**THE CORE**

The centerpiece of a Jesuit education has always been a common curriculum that emphasizes the study of defining works in the humanities, natural sciences, and social sciences. The Boston College Core Curriculum is designed to provide a broad understanding of the forces that have shaped the world by challenging students to think across the disciplines in order to make good decisions, and to communicate effectively in an increasingly complex world.

To fulfill Core requirements, each student must complete:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Courses</th>
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<tbody>
<tr>
<td>1 course in Arts</td>
<td>Art, Art History, Film, Music, Theatre</td>
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<tr>
<td>1 course in Cultural Diversity</td>
<td></td>
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</tbody>
</table>
| 2 courses in History               | 1 course in History I  
|                                    | 1 course in History II |
| 1 course in Literature             | Classics; English; Romance Languages and Literatures; Eastern, Slavic, and German Studies |
| 1 course in Mathematics            |         |
| 2 courses in Natural Science       | Biology, Chemistry, Earth and Environmental Sciences, Physics |
| 2 courses in Philosophy            |         |
| 2 courses in Social Science        | Economics, Political Science, Psychology, Sociology |
| 2 courses in Theology              | 1 course in Christian Theology  
|                                    | 1 course in Sacred Texts and Traditions |
| 1 course in Writing                |         |

To view all courses that satisfy Core requirements, visit: BC.EDU/CORE

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**COMPLEX PROBLEMS COURSES**

Each of these six-credit courses, team-taught by professors from different disciplines, satisfies at least two Core requirements. Complex Problems courses consist of lectures and weekly lab sessions, along with a weekly meeting during the evening for reflection.

**ENDURING QUESTIONS COURSES**

These linked pairs of courses are taught by professors from different disciplines, who collaborate on exploring a single, long-standing question for students to address throughout the semester. The same group of 19 students takes each class. Four evening reflection sections will be scheduled over the course of the semester. Taken together, the courses are worth six credits and fulfill at least two Core requirements.

Some Complex Problems or Enduring Questions courses fulfill three Core requirements by also satisfying the Cultural Diversity Core requirement through either Difference, Justice and the Common Good in the U.S. (DJCG) or Engaging Difference and Justice (EDJ).

Scan the QR code with your smartphone to learn more about the courses
As a member of the Class of 2025, you are invited to enroll in Boston College’s innovative, team-taught Core courses: Complex Problems and Enduring Questions. Each one is collaboratively taught by two faculty members from different academic departments, and each is designed to engage students in interdisciplinary explorations of topics of critical importance. These include areas such as ethics and engineering; race and violence; markets, cultures, and values; economics, law, and health policy; the value of freedom; psychological and literary perspectives of disability; and more.

Complex Problems and Enduring Questions courses extend inquiry beyond the classroom to labs, reflection sessions, conversations with outside speakers, and off-campus field visits, creating an intensive shared learning experience for both teachers and students. They exemplify Boston College’s innovative approach to Core education by establishing a foundation for students’ intellectual development and preparing them to become engaged, effective world citizens.

You will have the opportunity to enroll in Complex Problems and Enduring Questions courses when you register for spring courses this November. Both are worth six credits and fulfill at least two of the University’s Core requirements.

To view faculty members describing their courses and for more information, visit bc.edu/complexenduring
Powering America: The Past and Future of Energy, Technology and the Environment
HIST1513 + EESC1507

John Ebel, Earth and Environmental Sciences
Conevery Valencius, History
Vena Offen, Core Fellow, Environmental Studies

▶ Fulfills 1 History II + 1 Natural Science

This course explores U.S. energy. From the perspectives of history, culture, technology, engineering, and foreign policy, we ask how we created and distributed energy in the past, how energy systems function in the present, and how they may evolve. We investigate energy production, distribution, and use—coal, oil, nuclear power, hydropower, wind, and solar power—along with cables, pipelines, and transmission systems. Through hands-on exercises and field trips, students learn how past technological and economic choices shaped current U.S. energy systems and affect the environment, and what sustainable energy systems will be like in the future.

• Lecture meets T TH 9–10:15 a.m.
• Reflection meets T 6–7:25 p.m.

You must select one of the following lab sections with your registration:
• Monday 9–10:50 a.m.
• Wednesday 9–10:50 a.m.
• Monday 12–1:50 p.m.
• Wednesday 12–1:50 p.m.

