fall: 3)**

**Cross listed with BK 138**

**Satisfies Social Sciences Core requirement**

**Satisfies Cultural Diversity 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 045 Introduction to African Diaspora Studies (Fall: 3)**

**Cross listed with BK 110**

**Satisfies Cultural Diversity Core requirement**

*Clifton McGuffey*

**SC 072 Inequality in America (Fall: 3)**

**Satisfies Social Sciences Core requirement**

**This course can be taken as part of the Women's and Gender 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.

*David Harker*

*Eve Spangler*

**SC 078 Sociology of Health and Illness (Spring: 3)**

*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 to be super-slim. We analyze biological, sociological, and feminist perspectives on the body especially with regard to issues of beauty and body image and sexuality. We analyze how race, ethnicity and class intersect to create differences among women's relationship to their bodies. 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, women's magazine, reality TV, and social networking sites. We examine the plastic surgery industry and the growing trend toward "designer bodies."

*Sharlene Hesse-Biber*

**SC 092 Peace or War: United States in the Third World (Fall/Spring: 3)**

**Satisfies Social Sciences Core requirement**

**Offered periodically**

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: Iraq, the Israeli-Palestinian conflict, the "war on terrorism" as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.

*Charles Derber*

**SC 093 Comparative Social Change (Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

**Satisfies Social Science Core requirement**

**Offered periodically**

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 096 Aging and Society (Fall: 3)**

**Offered periodically**

"Age doesn't matter unless you're a cheese," quipped actress Billie Burke (the Good Witch in *The Wizard of Oz*). Nevertheless, age does matter within societies. This class will cover specific topics in four general areas of sociological study: roles and relationships (e.g., within the family), inequalities (e.g., ageism), institutions (e.g., health care), and social change (e.g., the aging of the population). By the end of the course, you will have acquired a new approach to thinking about how you and others age in the social world and the ways in which age is portrayed in the media.

*Sara Moorman*

**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)**

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. Strategies for change will also be discussed.

*Lynda Lytle Holmstrom*

**SC 148 Language, Memory, and Identity in the Middle East**

(Spring: 3)

Cross listed with SL 147

Satisfies Cultural Diversity Core requirement

See course description in Slavic and Eastern Languages and Literatures Department.

*Franck Salameh*

**SC 164 Gender and Development in Latin America (Summer: 3)**

Cross listed with PL 464

Offered periodically

This course will be held in Nicaragua through the Office of International Programs.

The class will focus on: (1) Latin American philosophical and experiential discussions of gender, especially in relation to Nicaraguan political history; (2) current philosophical projects in Nicaragua that seek to develop and to empower women and men, both at economic and cultural levels; (3) strengths and challenges of friendships between North Americans and Central Americans; and (4) the roles of faith and ethics in the effort for justice and development.

*Marina McCoy*

**SC 200 Statistics (Fall/Spring: 3)**

Required for the Sociology major

This course is an introduction to statistics, with some emphasis 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*

*Elizabeth Tov*

**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.

*Sarah Babb*

*Deborah Piatelli*

**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, Bourdieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.

*Paul Gray*

*Eve Spangler*

**SC 225 Introduction to Feminisms (Fall/Spring: 3)**

Cross listed with EN 125, HS 148

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. After a preliminary meeting, the class divides into 12–14 person seminars that meet once per week to discuss and study such issues as women's history, feminist theory, sex roles, socialization, gender and health, religion, work, and literature and essays by and about women. The course emphasizes participation and collective work on projects and usually includes a continuing personal and readings-oriented journal.

*The Department*

**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 254–255 Advanced Community Service Research Seminar I and II (Fall/Spring: 3/1)**

Cross listed with BK 248, UN 254

Offered periodically

CRP is a two-semester program (SC 254 and SC 255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American and/or African Diaspora communities. In Fall, students in SC 254 learn the process of community-based research and its methodologies, and begin to design a proposal for an independent study for Spring. In Spring, students sign up for SC 255 in conjunction with a Readings and Research to conduct their projects. The Spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

*Deborah Piatelli*

**SC 280 Social and National Identity in the Balkans (Fall: 3)**

Cross listed with SL 280

Satisfies Cultural Diversity Core requirement

Offered periodically

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

This is not a classroom course.

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.

*The Department*

**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 311 Diversity, Community, and Service (Spring: 3)**

**Offered periodically**

What are the roles and responsibilities of individuals in addressing inequality in our society? This course will engage with several bodies of literature, including social movement, service learning, feminist, and critical race studies to better understand the dilemmas facing those working for social change. Drawing on case studies, personal accounts, and research, students explore various historical and contemporary forms of “service” and “activism” as well as reflect upon their own personal experiences with these various social change efforts. We will also explore the influence that various forms of privilege can have on building collaborative relationships that promote structural social change.

*The Department*

**SC 324 Social Change in East Asia (Fall: 3)**

*The Department*

**SC 343 Meaning and Practice of Philanthropy/Biography and Society (Fall: 3)**

**Offered periodically**

We examine philanthropy as a way of thinking, feeling, and acting in biography and society. A foundation has provided \$10,000 for students to learn how to contribute grants wisely to people and causes they care about. In addition, we will study philanthropy’s history; spiritual, philosophical, and sociological meaning; current and emerging patterns; motivations; implications for fund-raising, and effect of methodology on findings.

*Paul G. Schervish*

**SC 324 Social Change in East Asia (Fall: 3)**

*The Department*

**SC 350 Black and Green: Race and Urban Ecology (Fall: 3)**

*The Department*

**SC 359 Sports in American Society (Spring: 3)**

**Offered periodically**

**Sociology majors only**

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 and Palestine (Fall: 3)**

*Eve Spangler*

**SC 375 American Economic Crisis and Social Change (Fall/Spring: 3)**

**Offered periodically**

This course offers a new way to think about America, focusing on our values, our intertwined economic and social crises exploding in the 2008 Wall Street meltdown, and systemic solutions. 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,

family breakdown, global warming, overweening corporate power and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.

*Charles Derber*

**SC 388 Culture Through Film (Fall/Spring: 3)**

**Satisfies Cultural Diversity Core requirement**

**Offered periodically**

We will explore contemporary issues, perception and reality, language, race, gender, sexual orientation, indigenous rights, marriage, colonialism, protest and chaos, and attempt to “think outside the box.” Each week we will view one or more films that raise questions about the ways we understand these issues. The films have been selected to enable us to experience alternative ways of thinking about concepts with which we probably feel comfortable. The goal of the course is to allow us to realize that many of our beliefs are cultural constructions and in fact are always in the process of revision.

*James Hamm*

**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.

*Paul Gray*

*Zine Magubane*

***Undergraduate and Graduate Course Offerings***

**SC 378 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PS 200**

See course description in the Psychology Department.

*The Department*

**SC 510 Approaches to Mixed Research (Fall: 3)**

*Sharlene Hesse-Biber*

**SC 516 Survey Methodology (Spring: 3)**

You’ve heard the saying “Lies, damn lies, and statistics.” Yet statistics comprise much of the daily news: 47% of voters approve of the president. Two-thirds of adults are obese. More than 50% of marriages end in divorce. In this course, you will become “survey-literate,” learning how to understand and evaluate such statistics. You’ll also learn how to design, field, and analyze your own survey, and how to report accurate, comprehensible results. This is a course in social science research methods, not statistics; no prior background is required.

*Sara Moorman*

**SC 530 International Studies Senior Seminar (Fall/Spring: 3)**

**Cross listed with IN 530**

**Offered periodically**

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment—politically, economically and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions and research in an atmosphere of mutual respect and trust.

*Brian Gareau*

*Paul Gray*

### SC 533 Social Psychoanalysis and the Unconscious (Fall: 3)

Offered periodically

*Stephen Pfohl*

### SC 540–541 Internship in Sociology I and II (Fall/Spring: 3)

*Prerequisite:* Permission of instructor

This internship program is 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. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

*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: 6)

*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 students complete their thesis research under the direction of their faculty advisor. Although SC 556 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.

*Zine Magubane*

### SC 562 Environmental Sociology I (Fall: 3)

Offered periodically

This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here (1)

pioneered the formation of environmental sociology, (2) directed its various trajectories, and (3) represents recent developments. Classical readings include the works of Karl Marx, Kautsky, and Adam Smith. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, environmental justice, critical studies of global environmental governance, and political ecology.

*Brian Gareau*

### SC 590 Carework and Inequality (Fall: 3)

Offered periodically

This course explores work and family conflicts and the tension between carework as private responsibility versus carework as a public good. We examine the private cost of motherhood and the social and economic consequences of child-raising, including those faced by low-income parents without public provision of family welfare. We return to the question, does the larger society have care responsibilities for its people? We also focus on purchased care and paid careworkers, exploring the race/class identity of this fastest-growing labor market and their care-impooverished families.

*Lisa Dodson*

### SC 591 From Poor Law to Working Poor: Low-Income America (Spring: 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. Student research will explore and compare contemporary costs of living, wage levels, and family care needs in middle-class and low-income families.

*Lisa Dodson*

### SC 594 Race in the Americas (Spring: 3)

Offered periodically

This course focuses on two central themes of race in Latin America: (1) the socially and culturally constructed rather than “natural” nature of race, and (2) the realities of racial inequality. We cover the ambiguity about race in Latin America (including silence, euphemism, “whitening,” color terminology, the weak black power movement, and the nationalization of Afro-derived culture). Then, we examine the overwhelming evidence of socio-economic inequalities based on skin color. We will also compare these processes to those occurring in the United States.

*Danielle Hedegard*

### SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)

*Prerequisite:* SC 255

**Cross listed with EN 603, HS 665**

Offered periodically

Students meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups from SC 255.

*The Department*

**SC 670 Technology and Culture (Fall: 3)**  
**Cross Listed with CS 267, PL 670, MI 267**

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*

## Theatre

### Faculty

**Scott Cummings**, *Associate Professor*; Chairperson of the Department; 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*; 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

**Jacqueline Dalley**, *Adjunct Assistant Professor*; BA, University of California at Davis; M.F.A., Carnegie-Mellon University

**Luke Jorgensen**, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

**Patricia Riggan**, *Adjunct Assistant Professor*; B.A., Cornell University; M.F.A., Brandeis University

### Contacts

- Undergraduate Program Information: Scott Cummings, 617-552-4614, cumminsc@bc.edu
- [www.bc.edu/theatre](http://www.bc.edu/theatre)

### Undergraduate Program Description

The Boston College Theatre Department—faculty, staff, and students—is committed to theatre education that combines art with scholarship and drama study with theatre practice. We seek to foster creativity, critical thinking, excellence, and professionalism through the integration of courses, productions, workshops, and other activities. We value theatre as a liberal art as well as a performing art, which means that we seek to understand it not only as a means of artistic expression and a form of entertainment but as a window onto history, a method of inquiry into all things human, and a vehicle for social change. Interested students are invited to join us in this mission regardless of previous experience. Those who do will develop an intellectual frame of reference, a theatrical imagination, and practical skills that prepare them for advanced training in a wide range of disciplines and vocations.

### Major Requirements

The Theatre Department offers a major in theatre, and students earn a Bachelor of Arts degree. Students must successfully complete a total of twelve 3-credit courses, six of which constitute the foundation upon which the upper-level courses are built. Ideally, these six courses will be completed by the end of the sophomore year. The required Foundation courses are:

- 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 3-credit courses that provide focused training and advanced study. Theatre majors will choose these courses as follows: (1) two upper-level Performance/Production courses (numbered CT 300 to CT 359, CT 366, and CT 400 to CT 459); (2) two upper-level Dramatic Literature, Criticism, and Theatre History courses (numbered CT 360 to CT 379 [excluding CT 366] and CT 460 to CT 479); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest.

In addition, theatre majors must complete a total of six Production Labs. These are experience-based courses that involve working backstage or in the shops (one credit) or as a designer or stage manager (two credits) on Theatre Department productions. Students register for Labs at the beginning of each semester.

### Mentoring and Advisement

The Theatre Department faculty places great emphasis on academic advisement and professional mentoring. We are committed to helping students design an academic program that stimulates their curiosity, supports their interests, and advances their abilities. In this interest, we encourage students to pursue professional internships and/or summer training programs that provide practical experience and help to clarify long-range goals. Internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they face the challenges of life after college and prepare for graduate study, advanced training, a full-time professional internship, or early-career job experience.

### The Theatre Department Production Program

The Theatre Department maintains an ambitious co-curricular production program that includes four faculty-or-guest directed Mainstage productions and two student-directed, student-designed Workshop productions per academic year. Casting is open to all students and based mainly on audition. The Theatre Department actively encourages students of color to audition for all productions and is firmly committed to a policy of non-traditional (or “color blind”) casting, which means that race and ethnicity are not a factor when casting decisions are made. Opportunities abound for students who are interested in design, technical production, and stage management.

### Certification in Theatre Option for Education Majors

#### Elementary Education

Elementary Education majors may follow a program that allows them to seek alternative certification in theatre from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campus 104.

#### Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in

theatre from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

### Information for Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theatre training. Students who are considering study abroad are advised to meet with their advisor a full year in advance of their departure in order to plan their academic progress and discuss the advantages and disadvantages of being off campus for a semester or more as an upperclassman. In general, students can receive credit towards the Theatre major (as appropriate) for no more than one course taken abroad. For more information, please contact the Department Chair.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 theatre and drama study. It is geared towards, though not limited to, Theatre 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 Riggan*

#### CT 110 Beginning Ballet I (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 Theatre Production I (Spring: 3)

*Corequisite:* CT 145

**This course 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 theatre 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 theatre 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 201 Acting II: Characterization (Fall/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/Spring: 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 204 Modern Dance I (Fall: 3)**

*Sun Kim*

**CT 205 Elements of Dance (Fall/Spring: 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.

*Sun Kim*

*Robert Ver Eecke, S.J.*

**CT 206 Dance for Musicals I (Fall/Spring: 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 243 Makeup Design for the Stage (Spring: 3)**

This course introduces students to basic makeup techniques for the stage. Students will study 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 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 Theatre for Youth (Spring: 3)**

*Prerequisite:* CT 252 or instructor's permission

This class builds upon the knowledge acquired in Creative Dramatics I. During this semester, students create an original piece of children's theatre that tours local schools.

*Luke R. Jorgensen*

**CT 275–276 History of Theatre I and II (Fall/Spring: 3)**

These courses follow the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. These courses will also study the development of dramatic structure and form over time. In a larger sense, they 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.

*John Houchin*

**CT 301 Acting III (Fall: 3)**

*Prerequisite:* 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 311 Modern Dance II (Spring: 3)**

*Sun Kim*

**CT 321 Choreography: Composition and Movement (Fall: 3)**

*Prerequisite:* Instructor's permission

Making dances involves energy, skill and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing.

*Sun Kim*

**CT 322 Physical Theatre I (Spring: 3)**

**This course fulfills the advanced production/performance Theatre Departmental requirement.**

The body is the tool of the actor. This is an intensive studio class in physical theatre, including relaxation, observation, and alignment exercises; mask and character work; and mime, clowning, and improvisation. Based on Jacques Lecoq's training for actors, ensemble and solo work will be explored with informal showings.

*Sun Kim*

**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.

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 365 European Modern Theatre and Drama (Spring: 3)**

*Stuart J. Hecht*

**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 374 Asian Theatre and Drama (Spring: 3)**

Satisfies Cultural Diversity Core requirement

This is an upper-level theatre studies course in dramatic literature/criticism that will examine classic and contemporary performance traditions in Japan, China, India, and the Middle East.

*Sunil Swaroop*

**CT 375 African American Theater and Drama (Spring: 3)**

Cross listed with BK 375

African American drama narrates the stories of Black Americans as they have worked to establish autonomy in the United States. From William Wells Brown's autobiographical account of his escape from slavery (*Escape; or, A Leap for Freedom*, 1858) to Lydia Diamond's smoothly tailored comedy (*Stick Fly*, 2006), this theatre has focused a magnifying lens on the traumas and triumphs of African Americans. This course will examine how African American playwrights have integrated historical narrative, personal recollection, religion, music and folk art to create a unique American dramatic genre.

*John Houchin*

**CT 376 Global Traditions in Puppet and Object Theatre (Fall: 3)**

*The Department*

**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, but the overwhelming emphasis is on student writing.

*Ronan L. Noone*

**CT 430–431 Directing I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of instructor

These are courses 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 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 two-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.

*John Houchin*

**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.

*Scott T. Cummings*

*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 CT 140–141; 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.

