

Complex Problem & Enduring Questions

FALL 2023 COURSES FOR FIRST-YEAR STUDENTS



EXPAND
YOUR WORLD

EXPAND
YOURSELF

BOSTON COLLEGE

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:

1 course in Arts: *Art, Art History, Film, Music, Theatre*

1 course in Cultural Diversity

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

Student comments in this brochure taken from anonymous survey responses

COMPLEX PROBLEM COURSES

Complex Problem courses are six-credit courses, team-taught by two professors from different disciplines. Students meet multiple days each week for lectures and once per week for lab. Students and faculty also gather for weekly Reflection sessions, which may involve group activities, guest speakers, or field trips off campus. Each paired Complex Problem course fulfills two Core requirements. Some may fill an additional Core requirement for Cultural Diversity through either Difference, Justice and the Common Good (DJCG) or Engaging Difference and Justice (EDJ).

ENDURING QUESTION COURSES

Enduring Question courses are two linked three-credit courses taught by professors from different disciplines. The same 19 students take both classes. Four times during the semester, students and faculty gather for Reflection sessions, which may involve group activities, guest speakers, or field trips off campus. Each pair of Enduring Question courses fulfills two Core requirements. Some may fill an additional Core requirement for Cultural Diversity through either Difference, Justice and the Common Good (DJCG) or Engaging Difference and Justice (EDJ).

If you have any questions about these courses or how to register, e-mail core@bc.edu.

Scan the QR code with your smartphone to learn more about the courses



AS A MEMBER OF THE CLASS OF 2027, YOU ARE INVITED TO enroll in Boston College's innovative, team-taught Core courses: Complex Problem and Enduring Question. 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; climate change and urban planning; and more.

Complex Problem and Enduring Question 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 this fall's Complex Problem and Enduring Question courses when you register during your summer Orientation session. Both are worth six credits and fulfill two of the University's Core Curriculum requirements. In November, you will be eligible to register for spring 2024 Complex Problem and Enduring Question courses; you will receive a spring brochure later this fall.

To view faculty members describing their courses and for more information, visit **[BC.EDU/COMPLEXENDURING](https://bc.edu/complexenduring)**



Some **Complex Problem** 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.”



Crisis in Storytelling in the Age of Climate Change

EESC1720 + ENGL1733

Hilary Pelevsky, Earth and Environmental Sciences
Min Song, English
Courtney Humphries, Core Fellow, Environmental Studies

► **Fulfills 1 Natural Science + 1 Literature**

The realities of a changing climate, including intensified extreme weather events, rising sea levels, and strengthening heat waves and droughts, are already being felt by frontline communities around the world. This course focuses both on hearing stories about climate change as told by climate writers, scientists, and members of frontline communities, and telling these stories ourselves. We will examine storytelling as it works across mediums and genres from literature to scientific data visualizations, and consider what it means to write an essay, produce a graph, create a podcast, or make a film. Students in the course will read, watch, and analyze examples of climate storytelling, broadly defined, and produce their own personal essays, infographics, podcasts, and/or films. Some questions we'll foreground throughout the semester are: How do we communicate the science and the human impacts of the climate crisis? Whose ways of knowing and lived experiences do we privilege? How can the stories we tell move society toward just climate solutions?

These course lectures meet:

- TTH 1:30–2:45 p.m.

You must select one of the following lab selections with your registration:

- M 11–12:50 p.m.
- M 1–2:50 p.m.
- F 11–12:50 p.m.
- F 1–2:50 p.m.

Reflections will be held:

- Tue 6–7:25 p.m.

Making the Modern World: Design, Ethics & Engineering

ENGR1801 + HIST1627

Jonathan Krones, Engineering

Jenna Tonn, Engineering

Luke Perreault, Core Fellow, Engineering

► **Fulfills 1 Natural Science + 1 History II + 1 Cultural Diversity Through EDJ**

Together we will consider how engineers and other stakeholders navigate risks related to industrial and environmental disasters; balance financial, technological, and regulatory pressures associated with complex socio-technical problems; and negotiate technical and political liabilities surrounding artificial intelligence, surveillance, and climate adaptation. Students will collaborate on group design projects based on human-centered engineering. Engineering systems present pressing technical, ethical, and moral problems that we must grapple with as engaged global citizens. In this class, students will explore the social, cultural, and institutional history of engineering; learn foundational skills in quantitative analysis of real-world engineering designs; and understand the political, environmental, economic, and ethical tradeoffs associated with building the modern world.