Some Complex Problems courses will use PODs for their weekly Reflection sessions. With PODs (Purposeful, Ongoing Discussion), upper-class students mentor first-year students in tackling course material through intellectual conversations and reflections. Through this engagement, students connect content to their daily lives. PODs help BC fulfill its mission to produce “men and women for whom discernment is a habit.”
Shifting Forms: Political Belonging in Song and Film

POLI1033

Shifting Forms: Sexuality and Belonging in Modern Literature and Film

ENGL1732

Jonathan Laurence, Political Science
Kevin Ohi, English

▶ Fulfills 1 Social Science + 1 Literature

How does art shape or mediate the formation of larger and smaller, mainstream and minority political and social groups?

How do the arts help define the “public” in a republic? How do aesthetic objects shape minority communities and their place in a larger social world? Can examining artists’ use of inherited forms illuminate the political and affective consequences of individuals’ banding into groups? Tracing representations of citizenship, political participation, and the nation-state since the late nineteenth-century, and, on the other hand, queer film and literature (mainstream and avant-garde) from the same period, we will consider national narratives and national identity in Europe and the United States, and queer art and the formation of minority sexual cultures.

These course lectures meet:
• T TH 10:30–11:45 a.m.
• T TH 12–1:15 p.m.

Reflection will be held:
• TH 6–7:50 p.m. (4 times per semester)

The Making of the Modern Mind: Morality

POLI1034

The Making of the Modern Mind: Mathematics

MATH1702

Ryan Hanley, Political Science
Avner Ash, Mathematics

▶ Fulfills 1 Social Science + 1 Math

How were the mathematical and scientific developments of the seventeenth century related to its philosophical and religious concepts, and how do they continue to shape the ways in which we think and act today?

The world we live in today has been profoundly shaped by specific mathematical, technological and philosophical innovations that came at a crucial point in our history. But what were the most important of these, and are we better or worse off for them? Students will engage these questions by going back to the origin of the modern world in the seventeenth century to study firsthand the birth of both modern algebra and calculus as well as modern moral philosophy via close study of three of the intellectual giants of the age: Descartes, Pascal and Leibniz.

These course lectures meet:
• T TH 1:30–2:45 p.m.
• T TH 3–4:15 p.m.

Reflection will be held:
• T 6–7:50 p.m. (4 times per semester)

“This is one of the best classes you could ever take while at Boston College. There is no better way to engage in scholarly research and debate than through this class.”
For the Love of the Game: Theology of Sport
THEO1714
For the Love of the Game: Sociology of Sport
UNAS1720
Richard Gaillardetz, Theology
Kyoung-yim Kim, Morrissey College Faculty

▲ Fulfills 1 Theology (Christian Theology) + 1 Social Science + 1 Cultural Diversity

What role do sports play in human flourishing and our search for religious transcendence in various societies across the globe?

These linked courses will explore the different roles that sports play, positively and negatively, across diverse global cultures. We will investigate the key socio-historical transformations of the place of sports in particular cultures, and attend to the possibility of structural social injustices associated with sports. Finally, we will consider the complex relationship between Christianity and sports and explore the possibility that the experience of sports may include a capacity for religious transcendence.

These course lectures meet:
• T TH 10:30–11:45 a.m.
• T TH 12–1:15 p.m.

Reflection will be held:
• TH 6–7:50 p.m. (4 times per semester)

“I believe this course is great in helping students to learn how to draw connections between different disciplines.”
**God and the Good Life**
THEO1702

**Tolstoy, Dostoevsky, and Chekhov: What is the Good Life?** SLAV1161

Stephen Pope, Theology
Thomas Epstein, Classics

▶ Fulfills 1 Theology (Christian Theology) + 1 Literature

What does the “good life” mean in thought and action to each of us as human beings?

Students will consider literary and theological ways of thinking about what constitutes “the good life,” exploring major texts in the Christian tradition (Augustine, Thomas Aquinas and Dorothy Day) and giants of nineteenth-century Russian literature (Leo Tolstoy, Fyodor Dostoevsky, and Anton Chekhov). Approaching our subject both from a disciplinary and broadly humanistic perspective, we will investigate our personal, social, and spiritual commitments as they engage the common good, the pursuit of happiness, and the good in life. Our reflection sessions will take us out of the classroom to meet people who are trying to serve the common good.

**These course lectures meet:**
- T TH 10:30–11:45 a.m.
- T TH 12–1:15 p.m.

**Reflection will be held:**
- T 6–7:50 p.m. (4 times per semester)

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**Family Matters: Psychology of Adoption**
SOCY1715

**Family Matters: Stories of Adoption and Kinship** ENGL1710

Oh Myo Kim, Lynch School of Education and Human Development
James Smith, English

▶ Fulfills 1 Social Science + 1 Literature

What makes a family? Why does kinship matter?