*Scott T. Cummings*

**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.

*The Department*

**Theology****Faculty**

**Robert Daly, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

**Harvey D. Egan, S.J.**, *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

**Philip King**, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

**Patrick J. Ryan, S.J.**, *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D., Gregorian University

**Michael A. Fahey, S.J.**, *Adjunct Professor Emeritus*; B.A., Boston College; Ph.L., University of Louvain; S.T.L., Weston Jesuit School of Theology; Th.D., University of Tübingen

**Stephen F. Brown**, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

**Lisa Sowle Cahill**, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

**Catherine Cornille**, *Professor*; Chairperson of the Department; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

**Donald J. Dietrich**, *Professor*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

**Richard Gaillardetz**, *The Joseph McCarthy Professor of Catholic Systematic Theology*; B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

**Roberto S. Goizueta**, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

**Michael J. Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

**David Hollenbach, S.J.**, *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

**James F. Keenan, S.J.**, *Founders Professor of Theological Ethics*; Director of Graduate Studies; B.A., Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

**Ruth Langer**, *Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

**James W. Morris**, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

**John J. Paris, S.J.**, *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

**PHEME PERKINS**, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

**Stephen J. Pope**, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

**Boyd Taylor Coolman**, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**M. Shawn Copeland**, *Associate Professor*; Ph.D., Boston College

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Charles C. Hefling**, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

**Kenneth R. Himes, O.F.M.**, *Associate Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**Robert P. Imbelli**, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

**Frederick G. Lawrence**, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

**John J. Makransky**, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

**H. John McDargh**, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**David Vanderhoof**, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

**James M. Weiss**, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

**Jeffrey L. Cooley**, *Assistant Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

**Yonder Gillihan**, *Assistant Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

**Aloysius Lugira**, *Adjunct Associate Professor*; B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University

**Erik C. Owens**, *Adjunct Assistant Professor*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

**Meghan Sweeney**, *Adjunct Assistant Professor*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

**Matthew Mullane**, *Adjunct Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

**Contacts**

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- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Gail Rider, 617-552-4602, gail.rider@bc.edu
- www.bc.edu/theology

**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 dialogue between Christianity and major religious traditions. A prestigious graduate program leads to the Ph.D. degree in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

**Please Note:** The University has converted from a course to a credit-based system beginning with the Class of 2014. Therefore, for students in the classes of 2014 and beyond, special information on course requirements is included in **bold face type** and in **[brackets]**.

#### 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

*The Theology Core requirement is a two-semester sequence (six credit hours).* Students must first take Part I, then Part II of the same Core course (preferably with the same instructor and in the same academic year) 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 [**or 30 credits**], distributed as follows. These year-long Core sequences count as two courses [**or 6 credits**] each:

- 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 [**or 6 credits**] 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 courses [**or 9 credits**] 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 that will count as Theology electives. 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 3-credit 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 [**or 15 credits**]. Three of these additional courses must be beyond the Core level. [**Beginning with the Class of 2014, nine of these additional credits must be beyond the Core or level one.**]

#### Honors Program

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 [**or three credits of the Core**] 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 [**or 15 of their elective credits**] in the major must be upper-level 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 [**or six of these credits**] 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 [www.bc.edu/lonergan](http://www.bc.edu/lonergan).

#### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 001–002) 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 course.

*The Department*

#### TH 016–017 Introduction to Christian Theology I and II

(Fall/Spring/Summer: 3)

Satisfies Theology Core requirement

**This is a year long course where you must take both sections of Introduction to Christian Theology (TH 016–017), first Part I, then Part II to receive Core credit. There are no exceptions.**

This is a two-semester course that fulfills the Theology core requirement. 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

This is a year long course where you must take both sections of Exploring Catholicism (TH 023–024) first Part I, then Part II to receive Core credit. There are no exceptions.

Please see specific instructor's section for additional information.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence as 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 081–082 Continuing Hebrew I and II (Fall/Spring: 3)**

Cross listed with SL 081–082

Satisfies Foreign Language Proficiency Core requirement

Offered biennially

See course descriptions in the Slavic and Eastern Languages and Literatures Department.

*Gil Chalamish*

**TH 088–089 Person and Social Responsibility I and II**

(Fall/Spring: 3)

Cross listed with PL 088–089

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

See course descriptions in the Philosophy Department.

*The Department*

**TH 090–091 Perspectives on Western Culture I and II**

(Fall/Spring: 6)

Cross listed with PL 090–091

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

Total of six credits each term

Freshmen only

See course descriptions in the Philosophy Department.

*The Department*

**TH 116 Medieval Religions and Thought (Fall: 3)**

*Prerequisite:* Core courses in Philosophy and Theology

Cross listed with PL 116

Satisfies Cultural Diversity Core requirement

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 Saadia 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)**

*Prerequisite:* Department permission required. Please contact professor.

Cross listed with PL 160

This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining 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. Problems discussed may include human rights, hunger and poverty, and ecological justice.

*Matthew Mullane*

*Stephen Pope*

*Meghan Sweeney*

**TH 161–162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)**

Satisfies Cultural Diversity Core requirement

Satisfies Theology Core requirement

Religious Quest courses present Christianity and at least one other world religious tradition.

Students are strongly encouraged to take both semesters of the same Religious Quest class.

If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course.

Students must take both sections of the Religious Quest I and II (TH 161–162) first Part I, then Part II to receive Core credit. There are no exceptions.

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, 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—Christianity & Hinduism*

*Natana DeLong-Bas—Christianity & Islam*

*Catherine Klancer—Christianity & Confucianism*

*Ruth Langer—Christianity & Judaism*

*John McDargb—Christianity & Buddhism*

*Rifat Sonsino—Christianity & Judaism*

**TH 198 The Language of Liturgy (Fall: 3)**

Cross listed with HP 258, SL 221

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**TH 206 Relationships: A Way to Know God (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 who 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 of God.

*Joseph Marchese*

**TH 231 The Bible and Ecology (Fall: 3)**

In this course we will: (1) identify and analyze a variety of Biblical understandings of how humans relate to nature, from the Genesis creation accounts to St. Paul's notion of a liberated creation; (2) evaluate the influences of these biblical ideas on current trends in theology, ethics, and ecology; and (3) explore ways in which religious world views hinder and/or enhance efforts to protect and preserve the environment.

*John Darr*

**TH 260 Wisdom and Philosophy of the Far East (Fall: 3)**

**Cross listed with SL 264**

See course description in the Slavic and Eastern Languages and Literatures Department.

*Sing-chen Lydia Chiang*

**TH 272 Conflict Transformation (Fall: 3)**

*The Department*

**TH 327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross listed with PL 259, SC 250**

**The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.**

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

*Matthew Mullane*

**TH 330 Theology Majors' Seminar (Fall/Spring: 3)**

*Prerequisite:* Completion of Theology Core

**Theology majors only**

**See specific instructor's section for additional information**

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 and 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 and spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

*Boyd Coolman*

*Roberto Goizueta*

**TH 342 Peaceful and Ethical Methods of Leadership (Spring: 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 360 Living Truthfully: Way to Personal Peace and Social Change (Fall: 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: 3)**

Significant experiences of God's presence are often thought of as extraordinary. They are moments we might expect while on retreat, during community worship, or while sitting under the stars. We might assume that to find God we must transcend our mundane life and get to another place. This course will explore how God is in fact more likely, and thankfully, discovered in the ordinary. Ignatian spirituality does not distinguish between secular and sacred, work and prayer, or God and "real life." Instead, it is about finding God in our lived experience and cooperating with God to transform that experience.

*Daniel Ponsetto*

**TH 410 Capstone: One Life, Many Lives (Spring: 3)**

*Prerequisite:* This section is designed for students who have engaged in service experiences during their BC years, whether here, elsewhere, or abroad. Instructor permission required.

**Cross listed with UN 500**

**Capstone classes cannot be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

See course description in the University Courses Department.

*James Weiss*

**TH 446 David: The Hebrew Bible and History (Fall: 3)**

*Prerequisite:* Completion of Theology Core

The complex Biblical account of King David's royal accomplishments and private failings have increasingly aroused skepticism among biblical scholars. In what sense may the biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.

*David Vanderhoof*

**TH 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)**

*Prerequisite:* Enrollment restricted to seniors only

Cross listed with UN 523

See course description in the University Courses Department.

*H. John McDargh*

***Undergraduate and Graduate Course Offerings*****TH 290 The Problem of Belief in Modernity (Fall: 3)**

The various critiques of religion that 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 (especially 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 313 Myth and Religion in Ancient Israel and the Near East (Spring: 3)**

*Prerequisite:* TH 001 or instructor's permission

The mythology of the ancient Syria, Iraq and Egypt had a profound impact on that of ancient Israel. This course will introduce students to those mythologies in their religious contexts. Students will not only explore the contents and contexts of select myths, but also the methods by which interpreters, both ancient and modern, have sought to understand them.

*Jeffrey Cooley*

**TH 351 Faith Elements in Conflicts (Spring: 3)**

Religious differences often appear 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 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**

In 1993 the parties in the Middle Eastern Conflict came 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 into 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 383 The Christian East: *Oriente Lumen* (Spring: 3)**

Cross listed with CL 268, SL 283

**Satisfies Cultural Diversity Core requirement**

See course description in the Slavic and Eastern Languages and Literatures Department.

*M.J. Connolly*

**TH 402 Jesus Christ: History, Tradition, and Interpretation (Spring: 3)**

A consideration of the person and work of Jesus Christ by (1) exploring the challenges posed to christology by historical consciousness, social injustice, and cultural/religious pluralism; (2) tracing in broad strokes the early Jesus movement; (3) reviewing post-biblical controversies and the development of christological doctrine from Arius to Chalcedon; (4) exploring some examples of contemporary contextual christologies. Students will have the opportunity to examine and critique the implicit christology in a work of art, literature or film.

*Mary Ann Hinsdale*

**TH 425 Seminar in Greek Patrology (Fall: 3)**

*Prerequisite:* Introduction to Ancient Greek

**Formerly offered as TH 612 Seminar in Greek Patrology**

Translations of selected patristic texts from the original Greek. Introduction to patristic philology.

*Margaret Schatkin*

**TH 426 Fathers of the Church (Fall: 3)**

**This course counts as an elective towards the interdisciplinary Minor in Ancient Civilization.**

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 429 Theology and Ecology (Fall: 3)**

This course studies the emergence of ecological theology as a form of liberation theology. It investigates the roots of environmental degradation in the Judeo-Christian tradition and the attempts of contemporary theologians to re-envision our understanding of God, human being and nature in order to shape a sustainable, planetary theology. Authors studied include Thomas Berry, Teilhard de Chardin, Leonardo Boff, Dennis Edwards, Ivone Gebara, Elizabeth Johnson, Sallie McFague, Rosemary Radford Ruether, and statements of the World Council of Churches, the Orthodox Patriarchs, and the Catholic hierarchy.

*Mary Ann Hinsdale*

**TH 448 Seminar: Latin Patrology (Spring: 3)**

*Prerequisite:* Introduction to Latin

**Formerly offered as TH 609 Seminar: Latin Patrology**

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 449 Jewish Liturgy: History and Theology (Fall: 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 464 Liberation Christology (Spring: 3)**

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a “preferential option for the poor” influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between “low” and “high” Christologies, and the meaning of salvation in the light of liberation Christologies.

*Roberto Goizueta*

**TH 467 A History of Christian Architecture (Fall: 3)**

**Our interest throughout will be on the church as a space for ritual, and as evidence of a particular understanding of the relationship between God and people**

This course will trace the development of church design and decoration in Western Christianity. We will begin with the modifications to private homes made for the earliest Christian communities and then move on to examine the great medieval modifications of the Roman basilica in the Romanesque and Gothic styles, the high decoration of Baroque Catholic churches and the sobriety of their Protestant counterparts, the adaptations of these styles in the New World, and finally, modern churches as places of assembly for the people of God.

*Patricia DeLeeuw*

**TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)**

**Team-taught with Rev. George Dion D. Dragas of Greek Orthodox School of Theology**

Study of the teachings and dogmatic writings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology in light of modern interpretation and contemporary debate.

*Margarat Schatkin*

**TH 472 Buddhist Ethics (Spring: 3)**

*Prerequisite:* Students who register should average B+ or above in their prior humanities (non-science) courses.

**Cross listed with PL 472**

**Offered periodically**

Topics include: mindfulness, faith, insight, and ethics as means of individual awakening in contemporary Buddhist practice; emptiness, compassion and bodhisattva action in the mind-heart training tradition of Tibet; faith, sudden enlightenment, and creative responsiveness in Zen and Pure land traditions of China and Korea, current Buddhist ethical reflection on war and peace, economics, ecology, and justice. Daily mindfulness practice, based on class instruction, is required.

*John Makransky*

**TH 475 History of Modern Christianity (Fall: 3)**

This course will focus on how theologians have engaged their cultures from the Reformation to the present. This dialogical process has

witnessed an array of mutations. In the current theological environment, it has become fairly clear that the interactive process of faith engaging with culture has resulted in a realization that God has different meanings for different people at different times.

*Donald Dietrich*

**TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)**

**Cross listed with HS 460, 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 and consider the post-Holocaust paradigm shift in theology.

*Donald J. Dietrich*

**TH 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)**

**Cross listed with HS 493**

**This course is an exercise in interreligious learning, sponsored by Boston College's Center for Christian-Jewish Learning.**

Christians and Jews, living together, have never ignored one another. Only in our times have these encounters begun to include positive affirmations of the other. To provide the student with a background for the contemporary situation, this course will explore various theological facets of the Jewish-Christian encounter, from the diatribes of earliest Christianity through the medieval disputations, concluding with the contemporary dialogue.

*Charles Gallagher*

*Ruth Langer*

**TH 492 Religion and Public Education (Spring: 3)**

**Cross listed with ED 402**

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) To examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) To understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

*Erik Owens*

**TH 496 The Moral Dimension of the Christian Life (Fall: 3)**

*Prerequisite:* Completion of the Theology Core

**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 (Spring: 3)**

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

*James Keenan, S.J.*

**TH 512 Pauline Tradition (Fall: 3)**

*Prerequisite:* Completion of the Theology Core

**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 514 Parables of Jesus (Spring: 3)**

*Prerequisite:* Biblical Heritage II or similar introductory New Testament course

**Offered periodically**

Close reading and analysis of Jesus' parables in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the historical Jesus' use of parables and to the literary functions of parables as "narratives within narratives" in the gospel stories.

*John Darr*

**TH 519 The Crisis of Confidence in the Catholic Church (Spring: 3)**

**Offered periodically**

The Catholic Church in the United States and Europe has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from the Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

*Raymond Helmick, S.J.*

**TH 524 Violence and Forgiveness (Spring: 3)**

Increasingly, pastoral counselors, therapists, and social workers are recognizing that they must address the long-term impact of society's chronic violence and direct and indirect traumatization that persons in our culture suffer from as a result of family abuse, crime, terrorism, and the injuries related to class, gender, race, and sexual orientation. In this course we will use the resources of both theology and psychology to explore how individuals and communities can heal from violence and move toward the possibility of reconciliation.

*John McDargh*

**TH 525 Medieval Theology I (Fall: 3)**

**Theology majors only**

This course will explore the remarkable twelfth-century achievement in theology, by surveying a wide sampling of twelfth-century theological figures and theological styles. Figures covered include Anselm of Canterbury, Peter Abelard, Bernard of Clairvaux, Hugh of St. Victor, and Peter Lombard. All texts will be read in English translation.

*Stephen Brown*

**TH 527 Meditation, Interfaith Learning, and Social Service (Spring: 3)**

*Prerequisite:* Professor's permission required

Tibetan Buddhist understanding of the nature of mind with its capacities for wisdom, compassionate connection, are creative responsiveness are explored through contemporary writing and guided meditations adapted for students of any faith and background. This meditation theory and practice is brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen, Ram Dass and other faith-based social activists—for deep learning across religious boundaries (comparative theology) and to shed light on students' own spiritualities as bases for service and action.

*John Makransky*

**TH 528 The Gospel of Matthew (Spring: 3)**

*Prerequisite:* Biblical Heritage II or equivalent, or instructor's permission

**Offered periodically**

An in-depth examination of the Gospel of Matthew, with sustained analysis of its narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew's community to the Judaism of its day.

*Yonder Gillihan*

**TH 545 New Testament Sacraments and Ritual (Spring: 3)**

*Prerequisite:* Completion of the Theology Core

This course studies the New Testament evidence for sacraments and rituals in early Christianity. Students are introduced to ritual theory and the rituals of religious associations in the ancient world which provided the templates for early Christian rites: baptism, eucharist, and anointing. The major New Testament texts on baptism and eucharist will be studied in detail. The final section of the course introduces other important witnesses to early Christian rituals: Didache, Justin Martyr, 1st Apology, and the alternative sacramental theology constructed by second century Valentinian gnostics (Gospel of Philip).

*Pheme Perkins*

**TH 552 God, Ethics, and the Sciences (Spring: 3)**

**Cross listed with PL 552**

**Offered periodically**

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

*Patrick Byrne*

*Stephen Pope*

**TH 556 Conflict Transformation and the Christian Calling to Reconciliation (Fall: 3)**

The work of reconciliation is a fundamental Christian task. This course will study it in the light of actual experience of mediation in

several violent conflicts, particularly Northern Ireland, various Middle Eastern conflicts and the Balkan countries. The methodology will be that of Conflict Transformation, which sees change in the way the parties see and understand one another as a way to restore relations among them. Emphasis will be placed on the practices of restorative justice and non-violence.

*Raymond Helmick*

**TH 560 Introduction to Early Christianity (Fall: 3)**

*The Department*

**TH 561 Christian Ethics and Social Issues (Fall: 3)**

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, church-state relationships, economic justice, international human rights, war and peace; the role of Christians and of the church in the political sphere.

*David Hollenbach*

**TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)**

**Cross listed with IN 600**

See Theology or International Studies Department for registration approval.

**Preference to Theology and International Studies majors and minors**

An examination of ethical approaches to international affairs and the role of religion in international politics. The class will explore diverse religious and secular models for relating ethics to international affairs as well as specific areas of international politics where ethical questions are likely to arise, including sovereignty, terrorism, peace-making, human rights, globalization, economic justice, and the use of force in war or humanitarian interventions.