These course lectures meet:

- TTH 10:30–11:45 a.m.

You must select one of the following lab selections with your registration:

- W 10–11:50 a.m.
- W 12–1:50 p.m.
- TH 12–1:50 p.m.
- TH 2–3:50 p.m.
- F 10–11:50 a.m.
- F 2-3:50 p.m.

Reflections will be held:

- T: 6–7:25 p.m.

Real Estate and Urban Action: Transforming Communities and Increasing Access to Opportunity

ECON1704 + UNAS1725

Geoffrey Sanzenbacher, Economics

Neil McCullagh, Carroll School of Management

Hongyan Yang, Core Fellow, History

► **Fulfills 2 Social Science + 1 Cultural Diversity Through EDJ**

The course explores concepts of social economic and racial inequality with a focus on the interaction between housing, labor markets, and the ultimate accumulation of wealth. Housing will be examined through a study of the history of affordable housing, an exploration of the transformation of Columbia Point Public Housing Development to Harbor Point, and an applied simulation. Labor markets will be explored at the theoretical level (e.g. labor supply/demand, human capital, discrimination) before diving into data and literature on how changes over the last 40 years have expanded inequality. It will conclude with how the lack of both affordable housing and quality labor market opportunities can interact to restrict intergenerational wealth accumulation and opportunity. The course will challenge students to explore and test solutions for transforming distressed communities into safe, desirable neighborhoods that produce better outcomes for all residents through field projects, simulations, and a practical final project.

These course lectures meet:

- TTH 12–1:15 p.m.

You must select one of the following lab selections with your registration:

- W 10–11:50 a.m.
- W 1–2:50 p.m.
- F 10–11:50 a.m.
- F 1–2:50 p.m.

Reflections will be held:

- W 6–7:25 p.m.

**Artistic and Ritual Response to Suffering:
Buddhism in Practice** ARTH1725

**Contemplative Responses to Suffering:
Buddhism and Christianity** THEO1725

Aurelia Campbell, Art, Art History & Film
Matthew Vale, Theology

► **Fulfills 1 Art + 1 Theology (Christian Theology)**

What can we learn from religious traditions' contemplative and artistic responses to suffering?

These paired courses explore theological and artistic responses to human suffering. We take up Asian Buddhist traditions and investigate them in two modes: one theological and one art historical. In our theological investigation, we put Buddhist and Christian traditions into conversation with one another, exploring each as a contemplative response to human suffering. We consider how each tradition diagnoses the causes of human suffering, and the practical ways each proposes to transform those causes into occasions for insight, freedom, and ultimately, self-giving love. In our art historical investigation, we examine how Buddhism's vision of suffering, death, and liberation from suffering has been enacted across Asian Buddhist religious practice. We explore the role sacred texts, images, relics, and other objects play in how Buddhism has been lived out over the centuries. We will enrich both sides of our investigation by working closely with the material objects in an exhibition of Himalayan Buddhist art held at Boston College's McMullen Museum of Art during the fall 2023 semester.

These course lectures meet:

- TTH 1–2:45 p.m.
- TTH 3–4:15 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

Coming of Age in Literature UNAS1708

Coming of Age in Film FILM1701

Susan Michalczyk, MCAS College Faculty
John Michalczyk, Art, Art History & Film

► **Fulfills 1 Literature + 1 Arts**

When do we come of age?

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:

- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)



Death in Russian Literature: Heroes, Cowards, Humas CLAS1705

Death in Ancient Greece: Achilles to Alexander the Great CLAS1701

Thomas Epstein, Classical Studies

Hanne Eisenfeld, Classical Studies

► Fulfills 1 Literature + 1 History I

How does grappling with death, individually and as a community, inform the way we live?