In recent decades, the enduring question- what is a family?—has intertwined itself with religious, political, and global concerns as nation-states and many different faiths have begun to regulate and create new modalities of the family. Understanding kinship—biological and constructed—is fundamental to evaluating this global turn. Using adoption as a critical lens, our linked courses encourage students to question definitions of family, evaluate how ideas of kinship have changed over time, and consider kinship’s impact on one’s sense of self, one’s relationship to family and genealogy, and one’s understanding of the past.

**These course lectures meet:**
- T TH 12–1:15 p.m.
- T TH 1:30–2:45 p.m.

**Reflection will be held:**
- TH 6–7:50 p.m. (4 times per semester)
Narrative and Myth in American Culture:
Disney ENGL1725
Social Norms and Values: Disney COMM1701

Bonnie Rudner, English
Rita Rosenthal, Communication

▶ Fulfills 1 Social Science + 1 Literature

How does the intersection of literature and popular culture affect a person’s view of social, political, economic, and cultural worlds? How does each then impact our decisions?

A funny thing happened with fairy tales in the last 30 years, coinciding with Disney studios’ Waking Sleeping Beauty, which expanded both its franchise and its economic hold on American culture. Students will examine the power that myths and stories exert on personal and societal identity, from the earliest tales around the hearth to the stories prevalent in today’s culture. Students will decode the meaning that Disney movies portray through an examination of their social, cultural, political, and economic impacts. The courses will review social expectations, socially accepted behaviors, and cultural norms of Disney’s reinvented fairy tales by surveying their impacts on society.

These course lectures meet:
• M W F 10–10:50 a.m.
• M W F 11–11:50 a.m.

Reflection will be held:
• T 6-7:50 p.m. (4 times per semester)

Revolutionary Media:
How Books Changed History HIST170501
Revolutionary Media:
How Reading Changes Us ENGL1715

Virginia Reinburg, History
Mary Crane, English

▶ Fulfills 1 History I + 1 Literature

How have books and reading shaped the modern world?

The printed book has been the most powerful and disruptive medium of communication the world has seen. Today, as new technologies and media also compete for our attention, it is especially important to understand the role books have played in Western culture, and how various modes of reading have shaped our minds. One of these courses traces the revolutionary history of the book in Europe from 1450 to 1800. The other focuses on the ways in which different media have, from 1450 up to the present, demanded different strategies for reading.

These course lectures meet:
• T TH 10:30–11:45 a.m.
• M W F 10–10:50 a.m.

Reflection will be held:
• T 6–7:50 p.m. (4 times per semester)

“This course got me and my peers talking about very touchy subjects that demand attention. It helped me develop language for topics I formerly did not know how to discuss and helped me understand the nuances of oppression in the US.”
Coming of Age: Literature UNAS1708
Coming of Age: Film FILM1701
Susan Michalczyk, Morrissey College Faculty
John Michalczyk, Art, Art History & Film
▶ Fulfills 1 Art + 1 Literature Core

We ask whether the depiction of coming of age experiences provides readers/viewers with ways to navigate and contextualize concepts of self and community within the complex social, political, religious, and psychological forces that create the worlds in which we live.

When do we come of age? What influences our actions and reactions throughout our journey into adulthood? How do these experiences affect the lives we choose to lead? From times of crisis to moments of calm, childhood memories cover a range of experiences, from the mundane to the transformational. Literature and film adaptations can capture both the individual and collective experience of these critical years of development and memorialize a common experience of both private and public struggles. In both courses, students will analyze approaches used by authors and directors to connect these individual moments to current social concerns.

These course lectures meet:
• T TH 12–1:15 p.m.
• T TH 1:30–2:45 p.m.

Reflection will be held:
• TH 6–7:50 p.m. (4 times per semester)

Encountering Confinement:
The Historical Politics of Mass Incarceration HIST1729
Encountering Confinement:
Ethnographies of Youth Captivity and Constraint SOCY1727
Carlos Zúñiga Nieto, Core Fellow, History
Nora Gross, Core Fellow, Sociology
▶ Fulfills 1 History II + 1 Social Science + Cultural Diversity

How does carceral power function in places where youths live?
The United States currently incarcerates more of its citizens than any other country does, most of whom being members of disadvantaged social groups. How have experiences of confinement reorganized the social worlds of individuals, families, and communities? Although confinement is associated with prisons, the paired courses will familiarize students with the myriad sites and architectures of confinement (i.e., schools, hospitals, detention centers, and systemically neglected neighborhoods). Students will learn to recognize the roles of race, gender, age, and class in these forms of captivity and discuss the historic and present causes and effects of these incarceration sites and constrained opportunities.