*David Hollenbach*

*Erik Owens*

**TH 564 Studies in Luke-Acts (Fall: 3)**

*Prerequisite:* Biblical Heritage II or similar Introductory New Testament course

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this most literary of all New Testament narratives.

*John Darr*

**TH 565 Root, Rite, and Reason: Understanding Sacraments and the Church (Fall: 3)**

**Cross listed with TM 564**

*The Department*

**TH 572-573 Intermediate Biblical Hebrew I and II (Fall/Spring: 3)**

*Prerequisite:* Introductory Biblical Hebrew, or equivalent

**Offered periodically**

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. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others. The second course builds on the grammar and syntax. Students will develop more sophisticated knowledge of Hebrew grammar and syntax and 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. Selections from the Psalms and Prophets will dominate course readings.

*David Vanderhooft*

**TH 582–583 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)**

**Cross listed with SL 091–092**

**No previous knowledge of Hebrew is assumed**

These courses are a 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.

*Jeffrey Cooley*

*Yonder Gillihan*

**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 and 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**

Topics include the following: the relationship of Greek Philosophy and the Church Fathers, the marriage of Greek paideia and Christianity, and prayer in early Christianity and Greek philosophy.

*Margaret Schatkin*

**University Courses**

***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 [www.bc.edu/capstone](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 500–599 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). A Capstone Seminar can count as an elective for all students. For majors in English, Philosophy, Theology, and certain other departments it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students should 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 at [www.bc.edu/courses](http://www.bc.edu/courses).

#### UN 010 Perspectives on Management (Spring: 3)

Cross listed with MM 010

This course, taught by practitioners John Clavin (BC '84) and Richard Powers (BC '67) provides Boston College students 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 provides students the opportunity to get grounded in each of these disciplines and get some outside views on careers in each of these areas. The course will also provide students with a framework to explore and discuss cross-functional issues that affect business strategy and execution.

*John Clavin*

*Richard Powers*

#### UN 104–105 Modernism and the Arts I/Perspectives II (Fall: 3)

*Corequisite:* UN 105

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)

*Corequisite:* UN 107

Satisfies Arts Core requirement

A two-semester sequence (UN 104–105 and UN 106–107)

Total of 6 credits each term

See course descriptions under UN 104–105.

*The Department*

#### UN 109–110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

*Corequisite:* UN 110

**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)

*Corequisite:* UN 112

A two-semester sequence (UN 109–110 and UN 111–112)

Total of 6 credits each term

See course descriptions under UN 109–110.

*The Department*

#### UN 119–120 New Scientific Visions I/Perspectives IV (Fall: 3)

*Corequisite:* UN 120

**This two-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.**

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, and 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)

*Corequisite:* UN 122

Satisfies Mathematics Core requirement

A two-semester sequence (UN 119–120 and UN 121–122)

Total of 6 credits each term

See course descriptions under UN 119–120.

*The Department*

#### UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)

Cross listed with TH 342

See course description in the Theology Department.

*Richard Nielsen*

**UN 201 The Courage to Know: Exploring the College Experience (Fall/Spring: 3)**

This will be an interactive 3-credit seminar of fifteen students, serving as one of students' University electives and one of the five courses in the first semester.

The student's instructor will serve as his or her academic advisor during the first year.

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 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.

*Christine Caswell McCarron*

**UN 229 Introduction to Magazine Writing (Fall: 3)**

What does it take to make a magazine? This course will introduce students to the creative process of magazine publishing. They'll learn what distinguishes lifestyle magazines from news, and how to pitch a story. They'll write and edit short front-of-book features, develop elements in themed issue packages, and work on story development for features, profiles, and food and culture reviews. The class will provide instruction on blogging, and the rigors of research and fact-checking. Upon conclusion, students will be well prepared for an internship or entry-level position at a magazine.

*The Department*

**UN 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. Students will be expected to read a newspaper daily.

*Kimberly Blanton*

*Jimmy Golen*

**UN 231 Feature Writing (Fall/Spring: 3)**

This is a course on contemporary feature writing—literary nonfiction 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 also applicable to writing nonfiction books.

*Donald Aucoin*

*Jon P Marcus*

**UN 233 Advanced Journalism (Fall/Spring: 3)**

Organized like a professional newsroom, this course will examine how news is produced for print and online publication. It will define and teach the roles of reporters and editors in the daily news gathering process as decisions are made about what stories to cover, what stories and photographs to publish (and not to publish), and on what pages to put them. Also covered will be advanced reporting and interviewing,

computer-assisted reporting, investigative journalism, media law and ethics, and the business and history of journalism. The class will collectively produce one or more investigative stories for publication.

*Jon Marcus*

**UN 234 News Ethics (Spring: 3)**

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast, and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others. The method for teaching will be primarily case studies. Students will be expected to do extensive background reading in the general area of each case and be prepared to help lead a class discussion.

*Joseph Bergantino*

**UN 240 Public Relations (Fall: 3)**

*Patricia Delaney*

**UN 241 Advanced Public Relations (Fall: 3)**

*John Dunn*

**UN 250 Internship (Fall/Spring: 1)**

*John J. Burns*

**UN 251 Mock Trial Practicum (Fall/Spring: 1)**

*John J. Burns*

**UN 254 Community Service Research Seminar (Fall: 3)**

**Cross listed with BK 248, SC 254**

**Students should contact the Office of AHANA Student Programs to obtain permission to register.**

CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with Latino, Asian American, and/or African Diaspora communities in Massachusetts. In the fall, students will participate in a seminar to study the process of community-based research and its methodologies and begin to design a research proposal for an independent study with a faculty advisor for the spring semester research project. The seminar will also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to the three research-interest communities.

*Deborah Piatelli*

**UN 256 Environmental Law and Policy (Spring: 3)**

The course introduces students to the structure, doctrines, and logic of environmental law and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, and ethics and policy issues.

*Zygmunt Plater*

**UN 354 Culture, Identity, and Asian-American Experience (Fall: 3)**

**Cross listed with PS 354**

*Ramsay Liem*

**UN 500 Capstone: One Life, Many Lives (Spring: 3)**

**Cross listed with TH 410**

**Capstone classes may not be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

**This Capstone is designed for students who have engaged in service projects during college and want to reflect on that as they plan their**

future lives. The service projects may have been through BC (Pulse, 4Boston, Arrupe, service trips, etc.) or on their own in Boston, the U.S., or abroad.

Please contact Fr. Weiss to enroll: [weissj@bc.edu](mailto:weissj@bc.edu) or 617 552 3897.

This course gives you the chance to review what you have made of your education and preview your long-term life commitments to work, relationships, community, and spirituality. We read fiction, psychology, sociology, and wisdom figures to find the deeper continuity underlying our many experiences. Students lead discussions, conduct interviews of working people, and cap off their Capstone by writing their own autobiography.

*James Weiss*

**UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)**

*Prerequisite:* Seniors only

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the twenty-first century. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections.

*Robert F. Capalbo*

**UN 513 Capstone: Ways of Knowing (Spring: 3)**

Cross listed with EN 627

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity on the personal, national, and cultural level; in literary and historical texts, films, and photographs; in 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*

**UN 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)**

Cross listed with TH 523

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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 works in developmental psychology, cultural anthropology, and narrative theology and also use selected fiction and film.

*John McDargh*

**UN 526 Capstone: Spirituality, Science, and Life (Spring: 3)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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 never-ending journey of exploration.

*Carol Chaia Halpern*

**UN 528 Capstone: Holistic Living (Fall: 3)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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 532 Capstone: Boston's College/Your Life (Spring: 3)**

Cross listed with HS 241

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

*John J. Burns*

**UN 533 Capstone: Desire and Discernment (Fall: 1)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

The big decisions in life all arise out of a desire to do some good, like forming a relationship, taking on a challenge, or making a statement about oneself. In the Christian spiritual tradition, discernment is the process of weighing how to direct one's desires. This course will be an exploration of desire, by reflecting on those writers in Western history who have illuminated the dynamics of desire. It will offer students the opportunity to practice the art of discernment, with an eye to one fundamental question: what is worth loving?

*Timothy P Muldoon*

**UN 537 Capstone: Decisions For Life (Fall: 3)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This seminar will explore critical spiritual dimensions of 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 539 Capstone: Doing Well and Doing Good (Spring: 3)**

Cross listed with SC 305

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

See course description in the Sociology Department.

*Eve Spangler*

**UN 541 Capstone: Into the Woods (Spring: 3)**

Cross listed with EN 670

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

See course description in the English Department.

*Bonnie Rudner*

**UN 542 Capstone: Journey to Self-Discovery (Spring: 3)**

Cross listed with PL 538

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

See course description in the Philosophy Department.

*Brian Braman*

**UN 550 Capstone: Building A Life (Fall: 3)**

Cross listed with PL 550

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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 McMenamain*

**UN 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)**

*Prerequisites:* Completion of Philosophy and Theology Core and instructor permission required

Cross listed with PL 553

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

We go through life with mental maps of reality in various degrees, implicit or explicit. A liberal arts education presupposes such a map of the intelligible world. Is it accurate? What does your map of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an open rather than closed map?

*Paul McNellis, S.J.*

**UN 554 Capstone: Certainty and Uncertainty in Science and Religion (Spring: 3)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

The issues that inevitably arise in grappling with the creation/evolution controversy open up much broader questions about science, religion, belief, and knowledge. Understanding this controversy requires grappling with such questions as What is science? What is religion? How does scientific knowledge differ from religious beliefs and experiences? This course will provide you with an opportunity to reflect on how your views on these types of questions affect who you are, how you act in the world, what your life choices have been so far, and what you expect your life choices to be after graduation from BC.

*Alan Kafka*

**UN 555 Capstone: Multicultural Narratives (Fall: 3)**

Cross listed with BK 229

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Guided by international and multicultural literature, students in this course will reflect on and explore the personal narratives that have contributed to their development. While examining the complex emotional lives of characters in the texts, we will also uncover our own intricate his (and her) stories. Stories of family, faith, race, gender, class, and nation and the rites of passage that have made us who we are and brought us to where we are emotionally, intellectually, and spiritually are the narratives we will share.

*Akua Sarr*

**UN 557 Capstone: Life, a Tightrope: Attaining Balance (Spring: 3)**

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Given that each of us is part nahn (fool) and part mensch (one worthy of respect), how do we achieve balance between the two? How do we answer Hillel's challenge: If I am not for myself, who will be? If I am only for myself, what am I? If not now, when? To carry on with

BC's objective to "Light the World," how do we develop/maintain our "inner light" as it pertains to family, relationships, vocation, community, faith, and avocation? We will confront these questions and consider the inputs that feed who we are and help to inform our lives.

*Daniel Kirschner*

**UN 560 Capstone: Seeing, Loving, Serving (Spring: 3)**

**Students can take a Capstone class only as a senior or second-semester junior.**

**Capstone classes may not be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

The capacities to love and to know are linked with the ability to see, and these capacities lie at the heart of a Jesuit education. The critic John Berger states that we only see what we look at, looking is an act of choice. This course will examine the link between seeing oneself and others properly and becoming men and women for others. Drawing on texts in philosophy, theology, and literature, students will examine the forces that have shaped their vision and reflect on how they can take the perspectives gained at Boston College into future relationships and careers.

*Mary Troxell*

**UN 561 Capstone: Creativity and Human Development (Spring: 3)**

**Students can take a Capstone class only as a senior or second-semester junior.**

**Capstone classes may not be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

By the time most people have reached the age of 20, they have formed a solid to their ability to think creatively. Powerful authorities tend to encourage conformity. To reverse this trend, such adverse qualities must be identified and countermanded. The best path to becoming a more creative thinker is to become aware of how creativity works. This course will help you understand how creative people think. You will look at your life retrospectively and prospectively with an emphasis on what role your creativity has played or will play.

*John Dacey*

**UN 562 Capstone: Finding and Following Life's Calling (Fall: 3)**

*Bradley Harrington*

**UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)**

*Prerequisite:* Permission of director required

**Open only to senior students in the FPJ Program**

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 the 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.

*David McMenamin*

*Matthew Mullane*

### *Undergraduate and Graduate Course Offerings*

**UN 532 Capstone: Boston College/Your Life (Spring: 3)**

**Cross listed with HS 241**

**Students can take a Capstone class only as a senior or second-semester junior.**

**Capstone classes may not be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

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 544 Capstone: Vision Quest: A Multicultural Approach**

**(Fall: 3)**

**Cross listed with EN 637**

**Satisfies Cultural Diversity Core requirement**

**Students can take a Capstone class only as a senior or second-semester junior.**

**Capstone classes may not be taken pass/fail.**

**Students may take only one Capstone class before graduation.**

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*, *Their Eyes Were Watching God*, *The Bonesetter's Daughter*, and *Like Water for Chocolate*, and films include *Thunderheart* and *The Whale Rider*.

*Dorothy Miller*

## Lynch School of Education

The Lynch School offers undergraduate and graduate programs in education, applied psychology, and human development.

The mission of the Lynch School of Education 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. Teachers, scholars, and learners at Lynch engage in collaborative school and community improvement efforts locally, nationally, and internationally. 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 Boston College 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 Applied Psychology and Human Development. All students entering Lynch School undergraduate programs follow a program of study in selected majors and complete Core requirements and electives needed to fulfill degree requirements.

Elementary Education majors must also complete a second major either in a content area in the College of Arts and Sciences or in one of several interdisciplinary majors. Interdisciplinary majors include Applied Psychology and Human Development, American Heritages, General Science, Mathematics and Computer Science, and Perspectives on Spanish America.

Secondary Education majors must also major in a state-approved licensure area. These areas include Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, Latin Studies, and Classical Humanities.

All education majors complete three pre-practicum experiences (1 day/week for 10 weeks) and one full practicum experience (5 days/week for 14 weeks) in a variety of classrooms where they mediate theory and practice to develop and provide instruction that enhances the life chances of all children. All Elementary and Secondary Education programs lead to endorsement for Initial Licensure in the state of Massachusetts. 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).

Graduates from Elementary and Secondary Education programs attain positions in public, private, parochial, and charter schools and other education-related fields.

The major in Applied Psychology and Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, organizational studies, and related fields. Coursework in

this major curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in a variety of contexts.

Students in Applied Psychology and Human Development obtain 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.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of 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. Graduates receive a Bachelor of Arts or a Bachelor of Science depending on the degree requirements of the second major.

In addition, there is 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.

### Satisfactory Academic Progress

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses.

Students in the class of 2014 and following who are elementary or secondary education majors in the Lynch School of Education must successfully complete 124 credits, which must include the Core curriculum, the education major, and an appropriate second major. Students who are Applied Psychology and Human Development majors must successfully complete 121 credits, which must include the Core curriculum, the Applied Psychology and Human Development major, and at least a minor in an Arts and Sciences discipline.

To continue enrollment in a full-time program of study, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (Elementary and Secondary Education majors usually carry 15–17 credits each semester during the first three years and 27 credits in senior year, except for Applied Psychology and Human Development majors who must successfully complete 24 credits in the senior year). For example, a first semester sophomore student must have completed at least 30–33 credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Failure to maintain good standing either through a low cumulative average, by incurring excessive deficiencies including failures, withdrawals, or unapproved underloads will result in placing the student on academic probation or requiring the student to withdraw, as determined by the Academic Standards Committee or the Dean.

A student on probation may return to good standing by approved methods, e.g., make-up of credits via approved summer school work.

Students may make up no more than nine credits in summer study. A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the institution at the time of the next review.

### Information for First Year Students

Although students may satisfy Core requirements during any of their four undergraduate years, they are advised to complete most or, if possible, all Core requirements within the first two years. The remaining 24–25 courses (depending on majors) 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, PY 030, and the course(s) designated by your major department. (Students who advance place out of Core courses will take different courses selected in collaboration with an advisor.) Major requirements are listed in the sections that follow. If you have not declared a major and are listed as undeclared, follow the course requirements for the Applied Psychology and Human Development major.

The Freshman Experience, Reflection, and Action seminar, a two-credit course, is also a requirement for all Lynch School students and is taken as a sixth course during first semester freshman year.

For class of 2015 students and following, the Bachelor of Arts in Applied Psychology and Human Development degree requires the completion of at least 38 required, one-semester courses (each carrying a minimum of three semester-hour credits) and additional 1–3 credit courses to add up to 120 credits. Students must achieve at least a cumulative grade point average of 1.667. Elementary and Secondary Education students must complete at least 39 required courses, three pre-practica (6 credits), and additional 1–3 credit courses that add up to 124 credits.

Class of 2014 students majoring in Applied Psychology and Human Development must complete at least 38 required courses and additional 1–3 credit courses that add up to 121 credits, normally distributed over eight semesters of four academic years. Elementary and Secondary Education students must complete at least 39 required courses, three pre-practica, and additional 1–3 credit courses that add up to 124 credits. Students pursuing teacher licensure programs must maintain a cumulative grade point average of at least 2.5 in order to enroll in the full practicum (full-time student teaching).

A second major, either interdisciplinary, Applied Psychology and Human Development, or in a 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 Assistant Dean or Associate Director (Campion 118/104). 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 Applied Psychology and 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 of the Lynch School, an interdisciplinary minor or major, or a second major.