What does death mean to the living? How do different cultures, eras, and people understand death? How is death represented in ways that are meaningful in the present and that retain meaning in future generations? How do we participate in this process? Our paired courses will seek answers to these universal questions in two very different cultures, ancient Greece and modern Russia. Through the lens of two disciplines, history and literature, we will examine how engagements with death, from battlefields to street corners, religious ritual to poetic imagination, resonated in their own time and how they might resonate differently with us today.

These course lectures meet:

- MW 3–4:15 p.m.
- TTH 10:30–11:45 a.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

Exploring the Mystery of God: A Theological Perspective THEO1726

Exploring the Mystery of God: A Philosophical Perspective PHIL1726

L. Matthew Petillo, Theology

Deborah De Chiara-Quenzer, Philosophy

► Fulfills 1 Theology (Christian Theology) + 1 Philosophy I

What is the relationship between human beings and God?

Together, these courses will be exploring conceptions of the divine that have been a fundamental part of Western civilization as well as the relationships that human beings have with the divine. It is expected that there will be many intersections between the two courses. For example, Augustine, Anselm, and Aquinas (on the reading list in Petillo's course) deploy the insights and methodologies of Plato and Aristotle (on the reading list for De Chiara-Quenzer's course) in a theological exploration of Christian faith. In addition, the mystical account of God in the works of Plotinus (De Chiara-Quenzer's course) bears similarity to the contemplative theology of Martin Laird (Petillo's course). Both the mystical account of Plotinus and the contemplative theology of Laird challenge the modern separation of the religious and the philosophical.

These course lectures meet:

- MWF 10–10:50 a.m.
- MWF 11–11:50 a.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)



"The dynamic was truly unlike any other compared to my other classes and it helped me learn that I was in it together with my classmates."



From Hiroshima to K-Pop: Filmmakers' Perspectives UNAS1717

From Hiroshima to K-Pop: Historical Perspectives UNAS1716

Christina Klein, English

Ingu Hwang, International Studies

► **Fulfills 1 Arts + 1 History II**

What is the relationship between politics and popular culture?

How did East Asia emerge from the wreckage of the Second World War to become the dominant political, economic, and cultural force it is in the world today? What is the relationship between politics and popular culture? Since 1945, East Asia has experienced the Cold War, civil war, communist revolution, modernization, capitalism, democratization, and economic booms and busts. It has also become a powerhouse producer of popular and art cinema. In these paired courses, students will explore the relationship between politics and culture as they learn how historians and filmmakers have grappled with the tumultuous events of the past 75 years.

These course lectures meet:

- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- M 7–8:50 p.m.

“I have never felt so intellectually engaged and challenged.”

Maternity and Science: Society, Culture & Public Health PHCG1701

Maternity and Science: Neuroscience and Genetics UNAS1718

Tara Casebolt, Core Fellow, Global Public Health and the Common Good

Jessica Black, School of Social Work

► Fulfills 1 Social Science + 1 Natural 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. These are related to the societal structures in which they have emerged. 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 have been and 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:

- TTH 10:30–11:45 a.m.
- TTH 12–1:15 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

Nature and Power: Making the Modern World HIST1710

Nature and Power: Reading the American Place ENGL 1724

Ling Zhang, History

Suzanne Matson, English

► Fulfills 1 History II + 1 Literature

How does nature act upon us and our imaginations, and how do we act upon it—transforming and representing it?

How do our links with nature change across time and place to produce the modern world and contemporary consciousness? These paired courses use global comparative case histories and in-depth literary readings of the American place to trace changing conceptual frameworks of both conquest and conservation. Students will think critically, write analytically and reflectively, and venture beyond the classroom for urban walks, museum visits, and a field trip to Walden Pond.

These course lectures meet:

- TTH 9–10:15 a.m.
- TTH 10:30–11:45 a.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

Spiritual Exercises: Engagement, Empathy, Ethics

THEO1701

Aesthetic Exercises: Engagement, Empathy, Ethics MUSA1701

Brian Robinette, Theology

Daniel Callahan, Music

► Fulfills 1 Theology (Christian Theology) + 1 Arts

How might we train for encounters with beauty and the sacred?