These course lectures meet:
Section 01
• M W F 9–9:50 a.m.
• M W F 10–10:50 a.m.
OR
Section 02
• M W F 1–1:50 p.m.
• M W F 2–2:50 p.m.

Reflection will be held:
• W 6–7:50 p.m. (4 times per semester)
Boundaries of Belonging: Race and Anti-Essentialist Art ENGL1734
Boundaries of Belonging: Geographies of Race and Place in America ENVS1701

John Brooks, Core Fellow, English
Robin Wright, Core Fellow, Environmental Studies

▸ Fulfills 1 Literature + 1 Social Science + Cultural Diversity

We have control over our identities—or do we?

We assume that “identity” means our sense of self, or that it reflects who we are because of our personality and experiences. This description indicates that we have control over our identities—but do we? Identity is not just individual; it is also collective because it denotes social markers like race, gender, sexuality, language, and religion. Focusing on race, these paired courses explore the ambiguities and tensions between individual and collective identities as well as how racial identity formation in the U.S. is mediated by outside forces. Key topics will include how space and place mediate racial identity, but also how racial discourse recycles racist ideas to predetermine how racial groups can be seen, known, and imagined. By surveying literature, film, and music while interrogating concepts like mobility/containment, inclusion/exclusion, and belonging/alienation, we will see how people have created and contested the boundaries of racial and spatial divisions across the U.S.

These course lectures meet:

Section 01
• M W F 1–1:50 p.m.
• M W F 2–2:50 p.m.

OR

Section 02
• M W F 9–9:50 a.m.
• M W F 10–10:50 a.m.

Reflection will be held:
• W 6–7:50 p.m. (4 times per semester)

Maternity and Science: Neuroscience and Genetics UNAS1718
Maternity and Science: Society, Culture, and Public Health PHCG1701

Jessica Black, BC School of Social Work
Tara Casebolt, Core Fellow, Global Public Health and the Common Good

▸ Fulfills 1 Natural Science + 1 Social Science

In what ways is the maternal experience informed and determined?

Birth is one of the building blocks of the human experience. Throughout history, cultures around the world have developed specific beliefs, traditions and rituals regarding menstruation, pregnancy, birth, and infant care. An understanding of these beliefs and traditions and the society in which they have developed is an important part of delivering culturally competent reproductive health care. In addition, specific populations continue to be mistreated by the medical establishment regarding pregnancy and birth, including Indigenous communities, prisoners, people living in poverty, and African Americans. It is essential to be aware of historically mistreated populations to create a health care system based on justice and equity. In this survey course, a number of topics related to the historical, societal, and cultural elements of reproductive health will be discussed through the lens of public health.

These course lectures meet:
• T TH 10:30–11:45 a.m.
• T TH 12–1:15 p.m.

Reflection will be held:
• T 6–7:50 p.m. (4 times per semester)
Animals in the Moral Imagination: Art and Empathy ARTH1720
Animals in the Moral Imagination: Beyond Human Justice PHIL1720

Jennifer Burns, Art, Art History and Film
Melissa Fitzpatrick, Carroll School of Management
▶ Fulfills 1 Arts + 1 Philosophy

In modern Western philosophy and art, how has human nature been pictured departing from and is defined against animal existence?

One strain of Western thought has rather emphatically decided that humans are to be understood in contra-distinction to animals, whom we can ultimately choose to exploit or protect. Recent scholarship has challenged this paradigm, stressing that humans are part of nature, dwelling within a web of obligations among all living things. In this pair of courses, students will probe the boundaries between human and non-human animals by studying philosophical texts and artworks from the Renaissance to the present. How do we imagine human nature—and why?

These lectures will be held:
• T TH 10:30–11:45 a.m.
• T TH 12–1:15 p.m.
Reflection will be held:
• T 6–7:50 p.m. (4 times per semester)

The Holocaust: Memory and Representation UNAS1721
The Holocaust: Memory and History HIST1728

Nicholas Block, Eastern, Slavic and German Studies
Devin Pendas, History
▶ Fulfills 1 Arts + 1 History II + Cultural Diversity

How do people create meaning from the Holocaust?