The Assistant Dean or the Associate Director of Undergraduate Student Services must approve a program of study in the declared major in the Lynch School before the end of sophomore year. Students

majoring in Applied Psychology and Human Development or a teacher licensure program must be accepted officially 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 Director (Campion 104/106). This office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Applied Psychology and 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 Director of Practicum Experiences, the student teacher supervisor, and the cooperating teacher. The Office of Practicum Experiences and Teacher Induction, Campion 103, approves and arranges placements for pre-practica and full-practica leading to license only for eligible students enrolled in programs in the Lynch School. Placement also requires prospective teacher candidates to complete a successful interview with the Principal/Headmaster or potential cooperating from the school in which they plan to fulfill this requirement. 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 appropriate Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential components and experiences of the teacher preparation curriculum in the Lynch School. Attendance is mandatory for all students assigned to school placements. It is the student's responsibility to inform the school or agency and the college supervisor of absences and to make up all absences.

Students must complete three semesters of pre-practicum placements (1 day/week/10 days) before they enter a full time student teaching placement in Elementary and Secondary Education classrooms.

A full practicum (student teaching) is a full-time, five-days-per week experience that occurs for 14 weeks during the senior year. In the Lynch School, a full practicum must meet 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, and teaches and acts for social justice.

The semester prior to completing a field placement, students must formally apply and participate in an interview in the Office of Practicum Experiences and Teacher Induction before securing a field assignment.

All students seeking teacher licensure must complete the full practicum. A cumulative grade point average 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 counseled into courses that will complete an appropriate degree program from Boston College. These students will not be recommended for endorsement for teacher licensure. The State of Massachusetts issues teacher licenses; therefore, students who are endorsed submit all licensing documentation to the Massachusetts Department of Elementary and Secondary Education. Students will not be allowed to overload courses while 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.

Application deadlines for all pre-practica are May 1 for fall placements and December 1 for spring placements. Application deadlines for all full-practica are March 15 for fall placements and October 15 for spring placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

### ***Applied Psychology Field Practica***

Applied Psychology and Human Development students should visit [www.bc.edu/schools/lsoe/academics/undergrad/human\\_dev/APHD](http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD) 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 of this catalog.

The Lynch School's International and Special Practicum Placement Program offers undergraduate coursework opportunities in a variety of foreign countries as well as out-of-state settings for pre- and full-practicum placements. 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 prior to the beginning or at the end of freshman year, based on prior academic accomplishments and other criteria.

## **MAJORS IN EDUCATION**

The undergraduate majors in the Lynch School, with the exception of the major in Applied Psychology and Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. The Lynch School

accreditation process and the Interstate Licensure Compact (ICC) facilitate licensure in other states. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass all appropriate tests of the Massachusetts Tests for Educator Licensure. All students must 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, and Human Resources Management. Students may also earn a certificate in Teaching English Language Learners (TELL/ESL) which requires two specific courses and completion of a workshop on administering and scoring the MELA-O. The Teaching English Language Learners (TELL/ESL) concentration is open to Elementary and Secondary Education majors.

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 section of the Lynch School catalog and on the Lynch School website.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major, an Arts and Sciences Mathematics/Computer Science interdisciplinary major, or 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 section of the Lynch School catalog and the Lynch School website.

The minor in Human Resources Management is open to Lynch School Applied Psychology and Human Development majors only. See the Minors section of the Lynch School catalog and the Lynch School website.

### **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, pedagogy, and development from diverse social, cultural, and historical perspectives. Professional courses integrate theoretical and pedagogical knowledge of subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies, informed by a pupil-centered perspective.

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 teacher candidates to effectively integrate children with disabilities into

regular classrooms. Teacher candidates 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 Applied Psychology and 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 secondary schools, grades 8–12. The major in Secondary Education is ideal for those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective 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, 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 beginning sophomore year and culminating in a full practicum in the senior year.

### 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 students who plan to minor 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 APPLIED PSYCHOLOGY AND HUMAN DEVELOPMENT

The major in Applied Psychology and 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 graduate study in many fields of psychology, including counseling, developmental or educational psychology, organizational studies, business, and social work. This major prepares 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 or a minimum of 30 credits are required for the major.

The Applied Psychology and Human Development major for students in the Class of 2014 requires six specified courses and four additional courses from one of the following concentrations: Human Services, Human Resources Management, or Community Advocacy and Social Policy. Each concentration includes 1–2 specified courses and 2–3 electives.

The Applied Psychology and Human Development major for students in the Class of 2015 and following requires five specified

courses and five additional courses from one of the following concentrations: Human Services, Organizational Studies–Human Resources, or Community Advocacy and Social Policy. Each concentration includes 1–2 specified courses and 2–3 electives.

The Applied Psychology and Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Applied Psychology and Human Development as their primary major within the Lynch School, regardless of class year, are required to complete coursework in one of the following:

- a minor of six courses in a single subject discipline in Arts and Sciences or the Organizational Studies–Human Resource Management in the Carroll School of Management;
- 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, which may include applicable Core courses. The minor in Special Education is an excellent option as a second minor for Applied Psychology and Human Development majors interested in special needs settings. The minor in Human Resources Management offered in collaboration with the Carroll School of Management is an excellent option for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Approved 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 Applied Psychology and Human Development majors is available on the Lynch School website, [www.bc.edu/schools/lsoe/academics/undergrad/human\\_dev/APHD.html](http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html). There is a link at the bottom of this page for details about course requirements. There are also links from this page to a list of faculty who teach in the program, field practicum courses, supporting fields of study, and study abroad opportunities, as well as information about future career choices. It is strongly recommended that all students pursue a field practicum course which includes ten hours per week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar. Links to existing sites are available on the web and can be discussed with the Coordinator of the Applied Psychology and Human Development Program or the Assistant Dean for Undergraduate Students.

## 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. Applied Psychology and Human Development students are required to carry a minor of six courses in a single subject discipline 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 teaching in elementary school

settings. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Applied Psychology and Human Development. Students should consult their advisors regarding the specific courses required for these interdisciplinary majors.

**Note:** Secondary Education students cannot become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects disciplines listed under the description of Secondary Education requirements.

Applied Psychology and 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. Many students who complete this interdisciplinary major in conjunction with Applied Psychology and Human Development or Elementary Education go on to acquire licensure to teach mathematics at the secondary level by fulfilling Master's Degree requirements in Secondary Education through the Fifth Year Program.

#### **Applied Psychology and 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 elementary or special education setting. Nine courses are required from four science departments—Biology, Chemistry, Physics, and Earth and Environmental Sciences.

## **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 consists of 6 three-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Applied Psychology and Human

Development majors may apply for the minor in Organizational Studies–Human Resource Management. These minors are described 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:** Applied Psychology and 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 Director (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 Director (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure through the Lynch School, it does fulfill the National Council of Teachers 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 and Teacher Induction.

A listing of specific course requirements may be obtained from the Lynch School Office for Undergraduate Student Services.

#### **Minor in the Carroll School of Management for Lynch School of Education Students**

The Department of Management and Organization offers a minor in Organizational Studies–Human Resources Management for Lynch School Applied Psychology and Human Development majors who are interested in pursuing a career in human resources or organization studies. The minor consists of six courses in the Carroll School of Management: three required courses (MB 021, MB 110, and MB 313) and three electives, chosen from among all CSOM course offerings. Applications for the CSOM minor are available in the Office for Undergraduate Student Services, Campion 104 and 106D.

#### **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

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courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to complete 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 appears below.

#### *Inclusive Education Minor*

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice; and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

#### *Minor in Secondary Education*

Students who are pursuing a major in biology, chemistry, geology (earth science), physics, English, history, mathematics, or Latin and classical studies in the College of Arts and Sciences may apply to minor in Secondary Education. **Note:** This minor is **only** open to eligible College of Arts and Sciences undergraduate students. This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the approved 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). Students must complete 32 three-credit courses in the College of Arts and Sciences; however, Arts and Sciences students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

Before submitting an application, interested students should meet with the Assistant Director in Campion 106D or the Associate Director in Campion 104.

#### *Minor in General Education*

All undergraduate students in the Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management who have an interest in Education may pursue a minor of 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 Applied Psychology and Human Development or General Education. More information on these minors is listed below.

#### *Minor in Applied Psychology and Human Development*

Students majoring in the Carroll School of Management, who are interested in developmental or educational psychology or in the human/social service professions, may elect a minor in Applied Psychology and Human Development in the Lynch School. **Note:** This minor is **only** open to Carroll School undergraduates. Ordinarily, students are expected to have a 3.0 GPA. This minor does **not** lead to state licensure. Applications for the Applied Psychology and Human

Development minor are available in the Carroll School of Management Department of Management and Organization. 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 College of 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 the Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management who have an interest in Education may pursue a minor of six courses with their advisor's approval. **Note:** This minor is not available to Lynch School students.

## FIFTH YEAR AND EARLY ADMIT PROGRAMS

### For Boston College Juniors

The Fifth Year Program and Early Admit Program offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with bachelor's and master's degrees in a shortened amount of time.

None of the 38/39 courses or 120/124 credits required for the bachelor's degree may be counted toward a Fifth Year Program. This restriction against counting courses twice 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 38/39 three-credit courses or 120/124 credits that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above. In consultation with an advisor, a graduate level course is added each semester to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs (\*see additional Early Admit requirements below).

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum & Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Educational Research, Measurement, and Evaluation
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs and Secondary Science Teaching.

Early Admit Programs are available in Mental Health Counseling and School Counseling. Given the amount of credits required for licensing in Mental Health and School Counseling, both Early Admit Programs and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling degree (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) they complete two master's-level courses during their senior year.

Students interested in a Fifth Year or Early Admit 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 master's degree program in social work is also available for a limited number of students pursuing a B.A. in Applied Psychology and Human Development. 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 Applied Psychology and 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.

\*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of practical, field-based or helping experience (e.g., residential advisor, camp counselor, hotline operator, youth worker, etc.), either volunteer or paid, are strong candidates for this program.

### Application Process

- Students must apply by March 1 of their junior year.
- Applicants must meet all graduate admission requirements.
- Download the Application Checklist.
- The application fee is waived for applicants to the Fifth Year and Early Admit Programs.
- Notification of approval to begin the program is usually made in May by the Office of Graduate Admission.
- If students are in a study-abroad program during their junior year but are still interested in one of these programs, they should contact the Office of Graduate Admission [gsoe@bc.edu](mailto:gsoe@bc.edu) or (617) 552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the Master's program upon completion of their undergraduate degree.

### Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 GPA or higher in their two graduate courses). Early admit students will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if the work was not previously documented in their application for the Fifth Year and Early Admit

programs. Upon final admission, the student will receive an official letter of acceptance into the full master's program by the Office of Graduate Admission ([gsoe@bc.edu](mailto:gsoe@bc.edu) or 617-552-4214).

### 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
- 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
- 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
- Philip Altbach**, *J. Donald Monan, S.J., University Professor*; A.B., A.M., Ph.D., University of Chicago
- 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 Estela 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
- Rebekah Levine Coley**, *Professor*; B.A., Brandeis University; Ph.D., University of Michigan
- 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
- Lisa Goodman**, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston 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

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**Maureen E. Kenny**, *Professor and Interim 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

**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 University; 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*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard 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

**Lillie Albert**, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana–Champaign

**Karen Arnold**, *Associate Professor and Interim Chairperson*; 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

**Eric Dearing**, *Associate Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

**Audrey Friedman**, *Associate Professor and Assistant Dean, Undergraduate*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

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**Lauri Johnson**, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

**Belle Liang**, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University

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**Katherine McNeill**, *Associate Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan

**Patrick McQuillan**, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

**Laura M. O'Dwyer**, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College

**Mariela Paez**, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

**Alec F. Peck**, *Associate Professor and Associate Dean*; 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

**C. Patrick Proctor**, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

**David Scanlon**, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

**Elizabeth Sparks**, *Associate Professor and Associate Dean of Graduate Studies*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College

**Lisa Patel Stevens**, *Associate Professor*; B.J., University of Nebraska–Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

**Marina Vasilyeva**, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

**Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

**Vincent Cho**, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

**Elida V. Laski**, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

**Zhushan Li**, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana–Champaign

**Rebecca J. Lowenhaupt**, *Assistant Professor*; A.B., Harvard University; Ed.M., Harvard University; Ph.D., University of Wisconsin–Madison

**Julie Pacquette MacEvoy**, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., Duke University

**Rebecca Mitchell**, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

**Paul Poteat**, *Assistant Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana–Champaign

**Heather Rowan-Kenyon**, *Assistant Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland–College Park

**Lauren P. Saenz**, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

**Pratyusha Tummala-Narra**, *Assistant Professor*; B.A., University of Michigan–Ann Arbor; M.A., Ph.D., Michigan State University

**Patricia Weitzel-O'Neill**, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer*; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University

**Eric Franco**, *Lecturer*; B.A., Edgewood College; M.Ed., Cardinal Stritch University; D.Ed., Edgewood College

**Nettie Greenstein**, *Lecturer*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

**Anne Homza**, *Lecturer*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

**Margaret (Penny) Haney**, *Lecturer*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

**Julia Whitcavitch-Devoy**, *Lecturer*; B.A., St. Lawrence University; M.T.S., Harvard University Divinity School; Ph.D., Boston College

*Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

**PY 030 Child Growth and Development (Fall: 3)**

**Satisfies Social Sciences Core requirement**

First part of a two-course sequence (PY 030–031) 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 two-course sequence (PY 030–031) 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)**

*Corequisite:* ED 104

**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.

*The Department*

**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, concepts of disability, 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 educators to understand the process of designing and implementing an Individualized Educational Program (IEP).

*The Department*

**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 Freshmen: Experience, Reflection, and Action (Fall: 2)**

**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.

*Audrey Friedman*

**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 pre-practica to apply and reflect on learning as they mediate theory and practice.

*The Department*

**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.

*The Department*

**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.

*The Department*

**ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)**

*Corequisite:* ED 101

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.

*The Department*

**ED 109 Teaching About the Natural World (Fall/Spring: 3)**

*Corequisite:* ED 105

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.

*The Department*

**ED 128 Computer Applications for Educators (Spring: 3)**

Offered biennially

**This is not a course in computer programming.**

**ED 128 is for undergraduate students only.**

The technology which is often available in contemporary classrooms affords opportunities for reaching more students in relevant ways. This course covers fundamental knowledge and skills needed by teachers who wish to use that technology and affords students

opportunities to develop their expertise in mainstream and emerging educational technologies. This course includes presentations on hardware (e.g., computers, scanners, digital cameras, video cameras) and software (e.g., interactive, web, productivity) and discussion of how these integrate into classroom instruction. Substantial hands-on project time is provided.

*The Department*

**ED 131–133 Undergraduate Inquiry Seminar: I, II, and III (Fall/Spring: 1)**

*Corequisites:* ED 151–153

**Graded as pass/fail**

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 various 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.

*Anne Homza*

*Fran Loftus*

*Melita Malley*

**ED 134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)**

*Corequisite:* ED 154

**Department permission required**

**Graded as pass/fail**

**Restricted to students completing a pre-practicum abroad**

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 various 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 151–152 Pre-Practicum I and II (Fall/Spring: 1)**

*Corequisites:* ED 131–132

**For Lynch School undergraduate students only**

**Graded as 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 Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*Fran Loftus*

*Melita Malley*

**PY 152 Applied Psychology Practicum (Fall/Spring: 3)**

Provides an introduction to the applications of psychological theory within various human and community service contexts. Readings and discussion contribute to critical analyses of how social

issues and social problems are situated differently due to gender, race, social class and diversities of language, ability, sexuality, etc. 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

**For Lynch School undergraduate students only**

**Graded as 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 Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

*Fran Loftus*

*Melita Malley*

**ED 154 International Pre-Practicum for LSOE Students**

**(Fall/Spring: 1)**

*Corequisite:* ED 134

**Department permission required**

**For Lynch School undergraduate students only**

**Graded as pass/fail**

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 Practicum Experiences & Teacher Induction 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.

*Audrey Friedman*

**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.

*Audrey Friedman*

**ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)**

*Corequisite:* ED 151

**Department permission required**

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.

*The Department*

**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.

*The Department*

**PY 230 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PY 242

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.

*Lisa Goodman*

*Julie Pacquette MacEvoy*

**ED 231 Senior Inquiry Seminar (Fall/Spring: 3)**

*Corequisite:* ED 250

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. This is required for all teacher education majors.

*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*

## EDUCATION

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### **PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)**

*Prerequisites:* PY 030–031

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.

*The Department*

### **PY 243 Counseling Theories (Spring: 3)**

*Prerequisite:* PY 230

**Open to majors in Applied Psychology and 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.

*Jesse Tauriac*

### **PY 244 Adult Psychology (Fall/Spring: 3)**

*Prerequisites:* PY 030–031 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: Applied Psychology (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 psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

*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 societally 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.

*The Department*

### **ED 250 Practicum for Lynch School Students (Fall/Spring: 12)**

*Prerequisites:* A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

*Corequisite:* ED 231

**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 & Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

*Fran Loftus*

*Melita Malley*

### **ED 255 Seminar: National/International Program**

**(Fall/Spring: 3)**

**Department permission required**

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.

*Fran Loftus*

*Melita Malley*

### **ED 259 PreK–K Practicum (Fall/Spring: 3)**

*Corequisite:* ED 133

This PreK–K Practicum Experience is required of all early childhood majors. This 2–3 day experience is usually completed in a nursery school setting and is a prerequisite to the full time student experience.