One objective of these linked courses is to help students realize that their own personal experiences can be the departing point for—and even the subject of—scholarly inquiry; that theology, the arts, and

philosophy are not mere disciplines to be learned but practices that are indispensable to being alive and serving the common good. Another aim is for students to realize that deeply meaningful experiences—whether of the true, the beautiful, and the good or the divine in the world and in one's self—often don't just happen. Instead, such experiences are usually the result of being situated in the right place and time with the right preparation and mindset; in other words, they are usually the result of a certain type of exercise.

These course lectures meet:

- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

Shifting Forms: Political Belonging in Song and Film POLL1033

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:

- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflection will be held:

- TH 6–7:50 p.m. (By arrangement)

**The Formation of Early Christian Thought:
A Theological Examination** THEO1722

**The Formation of Early Christian Thought:
A Philosophical Examination** PHIL1722

Michael Magree, Theology

Sarah Byers, Philosophy

► **Fulfills 1 Theology (Christian Theology) + 1 Philosophy**

How did Greco-Roman philosophy contribute to rational Christian theology?

These courses address the enduring question of the relationship between faith and reason. In the early Christian era, leading intellectuals attempted to integrate the Jewish and Christian scriptures and traditions with rational philosophy. They employed Greek and Roman philosophy to reflect upon foundational issues in metaphysics, human psychology, epistemology, ethics, and God's action in time. We will examine important concepts, arguments, and theories of ancient pagan philosophers (Plato, Aristotle, Seneca, Epictetus, Plotinus) and trace their adoption and adaptation by leading Christians (Justin Martyr, Origen, Lactantius, Athanasius, Augustine).


These course lectures meet:

- TTH 1:30–2:45 p.m.
- TTH 3–4:15 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

“I loved the community
that we created
in and out
of the classroom.”



"I met my closest friends,
and I made strong connections
with the professors.
I loved the interdisciplinary
aspect; it expanded
my critical thinking."

The Meaning of Boston: Literature and Culture

ENGL1735

The Meaning of Boston: History and Memory

HIST1630

Carlo Rotella, English

David Quigley, History, Provost and Dean of
Faculties► **Fulfills 1 Literature + 1 History II****What does a city—this city in which we find
ourselves—mean?**

Meaning flows through a city just as populations, capital, power, resources, and ideas do, and each of these flows conditions the others. As we consider what Boston has meant in different moments and to different people, we engage follow-on questions: How does the form of a text express meaning? How can we understand the relationship between that text and the historical moment in which it took form, and/or the historical moment it seeks to capture? What happens when we consider the local in relation to national and international events and artistic movements? Our students will develop skills of historical reasoning, will learn how to interpret works of literature and allied arts, and will sharpen their analytical thinking and writing skills within the disciplinary traditions of history and literary/cultural studies. We will encourage them to move beyond the received meanings and standard tropes of Boston—the accent, the city on a hill, the regular-guy mythos retailed by Hollywood—and explore questions that Boston has consistently raised about human beings

and nature, race and class difference, the form and function of the good life, the double-edged quality of moral causes, and the contest between the persistence of old ways and the succession of new ones.

These course lectures meet:

- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

**The Rule of Law and the Complex Meaning
of Justice** UNAS1719**The Role of Literature in Understanding the
Complex Meaning of Justice** ENGL1729

R. Michael Cassidy, Law School

Marla DeRosa, English

► **Fulfills 1 Social Science + 1 Literature + 1 Cultural
Diversity through DJCG****How do societies define justice, and what role do
lawyers, authors, and dramatists play in illuminating
the many complex issues underlying this concept?**

In this course, we will explore the range of experiences of law for its ministers (lawyers, judges, law enforcement agents) as well as for its recipients/suppliants (citizens, plaintiffs, defendants, and victims). We will first begin with the question of what is “justice” and approach that issue from the standpoint of political theorists. What does justice



mean? Is it fairness? equality? morality? maximization of utility? We will use Michael Sandel's *Justice: A Reader* as an introductory text to major political theorists on the justice question, from the ancients to the moderns. We will then examine how the law is mobilized and deployed by professionals as an instrument of justice.