Through a historical and cultural studies lens, this course pair explores the Holocaust, its origins in racism and a legal framework, and its aftermath as it pertains to issues of justice and cultural representation. These courses take the grave topic of the Holocaust, a seminal event in the twentieth century from which the legal framework of human rights and genocide emerged, as an entry point into discussing the intersection between art and history, engaging students to think critically about structural racism outside of a US context as race intersected with religious identity.

These course lectures meet:
• M W F 1–1:50 p.m.
• M W F 2–2:50 p.m.
Reflection will be held:
• W 6–7:50 p.m. (4 times per semester)

“I was pushed to my limits academically and spiritually. Overall, what I have learned in this class goes outside of the classroom and will genuinely stay with me for years to come.”
SPRING 2022 | QUICK GUIDE LISTED BY CORE REQUIREMENT

Arts
The Holocaust: Memory & Representation UNAS1721 paired with History II HIST1728
Coming of Age: Film FILM1701 paired with Literature ENAS1708
Animals in the Moral Imagination: Art & Empathy ARTH1720 paired with Philosophy PHIL1720

History I
Revolutionary Media: How Books Changed History HIST1705 paired with Literature ENGL1715

History II
Powering America: The Past and Future of Energy, Technology and the Environment HIST1513 paired with Natural Science EESC1507
The Holocaust: Memory & History HIST1728 paired with Fine Arts UNAS1721
Making the Modern World: Design, Ethics and Engineering HIST1617 paired with Natural Science EESC1717
Encountering Confinement: The Historical Politics of Mass Incarceration HIST1729 paired with Social Science SOCY1727

Literature
Shifting Forms: Sexuality and Belonging in Modern Literature and Film ENGL1732 paired with Social Science POLI1033
What is the Good Life? Tolstoy Chekhov SLAV1161 paired with Theology THEO1702
Family Matters: Stories of Adoption and Kinship ENGL1710 paired with Social Science SOCY1715
Narrative and Myth in American Culture: Disney ENGL1725 paired with Social Science COMM1701

Revolutionary Media: How Reading Changes Us ENGL1715 paired with History I HIST1705
Coming of Age: Literature UNAS1708 paired with Fine Arts FILM1701
Boundaries of Belonging: Race and Anti-Essentialist Art ENGL1734 paired with Social Science ENVS1701

Mathematics
The Making of the Modern Mind: Mathematics MATH1702 paired with Social Science POLI1034

Natural Science
Powering America: The Past and Future of Energy, Technology and the Environment EESC1507 paired with History II HIST1513
Making the Modern World: Design, Ethics and Engineering EESC1717 paired with History II HIST1617
Maternity and Science: Neuroscience and Genetics UNAS1718 paired with Social Science PHCG1701

Philosophy
Animals in the Moral Imagination: Beyond Human Justice PHIL1720 paired with Fine Arts ARTH1720

Social Science
Shifting Forms: Political Belonging in Song and Film POLI1033 paired with Literature ENGL1732
The Making of the Modern Mind: Morality POLI1034 paired with Mathematics MATH1702
For the Love of the Game: Sociology of Sport UNAS1720 paired with Theology THEO1714
Family Matters: Psychology of Adoption SOCY1715 paired with Literature ENGL1710
Social Norms and Values: Disney COMM1701 paired with Literature ENGL1725

Encountering Confinement: Ethnographies of Youth Captivity and Constraint SOCY1727 paired with History II HIST1729
Boundaries of Belonging: Geographies of Race and Place in America ENVS1701 paired with Literature ENGL1734
Maternity and Science: Society, Culture, and Public Health PHCG1701 paired with Natural Science UNAS1718

Theology, Christian Theology
For the Love of the Game: Theology of Sport THEO1714 paired with Social Science UNAS1720
God and the Good Life THEO1702 paired with Literature SLAV1161

The following courses also fulfill the Cultural Diversity Core requirement:
The Holocaust: Memory & Representation UNAS1721 paired with History II HIST1728
Encountering Confinement: Ethnographies of Youth Captivity and Constraint SOCY1727 and Encountering Confinement: The Historical Politics of Mass Incarceration HIST1729
Boundaries of Belonging: Geographies of Race and Place in America ENVS1701 paired with Literature ENGL1734
For the Love of the Game: Sociology of Sport UNAS1720
Making the Modern World: Design, Ethics, and Engineering EESC1717 / HIST1617

“IT changed my life.”