*Fran Loftus*

*Melita Malley*

### **ED 269 Extended Practicum (Spring: 3)**

**For students who have advance approval to continue practica**

**Students should apply to the Office of Practicum Experiences & 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.

*The Department*

### **ED 286 Honors Thesis I (Fall/Spring: 3)**

**Open only to students who are candidates for Latin honors**

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

*Audrey Friedman*

### **ED 360 Inclusive Education Field Observation (Fall/Spring: 0)**

Open to undergraduate majors in the School of Arts & Sciences, the Inclusive Education Minor is offered in the LSOE. The minor is designed to (1) introduce Arts & Sciences students to the world of disabilities and special education with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special

education. The minor consists of six courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.

*David Scanlon*

### *Undergraduate and Graduate Course Offerings*

#### **ED 300 Foreign Language Pedagogy (Fall: 3)**

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.

*Diane Silva Pimental*

#### **ED 301 Secondary and Middle School History Methods (Fall/Spring: 3)**

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.

*The Department*

#### **ED 302 Secondary and Middle School English Methods (Fall: 3)**

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

*Audrey Friedman*

#### **ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)**

**Cross listed with RL 597, SL 430**

**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.

*Mariela Dakova*

#### **ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)**

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.

*The Department*

**ED 308 Bilingualism in Schools and Communities (Fall/Spring: 3)**  
**Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that they have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.**

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

*Mariela Paez*

#### **ED 316 Teaching Process and Content in Early Education (Spring: 3)**

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.

*The Department*

#### **ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Fall/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.

*The Department*

### **ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)**

**Summer course: Section .01 for Elementary Ed majors; Section .02 for Secondary Ed majors**

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.

*The Department*

### **ED 347 Honors Thesis II (Fall: 3)**

**Open only to students who are candidates for Latin honors**

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

*Audrey Friedman*

### **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 underserved 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.

*Anderson J. Franklin*

### **ED 363 Children's Literature (Fall/Spring: 3)**

This course explores the influences, appeal, and 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.

*The Department*

### **ED 367 Restructuring the Classroom with Technology (Fall: 3)**

*Prerequisites:* ED 128, ED 628, or equivalent knowledge of instructional software.

**Offered periodically**

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum website and use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

*G. Michael Barnett*

### **ED 373 Classroom Management (Spring: 3)**

**ED 201 is now ED 373.**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze 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. Places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

*Diana Baker*

*Alec F. 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, and 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.

*The Department*

### **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, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

*The Department*

### **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 397 Independent Study: Fifth Year Program (Fall/Spring: 3)**

This course is open to students in the Fifth Year Program only.

*Audrey Friedman*

**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, the course 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.

*David Scanlon*

## *Carroll School of Management*

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—that 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. Carroll School of Management 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.

All Carroll freshmen will enroll in MH 100 Portico, a 3-credit course, offered in the fall semester, which combines an introduction to business with ethics and attention to globalization.

During freshman year, CSOM students should also 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 five courses, or their equivalent via Advanced Placement, along with MI 021 Computers in Management, are indispensable in the first year. 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.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see The University: Policies and Procedures at the beginning of this catalog), 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 Carroll School 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, with the exception of one sophomore section, is restricted to freshmen; PULSE may be taken at any time except senior year.

Other possibilities for freshman year include the Modern History sequence, the two-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.

### **The Management Core Courses**

- 1 MH 100 Portico (freshman, fall)
- 1 EC 131 Principles of Economics I—Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II—Macro (freshman or sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 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 MD 235 Math for Management (sophomore)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MD 021 Operations Management (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MB 099 Strategic Management (formerly MD 099 Strategy and Policy) (senior)

- 4–6 CSOM concentration courses (junior, senior)
- 2–6 Electives (may be taken in any year with the proviso that at least 12 credits must be completed within Arts and Sciences.)

With the exception of MB 099 Strategic Management (formerly 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.

Beginning with the class of 2016, students who enroll in an Arts and Sciences minor may reduce, by one, their Management Core courses; note that not all courses are eligible for this reduction. Students who pursue an Arts and Sciences major may reduce their Management Core by two courses, with exceptions. Students who wish to pursue one of these options must consult with the Associate Dean's office.

The prerequisites, which are listed in the individual course descriptions, must be followed.

### Satisfactory Academic Progress

Beginning with the class of 2014, Boston College has restated its degree requirements in terms of credits rather than courses. For the classes of 2014 and 2015, a Carroll School of Management student must complete at least 114 credits to earn the bachelor's degree. Beginning with the class of 2016, all students must complete 120 credits for graduation.

Members of the class of 2013 must complete 38 three-credit courses. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.5 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed. For example, a first semester sophomore student must have completed at least twenty-four credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Failure to maintain good standing either through a low cumulative grade point average or by incurring excessive deficiencies including failures, withdrawals, or unapproved underloads 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.

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than nine credits in summer study). A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

### 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

CSOM 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. Carroll School of Management 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 the University Policies and Procedures chapter 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 the Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 grade point 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 Carroll School graduation requirements.

### 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 pre-law advisor.

### The Ethics Initiative

In addition to MH 100 Portico, 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.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

### 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.

### 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.

**Amy Hutton**, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

**G. Peter Wilson**, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

**Mark Bradshaw**, *Associate Professor*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

**Mary Ellen Carter**, *Associate Professor*; B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Assistant Department Chair*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Sugata Roychowdhury**, *Associate Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

**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

**Lian Fen Lee**, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

**Alvis (Kin Y) Lo**, *Assistant Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

**Ewa Sletten**, *Assistant Professor*; B.A. University of Lodz, Poland; M.S., University of Illinois; Ph.D., Northwestern University  
**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

**Elizabeth Quinn**, *Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

**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
- 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. 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

Accounting is the language of business. To concentrate in accounting is to understand how business information is derived, analyzed, and communicated to its users. The traditional accounting concentration exposes students to all facets of accounting: managerial and financial accounting, auditing, and taxation. It prepares students for a career in public accounting, industry, financial institutions, government, consulting, law, or not-for-profit organizations.

#### Required 12 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 405 Federal Taxation

#### And at least three credits from one of the following four courses:

- MA 309 Audit and Other Assurance Services\*
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting
- MA 618 Accounting Information Systems\*\*

\*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. Information Systems is a requirement for the CPA exam in many states including Massachusetts.

## Concentration in Corporate Reporting and Analysis

The Corporate Reporting and Analysis (CRA) concentration is designed for students who wish to pursue a career in finance, but would like to develop a deeper understanding of financial preparation and analyses.

Unlike the traditional accounting concentrations, the CRA concentration focuses solely on financial accounting and provides a valuable complement to a finance concentration. Most students who concentrate in CRA end up working for investment and commercial banks, mutual funds, and consulting and private equity firms.

### Required nine credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis

### And at least three credits in:

- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting
- MA 610 International Financial Reporting Standards

### And at least three credits from one of the following four courses:

- EC 228 Econometric Methods
- EC 229 Economic and Business Forecasting
- MD 384 Applied Statistics
- MD 606 Forecasting Techniques

## Concentration in Information Systems and Accounting

Employers continually emphasize the value of professionals who understand business and the information systems (IS) that support them. While IS specialists have strong technical knowledge of the information system, accountants have a broad understanding of the accounting processes and controls. The combination of the two skill sets provides a compelling package.

Students fulfilling this concentration will satisfy all of the requirements for an IS concentration and also obtain a background in accounting. The curriculum entails 18 credit hours in accounting and IS, 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 should 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 15 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 618 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

### And at least three credits from one of the following four courses:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit & Other Assurance Services
- MA 351 Financial Statement Analysis

## Other Accounting Department Electives

- MA 398 Directed Research
- MA 399 Directed Readings
- MA 588 Business Writing & Communication
- MA 601 Financial Accounting Standards and Theory III
- MA 610 International Financial Reporting Standards
- MA 615 Advanced Federal Taxation
- MA 634 Ethics & Professionalism in Accounting
- MA 641 Information Systems Security Management/Forensic Accounting

## Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department will recognize certain Core and elective courses for transfer to BC (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators should meet with the department assistant chair, chair, or secretary to plan their study abroad programs and to obtain definitive course approvals.

### C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants (CPAs) check the board of accountancy of the state in which they plan to practice for its specific educational requirements ([www.nasba.org](http://www.nasba.org)). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA licensure. In addition, a minimum number of accounting courses with specific topical coverage may be necessary. For more information please refer to the *BC Guide to Meeting CPA Requirements* available online or in the department office.

Because Boston College students typically graduate with only 120 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credit hours. Boston College offers a Master of Science in Accounting (M.S. in Accounting) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. in Accounting website: [www.bc.edu/msa](http://www.bc.edu/msa). Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Please contact the Accounting Department in Fulton 520 or via email at [csom.accounting@bc.edu](mailto:csom.accounting@bc.edu) if you have any additional questions.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the Internet to conduct a financial statement analysis project.

*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 031–032 Financial and Managerial Accounting—Honors (Fall/Spring: 3)**

*Sugata Roychowdhury*

*Peter Wilson*

### **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.

*Elizabeth Bagnani*

*Mary Ellen Carter*

### **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.

*The Department*

### **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.

*Elizabeth Quinn*

### **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.

*Jeffrey Cohen*

### **MA 351 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisites:* MA 021, 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.

*Mark Bradshaw*

*Amy Hutton*

### **MA 399 Directed Readings (Fall/Spring: 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*

*Edward Taylor*

### **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*

### **MA 588 Business Writing and Communication (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.

*Timothy Gray*

*Rita Owens*

## *Undergraduate and Graduate Course Offerings*

### **MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)**

*Prerequisite:* MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, and interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

*Mark Crowley*

### **MA 618 Accounting Information Systems (Fall/Spring/Summer: 3)**

*Prerequisites:* MA 021, MC 021

#### **Cross listed with MI 618**

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.

*Jeffrey Allen*

*Michael McLaughlin*

*Francis Nemias*

*Francis Odium*

## 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 N. 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*; B.A., Princeton University; M.A., J.D., Boston College

**Richard E. Powers**, *Senior Lecturer*; B.A., M.Ed., J.D., Boston College

**Thomas Wesner**, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

### Contacts

- Department Secretary: Kathy Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

### 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, plan to take the Certified Public Accounting examination, 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 at [www.bc.edu/courses](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 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 law, 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 Pre-Law 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, insurance, wills, trusts and estates, and accountants' liability are discussed.

*Richard Powers*

#### 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.

*Stephanie Greene*

#### MJ 102 Law and Ethics (Fall: 3)

**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.

*Christine O'Brien*

*David P. Twomey*

**MJ 154 Insurance (Fall: 3)**

The structure and organization of different types of insurance policies, including life, property, and casualty policies, will be examined and the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The pervasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry will be examined carefully.

*Richard Powers*

**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*

**MJ 181 Topics: Urban Real Estate (Fall: 3)**

The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

The course will explore both the art and science of neighborhood transformation. What social, cultural, political, real estate development, market, design, financing, property management, and supportive service factors are most critical to successfully transforming neighborhoods? It will focus on analyzing both local and national formerly distressed public housing projects that have been successfully transformed into successful mixed-income and mixed-use communities.

*Joseph Corcoran*

**MJ 182 Topics: Law of Marketing (Fall: 3)**

This course explores the many ways in which the law impacts marketing decisions and how legal problems regarding the marketing of goods and services can be avoided. Students examine legal cases and current business examples to understand how the law impacts development, distribution, promotion, and sale of goods and services. Thus, the course considers diverse areas of the law that impact marketing decisions, such as intellectual property, antitrust, franchise agreements, health and safety regulations, and products liability. While a course in Introduction to Business Law is helpful, it is not required.

*Stephanie Greene*

**MJ 185 Topics: Law and Economics (Fall/Spring: 3)**

Can we be optimistic about our future as phrases such as "new normal" and "austerity measures" take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? Through this course, students will utilize an interdisciplinary approach for understanding important legal, business, and economic issues they will soon be called to address as leaders, policymakers, businesspersons, and citizens. Over the course of the semester, students will work to create politically and economically viable solutions to many of the most critical legal, economic, and policy issues facing our nation and world.

*Thomas Wesner*

**Undergraduate and Graduate Course Offerings****MJ 603 Cyberlaw for Business (Fall: 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 (Spring: 3)**

**Cross listed with BK 370**

Introduction to the exciting current state of business, politics, and social interactions in Africa. For the first time since wide-spread African political independence more than half a century ago, economic independence is beginning to assert itself on the continent. The purpose of this course will be to trace the progress being made throughout Africa for it to take its place among world-wide, self-sufficient economies with sophisticated infrastructure, innovative industries, stable political systems, and a developing export sector.

*Frank J. Parker, S.J.*

**MJ 647 The Environment and Sustainability (Spring: 3)**

*Prerequisite:* MJ 156 or equivalent

**Undergraduates need prior approval of professor.**

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law, and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

*Frank J. Parker, S.J.*

**MJ 651 Nonprofits and Their Real Estate (Spring: 3)**

*Prerequisite:* MJ 022 or equivalent

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration from a policy perspective. Material covered will not duplicate that covered in any other MJ real estate course. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

*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.

Warren Zola

## 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 in the class of 2013 may choose Economics as an area of concentration. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- 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

For the Class of 2014 and all following classes there is an additional requirement, that at least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

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 (EC 131–132) 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*

**Pierluigi Balduzzi**, *Professor*; B.A., Università L. Bocconi; Ph.D., University of California

**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*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

**Alan Marcus**, *Mario J. Gabelli Endowed 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 and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Ronnie Sadka**, *Professor*; B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University

**Philip Strahan**, *Professor and John L. Collins Chair in Finance*; 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 Tehranian**, *Professor and Griffith Family Millennium Chair in Finance*; Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**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

**Darren Kisgen**, *Associate Professor*; B.A., Washington University, St. Louis; Ph.D., University of Washington

**Hassell McClellan**, *Associate Professor*; B.S., Fisk University; M.B.A., University of Chicago; Ph.D., Harvard Business School

**Jun Qian**, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

**Oguzhan Karakas**, *Assistant Professor*; B.Sc., Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School.

**Nadya Malenko**, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., Stanford University

**Jonathan Reuter**, *Assistant Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

**Jerome Taillard**, *Assistant Professor*; B.Sc., M.Sc., University of Neuchâtel; Ph.D., The Ohio State University

**Michael Barry**, *Adjunct Associate Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

**Richard McGowan, S.J.**, *Adjunct Associate Professor*; B.S., Widener University; M.S., University of Delaware; M.Div., Boston College; Th.M., Boston College; D.B.A., Boston University

**Elliott Smith**, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.

**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: Luis Berdeja, 617-552-4647, berdeja@bc.edu
- 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

The undergraduate finance concentration requires successful completion of Basic Finance plus a minimum of four (4) additional finance courses (refer to this undergraduate catalog for course descriptions). Of these additional courses, three are required and are common to all concentrators; the other course or courses are elective, based upon personal interest or career goals. The student's minimum finance curriculum follows:

- MA 021 Financial Accounting (*Prerequisite* for Basic Finance)
- MF 021 Basic Finance (*Prerequisite*: MA 021)
- MF 151 Investments\* (*Prerequisite*: MF 021)
- MF 127 Corporate Finance\* (*Prerequisite*: MF 021)
- MF 225 Financial Policy\* (*Prerequisites*: MF 127, MF 151)

\*Required courses

At least one elective from the courses listed below:

- MF 202 Derivatives and Risk Management (*Department permission required*)
- MF 205 Small Business Finance (*Prerequisite*: MA 127)
- MF 235 Investment Banking (*Prerequisite*: MF 127)
- MF 245 Project Finance (*Prerequisite*: MF 127)
- MF 250 Fixed Income Analysis (*Prerequisite*: MF 151)
- MF 299 Individual Directed Study (*Senior status/Department permission required*)
- MF 602 Venture Capital (*Department permission required*)
- MF 604 Money and Capital Markets (*Department permission required*)
- MF 606 Economic and Financial Forecasting (*Department permission required*)
- MF 612 Mutual Fund Industry (*Department permission required*)
- MF 617 Hedge Funds (*Department permission required*)
- MF 619 MSF Seminar: Economic Crises (*Department permission required*)
- MF 631 International Finance (*Department permission required*)
- MF 665 Fundamental Analysis (*Department permission required*)

## 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. The required University Core must be taken prior to going abroad. The Finance Department relies on the Office of International Programs 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.

Essentially, all students wishing to study abroad must first meet with Richard Keeley, Associate Dean, or Erica Graf, Associate Director, Undergraduate Programs. Students should then meet with either the Finance Department Chairperson or Elliott Smith for course approvals. All course approvals should be sought in person, prior to leaving, with all supporting documentation (course description, detailed syllabus, etc.) in hand.

**All approvals must be obtained prior to going abroad and any student not following this policy will not be granted elective credit upon their return.**

### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 (Spring: 3)**

*Prerequisite:* MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

*Michael Barry*

#### **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 teaching method will be a combination of lectures, problems, and cases.

*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 202 Derivatives and Risk Management (Fall/Spring: 3)**

*Prerequisite:* MF 127

**Offered biennially**

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 202/860 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.

*Alan Marcus*

#### **MF 205 Small Business Finance (Fall: 3)**

*Prerequisite:* MF 021

**Offered periodically**

The seminar in Small Business Finance (the "privately-owned" firm) is intended to provide a hands-on application of the theories, concepts, and underlying methodology of contemporary financial decision-making within the framework of the private business enterprise. Thus, a rigorous and comprehensive understanding of the problems unique to the entrepreneur of the private enterprise will be viewed through lectures, actual case studies, books, and articles relevant to the issues and financial decision-making process of the young, emerging, and mature private enterprise.