What do we mean by the "rule of law," what roles do lawyers and judges play in safeguarding and promoting the rule of law, and what, if anything, does the rule of law have to do with justice? A set of topics has been selected to develop an understanding of the situational and systemic demands under which legal actors perform their roles in the United States. For this part of the course, we will use Lord Thomas Bingham's reader *The Rule of Law*. The course concludes with an investigation of where lawyers stand in American society today, assessing whether they have succeeded or failed in their larger ambitions to protect the rule of law and to serve as architects of a just society. If not, how might they better serve both society and themselves in uncertain times? For this latter part of the course, we will examine the work of two lawyers, one a criminal defense lawyer and one an environmental litigator, in the texts *Just Mercy* and *A Civil Action*.

These course lectures meet:

- TTH 12–1:15 p.m.
- TH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

The Value of Work: A Philosophical Examination

PHIL1721

The Value of Work: Significance through Literature ENGL1728

Micah Lott, Philosophy

Aeron Hunt, English

► **Fulfills 1 Philosophy I + 1 Literature**

What role and significance does work have in flourishing lives and good societies?

This course pair offers Boston College students the opportunity to reflect on the significance and meaning of the human activity of work; an activity that is likely to occupy a large portion of their lives. Around the globe, politicians promise "good jobs," and scholars discuss automation and "the future of work;" But what is a good job? What form of value is most central to work as a part of a good life financial reward? social purpose? personal fulfillment? How do individuals and communities understand and achieve justice and meaning at work?

These course lectures meet:

- TTH 9–10:15 a.m.
- MWF 1–1:50 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)



**The World with Us: Conserving Nature
in a Time of Crisis** ENVS1702

**The World with Us: Environmental Literature
in a Time of Crisis** ENGL1737

Vena Offen, Core Fellow, Environmental Studies

John Yargo, Core Fellow, English

► **Fulfills 1 Natural Science + 1 Literature + 1 Cultural
Diversity through EDJ**

Are we a part of nature or apart from nature?

These courses address the relationship between humans and their environment. Exploring both imaginative and scientific approaches to ecology, we will study how humans have exploited nature, but also how the environment is inextricable from the human experience. Through case studies from ecological literature and conservation science, we will develop skills in identifying environmental degradation, crafting equitable solutions, and expressing ourselves in writing and speech. These courses take a comparative approach to analyzing the history and tradition of diverse narratives of environmental exploitation and conservation through readings from South Asia, small island nations, the Americas, West Africa, and others.

These course lectures meet:

Section 01

- TTH 9–10:15 a.m.
- TTH 10:30–11:45 a.m.

OR

Section 02


- TTH 12–1:15 p.m.
- TTH 1:30–2:45 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)

“The professors were
fantastic and created a community
in our classroom
that made all the students
feel comfortable and respected.”





"I couldn't be more appreciative of that experience because it really set me up for a great four years here."

What Is Memory, and Why Does It Matter?

The Literature of Remembering ENGL1736

What Is Memory, and Why Does It Matter?

The Science of Remembering PSYC1701

Amy Boesky, English

Elizabeth Kensinger, Psychology and Neuroscience

► **Fulfills 1 Literature + 1 Natural Science**

How is memory more than a simple record of the past? What are the challenges and opportunities associated with the malleability of human memory?

This course will explore some of the most mysterious and fascinating aspects of human memory through two disciplines: neuroscience and literature. Six short modules will allow us to look closely at "enduring" (and emerging) questions about memory: how it works (both scientifically and literarily); how it can be distorted or misrepresented; how it intersects with cultural values and beliefs; what ethical challenges are evoked when we treat or interfere with memory; how stress, trauma, or abuse can change or damage memory; and what happens when memory is diminished or lost, either through aging or disease. Shared texts will include Lisa Genova's *Still Alice*, essays by Oliver Sacks and Jorge Luis Borges, and Christopher Nolan's 2001 film *Memento*. On the literary side, we will consider how varied literary forms work to capture, re-imagine, and/or probe the contours of memory. We'll read memoirs by Tim O'Brien, Natasha Trethewey, and Allison Bechdel as well as shorter science fiction pieces by Ted Chiang, working in both analytic and creative assignments. On the scientific side, students will read journal articles, including seminal behavioral studies (by Ebbinghaus, Loftus, Tulving, among others) and learn about recent discoveries using neuroscientific methods including MRI, brain stimulation, and optogenetics.

These course lectures meet:

- TTH 10:30–11:45 a.m.
- TTH 12–1:15 p.m.

Reflections will be held 4 times in the semester:

- TH 6–7:50 p.m. (By arrangement)



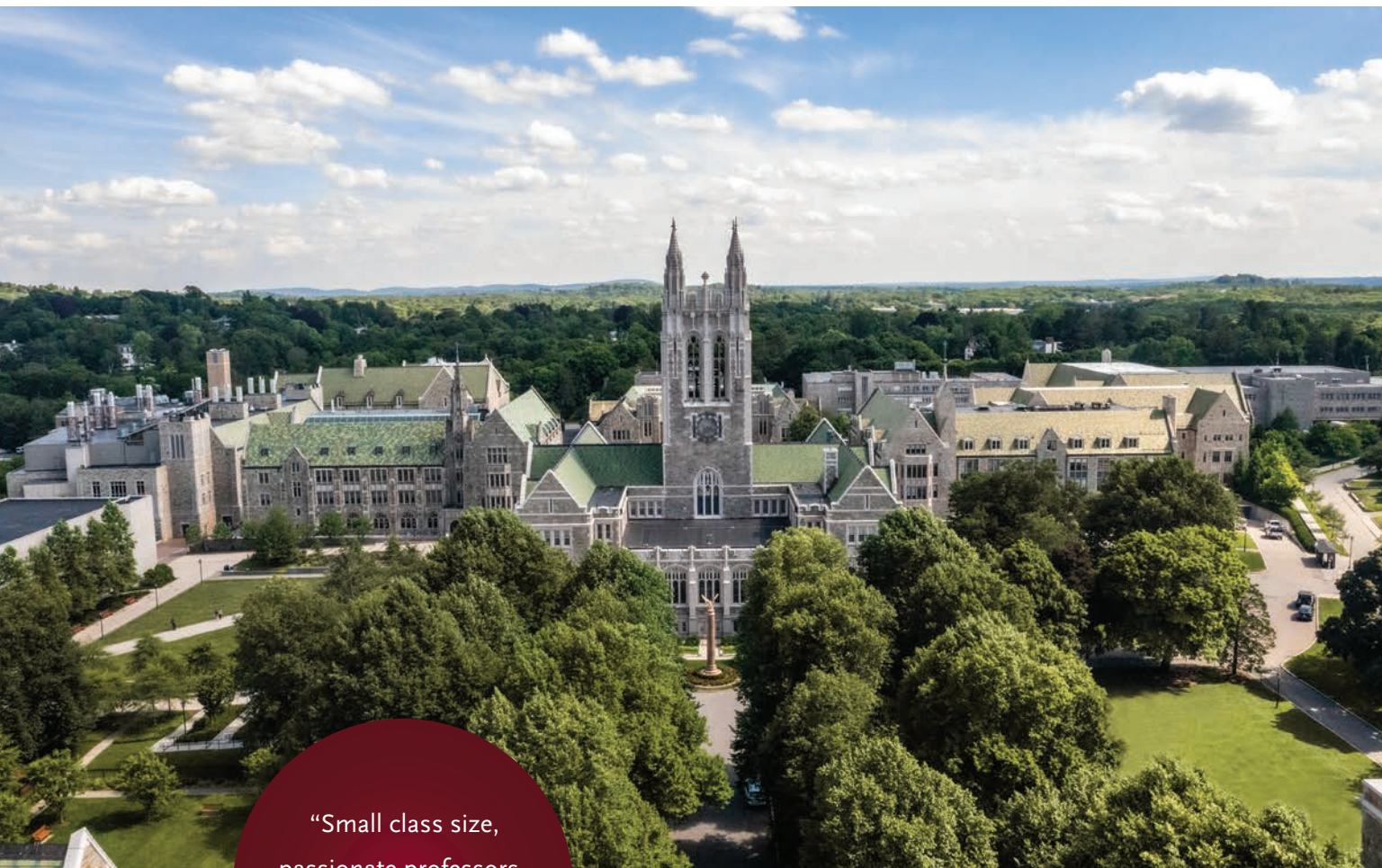
BOSTON COLLEGE

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CORE CURRICULUM

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more about the courses



“Small class size,
passionate professors,
and engaging
discussions”

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