*Elliott Smith*

#### **MF 225 Financial Policy (Fall/Spring: 3)**

*Prerequisites:* MF 127, MF 151

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.

*Edith Hotchkiss*

*Helen Peters*

*Elliott Smith*

#### **MF 235 Investment Banking (Fall/Spring: 3)**

This course is the study of investment banking beginning with strategic planning and financial management; moving to the analysis, financing, and valuation of investment opportunities; and finishing with the study of corporate governance and ethical issues faced by investment bankers. This course examines the primary functions of investment banking such as syndication, mergers and acquisitions (M&A), leveraged buyouts (LBO), and corporate restructuring.

*Viney Sawhney*

#### **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.

*Helen Peters*

#### **MF 299 Individual Directed Study (Fall/Spring: 3)**

*Prerequisites:* MF 021, senior status CSOM, and permission of faculty member and Department Chairperson

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 permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department*

### **Undergraduate and Graduate Course Offerings**

#### **MF 602 Venture Capital and Investment Banking (Fall: 3)**

*Prerequisites:* MF 127 (undergraduate), MF 807 or MF 127 (graduate)

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.

*Andrew Hession-Kunz*

#### **MF 604 Money and Capital Markets (Fall/Spring: 3)**

*Prerequisites:* MF 127 or MF 151 (undergraduate), MF 704 or higher (graduate)

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning of the market components such as interest rates, bonds, equities *et alia*, we will move through how the various markets for these components interact, how the government sets policy and regulation, and how financial institutions function as the main participants.

*Michael Rush*

#### **MF 606 Economic and Financial Forecasting (Fall: 3)**

Cross listed with EC 229, MD 606

See course description in the Operations Management Department.

*Richard McGowan, S.J.*

*Michael Rife*

#### **MF 612 The Mutual Fund Industry (Fall: 3)**

*Prerequisites:* MF 127 (undergraduate), MF 704 or higher (graduate)

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will most likely consider investing in mutual funds. This course will focus on both a detailed study of the mutual fund industry and case studies.

*The Department*

#### **MF 619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)**

*Prerequisites:* MF 127 (undergraduate), MF 807 (graduate)

**Presented by Professor Richard Syron, former President of Freddie Mac, this course examines the current financial and economic situation in light of previous financial panics and regulatory responses. Professor Syron has enjoyed extraordinary praise for his insight into our nation's economic crises.**

This course examines the current economic situation and potential policy lessons. The course is in three modules. The first is a brief history

of financial panics. The course then focuses on the origins of the current situation with specific attention to changes in the housing markets including the development of securitization and accompanying financial innovations. It concludes with an analysis of some of the recent policy responses and their impact on the macro economy. There will be a number of guest lectures by experts either currently or recently involved in developing policy approaches for the financial crises.

*Richard Syron*

#### **MF 631 International Financial Management (Fall/Spring: 3)**

*Prerequisite:* MF 127

This is a graduate (advanced undergraduate) level (elective) course containing three parts: (1) important issues for corporate sectors and financial markets around the globe, including ownership structure; corporate governance; financing channels and decisions; risk management; capital flows and financial crises; (2) financial system and corporate sectors in a few specific emerging markets; and (3) a few cases related to topics covered in the course and a term (case) project.

*Jun Qian*

#### **MF 665 Fundamental Analysis (Fall: 3)**

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investors face in determining the earning power of a company.

*Arvind Navaratnam*

## **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 in 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

### Human Resources Management

*Required Courses:*

- MB 110 Human Resources Management
- MB 313 Research Methods for Management (normally taken in the fall, senior year)

*Electives:*

- MB 111 Ethical Leadership Skills
- MB 119 Communication and Personal Branding
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning

### Operations Management

*Required Course:*

- MD 375 Operations Strategy and Consulting

*Electives:*

- One from the approved list maintained by the Operations Department

### Management Honors Program

#### *Undergraduate Program Description*

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Most students are invited to join the Honors Program through the Boston College Admission Office as entering freshmen. In January of freshman year, a few students who have excelled during 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. Honors students are expected to remain on the Dean's List.

Students in the Honors Program must take three courses (9 credits) in addition to the 39 (114 credits/120 beginning with the class of 2016) required for the degree: MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis.

#### *Undergraduate Course Offerings*

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **MH 011 Introduction to Ethics (Spring: 1)**

**This is a one-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.

*Ethan Sullivan*

#### **MH 100 Portico (Fall: 3)**

**This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC.**

**Portico fulfills the Carroll School ethics requirement.**

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive three-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student's first year.

*The Department*

#### **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's perspective, and learning ways to analyze and evaluate the oral presentations of others.

*The Department*

#### **MH 150 CSOM Practicum (Fall/Spring: 1)**

*Richard Keeley*

#### **MH 199 Senior Honors Thesis (Fall/Spring: 3)**

*Prerequisite:* 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 most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

*Stephanie Greene*

MH 398 Thesis Research Seminar (Fall: 3)

*Richard McGowan, S.J.*

### Information Systems

#### Faculty

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**Robert G. Fichman**, *Professor*; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

**James Gips**, *Professor and John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

**John Gallaughier**, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

**Gerald Kane**, *Associate Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

**Sam Ransbotham**, *Assistant Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

**William Griffith**, *Lecturer*; B.S., St. Joseph's University; M.A., Antioch University; M.A., Ph.D., Boston College; Ph.D., University of Massachusetts, Amherst

#### Contacts

- Department Secretary: Ashley Lo Bue, 617-552-2331, ashley.lobue@bc.edu
- www.bc.edu/is

#### 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:

- understand how to analyze the linkages between information technology (IT), innovation, business strategy, and competitive advantage.
- possess the technical skills (related to programming and databases) and managerial concepts needed to effectively plan, develop, and implement IT.
- understand how to promote more effective use of IT in organizations, taking into consideration how IT aligns with an organization's strategic focus, culture, business processes, etc.
- appreciate the broader ethical and societal implications of the burgeoning application of information technologies.

#### 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, consulting, and government. 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 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 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 and 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 a background in accounting. The curriculum entails six (6) courses (five [5] required and one [1] 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 & 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 Robert Fichman, 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 at [www.bc.edu/courses](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.

Students examine the role of technology in promoting innovation and organizational competitiveness across a variety of functional areas of the firm (e.g., marketing, finance, operations).

*The Department*

#### MI 031 Computers in Management—Honors (Fall: 3)

Cross listed with CS 031

#### CSOM Honors Program version of MI 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. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

*James Gips*

#### MI 157 Introduction to Programming in Management (Fall/Spring: 3)

*Prerequisite:* 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 orderly, thorough, organized, and analytical way; (2) the process of designing software applications; and (3) creating a custom application program. Students who have taken CS 101 may not take this course. A&S students should register for the course under CS 157.

*James Gips*

#### MI 161 Customer Relationship Management (Spring: 3)

*Prerequisites:* MK 021, MI/CS 021

Cross listed with MK 161

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers, particularly via the web and new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing. The course will incorporate a project, cases, guest speakers, exams, and lectures. Students should be challenged by the course and should gain a solid understanding of the role of electronic marketing in today's fast-paced environment.

*Katherine Lemon*

#### MI 205 TechTrek West (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 Gallagher*

**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 of 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 Management Department.

*Linda Boardman Liu*

**MI 257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisite:* CS 157/MI 157 or CS 101

**Cross listed with CS 257**

**This course is required for Information Systems concentrators.**

See course description in the Computer Science Department.

*Edward Sciore*

*John Spang*

**MI 258 Systems Analysis and Design (Fall/Spring: 3)**

*Prerequisites:* MI/CS 021, MI/CS 157 and MI/CS 257. MI/CS 257 may be taken concurrently. CS 101 may substitute for MI/CS 157.

**Cross listed with CS 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 implementers; 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*

**MI 267 Technology and Culture (Fall: 3)**

**Cross listed with PL 670**

**Satisfies Computer Science requirement or CSOM Computer Science Concentration requirement or CSOM Information Systems Concentration requirement**

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen"

and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, and communications and information technologies; (2) biotechnology, (3) globalization; and (4) environmental issues.

*William Griffith*

**MI 299 Independent Study (Fall: 3)**

*Prerequisite:* Permission of Department Chairperson

**By arrangement**

The student works under the direction of an individual professor.

*The Department*

**MI 397 Directed Readings (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member.

*The Department*

**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. Student develops a paper with publication potential.

*The Department*

**MI 641 Special Topics: Information Systems, Security Management, and Forensics (Spring: 3)**

Information systems are critical to organizations. However, security issues undermine these systems. Security is no longer just a technical issue; instead, it requires active and careful management. Therefore, we examine information security from a managerial, not technical, perspective. First, we start with an overview of why security is a difficult and pervasive problem. Second, we learn about types of threats. Third, we study the countermeasures that society, organizations, and individuals have with a focus on risk management and internal controls. Fourth, we examine forensic processes and tools. Finally, we conclude by exploring the current trends in this rapidly evolving domain.

*The Department*

***Undergraduate and Graduate Course Offerings***

**MI 618 Accounting Information Systems (Fall/Spring: 3)**

*Prerequisites:* MA 021, MI 021, MC 021

**Cross listed with MA 618**

See course description in the Accounting Department.

*Jeffrey Allen*

*Michael McLaughlin*

*Francis Nemia*

*Francis Odium*

**MI 620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MK 021, MK 705, MK 721

**Cross listed with MK 620**

See course description in the Marketing Department.

*Lynne Harrold*

**MI 621 Special Topics: Social Media and Web 2.0 for Managers (Fall: 3)**

*Prerequisite:* MI 021, MI 703, or MI 720

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds of companies. This course explores the major social media tools in-depth and the characteristics that are

associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

*Gerald Kane*

### MI 635 New Media Industries (Spring: 3)

#### Cross listed with MK 635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and 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*

## Marketing

### Faculty

**Katherine N. Lemon**, *Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

**Kathleen Seiders**, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

**Arch Woodside**, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

**S. Adam Brasel**, *Associate Professor*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

**Victoria L. Crittenden**, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

**Gergana Y. Nenkov**, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

**Linda C. Salisbury**, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

**Gerald E. Smith**, *Associate Professor*; Chairperson of the Department; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**Henrik Hagtvedt**, *Assistant Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

**Elizabeth G. Miller**, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania

**Ashutosh Patil**, *Assistant Professor*; B.S., University of Pune, India; M.B.A., University of California, Berkeley; Ph.D., Georgia Institute of Technology

**Maria Sannella**, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

**Audrey Azoulay**, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

### Contacts

- Department Secretary: Marilyn Tompkins, 617-552-0420, marilyn.tompkins@bc.edu
- Department Fax Number: 617-552-6677
- 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 (cross listed with MD 161)
- MK 165 Strategic Brand Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 252 E-Commerce (cross listed with MD 253, MI 253)
- MK 610 Sports Marketing
- MK 620 Marketing Information Analytics
- MK 621 Social Media and Web 2.0 Management (cross listed with MI 621)
- MK 630 Tourism and Hospitality Management
- MK 635 New Media Industry (cross listed with MI 635)

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 at [www.bc.edu/courses](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 from manufacturing businesses in many important respects 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.

*Maria Sannella*

**MK 152 Consumer Behavior (Fall: 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, new product adoption, and risk reduction.

*Henrik Hagtvedt*

**MK 153 Retail/Wholesale Distribution (Fall/Spring: 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*

*Kathleen Seiders*

**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.

*The Department*

**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 Falvey*

**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. Class material will provide the student with insight into new product development across a wide variety of industries.

*Robert Ristagno*

**MK 161 Customer Relationship Management (Spring: 3)**

*Prerequisite:* MK 021

**Cross listed with MI 161**

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.

*Katherine Lemon*

**MK 168 International Marketing (Spring: 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.

*Audrey Azoulay-Sadka***MK 170 Entrepreneurship (Spring: 3)***Prerequisites:* MK 021, MF 021, MA 021–022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but 70% fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture. Emphasis will be placed on digital and online business ventures.

*Therese Byrne***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 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. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*The Department***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**Victoria Crittenden**Kathleen Seiders***MK 299 Individual Study (Fall/Spring: 3)***Prerequisite:* Department permission

**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***MK 610 Special Topics: Sports Marketing (Fall: 3)***Prerequisite:* MK 021, MK 705, or MK 721

The goal of this course is to provide an understanding of the business practices of 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. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

*Louis Imbriano****Undergraduate and Graduate Course Offerings*****MK 620 Marketing Information Analytics (Spring: 3)***Prerequisite:* MK 021, MK 705, or MK 721**Cross listed with MI 620**

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.

*Lynne Harrold***MK 630 Special Topics: Tourism and Hospitality Management (Spring: 3)***Prerequisite:* MK 021, MK 705, or MK 721

This course provides students with a basic understanding of the various decisions, processes, metrics, and outcomes relating to managing tourism and hospitality services and enterprises. This course uses

case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in tourism and hospitality management.

*Arch Woodside*

**MK 635 New Media Industries (Spring: 3)**

*Prerequisite:* MK 021, MK 705, or MK 721

**Cross listed with MI 635**

See course description in the Information Systems Department.

*Paul-Jon McNealy*

## Operations Management

### Faculty

**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

**Jiri Chod**, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

**Joy M. Field**, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**David C. Murphy**, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

**Mei Xue**, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

**Erkut Sonmez**, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University

**Jianer Zhou**, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Simon School of Business, University of Rochester

**Linda Boardman Liu**, *Adjunct Assistant Professor*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Pieter Vanderwerf**, *Adjunct Assistant Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

**David R. McKenna**, *Lecturer*; B.S., M.B.A., Boston College

### Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

### Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of operations management and business analytics. 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 service and manufacturing 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 business analytics, process design and analysis methods, and operations management issues. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails lecture and discussion, case studies, field studies, and analytical modeling.

The Operations Concentration purposefully builds upon the Carroll School of Management Core, particularly complementing the courses in statistics, economics, and operations management, 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 functional 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:

- Have a comprehensive understanding of theories and concepts in Operations Management
- Are capable of applying these theories and concepts to address management problems
- Understand and can use quantitative analysis techniques
- Appreciate the role of operations in an organization and the interrelationships among functional areas

### Careers in Operations Management

Operations managers manage both processes and people, with a highly integrative career path tying together analytical decision making with strategic perspectives and the needs of employees and other stakeholders. 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, Fidelity, General Electric, Goldman Sachs, IBM, JPMorgan Chase, and UBS. Students with this concentration may pursue careers in consulting, financial services, healthcare services, retail, transportation, technology, government, manufacturing, and not-for-profit organizations. Students are typically hired into positions such as Operations Analyst, Supply Chain Analyst, Process Designer/Owner, Consultant, and Management Trainee.

The demand for managers with these skills is high and will increase as 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. Kennedy Information, an industry monitor, forecasts that consulting in operations management will grow by 5.1% per year between 2010 and 2014, faster than strategy, IT, or personnel. In addition, in its "2011 Job Outlook," the National Association of Colleges and Employers forecasts 22% growth in operations research analyst jobs through 2018. Salaries for concentrators in Operations Management are and will likely remain competitive with all other concentrations in management.

### Operations Management Concentration Requirements

The following course is required for the concentration:

- MD 375 Operations Strategy and Consulting (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 605 Risk Analysis & Simulation (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/MK 252 Electronic Commerce (fall and spring)
  - MD/MI 330 New Business Creation (fall)
  - MD 609 Advanced Topics: Business of Sports (fall)
  - MD 610 Sports Analytics (fall)  
or if not taken above:
  - MD 254 Service Operations Management (spring)
  - MD 255 Managing Projects (spring)
  - MD 384 Applied Statistics (spring)
  - MD 604 Management Science (fall)
  - MD 605 Risk Analysis & Simulation (fall)
  - MD 606 Forecasting Techniques (fall)
- Other Special and Advanced Topic courses as offered.

### 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.

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 approvals must be obtained prior to going abroad.

### Undergraduate Course Offerings

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](http://www.bc.edu/courses).

#### MD 021 Operations Management (Fall/Spring: 3)

*Prerequisites:* EC 131–132, EC 151, MA 022, CS 021, and MD 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 131–132, EC 151, MA 022, CS 021, and MD 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 course is taught in an interactive setting and requires class participation.

*Hossein Safizadeh*

#### MD 235 Mathematics for Management Science (Fall/Spring: 3)

*Prerequisites:* MT 100 or equivalent, CS 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.

*The Department*

#### 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.

*Linda Boardman Liu*

#### MD 255 Managing Projects (Spring: 3)

**Cross listed with MI 255**

**This course has several mandatory 7:00–9:30 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.

*Linda Boardman Liu*

#### MD 299 Independent Study (Fall/Spring: 3)

*Prerequisite:* Senior standing and permission of Department Chairperson

**By arrangement**

The student works under the direction of an individual professor.

*The Department*

**MD 375 Operations Strategy and Consulting (Fall: 3)**  
**Required for the Operations and Technology Management concentration**

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Topics include operations strategy content and process, service operations, capacity and facilities strategy, supply chain management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation. These skills are applied to a mock consulting project.

*Linda Boardman Liu*

**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.

*Paul Berger*

**Undergraduate and Graduate Course Offerings****MD 604 Management Science (Spring: 3)**

*Prerequisite:* 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.

*Aysegul Topcu*

**MD 606 Economic and Financial Forecasting (Fall/Spring: 3)**

*Prerequisite:* Previous exposure to statistics and an ability to use computing facilities

**Cross listed with EC 229, MF 606**

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. The underlying theory is presented through real cases.

*Richard McGowan, S.J.*

*Michael Rife*

**MD 609 Advanced Topics: The Business of Sports (Fall: 3)**

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

*Warren Zola*

**MD 610 Sports Analytics (Fall: 3)**

*Prerequisite:* A passion for sports and numbers, working knowledge of basic probability and statistics, and above average Microsoft Excel skills.

**Offered periodically**

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball, and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

*David McKenna*

**Management and Organization****Faculty**

**Donald J. White**, *Dean Emeritus and Distinguished Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

**William R. Torbert**, *Professor Emeritus*; B.A., Ph.D., Yale University

**Jean M. Bartunek**, *Professor and Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

**Mary Ann Glynn**, *Joseph F. Cotter Professor*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

**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**, *O'Connor Family Professor*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

**Judith Clair**, *Associate Professor*; B.A., University of California at Los Angeles; Ph.D., University of Southern California

**Candace Jones**, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

**Richard A. Spinello**, *Associate Research Professor and Director CSOM Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**William Stevenson**, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Tieying Yu**, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

**Simona Giorgi**, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Northwestern University

**Spencer Harrison**, *Assistant Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D., Arizona State University

**Metin Sengul**, *Assistant Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

**Contacts**

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- www.bc.edu/orgstudies

**Undergraduate Program Description**

The Department of Management and Organization offers two undergraduate concentrations: Management and Leadership and Human Resource Management. Both concentrations focus 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 Applied Psychology and Human Development, available to all CSOM students regardless of which concentration they choose. The department also offers a minor in Management and Leadership for students in the College of Arts and Sciences and a minor in Organizational Studies for students in the Lynch School of Education.

**Concentration in Management and Leadership**

While technical skills can be critical in landing an entry-level job, management and leadership skills are essential for promotion into the managerial ranks. This concentration focuses on the skills and knowledge 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 additional 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 110 Human Resources Management
- MB 111 Ethical Leadership Skills
- MB 119 Communication and Personal Branding
- MB 123 Negotiation
- MB 130 Leading Change in Organizations
- MB 133 Leading High Performance Teams
- MB 135 Managing Your Career
- MB 137 Managing Diversity
- MB 139 Social Innovation and Entrepreneurship
- MB 140 International Management
- MB 145 Environmental Management
- MB 150 Transitions: Learning How to Learn in the World of Business
- MB 265 Globalization, Culture, and Ethics
- MB 270 Ethics of Risk
- MB 299 Independent Study (by permission of instructor)
- MB 313 Research Methods for Management
- MB 548 Leadership and Mindfulness

**Concentration in Human Resources Management**

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. Stringent Laws, internationalization of business, changing social values

in organizations, and a turbulent employment environment have made effective human resource management critical for today's organizations. The development of programs to reduce turnover, improve productivity, and increase satisfaction and well-being is critical to the success of companies competing in the international arena.

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 additional 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
- MB 313 Research Methods for Management (normally taken in the fall, senior year)

**Electives:**

- MB 111 Ethical Leadership Skills
- MB 119 Communication and Personal Branding
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Leading Change in Organizations
- MB 133 Leading High Performance Teams
- MB 135 Managing Your Career
- MB 137 Managing Diversity
- MB 139 Social Innovation and Entrepreneurship
- MB 140 International Management
- MB 145 Environmental Management
- MB 150 Transitions: Learning How to Learn in the World of Business
- MB 265 Globalization, Culture, and Ethics
- MB 270 Ethics of Risk
- MB 299 Independent Study (by permission of instructor)

**Minor in Applied Psychology and Human Development**

The minor in Applied Psychology and 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 Applied Psychology and 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 2xx). 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

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

### **Minors for Students Outside of the Carroll School of Management**

Students in the College of Arts and Sciences may minor in Management and Leadership. The minor is completed by taking six courses, including MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors and MB 127 Leadership. Students must choose at least four additional electives from MB courses.

Students in the Lynch School of Education with a major in Applied Psychology and Human Development may minor in Organizational Studies. The minor is completed by taking six courses, including MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors, MB 110 Human Resource Management, and MB 313 Research Methods for Management. Students must choose at least three additional management electives.

### **Information for Study Abroad**

Students may take one or two electives abroad to count toward either of the Management and Organization 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 Management and Organization Department, who will need a detailed copy of the course syllabus, assignments, and readings.

### **Undergraduate Course Offerings**

**Note:** Future course offerings and courses offered on a periodic basis are listed at [www.bc.edu/courses](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 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)**

**Satisfies the Carroll School of Management Core requirement in Organizational Behavior**

**Counts as an intensive course in the Carroll School of Management Honors Program**

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

*Mindy Payne*

#### **MB 099 Strategic Management (Fall/Spring: 3)**

*Prerequisite:* Successful completion of the CSOM Core requirements

**This is the senior integrative capstone course of the CSOM Core**

This course provides 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*

#### **MB 100 Strategic Management—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 senior integrative capstone course of the CSOM Core**

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.*

#### **MB 110 Human Resources Management (Fall/Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

This course surveys the functions, processes, and techniques of human resource management. It examines human resource management from the perspective of human resources systems implemented by managers and human resources professionals. The development of programs to reduce turnover, forecast personnel needs, and create 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 111 Ethical Leadership Skills (Spring: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

This course focuses on ethics leadership and engagement methods in different types of pre-modern, modern, and postmodern organizational and political-economic contexts. What are our visions of ethical leadership, relationships and organization? What were we doing when we were at our best in leading meaningful and effective change and problem resolution in our relationships with family and friends and in our work and citizenship lives? What have been the individual, organizational, and environmental obstacles that made it difficult for us to lead meaningfully and effectively? What are different types of methods in trying to intervene and lead ethical change?

*Richard Nielsen*

**MB 119 Communication and Personal Branding (Fall: 3)**

An innovative, interactive course for juniors and seniors who want to effectively manage how they communicate individually and in a group in their everyday work life and as they develop their careers in all types of organizations. Self-branding is how people both hear you and perceive you and makes you a powerful job candidate and improves your performance on the job. This course helps you understand what is unique about you and how to practice skills that make you a powerful communicator in both written and verbal formats.

*Philip Fragasso*

**MB 123 Negotiation (Fall: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

Negotiating is a key process in leadership, conflict resolution, and change management at every level of internal and external management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-lose, win-win, dialogic, and third party negotiating methods as appropriate. Emphasis is on practical application and personal development. Teaching methods used are role playing, discussion of readings, discussion with practitioners, original student projects, and discussion of current events. Students are invited to reflect upon how negotiating and conflict resolution practices help them developmentally change themselves, their organizations, and the world.

*Richard Nielsen*

**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.

*Michael Pratt*

*Judith Clair*

**MB 133 Leading High Performance Teams (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 teams more effective than others. Students will learn and practice high performance team fundamentals, intervening to problem solve and understand the consequences of interpersonal conflicts. The course emphasizes a diagnostic and reflection approach within varied team settings and includes an independent field analysis project relating to an actual team within an organization.

*Mindy Payne*

**MB 137 Managing Diversity (Fall: 3)**

*Prerequisite:* MB 021, MB 031, or permission of instructor

**Cross listed with BK 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*

**MB 140 Special Topics: International Management (Fall: 3)**

**Offered periodically**

Students in this course will learn about the theories of organizational design that guide managers as they redesign organizations to adjust to changes in technologies, globalization, and rapidly changing markets. Problems of multinational management, the creation of networked organizations, and new communication technologies will be addressed. Students will develop the ability to diagnose structural problems in organizations and formulate solutions.

*Catherine Hall*

**MB 145 Environmental Management (Spring: 3)**

**Offered periodically**

**Fulfills an elective requirement in public policy for Environmental Studies minors, an elective requirement for Human Resource concentrators, and a general elective requirement for Carroll School of Management undergraduates**

This course focuses on the management of organizations to achieve environmental sustainability. Concern with the natural environment has been treated as a peripheral issue for business. Environmental management was regarded as an added cost driven by regulation. Now there is a growing awareness that separating organizational management from the impact of the corporation on the environment is an unsustainable strategy. Managers are faced with pressures from stakeholders and have to make choices on how to integrate environmental responsibility into the operations of the organization. We will consider the techniques that managers can use to deal with the issue of sustainability.

*William Stevenson*

**MB 150 Special Topics: Transitions: Learning How to Learn in the World of Business (Fall: 3)**

This course is designed to help students make the critical transition from learning in an academic environment to learning in a business environment. The course will focus on current business events, such as the mortgage crisis, the future of the euro, the budget deficit, and health care,

as well as other business issues that shape tomorrow's operating environment. This course offers an opportunity to work with an accomplished financial executive to learn how the most successful professionals engage in lifelong learning as a catalyst to a successful career.

*Richard F. Powers III*

### **MB 265 Globalization, Culture, and Ethics (Fall: 3)**

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.

*Rick Spinello*

### **MB 270 Ethics of Risk (Fall: 3)**

**Offered periodically**

The concept of risk is one that is rooted in Renaissance lifestyles in which autonomous agents such as bankers, merchants, tradesmen, and sailors ventured upon lucrative but dangerous enterprises. Hence, the concept of risk combines two inseparable elements: Risk = Venture plus Danger. The goal of this course is to examine the role that this dual nature of risk plays in economic and business decision making.

*Richard McGowan, S.J.*

### **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 Research Methods for Management (Fall: 3)**

*Prerequisites:* MB 021 or MB 031, MB 110

**Offered periodically**

This course introduces you to the tools that you need to conduct and evaluate organizational research. These skills will help you qualify for positions in human resources research, consulting or research-based jobs. Students who take this course will be able to answer: how to convert organizational problems into testable propositions, how to develop qualitative insights into problems and convert these insights into testable hypotheses, and how to deal with internal and external clients in search of answers to organizational problems. Although the course is geared to the practice of organizational research, you will learn a more general set of skills.

*William Stevenson*

## Connell School of Nursing

Founded in 1947, the Boston College Connell 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 national 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. Visit [www.bc.edu/nursing](http://www.bc.edu/nursing) for more information.

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic and 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 courses that comprise the curriculum, 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, Theology, and Writing and Literature Core courses in the first and second years.

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. 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.

Students should consult the curriculum plan and see their advisors as they plan for registration.

### Typical Plan of Study

#### Freshman Year

##### *Semester I*

- BI 130, 131 Anatomy and Physiology I
- CH 161, 163 Life Science Chemistry
- NU 010 Professional Development Seminar
- Core or elective
- Core or elective

##### *Semester II*

- BI 132, 133 Anatomy and Physiology II
- MT 180 Principles of Statistics for the Health Sciences
- NU 070 Introduction to Professional Nursing
- Core or elective
- Core or elective

#### Sophomore Year

##### *Semester I*

- BI 220, 221 Microbiology for Health Professionals
- Core or elective
- Core or elective
- Core or elective
- Core or elective

##### *Semester II*

- NU 080 Pathophysiology
- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- Core or elective
- Core or elective

#### Junior Year

##### *Semester I*

- NU 170 Principles of Evidence-based Nursing
- NU 204 Pharmacology and Nutrition Therapies
- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- 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

##### *Semester II*

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 263 Nursing Synthesis Clinical Laboratory
- NU 270 Transition to Professional Nursing
- Core or elective

The Connell School of Nursing reserves the right to alter any program or policy outlined.

### *Credit and Graduation Requirements*

Students registered for at least twelve credit hours per semester are considered full-time students. Usually fifteen credits are carried each semester. Students entering on or after September 2010 will be required to earn a minimum 117 credits for graduation. Students who enrolled prior to September 2010 are required to complete a minimum of 38 three-credit courses.

## *Satisfactory Academic Progress*

The CSON Academic Standards Advisory Committee meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. Decisions about progression in the program are made by this committee in accordance with the policies outlined in the CSON Baccalaureate Program Handbook (on the CSON website) and other relevant university policies.

## **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, Statistics, Modern History I and II, Introduction to Professional Nursing, and Nursing Professional Development Seminar. 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 study abroad during fall or spring semester of junior year or fall semester of senior year. Most students take electives or Core courses while they are abroad. Students are free to study abroad in any location approved by the Office of International Programs. A minimum GPA is required for all study abroad 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 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. Students who wish to declare a minor should meet with the Associate Dean.

## **Minor in Psychology**

The minor would be awarded to CSON students who complete six courses (or 18 credits, beginning with the Class of 2014, per university requirement changes) in psychology. Courses should include PS 110 Introduction to Psychology as a Natural Science and PS 111 Introduction to Psychology as a Social Science. Students who received AP credit for PS 110 and PS 111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- PS 011 Psychobiology of Mental Disorders
- PS 032 Emotion
- PS 241 Social Psychology
- PS 260 Developmental Psychology
- PS 272 Cognitive Psychology
- PS 274 Sensation and Perception
- PS 287 Learning and Motivation
- PY 030 Child Growth and Development
- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology
- PY 230 Abnormal Psychology
- PY 242 or PS 242 Personality Theories: Behavior in Context
- PY 243 Counseling Theories
- PY 244 Adult Psychology
- NU 315 Victimology
- NU 317 Forensic Mental Health
- NU 318 Forensic Science I

## **B.S./M.S. Program**

This program enables students to graduate with bachelor's and master's degrees in five years (full time) or six years (part time). Students take graduate courses in their senior year and during the summer after graduation. 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. Qualified undergraduate students may take approved graduate courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing if the student is accepted into the master's program prior to graduating with the B.S. degree.

## **Academic Honors**

### *The University 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. 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.

## Special Requirements for CSON Students

### Health Requirements

In addition to the health and immunization requirements for all undergraduate students, nursing students must have blood tests that verify their immunity to varicella (chicken pox) and hepatitis B (following completion of the hepatitis B immunization series) and annual screening for tuberculosis (PPD). Other requirements such as flu vaccines, and/or other health data may be required.

### Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 231 (sophomore or junior year), and must keep this certification current. Nursing students must also undergo the expanded multistate criminal offense background checks that are required by affiliating health care institutions.

## 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, and most are accessible by public transportation.

### Fees

School of Nursing students pay the same tuition, fees, and room and board costs as other colleges' enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$70.00
- Laboratory Fee up to \$230.00 (Payable for certain clinical nursing courses)
- Costs for transportation to clinical sites, additional health requirements, and CPR certification

### 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 sixty (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.

### 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. 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 and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

### 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  
**Barbara Hazard**, *Dean Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut  
**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  
**Susan Gennaro**, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham  
**June Andrews Horowitz**, *Professor*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University  
**Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University  
**Callista Roy**, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., 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 and Associate Dean for Research*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College  
**Angela Frederick Amar**, *Associate Professor*; B.S.N., M.S.N., Louisiana State University; Ph.D., University of Pennsylvania  
**Jane Erin 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  
**Katherine Gregory**, *Associate Professor*; B.S., State University of New York at Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College

**Ellen K. Mahoney**, *Associate Professor*; Chairperson of the Department; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

**Joyce A. Pulcini**, *Associate Professor*; B.S., Saint Anselm College; M.S., Boston University; Ph.D., Brandeis University

**Catherine Y. Read**, *Associate Professor and Associate Dean Undergraduate Programs*; B.S.N., University of Illinois, Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell

**Judith A. 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 Wood**, *Associate Professor and Director of Learning Labs*; B.S.N., University of Michigan; M.S., Ed.D., Boston University

**Nancy A. Allen**, *Assistant Professor*; B.S.N., Truman State University; M.S., University of Utah; Ph.D., University of Massachusetts Medical School, Worcester

**Jane Flanagan**, *Assistant Professor*; B.S., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College

**Susan Kelly-Weeder**, *Assistant Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

**Natalie A. McClain**, *Assistant Professor*; B.S.N., M.S.N., University of Texas Health Science Center Houston; Ph.D., University of Virginia

**Deborah A. Sampson**, *Assistant Professor*; B.S., Western Connecticut State University; M.S.N., Yale University; Ph.D., University of Pennsylvania

**Kelly Diane Stamp**, *Assistant Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

**Melissa A. Sutherland**, *Assistant Professor*; B.S.N., M.S.N., State University of New York at Binghamton; Ph.D., University of Virginia

**Mary Thompson**, *Assistant Professor*; B.S., University of Vermont; M.S., Boston College; Ph.D., University of Virginia

**Danny Willis**, *Assistant Professor*; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

**Lichuan Ye**, *Assistant Professor*; B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania

**Stacey Hoffman Barone**, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

**Susan A. DeSanto-Madeya**, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

**Susan Emery**, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College

**William Fehder**, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

**Donna 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

**Stacy E. Garrity**, *Clinical Assistant Professor*; B.S., University of Massachusetts Boston; M.S., Boston College

**Allyssa L. Harris**, *Clinical Assistant Professor*; B.S., M.S., Ph.D., Boston College

**Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis 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

**M. Colleen Simonelli**, *Clinical Assistant Professor*; B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell

**Amy Smith**, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

**Pamela A. Terreri**, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University

**Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S.N., Northeastern University; M.S., Rush University

**Julianne Nemes Walsh**, *Clinical Assistant Professor*; B.S., Salem State College; M.S., Boston College

**Terri LaCoursiere Zuccherro**, *Clinical Assistant Professor*; B.S.N., Catholic University of America; M.S.N., Emory University; Ph.D. (cand), University of Hawaii

**Vanessa Battista**, *Clinical Instructor*; B.S., M.S., Columbia University  
**Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., Boston College

**Maureen Connolly**, *Clinical Instructor*; A.D., Laboure College; M.S., Simmons College

**Dorean Latecia Hurley**, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

**Kathleen Mansfield**, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

**Richard Edward Ross, S.J.**, *Clinical Instructor*; B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College

**Elaine Kee Chen Siow**, *Clinical Instructor*; B.S., University of Sydney; M.S., Ph.D. (cand), University of Pennsylvania

**Lori Solon**, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University

**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 at [www.bc.edu/courses](http://www.bc.edu/courses).

#### **NU 010 Professional Development Seminar (Fall: 1)**

This seminar will introduce freshmen nursing students to the college culture and to the profession of nursing. Small group sessions led by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.

*Catherine Y. Read*

#### **NU 070 Introduction to Professional Nursing (Spring: 3)**

This course provides an introduction to professional nursing, exploring nursing's history and the development of nursing knowledge grounded in theory and evidenced-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students

apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the lifespan is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed.

*Stacey Hoffman Barone*

**NU 080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BI 130–133, CH 161, CH 163

*Corequisites:* BI 220–221 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.

*Dorean Latecia Hurley*

**NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)**

*Prerequisites:* BI 130–133, or concurrently CH 161, CH 163, BI 220–221, NU 080, NU 121

This course introduces the concepts of health, health promotion, and growth and development across the lifespan. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human, from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual's desire to increase personal and/or family health potential and well-being.

*Judith A. Vessey*

**NU 121 Nursing Health Assessment Across the Lifespan Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* 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/BB Vista preparation each week.

*Robin Wood*

**NU 170 Principles of Evidence-Based Nursing (Fall/Spring: 3)**

*Prerequisite:* NU 070

This course seeks to develop an applied understanding of evidence-based practice as it relates to the science of nursing. Through exploring components of the research process, an appreciation of the various types of evidence used by nurses and an understanding of the importance of evidenced-based research to improve clinical

practice will be fostered. The ethical considerations related to evidence-based practice will be discussed. At the conclusion of the course, students are prepared to be critical consumers of research used in evidence-based practice.

*The Department*

**NU 204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NU 080, NU 120–121

*Corequisites:* NU 230–231

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.

*Nancy A. Allen*

**NU 210 Public Health: Disease Prevention and Health Promotion (Spring: 3)**

This course presents public health as an integration of disciplinary science and the methods used to study factors affecting health and illness in local and global populations. Interventions using epidemiology, health promotion, and disease prevention models are presented, using the core functions of public health (assessment, assurance, and policy development) to assimilate principles of biology, sociology, and philosophy. Emerging infectious and non-infectious health concerns will be addressed across investigation and surveillance approaches, including statistical models to test hypotheses. Emphasis will be placed on social justice and health as it relates to outreach, collaboration, coalition building, and community organizing.

*Rosanna F. DeMarco*

**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 and who will interface with clinical care and/or the managed care and health insurance industries or related industries in a professional capacity.

*Judith A. Vessey*

**NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NU 070, NU 080, NU 120–121

*Corequisite:* NU 231

This course focuses on the theoretical basis of the nursing care of adults with altered states of health. Emphasis is placed on the beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults. Evidenced-based practice and standards of care based on professional nursing organizations are utilized. The role and responsibilities of the nurse in the acute care setting, including ethical and legal roles, are emphasized. Cultural competence is incorporated throughout the course.

*Stacey Hoffman Barone*

*Ellen K. Mahoney*

*Lichuan Ye*

**NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 070, NU 080, NU 120–121

*Corequisite:* NU 230

The weekly six-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 skills and related documentation.

*Luanne Nugent*

**NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NU 204, NU 230–231

*Corequisite:* NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the database used to make judgments about responses of adults with acute and chronic health problems. Discussions center on planning care for individuals and the family using evidenced-based knowledge.

*Jane Erin Ashley*

**NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 204, NU 230–231

*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.

*Jane Erin Ashley*

*Stacey Hoffman Barone*

*Dorean Latecia Hurley*

**NU 244 Childbearing Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 204, NU 230–231

*Corequisite:* NU 245

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.

*M. Colleen Simonelli*

**NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 204, NU 230–231

*Corequisite:* NU 244

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.

*M. Colleen Simonelli*

**NU 250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 242–245

*Corequisite:* NU 251

This course builds on the published *Pediatric Nursing: Scope and Standards of Practice* to discuss 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 wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and their families. Theoretical principles are presented, and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

*Natalie A. McClain*

**NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 242–245

*Corequisite:* NU 250

Based on the published *Pediatric Nursing: Scope and Standards of Practice*, this course provides a variety of clinical settings and simulation experiences for students to expand and perfect their skills in implementing the nursing role in the care of children and families. Clinical faculty guide students' clinical reasoning processes and use of nursing scholarship and evidenced-based practice guideline in planning nursing interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and their families who are coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic, and social backgrounds.

*Nanci Haze Peters*

**NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 242–243

*Corequisite:* NU 253

This course builds upon the standards of practice from APNA-ISPAN, AACN and QSEN to discuss the legal, ethical, and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the lifespan. Current interdisciplinary research on the genetic, neurobiological, and psychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality, and cognitive disorders is analyzed. Evidenced-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group, and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief, and trauma are identified.

*Judith A. Shindul-Rothschild*

**NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 242–243

*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/clients in a variety of psychiatric treatment settings. In the clinical

experience, students work collaboratively with multidisciplinary teams in applying evidenced-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age, and gender) who are in treatment for mental illness.

*Judith A. Shindul-Rothschild*

*Lori Solon*

#### **NU 260 Community Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NU 250–253

*Corequisite:* NU 261

This course introduces students to the conceptual and scientific framework of population-centered nursing through current published evidence, clinical expert practice, and client preferences. Examination of social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings, care management, case management, home and hospice care, emerging infectious diseases, program development, and evaluation and disaster preparedness/management are addressed. Emphasis is placed on the variety of roles and functions nurses have in population-centered care, including that of a public health and home care nurse.

*Melissa A. Sutherland*

#### **NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU 250–253

*Corequisite:* NU 260

This course focuses on the application of community health nursing and public health concepts that include the care of individuals, families, and populations in community settings. Competencies include assessing the health status of individuals and aggregates to identify health problems, linking people to health services, and evaluating quality and adequacy of available services. Emphasis is placed on understanding the impact of socio-cultural, economic, political, and environmental forces on the health of individuals, families and populations, and on using evidence-based research to adapt and implement interventions aimed at restoring and promoting health and preventing illness.

*Donna Cullinan*

*Rosemary Frances Byrne*

#### **NU 263 Nursing Synthesis Clinical Laboratory**

**(Fall/Spring/Summer: 3)**

*Prerequisites:* NU 250–253

*Corequisites:* NU 260–261

This course provides senior nursing students with an opportunity to synthesize, expand, and 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 the interventions used to restore and/or optimize health in-depth, and utilize nursing research in practice.

*Amy Smith*

#### **NU 264 Professional Nursing II (Fall/Spring: 3)**

This course focuses on the transition from student to practitioner role and legal and clinical aspects of the nurse's role. It 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 types of research questions nurses ask and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed. Past and present aspects of these are considered as a basis for viewing the future.

*Stacy E. Garrity*

*Richard Edward Ross, S.J.*

*Judith A. Shindul-Rothschild*

#### **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*

#### **NU 302 Honors Project (Fall/Spring: 3)**

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

*The Department*

### *Undergraduate and Graduate Course Offerings*

#### **NU 315 Victimology (Fall: 3)**

This course examines the wide range of victimization experiences from the perspective of the victim, their families, and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

*Ann Wolbert Burgess*

#### **NU 317 Forensic Mental Health (Spring: 3)**

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

*Ann Wolbert Burgess*

#### **NU 318 Forensic Science I (Fall: 3)**

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal, and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case

method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.

*Ann Wolbert Burgess*

### **NU 319 Forensic Science Lab (Fall: 1)**

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

*Ann Wolbert Burgess*

### **NU 350 Global Healthcare: Meeting Challenges and Making Connections (Summer: 3)**

This course brings together students and faculty from around the world to discuss and synthesize perspectives on global health, specifically the challenges and common connections experienced across patient centered care, health education, healthcare systems, and policy development. The participants will develop a deeper understanding of the particular needs of diverse and underserved populations. Emphasis will be placed on social justice and health of individuals, families, and populations. Through the lens of public health, this course explores assessment of healthcare needs, assurance of a quality healthcare infrastructure, and development of healthcare policy.

*M. Colleen Simonelli*

## *Woods College of Advancing Studies*

Unparalleled challenges confront the twenty-first century: an intensive, global, highly competitive and changing economy, the exponential growth of information technology, alarming patterns of civic disengagement, and increased skepticism of major social institutions.

Developing leaders who can address these challenges with knowledge, skill, 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 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 day classes, 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 diffused. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen 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 eighty-three of Boston College’s one hundred and forty-eight 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 for where they want to go and for what they might become.

The Woods College of Advancing Studies’ website invites interested individuals to view the catalog and obtain an application at [www.bc.edu/advancingstudies](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 submitted when applying, 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 are made based on the applicant’s interests and career goals.

### Information and Office Location

The James A. Woods, S.J., College of Advancing Studies has willing and experienced professionals 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 [www.bc.edu/advancingstudies](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 [www.bc.edu/summer](http://www.bc.edu/summer).

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**FALL SEMESTER 2012**

September 3	Monday	Labor Day—No classes
September 4	Tuesday	Classes begin
September 12	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
September 12	Wednesday	Last date for all students who plan to graduate in December 2012 to verify their diploma names online
September 13	Thursday	Mass of the Holy Spirit
September 28 to September 30	Friday to Sunday	Parents' Weekend
October 1	Monday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
October 8	Monday	Columbus Day—No classes
November 8	Thursday	CASU registration period for spring 2013 begins
November 9	Friday	Undergraduate registration period for spring 2013 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 11 to December 12	Tuesday to Wednesday	Study days—No classes for undergraduate day students only
December 13 to December 20	Thursday to Thursday	Term Examinations—Posted grades (non-Law) available online

**SPRING SEMESTER 2013**

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day—No classes
January 23	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
January 23	Wednesday	Last date for all students who plan to graduate in May 2013 to verify their diploma names online
February 15	Friday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
March 4 to March 8	Monday to Friday	Spring Vacation
March 28 to April 1	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 10	Wednesday	CASU registration period for fall and summer 2013 begins
April 11	Thursday	Undergraduate registration period for fall 2013 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Wednesday	Last date for all students who plan to graduate in August 2013 to verify their diploma names online
May 3 to May 6	Friday to Monday	Study days—No classes for undergraduate day students only
May 7 to May 14	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 20	Monday	Commencement

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Cynthia Young, Director .....Lyons 301

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Acting Associate Dean—Juniors.....Gasson 109

Clare Dunsford, Associate Dean—Sophomores.....Gasson 109

Akua Sarr, Associate Dean—Freshmen.....Gasson 109

Candace Hetzner, Associate Dean  
—Graduate Arts and Sciences.....Gasson 108

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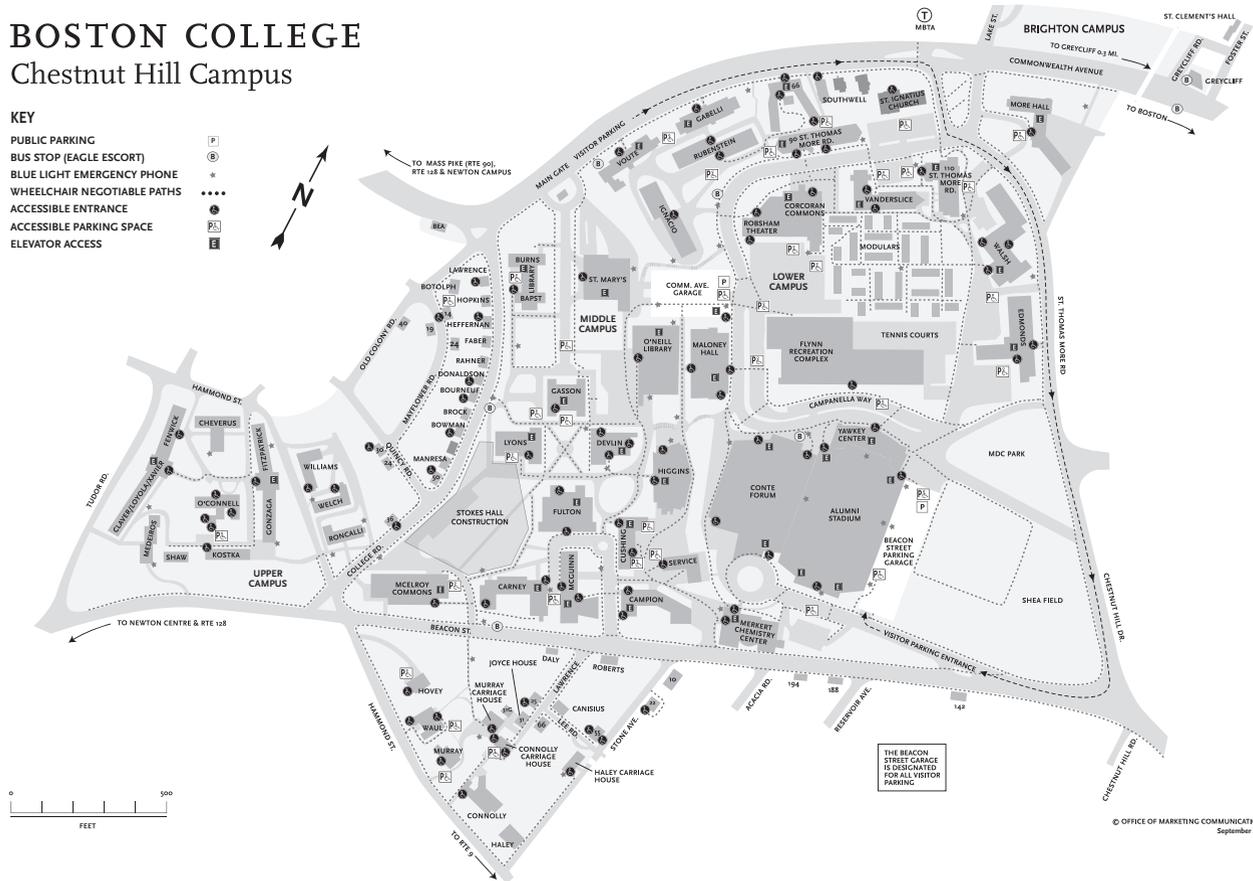
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# BOSTON COLLEGE Chestnut Hill Campus

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- PUBLIC PARKING
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- BLUE LIGHT EMERGENCY PHONE
- WHEELCHAIR NEGOTIABLE PATHS
- ACCESSIBLE ENTRANCE
- ACCESSIBLE PARKING SPACE
- ELEVATOR ACCESS

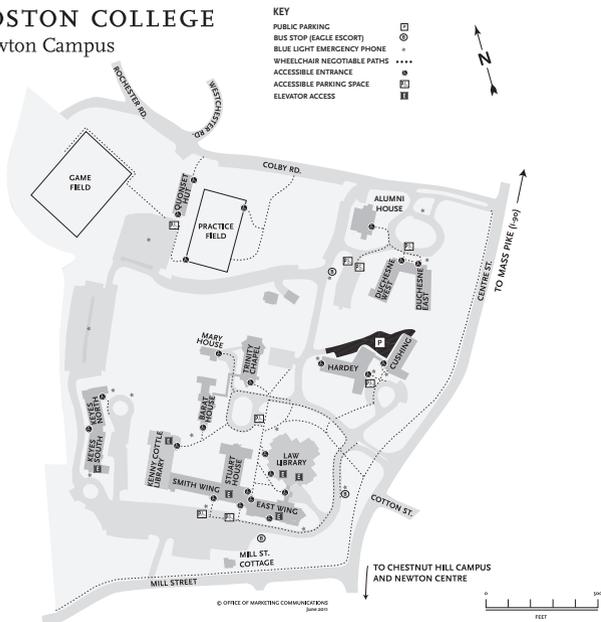


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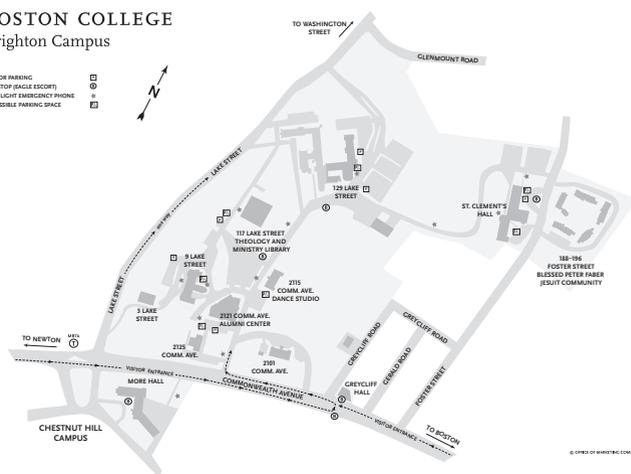


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